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Sukkur  
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University



# ABSTRACT BOOKLET

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## 1<sup>st</sup> International Conference on Emerging Trends and Innovations in Education

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# Keynote & Invited Speakers



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1<sup>st</sup> International Conference  
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## Equitable and Quality Education for all: The Promise of Equitable Learning for all?

The Sustainable Development Goals (SDGs) set the scene for arguably an ambitious development framework in a global context of widening inequalities within and between countries, global economic crises, conflict, and climate change. Education, one of the 17 goals, is recognised as a key driver in mitigating (or exacerbating) these processes. The education goal (SDG4 as it is known) is articulated in the SDG framework case a commitment by national governments, international organisations and education stakeholders to Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UN, 2015).

Core to the goal of education and its ten associated targets are education quality and learning. And for many this set of targets for education represents a major breakthrough in that it focuses on the learning and does not privilege physical access as arguably the previous Millennium development Goals (MDGs) did. The focus on learning it is indeed a positive step forward in the context of a global learning crisis where globally 12 million children are not acquiring functional literacy or numeracy, even after spending at least four years in school (World Bank 2018, GMER 2017). To address this crisis is necessary to, as the SDG framework and its associated Framework for Action (FFA) does, pay attention to the black box of education, that is, teaching and learning. But what exactly does this imply and what are its implications are for policy and practice?

In this context, this paper will consider the centrality of learning in the new development framework and what in previous work I have termed the 'quality turn' - the renewed focus on quality not only as overarching goal but embedded in targets. As such I critically examine what this quality turn implies for teaching and learning, specifically focusing on the role of teachers.

I begin this paper by considering the diverse ways in which education quality and learning has been framed in the global education discourses beginning with the global education Jomtien Declaration of 1980 in Thailand to the latest World Development Report of the World Bank issued in 2018. In exploring how this global agenda constructs education quality and learning, I will explore how such agenda mediate the 'individual' and the 'social' in conceptualisation about what learning is and what education quality seeks to attain unpacking the idea of the 'learning consensus' (Soudien 2018). Such a review will bring into play contemporary discussion of cognitive neuroscience (the biology of learning) and how it frames what learning is in global education development thinking in general and the work of the World Bank in particular.

Based on the review of global conceptualisations of learning historically, this paper then turns its attention to the current global education goal (SDG 4). The overarching SDG4 goal will be examined in relation to how education quality and learning is positioned in the current global agenda. I will pay attention to how the

targets are framed, the ways in which indicators which are purpose to measure learning are constituted, and the legitimisation of a particular understanding of what is valued and valuable in teaching and learning. Particular attention will be focused on three of main targets of the education global agenda relating to learning, namely

4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States (UN 2015)

It will be argued that the SDG4 goal and its associated targets, particularly the three which are discussed, whilst potentially promising epistemic access, narrowing learning and thereby learning access to a particular set of cognitive outcomes. The weaknesses of such an understanding will be highlighted as well as showing the continuity with previous global education quality agenda.

The narrowing of learning and education carries with it particular policy prescriptions. Drawing on relevant global examples, I will examine how particular notion of education and learning influence policy priorities regarding teacher education, assessment and pedagogy. It will be argued that narrowing learning particular cognitive processes, displaces the affective from the teaching and learning process with negative consequences in diverse contexts.

The paper concludes with lessons learnt from the review of the global SDG framework about promoting equitable and quality Particular attention is paid to whether the current global agenda promises to realise its ambitious goal of meaningful and valued learning for all in the Global South.



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## Muslim youth as global citizens: challenging implicit assumptions within international policy agendas

This presentation takes up the importance now attached to the concept of the global citizen within key international education policy agendas such as the Sustainable Development Goals. It draws upon recent research (Dunne, Durrani, Fincham and Crossouard, 2017) to interrogate what the concept assumes, and, importantly, how these assumptions relate to contexts of postcoloniality.

The presentation will challenge how dominant understandings of global or cosmopolitan citizenship tend to align it with the 'modern' and the 'secular'. As Asad (2003) has cogently argued, such understandings can be critiqued for their Western origins. The very concept of citizenship is recognised as originating in Greek states, although the term began to take its present form in Western societies from the 18th century onwards. Known as the Age of Reason, this was a period of considerable change, including the transition from agrarian to capitalist societies, associated with increasing urbanisation and industrialisation. It also saw the emergence of (secular) constitutional democracy as a mode of governance that aspired to guarantee the freedoms of the individual citizen, the orderly functioning of society and the development of commerce (Bhambra, 2007; Dean, 2007). These sweeping social changes also sedimented important sociocultural norms, including the (supposed) separation of religion and the public sphere. In its contemporary guise, the citizen continues to be framed by a modern (secular) imaginary, as an autonomous individual who enjoys formal rights and obligations within their nation-state and beyond. Such an imaginary is now thoroughly normalised and indeed formally secured by an international legal system bolstered by a vast web of multilateral agencies, including the UN.

What is missing from this admittedly highly summarised account of citizenship as it emerged within the 18th and 19th Centuries is the colonial and imperial underbelly upon which the rights and freedoms of the modern 'man of reason' was forged. From a historical perspective, the status and rights of the individual might have been increasingly formalised within the territorial boundaries of Western Europe, but historically these rights were not assumed to be applicable in the rest of the world. Instead, the supposed superiority of modern Western society was used to justify Europe's 'civilising mission' in Africa and Asia. With this justification, colonisation saw the appropriation of great tracts of land and the dehumanisation, displacement and indeed massacre of many peoples (Mbembe, 2017).

In this presentation, I critique the Eurocentric norms that are historically embedded in the concepts of citizenship, global citizenship and cosmopolitanism. I then engage with findings from recent research into Muslim youth identities with respect to nation, religion and gender in four distinctive postcolonial nation-states of the Global South, these being Pakistan, Nigeria, Lebanon and Senegal. This research was prompted by our awareness of the importance of youth within contemporary societies, particularly in the Global South. We were further provoked by a concern to disrupt overly homogenized and often decontextualized representations of Muslim youth, especially in the Global North, at a time of heightened anxiety

about religious fundamentalisms. As shown below, it has particular relevance for the implementation of Goal 4.7 of the Sustainable Development Goals.

The research adopted a case study approach which privileged the context-specific ways in which youth performed their identities with reference to the intersecting discourses of nation, religion and gender. In addition to observation data, we engaged in extensive focus group discussions with male and female youth in each context, supported by local (youth) researchers. Our analyses were informed by feminist, poststructural and postcolonial theorists (e.g. Asad, 2003; Bhabha, 2004; Butler, 1990; Butler and Spivak, 2007; Hall, 1996; Mahmoud, 2012; Mbembe, 2017). Such frameworks supported our exploration of youth identity narratives and the axes of affiliation and difference through which they were constituted. This also helped highlight the contingencies of the local social relations that frame youth identity productions, as well as the interpenetrations of the global and the local.

The particular aspect of the analysis upon which I focus here considers how Muslim youth's strong affective commitments to the religious community of the 'global Ummah' can be understood as a distinctive form of global, cosmopolitan citizenship. I highlight how these affiliations are sharply differentiated from modern (secular) understandings of cosmopolitanism. I further suggest how appeals to cosmopolitan universalism can work to silence local social relations, including ethnic, religious, class and particularly gender differentiations. I will further demonstrate how for youth in these postcolonial contexts, including in Pakistan, their cosmopolitan citizenship was not 'post-national'. Instead, youth's strong religious allegiances were deeply entwined with their national identities. These were conjoined in articulation against the other of their colonial pasts - the histories of their emergence as postcolonial nations continued to reverberate powerfully within youth identity narratives. I conclude by discussing the implications for the promotion of global citizenship within the Sustainable Development Goals.

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## Gender, Education and Development A postcolonial analysis of global policy discourses and local policy enactments

Education and gender equality remain key foci within the development agenda, particularly since the international consensus gathered through the Education for All (EFA) and Millennium Development Goals (MDGs). Despite the widespread critiques of EFA and MDGs, both have led to considerable gains in reducing gender parity in education. Nevertheless, globally gender parity in participation remains unrealised in primary education (over one-thirds of countries), lower secondary education (54% of countries) and upper secondary education (77% of countries) (UNESCO, 2016). These disparities are mostly at the expense of girls at primary level globally, and at lower and upper secondary levels in countries with low enrolment ratios. A vast majority of these countries are contexts of postcoloniality.

Equal access to education, while a necessary condition for gender equality, does not guarantee gender equality. Globally, schools, as formal state institutions, tend to reproduce existing gender regimes and power relations rather than subvert them. Furthermore, gender and gender equality are buzzwords that produce different interpretations across contexts and actors. Paying attention to the specificities of contexts in which gender equality discourses are interpreted, negotiated and enacted is, therefore, crucial to understanding the construction of gender and the hope of its transformation in and through education.

This paper focuses on the ways gender is positioned within global education and development discourses and the implications of such framing for advancing or limiting gender equality in and through education. The paper utilises a postcolonial lens in analysing global policy discourses on gender and education and critiquing the ways gender equality is understood and measured in global comparisons and monitoring tools.

The paper traces the ways modern education was used as a key institution for the sedimentation of the cognitive, moral and political authority of colonial governmentalities and how gender became the key terrain on which discursive battles were launched by colonial governments for establishing the superiority of the West versus the rest. The 'oppressed' native woman was a key symbol used in legitimising colonial interventions and in contemporary neo-colonial global relations, the education of the postcolonial woman continue to be used to justify global interventions that seek to bring postcolonial nations into the realm of modernity.

Key arguments are substantiated by drawing on a wider literature review on the relationship between education and gender in postcolonial contexts and a specific case study of large scale education reforms in two of Pakistan's provinces—Sindh and Khyber Pakhtunkhwa (KP). Pakistan undertook large-scale reforms in teacher education, with the financial and technical support of international development agencies, aimed at improving the quality of education and promoting social transformation. The paper seeks to identify: if and how gender equality agendas were incorporated in teacher education; how actors at different levels interpreted and enacted gender equality goals; and what is the promise of these reforms

for gender equality. The research reported in this paper studied five teacher education institutions in two of Pakistan's provinces, using multiple data collection methods—policy/curriculum analysis, classroom observations, individual interviews, focus group discussions and a questionnaire—to gain perspectives of key stakeholders—teacher educators, teachers, student-teachers, policy-makers and international development actors.

The literature review on the relationship between gender and education in contexts of postcoloniality highlights that in postcolonial societies while education is seen as significant to the construction of the 'ideal' woman, this idealised national female subjectivity is not necessarily aligned with the 'empowered' woman framed in global education and development discourses. This disconnect between the national and the international/global is, thus, a key issue in considering gender equality in the Sustainable Development agenda.

Comparing policy and its enactment regarding gender equality at global, national and local levels, the paper identifies both overlaps and tensions. The first overlap lies in the use of an instrumental justification for girls' education, although different reasons in support of girls' education are used in policy discourses at different levels. Another commonality across the different levels lies in the predominant association of gender equality with redistribution and therefore strategies on promoting access and participation. This obscures the ways gender inequality remains unchallenged despite having equal numbers of males and females in educational institution. Furthermore, ruptures are apparent between the national and the local level policy enactments, as well as between Sindh and KP. The paper illustrates that educational reforms are formulated into policy and put into practice through complex and competing political and ideological interests among global, national and local actors.

The paper contends that in postcolonial contexts competing demands between nation-building goals, international gender equality commitments and local cultural roles considerably complicate the work of education in meeting global gender equality targets. These insights would need to be considered as the global community comes to an agreement regarding what gender equality means and how to monitor and measure progress on it over the next 13 years. The paper emphasises the significance of context in which policy is formulated, understood, enacted or resisted.

The study offers wider implications for global policy implementation in national and local settings with respect to gender equality targets relating to SDG-4. The differences towards gender equality in the two provinces under a devolved system suggest that monitoring of progress on SDG-4 targets and indicators would need to be tracked at sub-national level for obtaining a fine-grained analysis, as the national macro-level data is likely to obscure multiple and overlapping (gender) inequalities as well as any tensions in policy and practice between the national and the local levels.

A preoccupation with measurement and international ranking often misses the most important aspects of gender equality because those aspects cannot be quantified. Measuring the unmeasurable would necessarily require the use of methodologies hitherto excluded in the measurement of development targets. Capturing practices in schools, classroom and other institutions such as curriculum and textbook boards and teacher education institutions through ethnographic and qualitative methods may better illuminate progress towards gender equality,

particularly as these are the spaces in which policies formulated at different levels get negotiated and translated by actors on the ground.

The percentage of teachers receiving training in gender sensitivity is one of the proposed indicators for measuring gender equality. As this paper demonstrates, the capacity of teacher educators for promoting gender equality cannot be assumed and teacher educators are often neglected in educational reforms. Given their enormous influence on shaping the attitudes and practice of teachers, any training in gender sensitivity must begin with teacher educators.

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## Exploring the Major Challenge of Private School Principals in Pakistan

Basic education is the basic ingredient for human development and the foundation on which all succeeding stages of education are built. Subsequently, a strong education system will provide a large population of youth equip with the skills required to contribute to the economy. Therefore, education is undeniably central to the development of a nation. With a constantly low gross domestic product expenditure on education, Pakistan's education system has faced a multitude of problems. To overcome this problem, private schools have been growing extensively and rapidly to help the nation preparing a literate workforce so it can participate in the global economy. To achieve this vision, the quality of education depends primarily on the way schools are managed by the school principals. Hence, the purpose of this study is to investigate the major challenge in the Pakistan private schools and give recommendations. Content analysis was used to evaluate written responses of 61 private school principals on the challenges they faced in managing schools. The pre-primary, primary, and secondary schools were selected because they offer the basic education for lifelong learning for the young generation. The private schools were located in the cities of Punjab, Pakistan because Punjab represents the highest number of students taking basic education in Pakistan. This study revealed that aside from school management and parent issues, the most challenging issue faced by the school principals was the availability of qualified and competent teachers because very few teachers hired have had pre-service training. Considering that the quality of teacher certification programs suffers from the lack of adequately trained master trainers, little emphasis on teaching practice, and non-existence of a proper support/monitoring system for teachers, consequently, it becomes the main responsibility of school principals to create a climate of positive and continuous learning for the teachers. Bearing in mind that teachers are one of the most critical components of any system of education and that student learning cannot be improved efficiently over time unless teachers are developed professionally, it is strongly recommended that private school principals should plan and lead the professional development process and mentoring program in relation to teachers' needs to attain students' academic achievements, aside from dealing with the other wide-ranging issues as they execute various roles and responsibilities in schools.



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## No Child Left Behind in Music and Art Education A Case Study on innovation of Music and Art teaching

Confusions first brought the idea of "No Child Left Behind". His dream was to have education accessible to every Chinese. The true mission of education is to make sure all the students can have the equal chance to get the good education. What is the good education? Arts play a role. Unfortunately, when there is not enough money for education usually the government reduced the art courses even in United States. Considering the curriculum is the major parts of education, that's why we need to truly reform and improve the quality and the efficiency of curriculum especial Arts. For example, in the past the piano, video and audio is very expensive but necessary in the classroom for singing for music & art appreciation. Without the equipment music and art teaching is impossible. The question is that without music and art teaching in classroom there is no any other way to access to music & art especial for the children from disadvantaged social economic status.

Is it possible to provide high-quality music & art education without piano and other equipment instead of media and internet? We provide a successful case study on innovation of music & art education efficiently. No Child Left Behind in music and art education is not a dream. It is becoming true.



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## Role of Pakistani Universities in Realizing the Sustainable Development Goals

Starting from Earth Summit in Rio de Janeiro in 1992 with its declaration known as Agenda 21 the world has moved through various declarations and conventions on sustainable development such as MDGs 2000 and now the SDGs 2015 envisioning sustainably developing world by 2030. All the declarations and summits have identified education as critical to the attainment of their goals. It is also established that higher education particularly the universities are powerful drivers of change at the local, national and international levels due to their autonomy, social and academic respect and their capacity. That is why in the Decade of Education for Sustainable Development (DESD) higher education was designated with a special role in all aspects. Now the SDGs4 aims at ensuring inclusive and quality education for all and promote life-long learning with 4.3 relating to higher education. The role of education is perceived as catalyst for achieving other SDGs through developing social and mental skills and values required for transformation of the world. Creativity, innovation, empathy, contextualizing, collaboration, and life-long learning are some of the examples. It is the academic and social responsibility of the universities to respond to this call. They should modify their structures, include sustainable development (SD) in their curricula and teaching-learning strategies, conduct more research on SD, adopt interdisciplinary approaches, connect more with their communities in all of their aspects, change from business-like approach to more humanistic and emancipatory approach and provide more opportunities for continuous and life-long learning using on-line and other ICTs. The paper will review the state of Pakistani universities' response to this call, the barriers and will discuss the way forward.



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## Role of Teacher Education in Professionalizing Teaching

Teacher education has been considered as weak area of policy intervention across the globe, however, several countries have transformed teacher education to prepare teachers in order to cope with the increased demands of teaching and learning in education institutions. Some efforts have been made in Pakistan to transform teacher education through policy, programmatic and structural changes in order to respond to the emerging challenges in education in general and teacher education in particular. However, these changes haven't yet produced the desired results. As a result, quality of education has continued deteriorated which seems to be an overriding concern of the civil society and policy makers in the country. In order to address the critical issue of quality education and its access the provincial governments have enforced 'education emergency' in their respective provinces but it remained an elusive. While there are number of imperatives of quality of education teaching is considered as one of the most important imperatives which has not yet been given a serious consideration in the education system. Public sector normally hires professionally qualified teachers whereas the private sector hires graduates from the market and organizes induction and continuing professional development programmes to develop their professional knowledge, skills and competencies who relatively perform better in getting their students through examination with good results. This badly reflects on the quality of teacher education. Thus, teacher education has become a part of problem rather than solution to problem due to lack of vision of teacher education, weak teacher education intervention and its implementation strategy and poor preparation of teachers.

Teacher education as part of professional education aims to prepare individuals as professionals who are able to take on their challenging and demanding role in the classrooms and educate children in the education institutions. There is generally held opinion among academics and policymakers that teachers who are developed through teacher education programmes normally lack intellectual ability, repertoire of pedagogical skills, pedagogical content knowledge, sense of professionalism etc. Thus, teaching profession has suffered due to a weak policy on teacher education and poor preparation of teachers. In order to professionalize teaching there is need to adopt a 'clinical-inquiry' model for preparation of teachers by offering interdisciplinary courses, integration of theory and practice, practicum and residency programme enabling student teachers to practice under the supervision of mentors to become skilful and professionally competent teachers. Teachers should also be associated with professional bodies for appearing in licensure examination to become certified teachers and continuously enhancing professional skills and knowledge to improve their teaching and learning.

*Keynote Address at the International Conference on Emerging Trends and Innovations in Education at Sukkur IBA University from November 13-14, 2018*



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## Trends and Issues in Education

It is mandatory by the Constitution of Pakistan to provide appropriate, free, compulsory and right type of education to all children between the ages of 5-16 years. Education plays the role of backbone in the ideological, economic, social, and moral development of any nation. Pakistan being an Islamic and developing state requires such type of an educational structure which could meet the national and international standards to compete the ever changing demands of globalization. To serve this purpose, new trends and issues in education will have to be put into consideration. The latest trends in education may include bridging gaps between skill development in students and industrial demands, career counseling and provision of resources for developing entrepreneurial skills in students. There is need to provide opportunities for developing programs for career and technical education. Leveraging technology in education is of paramount interest to teachers and educators. It will be needed to adopt inclusive practices in education to enable children with disabilities to make progress in general education curriculum and play their role as responsible citizens of society. It is important to have focus on student achievement and its connection to school/ teacher evaluation system. There is trend of imposition of English as the only medium of learning for Pakistanis by both public and private sector. One of the serious issues of education is that curriculum is not identical across the board. Teachers in the private sector are not well paid while the situation of the public sector is not very encouraging. The students are over burdened with a 10 to 14 hour study a day. There is non-native medium of learning, unskilled teaching and mind-racking study burden of time and labour. The other issues include lack of proper planning, social constraints, gender inequalities, cost of education, war on terror, funds for education etc. efforts on both individual and collective level are needed to comply with the new trends and combat with the issues in education in Pakistan.



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## Professionalizing Teaching

Contemporary educational reforms “marketisation” and a new emphasis on the involvement of a wider range of stakeholders have resulted in a period of significant change for teachers. Professionalizing teaching is a continuum, a creative journey from the earliest stages of initial teacher education through to the latest stages of being an educational professional. Professionalizing teaching advances the profession as a whole and goes a long way to create better opportunities for student success. It also has a significant impact on attracting more talented people to the profession and retaining the highest performers, which creates a win-win situation for students and teachers. The professionalizing teaching arms teachers with skills and expertise to facilitate learning in ways that make them desist from using teacher centered approaches in which knowledge is transmitted from teacher to students and students passively receive information. It enables university teachers to understand the role of assessment in teaching and learning and to apply appropriate assessment techniques. Business and industry have much to gain from enhancing the quality of teaching. High standard teaching prepares a better skilled and more knowledgeable workforce. Professionalization of Teaching is one of the most fundamental issues in current educational debates and discussions and there is a worldwide concern that existing teacher education programs are not producing professional teachers having required professional skills according to the demand of job market that leads towards employability issues in teaching profession. Professionalization is a collective process of professional development that transforms any occupation into a true profession of the highest integrity and competence. There are numerous steps that can be taken to professionalize teaching such as teachers may start encouraging conversations about the significance of their work, and explain the challenges of doing it well. There’s plenty of research that highlights how highly trained, effective teachers are critical to students’ short and long-term success, teachers may take advantages from these research studies. Teacher should not assume that they know enough about a subject to teach it to a room full of students with 100 percent success 100 percent of the time. Much like other professions, to teach effectively, they must be ready to update their knowledge in a wide range of topics — often with hands-on experience and in-depth training. Professionalizing teaching requires identification of the required skills according to teachers’ changing roles in a knowledge society; and supporting them by providing the conditions as they respond to the challenges of the knowledge society, through initial and in-service training in the perspective of lifelong learning. There is a dire need to secure a sufficient level of entry to the teaching profession, across all subjects and levels. In order to fulfill the long-term needs of the teaching profession, attracting recruits who have professional experience in other fields is very important by making teaching profession more attractive. Teaching can be professionalized by way of planning professional development programs, short courses as well as creating a culture of doing research and publication in teaching and learning issues and developing and implementing Professional standards for teachers in a true spirit.

*Keywords: professionalization, profession, professionalism, teaching, professional development*



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### Thesis Writing and Research at M.Phil and PhD Levels in Pakistan: What is causing the Fall? How to Arrest it?

Thesis writing and research are considered integral parts of M.Phil and PhD levels in Higher Education across the world. Although in certain subjects, one may successfully complete M.Phil in Pakistan with coursework track; these are generally considered research degrees, and require research and thesis writing. Although few Universities are doing very well, over all the standards and quality of research and thesis writing is falling rapidly. The number of degrees issued for these two levels are on the rise, but the quality is going southwards. The situation is even more appalling in the social sciences.

Collecting data from six universities from Pakistan, this paper tries to identify the causes behind it. Out of those six universities, three are from public sector and three from the private. All of them are situated in Lahore. Thirty M.Phil and PhD students and five teachers were interviewed. All of them belonged to the faculties/ departments of education

The participants pointed out various factors that could contribute to this deplorable situation about research and thesis writing at those levels in Pakistan. Some of them were the way students were assessed during the core courses work period (questions based papers rather than research based course papers), the attitude of the teachers, lack of knowledge of the teachers and inability to impart knowledge, objectives of the students which was to get the degree than acquire knowledge, enrollment of a large number of students, lack of proper resources and guidance for this purpose, unfair means used by the supervisors and the universities to pass the students, lack of creative and critical environment in the classroom, allowing students to pass M.Phil without thesis and then letting them gain admission in PhD, and buying thesis rather than writing them.

The paper suggests that if there is any desire by federal and provincial higher education commissions, and the universities in Pakistan to improve the qualities of these degrees in social sciences (especially education); they must step forward before it is too late. The paper suggests the number of PhD and M.Phil enrollment to be limited to a number that the university can cater qualitatively. It is also suggested to abolish M.Phil with coursework track, or at least not allowing them to gain admission in PhD. Students, especially those with thesis track, should be asked to write research based course papers at the end of the term rather than questions based papers. Those should be checked anonymously by other teachers, and must be checked for plagiarism before being marked. The classroom environment should be interactive and critical to develop creative skills. Universities and relevant bodies should make the proposal defense and viva-voce process more vigilant and neutral, and keep it free from the influence of the supervisors. If any teacher is involved in helping the students in using unfair means (helping them in buying thesis or asking other students to write for them), she/he must be banned by the university and the relevant bodies.



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### Psychological Capital and Empowerment at work: An Empirical Evidence

This article draws on the phenomenon that psychological capital and workplace empowerment works together. This study was conducted to find out association between PsyCap and at work empowerment at tertiary level educational organizations in Pakistan. For this purpose 200 faculty members from eight universities were selected randomly and two instruments were administered to know about their perceptions. A pilot testing for the instruments was also conducted. The measure to collect data for psychological capital was comprised of the factors Self-efficacy, optimism, hope and resilience. Whereas, the empowerment at work scale, measured the dimensions like meaning, competence, self-determination and impact. Inferential statistics was applied to find out effect of psychological capital on workplace empowerment and the results found were interpreted by supported and rejected researches accordingly. A relationship between four dimensions of PsyCap with eight dimensions of empowerment at work was also explored followed by recommendations and further suggestion for future research in the field.

**Keywords:** *Empowerment at work, Psychological Capital, Self-efficacy, Resilience, Optimism*



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Development

## Professional Knowledge of Science Mentors: MSTARS a Study Based in Two Districts of Interior Sindh

This study named MSTARS (Mentoring Science Teachers in Rural Sindh) attempted to understand the development of primary science teachers into mentors in two districts of Sindh as part of the Strengthening Teacher Education Project (STEP). All ten science mentors from the district of Sukkur (North Sindh) and Thatta (South Sindh) were included as research participants of the qualitative study. The Cluster Based Mentoring Program provided support to the primary teachers in their development as mentors through a year-long Diploma in Science Education as well as offering ongoing support in the form of needs-based workshops. In return the science mentors were expected to support the teaching of science in the project schools in the districts by offering both science content and pedagogy workshops and classroom support to science teaching in the field over a period of 2-3 years.

To understand this development process a qualitative study was undertaken to respond to several questions two of which were, How do mentors define their professional knowledge? and How do mentors use their professional knowledge in their work with mentees? To answer these research questions in-depth interviews of science mentors were undertaken using semi structured interview guide. Each of the ten mentors was also observed while conducting a workshop for the primary teachers. After the workshop mentors were interviewed again to gain insight into their professional knowledge in the field.

The key finding that emerged was that the science mentors continued to define their professional knowledge largely in terms of knowledge of science and pedagogy but not in terms of knowledge required for teacher development such as peer coaching, class observation skills and meta-cognition. Similarly, the process of identity construction was, as to be expected a work in progress, but the science mentors still considered themselves primarily as science teachers barring a couple of exceptions. The implications and recommendations emerging from the study are that mentoring roles and responsibilities need more attention and time when designing teacher education programs.

**Keywords:** Mentors, science education, professional knowledge, primary science teachers, school-based teacher education, identity construction

# Oral Presentations

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## A Design Based Research for Integration of Online Animation Videos for Teaching Cell Cycle in Biology

This study follows a design based research approach for the integration of biology online animation videos as instructional material with enhanced interactivity for class IX biology students. The traditionally used instructional material was re-designed into an interactive instructional material aimed to promote learner centered instructional design for active engagement by using freely available web based technological affordance. The instructional design used in this study is informed by theories like cognitive theory of multimedia and technological pedagogical content knowledge.

The design based research approach offered a theory grounded technology integration, in which online instructional material was designed, implemented, reflected and re-designed to refine iteratively towards enhancement of instructional design for use by other practitioners and researchers. The study employed a qualitative method, including interview from biology practitioner, focus group discussions from students, classroom observations, reflective journals by researcher and practitioner and students' progress report available on website. Data was analyzed by using qualitative data analysis technique.

Three key findings stood out; integration of online interactive animation videos as an innovative pedagogy, design based principles for using online animation videos with enhanced interactivity and collaborative reflective practices for enhancing pedagogy and instructional design. Furthermore, the pragmatic outcomes of this study signify the value of the educational design-research approach as a realistic and effective method for reflective researchers and practitioners. The study concludes by offering implications for online animation instructional designers, practitioners, and researchers and sharing recommendations for further research.

**Keywords:** *biology, technology integration, online, innovative pedagogy*

## Parents Involvement in Their Children Educational Achievement: A Study of Undergraduate Students

Children initially learn from their parents and their supportive role in education is very pivotal in obtaining academic achievement. This descriptive study mainly focused on examining the parents' interest in the academic achievement of their children, and parents' interaction with the teachers. The target population of the study comprised 115 students both male and female between the age group ranging from 18-23 studying in all the 04 semesters in Institute of Education and Research, University of Peshawar. The sample of the study comprised 50 students both male and female. A Questionnaire was developed for collecting data comprising 24 questions. The questionnaire asked the respondents about their parents' involvement in their academics on 03 domains that include Parents role in academics, Parents Self-efficacy, and Parents perception of general

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invitation from school. The collected data was arranged according to its nature and was tabulated, analyzed and percentages for each response were drawn. It was founded that most of the paternities were well involved in their children academic accomplishment because they help their children in their academic activities and provide the necessary facilities. They spend time with their children and guide them. The study recommends, educational institutes to develop strategies and programs to increase the involvement of paternities and to discuss children progress with teachers. It is suggested that parents should provide the necessary facilities, visit the institute, discuss problems and motivate their children.

**Keywords:** *Parent, Children, Achievement, Education, Involvement, Undergraduate.*

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## Needs Analysis of the Students for Acknowledging their Expectations for Betterment

Needs analysis of learners for the English language and literature is considered as an important domain that comes under the field of English for the specific purposes. The role of needs analysis in ESP is precious. It is considered as a prerequisite for any course. This research aimed to explore the needs of learners from the course which they are studying. Additionally, subject teachers are also part of this research, their point of view regarding the subject. Moreover attitude of students, teacher's behavior and surroundings are being analyzed for this study. Furthermore, this study facilitated teachers to understand the necessities of the learners and it will incorporate while designing the material for the course according to their needs. Questionnaire, semi-structured interviews, observation and observational checklist were being designed for data collection. Two questionnaires were being designed for the data collection process, one is for the students and other is for the teacher. Teacher's questionnaire intended to explore the importance of vocabulary and research in technical report writing. Classes were observed by using 4G LTE services via Skype. Interviews were taken with the help of cellular service and questionnaire was filled via email. Data for this study were retrospectively collected with the help of questionnaire, semi-structured interviews, observations and observation checklist. Five of the students were selected from the class for gathering the data. To compare the validity of written answers semi-structured interviews were conducted, moreover a class was observed to check the attitude of teacher towards the learners.

Similarly, both of them were open ended and they contained the same number of questions. The first part of questionnaire was based on personal information which includes name, qualification, and hometown. The second heading included general informal that was based on familiarization with other languages, age and their study background. Together with it, last part of questionnaire was based on open-ended questions. Students and teacher were supposed to share their own views according to questions. The main rationale behind this theme was to know the learners' needs and necessities of the course, with this intention questionnaire was designed. Interviews were placed soon after gathering the filled questionnaires. To demonstrate the vague provided in the questionnaires interviews were conducted. The Observation form was designed with assistance of some good research books. This form recorded data for teacher's attitude and learners' motivation towards learning, additionally environment of class was also focused during the observation. The most obvious findings that emerged from this study are students are motivated to learn but they do not have the proper environment. According to the few of students the subject must be major, additionally, most of the students agreed that they must learn some technical vocabulary for their subject area. Moreover, learners were not able to write sentences in proper order. According to the findings of this study the management of the university must hire good educationists who could properly perform needs analysis to assess learners according to their needs and expectations.

**Keywords:** English Language, learners' needs, expectations, motivation

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### Exploring the Learning Perspectives of Students Who Obtain 3+ GPA at a Public Sector University Sindh Pakistan

The focus of this research study is to get insight about the learning perspectives of students who obtain 3+ GPA at the Business Department of a Public Sector University in Sindh, Pakistan. This study was guided by six major research question which includes: What are the learning perspectives of students who obtain 3+ GPA? What are their perspectives about 3+GPA? What are the learning practices of students who obtain 3+ GPA? What are the facilitating factors that affect students' performance? What are the hindering factors that affect student's performance? What are the suggestion to address the hindering factors that affect students' performance? A qualitative case study was conducted in the Business Department of a Public Sector University in Sindh, Pakistan. The data was collected through semi-structured interviews i.e. one-to-one and follow-up interviews. The data was analysed through open-coding strategy and analysed and reported thematically. It is aspire that the findings of this study will open windows for students, university, educational institutes, teachers and policy makers to learn and recognize different ways of learning through results of this study. As a result, the proposed study can contribute to low achievers to get higher GPA by applying the results. Further research can be conducted in the same university by having research participant who achieve low GPA.

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### Teachers' Attitudes and Beliefs towards using ICT in Teaching English Literature at University of Sindh

Information Communication Technology (ICT) is considered as one of the most important 21st century skills in teaching. ICT integrated classrooms is one of the growing and most effective phenomenon. Recent studies have found use of various technological tools very helpful in teaching and learning process. Though the integration of ICT has made learning and teaching more comfortable and productive, there are certain factors and attitudes which affect its use both positively and negatively. The present study aims to investigate attitudes and beliefs of English literature teachers at the University of Sindh with varied teaching experiences towards using ICT tools at undergraduate level. The qualitative research approach is chosen for the study. Data is collected through semi-structured interviews from 6 teachers teaching at Institute of English Language and Literature, University of Sindh, Jamshoro. The sample consists of three categories - teachers having more than 10 years' experience, 5 to 10 years' experience and less than 5 years' experience. Interviews are taken from 2 participants from each category. Participants responses are analyzed with the help interpretivist paradigm. The findings of the study demonstrate that despite the external factors hindering integration of ICT in classrooms, teachers belonging to different age groups find ICT equally important and productive in teaching literature. Findings also show integration of ICT has positive impact on student's participation.

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### The influence of mobile texting on the reading and writing skills on the illiterate labor class individuals

Pakistan Bureau of statistics reveals that the population of Pakistan has reached to 207.7 million in 2017. The number of mobile users have reached to 139.20 million in the same year (PTA, 2017). However, the adult literacy rate (male and female) remained disappointingly at 58% in 2015 (Statistics, 2015). This suggests that there are almost half people still illiterate but using mobile phones. Despite the fact that the established researches suggest that mobile phones have negative effects on reading and writing skills (Campbell, 2015; Dansieh, 2011; Kunekoff \$ Titisworth, 2013). This study attempts to answer the question that in what ways the use of mobile phone influence illiterate individuals? And if texting on mobile phones improve the reading and writing skills of the illiterate mass. Using a descriptive case study approach, this study examined three research participants of diverse backgrounds to understand their motivation to use mobile phones and ways it influence them to learn reading and writing. The participants were purposively sampled, which included: a 20 year old male helper, who was serving in a hostel, a 30 year old housewife, a 22 year old male driver. These participants were specifically selected as the focus of the study was to explore the experiences of those individuals who might have or not primary education, but remained illiterate (who are unable to write even their own names) till they start using mobile phones. With a constructivist ontological stance and

interpretivist epistemology, researchers used qualitative research approach and conducted in-depth interviews from three research participants to understand why they remained illiterate, how they started using mobile phones, and how they learnt reading and writing skills through mobile. The results showed that they felt a necessity to own mobile because they are working in the school/university/home, which is far away from their home. The study revealed that mobile plays significant roles in reading and writing. At present the participants can read

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## Role of EMO Model in Improving the Teaching Practices of Secondary Public School Teachers of District Khairpur Mirs', Sindh.

Teaching as a profession demands new teaching strategies and innovation in practices because a teacher has to deal with multiple intelligences in her classrooms. The globalization of education has increased the intensity of this demand that a teacher should have the capability to deal the students through innovative teaching practices. Sindh a province of Pakistan faces problems in this regard especially quality education and teaching. In order to improve the teaching practices of public school teachers and overall management of secondary public schools, the government of Sindh has brought many reforms to overcome these challenges. The newly adopted model labeled as Education Management Organization (EMO) work under the umbrella of Public Private Partnership (PPP) has been introduced in the province. This study aimed to explore; which difference has the EMO model created in the teaching practices of public school teachers? And how have these differences been achieved. A mixed methods sequential explanatory research was carried out in three EMO and three non-EMO schools of district Khairpur Mirs'. Sample of the study included 68 teachers of EMO and non-EMO schools and 3 school managers. The findings of the study revealed that comparatively the practices of EMO teachers were better as compared to their non-EMO counterparts with no significant difference. However, it was also identified that majority of the EMO teachers used traditional teaching methods in their classrooms. The study found that the EMO arrange Continuous Professional Development Trainings (CPDTs) for teachers in order to improve the content and pedagogical skills of public school teachers. However, certain influencing factors such as lack of interest of teachers towards CPDTs, low level of teachers, and lack of self-motivation among teachers is a big hurdle to bring improvement. In contrast, the study identified some highly motivated and cooperative teachers who were very keen to improve their teaching skills and capacity, which indicated a ray of hope for the EMO. The study recommended that EMO teachers need to be involved in different activities through a distributed leadership style this act may help to increase the motivation of teachers. The EMO should reduce the difference of public school and EMO teachers in schools. The study also recommended that there is need to develop the capacity of school managers as they can create conducive learning environment in the schools.

**Keywords:** Public Private Partnership, cooperative, motivation, teaching quality, Education Management Organization (EMO)

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## FLAT-BTOT: A Method to Improve Mathematics Communication Skills in solving Mathematic Word Problems

Mathematics word problems can be very challenging to many students as it uses symbols and require a conceptual understanding to distinguish the symbols and understanding. The aim of this study is to compare mathematics problem-solving skills and mathematics achievement before and after using Flat-BTOT method by providing formative feedbacks. The National Council of Teachers of Mathematics hope that students are able to present, analyze and make generalization using graphs, table, words or symbolic criteria (NCTM, 2000). The study was conducted at primary school level in Sukkur. The participants were consisted of 100 students in grade 4. Data was collected through pre-test, post-test, and observations. The test results show that there is a huge improvement in students' mathematics achievement after post-test. The observation shows that students' mathematics communication skills were immensely developed by formative feedbacks. The purpose of this study is to explore the use of Flat-BTOT method to improve the mathematic communication skills and to ensure that mathematics teaching will become more joyful and effective. Moreover Flat-BTOT method can be extended from primary grade to secondary grade, as it enhances students' achievement and works magically to improve communication skills.

**Keywords:** Flat-BTOT method, mathematics problem-solving, formative feedback, mathematics communication skills, conceptual understanding.

## Impact of Teachers of different genders teaching students of different genders in private schools of district Peshawar

The gender gap and student success variances have and remain to be a predominant issue followed and explored by many researchers. Research also shows that male teachers are more supportive in failed situation and female teachers in success situations. This paper attempts to explain the impacts of teachers of different genders teaching students to the different genders. Boys need male teachers and girls need female teachers to achieve better. Similarly, male teachers produce more positive attitude amongst boys and female teachers amongst girls. The objectives of the study were to investigate the positive and negative impact of female teachers teaching on male students and male teachers on female students. Qualitative approach was used in the research study using phenomenological research. Data was collected through interviews from twenty (20) private secondary school teachers; in which 10 schools were selected where female teachers taught to male students and 10 schools were selected where male teachers taught to male students through purposive sampling on criteria of more than five (05) years working experience. Interview protocol which was administered to the teachers was validated by sending to the panel of experts for more corrections and refinement. Data derived from interviews was then analyzed

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to deduct themes on “the impact of teachers of different genders teaching students to the different genders”. Findings of the study reveal that teachers interact differently with students of similar gender than they do with the students of opposite gender and females have more negative attitude towards male teachers. It is appropriate that male teachers should teach to the male students and female teachers to the female students. However, this research doesn't indicate that male or female teachers are superior in teaching male or female students.

**Keywords:** *Impact, gender, attitude, male teachers, female teachers*

### Internal Factors of University Teachers Influence use of ICT: A Positivist Perspective

The aim of this study was to explore university teachers' perceptions, attitudes and motivation for using information and communication technologies (ICT) in teaching and learning from the positivist lens. The purpose of this study was fivefold: (a) informing university teachers' existing levels of ICT proficiency, (b) exploring the perceptual factors underlying university teachers' ICT use, (c) inquiring into the attitudinal factors underlying university teachers' ICT use, (d) identifying university teachers' the level of motivation for ICT use, and (e) determining significance of relationship between the endogenous factors and ICT use. A sample of 377 university teachers from 51 higher education institutions responded to the survey instrument. The data were tested on exploratory factor analysis to determine factors and items in the latent variables. The remaining items under each factor reduced after dimension reduction check. The significance of relationship between teacher led factors and ICT use was tested on multiple linear regression. The results showed relevant items against the corresponding factors of perceptions, attitudes, and motivation for ICT use. The response analysis revealed high percent perceptions, attitudes, and motivation of university teachers for relying on ICT for accomplishing learning and teaching related tasks. The study reported significant correlations between university teachers' use of ICT and their perceptions, attitudes and motivation.

**Keywords:** *ICT, perceptions, attitude, motivation*

### Other Side of the Mirror: Supervision of Research at Higher Education: Perception and Practices of Supervisors.

It is often discussed that researchers face severe problems during their research at M.Phil. or Ph.D. level. What the other side of the mirror shows is also very important to make research supervision a smooth, effective and fruitful process for both students (researchers) and for supervisors. Focusing on the perception of supervisors and analyzing the problems they face, the strategies they use and the modification required, this research presents the ordeals of research supervisors.

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If we need research work to meet the global standard, truly beneficial for society, fulfilling the purpose of research then barriers should be identified and removed. Qualitative research was adopted to collect data from sixteen research supervisors, having at least ten years supervisory experience at higher education level, without gender discrimination; from social sciences and applied sciences, government and private universities in Karachi. Through Interview, data was collected from purposely and randomly selected samples, analyses of the responses were done to extract common themes keeping in view the sensitivity and reflective complexity of the issue. Results indicate that problems lie in the institutional mechanism of research processes like chair exercising control over both, research candidate and supervisor; attitude and competencies of researchers, mismatch of researchers and supervisor's area of interest and lack of enthusiasm, and discipline among research candidates, lack of rapport, lack of incentives and appreciation. It was suggested the Proposal Development component of coursework be strong and act as a guide for future research and preliminary meetings between researchers and supervisors be held to ensure compatibility. The entrance test should include a proficiency test in the relevant language. The rules should ensure that errant candidates be dropped after a given period. A very important factor in the present scenario is competition between universities for grade points on research production, in which quantity has an edge over quality.

**Keywords:** *Supervisory. Higher Education. Perception. Practices*

### Factors Affecting on Decision Making of Male and Female Students of a Government University to Take Part in Co-curricular Activities in Sukkur, Sindh.

This study examines the factor affecting over the decision making of male and female students to take part in co-curricular activities at Government University. The purpose of the study is to explore different factors that support or resist the students' decision making to take part in co-curricular activities. The qualitative research method is used with case study approach; with the interview as the research tool to collect data. This tool is divided into five themes, Intrapersonal Affects, Parental Affects, community Affect, Teacher and institutional Affect and Peer Affect. The findings suggest that self-interest is key to make the decision about participation in co-curricular activities in intrapersonal affect. Majority of participants responded, they are independent but few of them are bound to follow the restriction of their parents. However, females are restricted and are dependent on their parents because of cultural norms and religious belief. Co-education has a positive impact on the females' participation in co-curricular activities and community does not allow females to take part in co-curricular activities. Institutional and teachers have remained helpful for students in organizing and motivating students to take part in co-curricular activities. Last, the peer affect had direct influence over decision making about taking part in co-curricular activities.

**Keywords:** *Decision-making, Co-curricular, Co-education*

### Exploring Teaching Practices of Primary Mathematics School Teachers of a Semi-Government School in Sukkur

Mathematics is a compulsory subject even at primary level and expertise in it paves the way for future of a child. Therefore, the purpose of the study is to explore in-depth teaching practices of primary mathematics school teachers of a semi-government school in Sukkur. Moreover, to take a look at the best ways of teaching mathematics ascribed by these mathematics' teachers. This study uses case study design of qualitative research method, and the data is collected through semi structured interviews and unstructured classroom observations. 10 teachers were selected using purposive sampling. The findings reflect that in selected school there are two types of teachers those who are trained and others who are untrained. Moreover teachers were using same pedagogy while teaching, as it is found that only there was one method of teaching adopted to teach all kind of learners in the class. Furthermore, the findings of the study highlight that they were unaware of the terminologies of the techniques and had no idea about the philosophy behind their use. In short both, teachers need training to develop their mathematics teaching skills in order to cope with the needs and demands of the century.

**Keywords:** Mathematics, Teaching practices, Semi-Government School

### Teacher professional standards limiting or facilitating teachers in Pakistan

The condition of Pakistan's education is poor since decades while in other countries the importance of education with standard quality is getting universally accepted. The new policies have been adopted by different countries in order to improve their Education system. Research suggests that the countries which are providing quality education tend to follow teaching professional standards. Therefore, to strengthen the quality of education, ministry of Education (MOE) in collaboration with the United Nation Education Scientific and Cultural Organizations (UNESCO) is implementing Strengthening Teacher Education Pakistan project (STEP) with financial support of the United states Agency for international development (USAID). In Pakistan under STEP Project, 'Professional Standards for teachers have been developed in consultation with stakeholders in all provinces. The major aim of teaching professional standards is to improve educational performance of educational system and to improve the practices of teachers in classrooms. This study attempts to examine that to what extent teacher's professional standards are controlling or guiding teachers. The objective of this study is to highlight the importance of professional standards in teacher's education and the impact of teacher's professional standards in controlling or guiding them. It also explores that how professional standards of teachers have provided benefit

to education system of Pakistan. The research has been carried out by using qualitative methodology. In which semi structure interview was conducted from 6 teachers of a private school. Overall, the focus of the study is analyzing the National Professional Standards in terms of limiting or facilitating teachers in their professional development. The findings of present study suggest that NPSTP are controlling teachers instead of guiding them. This is the reason Pakistan's education is lagging behind.

**Keywords:** Education system, teacher's professional standards, teacher education, controlling or guiding teachers.

### Liaison between Constructivist Instructional Practices and Teachers' Beliefs about Chemistry Education

This mixed method research study was aimed to assess the beliefs and instructional practices of science teachers at secondary level. This study also investigated factors and situations which either impacted or not on learner centered teaching approach. Surveys, interviews and document analysis were used to collect data about science teachers' instructional practices and their beliefs about elementary science education. It was found that science teachers have constructive beliefs related to questioning of students during teaching and learning processes. There was mismatch in teachers' beliefs and their instructional practices. Moreover, it was found that completion of syllabus, shortage of chemical, equipment and other laboratory material hindered the constructivism in the chemistry classroom. Likewise, science teachers' personal epistemology repressed the students' autonomy, hence, chemistry classroom and instruction remained teacher-centered. Resultantly, few suggestions were recommended to school principals, and other stakeholders to support science teachers in implementing constructivist instructional practices in elementary and secondary science classrooms.

**Key Words:** Science instructions, Constructivism, Chemistry education, Teacher centered, Student centered.

### Exploring Women's Choice about the Profession at a Public Sector University in Sindh, Pakistan

This study examines different factors that shape women's choice of professions. The purpose of this qualitative case study is to get an in-depth understanding of women's choice of professions. The research questions guide the purpose of this study. The questions include: 1) what is the importance of one's personal choice for the selection of a profession? 2) Why is women's choice important in the selection of a profession? 3) What are the benefits if women are given choice to select a profession? 4) What are the issues if women are given choice to select a profession? A purposeful sampling strategy was adopted to select the participants.

The semi-structured interview guide was prepared to collect the data pertaining to women's choice of the profession. A total number of 7 interviews were conducted from the 5 research participants of this study. The data have been analyzed by employing the open coding strategy of data analysis. I expect that this study will open a window for the public sector policy makers in Sindh Government to reflect on the importance of career counseling in the schools, especially for intermediate students. Furthermore, this study will give an idea for the female students of intermediate about professional choice, and the suitable profession for them. The future research can target the different class levels (elite class, middle class, and lower class) of women in Pakistan to know their perceptions about the selection of a profession. In addition, the same study can be conducted at large scale by collecting data from different universities of Sindh, Pakistan.

**Keywords:** *women, choice, profession, perceptions.*

### Teacher Education Reforms: A comparative analysis of teacher education reforms in Pakistan and Germany

Teacher education reforms in Germany and Pakistan has some striking similarities. For example, teacher education reforms in Germany has become high on educational agenda very recently due to internal and international reform pressures, which led to many changes in teacher education (Kotthoff and Terhart 2013; Terhart 2003). The internal reform pressure was built based on the many reports and recommendations produced by expert groups, commissions, ministries of education and other organizations. The international reform pressures were built due to the Bologna Process to the internationalization of education which accelerated the pace of reforms in teacher education. The positive impact of such pressures can be seen through different indicators; for example, progress on students' performance in the PISA 2009 tests (OECD 2011). However, neither the results from international comparative assessments like PISA, TIMSS and PIRLS nor the European Bologna process has led to a uniform system of teacher education in Germany. Moreover, recent empirical studies highlight the gaps in teacher education reforms which have significant implications for the teacher educators, perspective teachers, and quality of teaching.

In Pakistan, the internal reform pressure comes mainly from civil society and local NGOs, whereas international reform pressure was built due to the poor performance on Millennium Development Goal 2 (i.e., achieve universal primary education). Although, Pakistan's literacy rate improved marginally over the years, it remains considerably short of the MDG target of 88% by 2015 at 58%. Additionally, Pakistan being the coalition partner of USA in the war against terrorism receives a considerable financial and technical support from USA via USAID. Since 2009, USAID has spent around \$2.8 billion to improve the areas including energy, economic growth, stabilization, health, and education. In education sector, USAID specifically focuses on reforming teacher education by replacing the traditional teacher certificate courses with new degree programs for pre-service teachers and continuous professional development (CDP) trainings for in service teachers (USAID 2012). Despite many efforts, the standards of students' performance have

not been improved. For example, reports of Standardize Achievement Test (SAT) 2012, 2013, 2014 (<http://satsindh.net.pk/>), and ASER report of 2013, 2014 (<http://www.aserPakistan.org/>) reveal the poor state of students' performance in maths, languages, and science at elementary level.

The common features in teacher education reforms in Germany and Pakistan are that both mainly led by international reform pressure and that both focus on structures, standardization and professionalization of teacher education system. So what is missing which hinders desirable impact? This study attempts to answer this question.

### Exploring the role of school leadership in transforming the school into a learning community

School as a learning community is becoming one of the prominent notions in contemporary efforts of transforming schools to develop sense of belongingness and shared purpose of collective learning. A community, on this understanding is a group of people linked by a shared consciousness and shared identity where people are open and honest to each other because, they all see the world in the same way

In a learning community, the leadership is considered as the entrance through which the norms, values and beliefs enter into the school milieu and become part of the school culture. This research aimed at exploring the role of the school leadership in transforming a school into a learning community. It further intended to explore the strategies adopted and the challenges faced by the school leadership in transforming the school into a learning community. Within the qualitative research paradigm, the case study method was adopted to better meet the nature and requirements of the study. The research was conducted in a private secondary school in Karachi, Pakistan. The key research participant was the principal of the school whereas, the Vice-Principal, the Academic Coordinator, two subject coordinators, three teachers and a group of six students and their parents were included as the secondary participants.

The findings of the study revealed that the school leadership is a complex role to create a collegial school culture for the social, moral and educational development of the students. The school principal establishes collaborative relationships amongst the stakeholders in order to transform the school into a learning community. This is the school leadership who provides with opportunities for the teachers to enhance their professional growth and learning. Moreover, the principal also monitors the activities in order to ensure the effective achievement of targets and establish grounds for future review planning and establishing future targets. This study has important implications for theory and practice in educational leadership; the development of human capital in the school is an integral part of the 'set of efforts' for the school transformation. The involvement of parents in the affairs of the school has the potential of contributing to the student leaning and holistic development. The role of school principal is multidimensional and complex in his

or her efforts for transforming the school into a learning community, where the goal is students' enhanced capital development.

**Keywords:** school, leadership, learning community

## Impacts of using mobile phone on Students' Academic Performance at College Level in Tehsil Sadiqabad

Mobile phones are now more common and handy devices considered as useful tools to help people in their daily lives. The internet has widespread everywhere but still is quite young for students. The students use internet for various purposes especially for connecting to their friends and family and other people. The main objective of this study was to examine the impact of mobile phone use on the academic performance of college students. The study was conducted in the urban area of a Tehsil in the Punjab province. At the first stage, the total sample size was 120 students from 10 colleges; this way 12 students from each college were selected randomly. The data were collected with the help of a structured questionnaire. The questionnaire was developed in the light of objectives of the study. The quantitative and qualitative data were collected, coded and analyzed by using the Statistical Package for Social Science (SPSS). The study showed that the majority of respondents (72%) agreed that they used cell phones late at night, even though they knew the harmful effects and negative impact on their learning. Results did indicate the reasons why students use mobile phones late at night. Students lacked a focus for studies and school functioning. It was found that cell phone users faced difficulty to concentrate on their study. Due to excessive use of mobile phones students were not able to concentrate on their study, therefore, the students having poor performance in their academic achievements. In short, there is a dire need to create awareness regarding the negative impacts of mobile phones on the health and academic performance of students.

**Keywords:** Mobiles phones, awareness, academic achievements, performance, health, college students,

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## An Investigation Into Role of Integrated Pest Management in Quality of Education; at College and School Level in Punjab, Pakistan

Integrated Pest Management (IPM) is a common sense approach to maintaining healthy landscapes and environment. Most important role regarding educational context is on the health of students as well as teachers. It is also vital in the food security of all members of the school community. The school community consists of all the stakeholders associated with educational institute and varies in accordance with educational system. It includes all school administration, students, teachers and other official school staff, parents' associations or parents' organizations, and vendors or contractors. Instead of conventional chemical applications, school systems must use mechanical, physical and biological controls to target pest. The main purpose of this study is to investigate the consequences of pesticides on the mental health of teachers and students in educational systems of Punjab, Pakistan. The roles, responsibilities and training requirements of all school community members on integrated pest management at school are clearly defined and maintain the school community sustainable. Its obligation for all educational systems to publish an annual notice about the IPM school program. Through the trained teachers' team, the program should work with proper campaign and communication channels that emphasize the food security issues faced by students and teachers. Government responsible for implication of IPM needs to visit and play an important role in educational system. Education policy should be emphasis on the protection of the health of the teachers and students and should realize the risks that are being faced by the educational community. Furthermore, this effort will prepare minds of upcoming pillars of Pakistan (Youth) towards a health living style which will ultimately leads toward more efficient world class educational system in Pakistan.

**Keywords:** IPM, health, educational system, teachers and students, awareness, quality of education

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## Evidence based study of Science Teaching Padagogies in Prospective Teachers Achievement in Science at Elemntary College Level

Teaching methods play vital role in ensuring the learning in all disciplines. Different subjects requires different teaching methods to effectively convey messages [] regarding the topics taught in that subject. Similarly, natural science subject like biology, chemistry and physics entails different pedagogies. The specific objectives of this mixed method study was to find the best teaching methods which science teacher educator (TEs) perceive and practice in their classroom.

The study was descriptive in nature. A questionnaire based on five – point likert scale, closed – ended and open – ended interview protocol were used for data collection. Random sample sampling technique was adopted. The 8 Principals, 30 Teacher Educators (TEs) of Science subjects, and 284 Prospective Teacher (PTs) of ADE of Government Elementary Colleges of Sukkur Region (Sindh) were the sample of study. The collected data was analyzed through SPSS Version 18, by using relevant statistical formulae such as Chi Square, frequency, simple mean, and Standard Deviation, etc. The study recommended that Group discussion method, Exploration method, Brainstorming, and Blended learning are very necessary factors for TLP in the Elementary Colleges.

**Keywords:** *Teacher educators, prospective teachers, science teaching pedagogies and learning, associate degree in education, teaching and learning process*

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## Impact of newly introduced B.Ed (Hons) program on students' beliefs

This study attempts to analyze the impact of newly introduced four year B.Ed. (Hons) program on student-teachers' attitudes and beliefs. Using epistemology as a main theoretical framework, this study attempted to explore the basic epistemological beliefs of student-teachers that shape their attitudes and actions. With Qualitative research approach, the study was conducted in two phases. The first phase was based on documentary review, in which different documents including government policies, National curriculum, B.Ed. teaching material, and some other documents were reviewed to find out the basic principles on which the B.Ed. program has been established and the ways in which these principles are reflective in different practices in the classrooms. The second phase was based on interviews with student-teachers. Around fifteen students of final semester from a public sector university were selected for interviews. A systematic interview guide was prepared that probed students on those aspects which helped in exploring their basic epistemological beliefs. Each participant was interviewed twice. The first interview systematically explored their beliefs before joining B.Ed. program and the second interview explored their current beliefs, and the way their current

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beliefs had been shaped by the B.Ed. program. The findings will help policy makers and teacher educators to understand the factors that help them shape the beliefs of students as well as the factors that hinders to shape the beliefs of students.

**Keywords:** *B.Ed. program, teacher education, epistemology, beliefs,*

## Gender stereotypes and textbooks: A content analysis of Sindhi compulsory book of grade (6th to 8th) of Sindh Textbook Board

Stereotypes are a part of every society. It can be described as a generalized belief about the qualities or characteristics of a particular group of people. Stereotype generalizes groups of people in way that in results it leads to discrimination and ignorance of diversity within groups. One of the most visible stereotypes in Sindh is gender stereotypes. Gender stereotypes have been maintaining through; Media, General repetition, and also the textbook.

In this circumstance, the present study is attempt to figure out stereotypes which are being created through the regional language book of Sindh textbook board from Class 6th to 8th. The objective of this study was to identify the major gender stereotypes and explore the areas of gender inequality in the existing regional language textbooks at secondary level. The hypothesis of study was that the representation of females is less than male and is restricted, according to the unrealistic limitation imposed by the stereotypical society.

Keeping in view the topic and objective of the study the qualitative research design and content analysis method was employed. The Categories for the content analysis in the present study includes characters, images, focus of lessons and personalities given in the text books about gender and prevalent gender stereotypes. Manifest and latent both analyses were followed. In manifest analysis the elements were analyzed which were physically present in the text like images and in latent analysis, the interpretation of the data of content was done. For the quest of present research, Sindh province of Pakistan is selected. Sample of present study was Sindhi Compulsory textbooks (language books) of grade 6-8 from Sindh province. The findings show that the books has gender stereotyping which promotes gender discrimination. Female representation seems to be very limited when it is compared to male. Furthermore, recommendations are made to avoid gender stereotyped content.

**Keywords:** *B.Ed. program, teacher education, epistemology, beliefs,*

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## Performance Evaluation of TVET Trainers & Trainees to monitor Professional Competency in Sindh Province

Teaching Learning Process strategies have been changing time-to-time continuously. Better teaching strategy ensures knowledge transfer among learners. Blended-learning is the best way to deliver a theoretical knowledge and Practical work among the TVET trainers now-a-days, it impacts basic work of learning, delivers Knowledge, Skills and Attitude (KSA) and competence among the learners. The research analyzed in-depth study of training program of In-service Teachers of TVET sector of Sindh province.

This mixed method research was descriptive in nature. The data was conducted through a questionnaire based on five-point likert scale closed-ended and open-ended used for data collection. Lead (Master) Trainers and Trainees (Teachers) of TVET sector of Sindh Province were population of study. Cluster sampling technique was adopted.

The sample of study consists of Thirty two Master (Lead) Trainers, and Four hundred and Thirty of Trainee (Teachers) taken randomly from the whole population through Staff Training Institute Karachi, Hyderabad, Larkano and Sukkur @ Khairpur from five regions of Sindh Province. Results of the study were that less or no I.T. Training, Use of I.T. Tools & Internet Surfing, Respondents did not have had such Professional Degrees of Teacher Education, Certification or Training, Digital-Divide.

The study recommended continuous capacity building training programmes should be organized in respective technologies. Additionally, a separate training for the development of English Language and IT skills is organized to improve quality education in TVET sector.

**Keywords:** Professional competency, performance evaluation, pedagogy, TVET, teaching and learning process.

## Analysis of Girls Performance in Standardized Achievement Tests: A Case Study of Sukkur District

The performance of girls in government primary schools of District Sukkur shows dismal picture. The Standardized Achievement Test (SAT) results 2015-16 in the province of Sindh clearly show a dismal picture about girls' performance in rural Sindh. The recent results shows that in Sukkur District the students score in Science was reported to be 20.37%, Languages 28.79% and in Mathematics 18.73%. In spite of passing class 5 examinations, students hardly read and write a sentence in their mother tongue. Neither students can execute basic mathematical operations. As a whole their reading ability and basic numeracy skills are very poor. Teachers who teach these students in class 6 always complain about the poor performance of girls. This study aims to find out the reasons of their poor

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performance in basic reading and numeracy skills. The population of the study includes girls' students studying in class 6 and 5. The nature of study is qualitative and explorative. Data were collected through focus group discussions. For this purpose, ten girls primary schools (5 from Rohri and 5 from Saleh Pat) talukas (Subdivision) of District Sukkur were purposely selected. The data was analyzed through 'constant comparative analysis' approach.

Students' responses suggests that teachers come in classrooms without preparation. They only depend on textbooks. Use of teaching resources is very rare in primary schools. Teachers always teach selective topics from language (Urdu/Sindhi) and Mathematics. Students are occasionally asked to solve problems. The study recommends to gauge teachers' content knowledge in Languages and Mathematics by conducting their subject knowledge test. The study also recommend to conduct teachers training in languages (Sindhi/Urdu) and Mathematics. The focus of these trainings should be improvement of teachers' content, pedagogical and assessment related skills.

**Keywords:** Learning levels, girls students, rural sindh

## A Survey to know Teachers' Knowledge about National Professional Standards for Teachers in Pakistan in District Nawabshah Sindh

National Professional Standards for Teachers in Pakistan (NPSTP) were introduced to improve the teaching-learning in Pakistan. These standards include Subject matter knowledge, Human growth, and development, Knowledge of Islamic values/ social life skills, Instructional planning and strategies, Assessment, Learning environment, Effective use of information and communication technologies, Collaboration and partnership, Continuous professional development and code of conduct and Teaching of English as a second language. The Education & Literacy Department, Govt of Sindh, has tried to aware teachers about these standards. For this purpose, a number of workshops and seminars have been conducted throughout the province. In order to check the knowledge of teachers about these standards, a survey was conducted in District Nawabshah. This survey was conducted on 400 government elementary school teachers of the District. The findings of the survey suggest that only 9% of teachers know about all ten NPSTPs. Majority of teachers were familiar with content knowledge as the only standards for teachers. The study recommends conducting awareness seminars at district and tehsil level to aware teachers about NPSTP.

**Keywords:** NPSTP, elementary school teachers, nawabshah

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## A Critical Discourse Analysis of Multicultural Content in English Text Books of Secondary School level Sindh Pakistan

National curricula and textbooks strongly develop and shape the values, ideologies, identities, attitudes, and behaviors. These textbooks develop abilities to maintain social justice, equality, and respect for diversity, tolerance and harmony in the state as well as around the world. The English language has great significance because it is a global language and taught as a compulsory subject from pre-primary level to the tertiary level. The contents of English language subject help to develop English language literacy, fluency and as well as a broader view of the rich literature of the English language. The study has been carried out to analyze the English textbook contents of the Secondary level.

This study is an attempt to analyze particularly the multicultural contents in 9th and 10th Class English textbooks of Sindh Textbook Board. Critical Discourse analyses have been used by using a qualitative approach by analyzing 46 lessons of both grades. By analyzing the content, it has been found that though there are the subjects such like Islamic studies/ Islamiyat and Social Studies/Pakistan studies, English textbooks are more influenced by Islam and post-independence war heroes. In the textbooks, there are less focus on the diversity particularly multicultural contents.

The content is more biased with the narrower view. It is recommended that English textbooks needed to be revised keeping in mind global trends in education and standards defined by the federal government of Pakistan. The gender biases, religious biases should be removed from the textbooks. This study is a novel kind of study which will benefit to the policymakers, textbook developers, teachers and students for understanding of the nature of English textbooks.

**Keywords:** Critical Discourse Analysis, English Language, Textbooks, Contents, Learners

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## Analysis of Dropout reasons among primary school students: A case study of Malir, Sindh Pakistan.

Education plays a vital role in the development of a country in almost its all aspects including individual, communal and societal level. Schools in modern age are facing increase in dropout ratio. The policymakers and planning and development department is looking for solutions of this issue. The study has been carried out to deal with dropout reasons behind school children. Schools of Malir district in urban areas is also facing this great problem since decades. There is a dominant rate of school dropout children at secondary level in both girls and boys with girls being higher in ratio. The study is based on quantitative method. SPSS has been used to quantify the data. The data has been collected through questionnaire. N=50 Head Teachers/principals were selected among them N=25 were male and N=25 were female teachers for the study. It was found that the

reasons behind dropout were lack of facilities, infrastructure and teachers, low literacy rate, poverty, child labor as well as early marriages.

It is recommended that there must be counselling session by the teachers for the parents and government should ensure proper availability of teachers and proper infrastructure so that children should develop interest for self-learning and they should love their schools in the early childhood.

**Keywords:** Dropout ratio, head teachers, school environment, parent teacher meeting, counselling

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## Instructional Barriers of ICTs: Teachers' Experiences from Schools and Universities

This paper examines the difficulties in the utilization of information and Communication Technologies (ICTs) by the teachers from different schools and universities of Multan city. For this a checklist, questionnaire, and semi-structures interview protocol sheet were used to collect the required data. Total 253 elementary school teachers and 133 university teachers from 20 different elementary schools and 6 local universities participated in the study. Moreover, all the 20 elementary schools principals and 06 chairpersons were also interviewed during the data collection phase. Findings identified that shortage of class time, limited accessibility of ICTs tools, older curricula and traditional assessment system, poor infrastructure, and language skills were the main barriers at school level. While focusing the lecture method, lack of technical staff support and fear of using ICTs tools were the main hurdles for university teachers.

**Keywords:** ICT tools, higher education, elementary schools, teaching with ICTs, ICTs barriers

## Analysis of Assesment Practices with References to NPSTP in B.Ed HONS Program Offered at Govt. TTI'S in Northern Sindh, Pakistan

National Professional Standards for Teachers in Pakistan (NPSTP) introduced to make teaching learning effective for bringing quality in education. These standards include: subject matter knowledge, human growth and development, knowledge of Islamic values/social life skills, instructional planning and strategies, assessment, learning environment, effective use of information and communication technologies, collaboration and partnership, continuous professional development and code of conduct and teaching of English as second language. Among ten NPSTP standards the fifth standard "assessment" plays an instrumental role in making teaching-learning effective by practicing specified descriptions within the standard. This study is conducted to see the teacher educator's level of knowledge and understanding and their practices as per the description of NPSTP "standard

assessment". So, a questionnaire was developed that comprised of closed ended item with five point Likert scale to record response. There were two parts of the survey tool: first was designed to check the knowledge and understanding of teacher educators, and the second part was asked from the prospective teachers of B.Ed (Hons) to rate the assessment practices of their teachers. In this way data were collected from the elementary colleges of education of Northern Sindh. From the general population of prospective teachers, a sample of 240 was drawn from semester 3, 5 and 7, and a sample of 57 teacher educators from the teacher training institutes. The knowledge and practices of prospective teachers of NPSTP standard assessment was cross-checked and found reservations and concerns by Prospective Teacher on 1) assessment record keeping and reporting to families and students, 2) use of developed assessment tool and 3) making fair assessment. The study recommended importance and due weightage to assessment to bring quality education and for a knowledge based economy.

**Keywords:** NPSTP, assessment, PT, TE, ADE/B.Ed (H), TTI, GECE/GCE

## The Relationship between Creative Writing and Students' Academic Achievement

The Creative Writing has a dynamic role and scope in academic field. It always entails to reflect the critical thinking among the students of different fields. Despite the fact, this field is very much valued in different parts of the world. In Pakistan, this course has recently been augmenting its worth in many educational institutions. Though, this research study is written in quantitative method therefore, this paper was intended to assemble the data from undergraduate students' of university. This paper is conducted on the topic "The Relationship between Creative Writing and Students' Academic Achievement." However, research was carried out during one academic year 2017-2018 in the education department of XYZ University, Sukkur. Furthermore, the study group was consisted of 52 male and 38 females out of 102 undergraduate students; whereas remaining students kept their identity secret. When test results were compared, girls were appeared to be more creative in writing as compared to boys. One of the aims of this paper is to identify and to discover the relationship between creative writing and students' academic achievement; whereas other two objectives are to come across and to locate that whose writing is more creative: writing of boys or girls. At the same time, the other endeavor is to evaluate the most creativity in writing from different departments. Thus, this paper will be unfolding the competition amidst boys and girls on the field of creative writing in different aspects.

**Keywords:** Academic Achievement, Creative Writing

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## Organizational Forgetting Through Information System of Sustainable Organizational Learning Effectiveness

This study set out to examine, cognitive, behavioural and social factors of forgetting theoretically and contemporarily with the moderating role of Information system in the learning organization. Cognitive, social and behavioural theories were discussed and the use Information system for organizational learning effectiveness was studied. Data was collected from the lecturers' employees working in the universities of Islamabad and Rawalpindi in Pakistan, using convenient sampling method and survey technique using questionnaire. Total of 137 Universities' lecturers from different faculties of the universities participated in the survey. Data was analysed with SPSS. The findings indicate that cognitive and behavioural organizational factors have significant impacts on organizational learning effectiveness with the moderating support of information system, but the results were insignificant for the social forgetting factors for the organizational learning effectiveness with the moderating role of information system. The study recommends that for the holistic organizational learning development, all cognitive, social and behavioural aspects and factors needs to be addressed and developed.

**Keywords:** Organizational learning; cognitive, social and behavioural factors of learning; Mobile Technology; Higher Education Institution; Pakistan

## Exploring the impact of teacher-parent math discourse around number sense for enhancing student learning outcomes

The purpose of this action research is to explore the effects of mathematics discourse on students' math learning in number sense. A study was carried out in preschool children (3-4 years old) to determine about if increasing mathematical discourse around number sense in the teachers and parents of preschoolers through a conceptual worksheet, have any impact on the learning outcomes of the preschoolers on the mathematics theme of number sense.

A group of twelve teachers, 195 students and their parents, was selected for an intervention in the form of an innovative worksheet rich in providing application opportunities to the students relating to number sense. Focused group discussions were carried out before and after the intervention in separate groups of parents and teachers as to provide them an opportunity to develop a discourse around the theme. This was done with a purpose to engage their interest towards exploring the idea of multiple number representation while developing mathematics sense in early years. The findings suggest an increase in students' learning outcomes under the mathematics theme of number sense in mathematics classroom when their teachers and parents are positively involved in a learning discourse around the theme.

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## Impact of Education Expenditure on Primary School Enrollment: Empirical Evidence from Pakistan

This study examines the impact of education expenditure on Primary School Enrollment of Pakistan. Pakistan has been facing problem of Primary School enrollment since its independence and major portion of population is unable to access primary education. It has been practically observed that small education's expenditure in terms of percentage of GDP is being allocated in each budget of Pakistan.

Time series panel data from 2004-2016 is collected from various sources that include Asian Development Bank and World Economic Indicators. Primary School enrollment, Education expenditure percentage of GDP, middle and high School enrollment variables are taken for analysis. Time series panel data from 2004-2016 has been used for analysis. Data was analyzed through statistical technique which OLS regression analysis in E-views version 7.

Based on predictable results, all studied variables are found to have significant impact on Primary School enrollment. In previous studies research scholars investigated overall education expenditure impact on all level such as primary, secondary and tertiary enrollment. This study gives insight into education expenditure impact on primary school enrollment in Pakistan. This study can be extended to other less developed countries which are also facing problem of primary school enrollment and having issue if educational expenditure.

**Keywords:** *Primary school enrollment, education expenditures and secondary school enrollment*

## The Relationship of Primary School Head Teachers' Curriculum Management Behaviors with Students' Achievement in SAT Test

Curriculum is considered as the "heart" of any learning institution and without this schools, colleges and universities cannot operate properly. Besides the availability of curriculum document in school, its use, implementation and monitoring is also important. In primary schools of Sindh, Head Teachers perform the same responsibilities of principal and they are regarded as instructional leaders. Among other duties, it is the responsibility of Head Teachers to manage the implementation of curriculum. Many research studies show that performance of school is directly related to Head Teachers' curriculum management behavior but in Pakistan not a single study is conducted on this topic. Therefore, this study was conducted in order to determine the relationship of Primary School Head Teachers' curriculum management behavior with students' achievement in standardized achievement test (SAT). The participants of the study consisted of 60 Head Teachers from primary schools of all over the Sindh. To collect the data, "Head Teachers' Curriculum Management Behavior Survey" was used.

The survey consisted of 30 items on planning of curriculum, use of curriculum and monitoring of the curriculum. Head Teachers were asked to respond on five Likert-type scale. The collected data was analyzed by using Statistical Package for Social Sciences (SPSS version 23) and Spearman Correlation co-efficient, and percentage was calculated. The data revealed that there is a moderate strong positive relationship of Head Teachers' Curriculum Management Behavior with students' achievement in SAT test. On the basis of these finding following recommendations are given: first, school Head Teachers should improve their curriculum management behavior if they want better school performance in SAT test. Furthermore, Head Teachers should participate in different trainings and workshops to improve their curriculum management behavior. Lastly, they should study and utilize recent researches on how to improve curriculum management behaviors.

**Keywords:** *Primary schools of sindh, head teachers, curriculum management behaviors, SAT test, students' achievement, and correlational quantitative study*

## Outcomes of Visual Literacy (Picture Thinking) on the Academic Competencies of Students' Learning at Elementary Level

The main purpose of this study was to figure out the possible Outcomes of Visual Literacy (picture thinking) on the Academic Competencies of Students' Learning at Elementary Level because; the need for Visual Literacy has a broaden significance to other disciplines as so much information is communicated visually. Visual Literacy plays a dynamic role at Elementary Level as students are more attracted towards learning through pictorial study and it involves the intellectual considerations of visual from associative sources in teaching learning paradigm.

Objectives of the study were (a) To explore the Outcomes of Visual Literacy on the Academic Competencies of Elementary students' in Teaching Learning process, (b) To find out the variety of learning skills and knowledge acquired by the students through Visual Literacy.

Quantitative Research Methodology has been adopted where the population of the study was all Seventy Two (72) Elementary Schools of Gilgit Region. Cluster sampling technique was used to select the sample of One Hundred Twenty Eight (128) respondents in which One (1) Principal, five (5) Teachers and Ten (10) Students were selected from each cluster. In order to collect data, questionnaire was utilized as a research instrument. After the collection of data, it was tabulated by using Chi Square and Percentage through SPSS. The major conclusion of the study was (a). Visual literacy helped students to understand message, to attain observational skills and made students able to develop relationship between word and image using their thinking abilities, (b). Integration of visual literacy programs supported teachers to make their teaching productive and using creative skills through picture thinking (c). Visual literacy was not given due attention across textbook and curriculum.

The major recommendations were (a). Learners should attain highest level of observational skills which will be possible when integrating practices and practical based learning in schools and classrooms provided by teachers to students in an educational setup, (b) Visual topics should be added which will be possible when visual skills may be concluded in curriculum and textbook whenever they are revised.

**Keywords:** *Visual literacy, pictorial, academic competencies, dynamic, observational skills, integrating practices, curriculum and textbook*

## Assessing and enhancing students' problem-based inquiry learning of science in 8th grade through rubric at Public School Sukkur"

Problem based inquiry is an important approach in learning of sciences, and is emphasized in the current science curriculum globally and locally. Problem based learning is defined as the process in which an individual search out the problems curiosity and try to resolve it (Barell, 2007). Therefore, this study firstly explores the existing situation of problem based inquiry learning. Then, it implements strategies in science to assess and enhance students' problem based inquiry learning of science. As it is emphasized in the curriculum but studies to demonstrate the teaching and assessment strategies could not be located in the context. This study adopts a qualitative action research methodology, and the existing situation is explored through observations and interviews from teachers to find out the views about problem based inquiry approach. Detailed observation notes were taken, and semi structure interview was conducted to understand the in-depth views about problem based inquiry approach. The findings reveal - 1) The teaching and learning process was only promoting questioning along with reasoning but not the problem based approach in the classroom. 2) The teacher new about inquiry and other approaches. 3) The observations data also revealed that the teacher practiced mostly the lecture method and question answers techniques in science classroom but did not implement any assessment strategies like rubric for formative assessment purposes.

According to Barell (2007), problem solving learning as a critical process in which students not only use one sense but they are supposed to use different sense and different skills to solve problems. Therefore, it is important to explore how to implement and assess it. Therefore, in this study as a teacher researcher, I will design an intervention plan that focuses on the enhancing and assessing problem based inquiry learning of science at grade 8th. In this plan, I will use rubric and different strategies to promote problem-based learning of science.

**Keywords:** *Existing situation of teaching and Learning, Action Research, Assessment, problem-based inquiry learning, rubric, formative assessment.*

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## Causes of School-Dropouts at primary level in Bagri Community living near Makka Village Sukkur

This study was conducted to identify the causes of school dropouts in Bagri Community living in village. Education is the basic human right and fosters economic growth and human development (Okidietal, 2004). In its bid to promote economic growth and human development. The government of Pakistan is a member of the international accord universal primary education under education for all framework 2015. In Pakistan the overall dropout rate for both boys and girls is 50%. Whereas the dropout rate for girls is 56% and it is 44% for boys (AEPAM, 2006-07). Pakistan is amongst those countries which are going through many problems of education. This research is conducted to find out the school dropout ratio at a primary school in a community. In this research after conducting interviews from different families of the community; it was found that the major causes of dropouts are poverty, early marriages, and absence of education.

**Keywords:** *School-dropout, parents-teacher-relationship.*

## Study on Secondary School Student's Attitude towards Science and Mathematics Learning as a Result of Participation in Summer Camp

Mathematics and Science are core subjects in education and without literacy in these subjects it is difficult to survive in the modern society. All modern day social and technological development related problems can only be solved with the knowledge and application of these subjects. Currently, our world is dominated by technology; in this, math and science are crucial subjects which help in developing technology (Fatima, 2014). Although science and mathematics are important in every aspect of life even then the performance of Pakistani students in mathematics and science subject is very weak it is even below average. The results of Standardized Achievement Test Sindh (SAT, 2014-2018), National Education Assessment System (NAES) and Annual Statistics of Education Report (ASER) shows that students get least scores consistently in these two subjects. It could be argued that performance in science and math subjects is influenced by the attitude of students towards these subjects. And it is students' attitude toward studies that directly affects learning process and determine their choices in life and ultimately influencing their career (Reid & Skryabina, 2002). According to Hendrickson (1997) attitude is the determinant of students success. One of the factors behind the low performance found by researchers in math and science is low quality and less engaging teaching methodologies (Freeman et al., 2014). As a result, students develop negative attitude towards the subjects, lag behind in critical thinking and problem-solving skills. Also Pakistan was ranked at 131 out of 141 countries in the 2015 report of the Global Innovation Index for being the least innovative country. One of the reasons of this backwardness stated by Ministry of

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Science and Technology is low standards of science education in Pakistan (Khan, 2016).

The study of Maxwell, Lambeth, and Cox (2015) shows that students who receive inquiry based learning instructions have high engagement and positive attitude towards science and Kong, Dabney, and Tai (2014) in their study found that science and mathematics summer camp have an impact on career choice and their engagement in science and mathematics related activities increase. Keeping the importance of inquiry based science and problem solving based mathematics learning, Sukkur IBA University, Sindh organized a 20 days summer camp for the students of government schools so that, these students undergo a positive shift in their attitudes toward science and math and choose their careers in these disciplines. Therefore, this study surveyed the attitude of students toward science and mathematics before and after an the summer camp intervention to respond to the question; How do secondary school students' attitude toward math and science change during three-week summer camp conducted by SIBAU in 2017? The survey was conducted from whole population of the summer camp students comprising of 500 students and 45 minutes was given to complete 97 questions. The attitude survey tool variables was adopted from TOSRA (test of science related attitudes) of (Fraser, 1978) and Lia Margolin (2012). The reliability of tool was .872 and students Overall mean obtained was 3.65 and minimum mean 2.53 and maximum mean was 4.43 and standard deviation was .335. Which indicates a positive change in attitude towards science and mathematics.

*Keywords: Attitude towards Science and Maths, Inquiry-based Science, Summer Camps, Out of School Science.*

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## Higher Education Faculty Development for the 21st Century: Professional Development Program Model and Policies.

Within the higher education context the faculty members are the most important resource, however with the beginning of the 21st century, the expansion in the vision of the universities and an easy access of students to knowledge through multiple e-resources, the role of this important resource has to expand to meet the changing demands rather than assuming the limited role; 'as only information providers through dull, outdated and one way lecturing'. Since, this era has multiple demands on students and require the learners to develop multiple literacies, skills, values and attitudes to not only survive in a complex world but to participate in changing, improving and innovating it. Also to become responsible ethical global citizens yet remaining locally relevant. Hence, only imparting disciplinary knowledge and skills by higher education faculty and acquiring the same by graduate student is not sufficient for successful university and professional contexts.

In the previous century it was sufficient to employ faculty with content knowledge and research skills and no competency in education. In that era teaching was considered as transferring of knowledge and learning as receiving of knowledge by the learner. These faculty learnt these teaching through apprenticeship of observation from their teachers teaching and continued the same practices of teaching in their classrooms as they were taught.

However, with the recent developments in the higher education contexts the higher education faculty is not only required to be possess knowledge, skills and research competencies in their own discipline but to have the competency to provide the learner with the learning experiences to develop the multiple literacies required for the contemporary world. The learning and teaching spaces have also significantly changed into vibrant, lively, constructive, critical thinking, collaborative problem solving, innovative, blended, flipped, personalized learning spaces and not dull lecture halls and the faculty is required to assume multiples roles to perform in these contexts.

The faculty is required to respond to these changes and to possess the capacity to collaborate, plan, network and execute such practices in higher education setting. This raises the following questions that this paper explores and presents through a detailed literature review and a qualitative research study. What are the existing professional development programs and models?

Why is it important to adopt contemporary and new models of higher education faculty professional development programs? What professional development programs, models and policies are required for the institutionalization of a learning and teaching infrastructure consistent with the demands of 21st Century, yet relevant to Pakistan?

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B.Ed. Students  
(An Explorative  
Study)

## Analyzing the Reasons of Mathematical Anxiety and its Impact on Academic Achievement

This research paper aims to explore the reasons of mathematical anxiety among B.Ed. students which leads to decrease their academic performance and awarded "F" grade in mathematics subject. This study conducted at a University. Participates of this study are, the students of B.Ed. program who are awarded "F" grade or they have withdrawn. Data has been collected through in-depth semi-structured interviews followed by thematically coding and analysis which employs grounded theory approach. This study would help students who have selected mathematics subject at bachelors' level in coping with the anxiety that they would likely to face. This study would also help teachers to decrease students' mathematical anxiety. Teachers can decrease the mathematical anxiety among B.Ed. students by using the verity of "teaching instructions". Teachers can introduce peer work, jigsaw activity, group work, collaboration, hands-on-activities and practical work in the class. In this way we can improve our teaching and learning style and we can decrease the fear of mathematics among B.Ed. students.

*Keywords: Mathematics, B.Ed students and mathematical anxiety.*

## Status of Early Childhood Education in Government Schools in Sindh

Early Childhood Education refers globally to the branch of educational theory that caters to the nurture, development and education of children from birth to eight years of age. (ECE Policy, Sindh, 2014)

This paper explores the status of Early Childhood Education (ECE) in government schools of Sindh. Though the national curriculum of Early Childhood Education covers all the key aspects of teaching and learning in early years, it is not being practiced effectively that caters to the need of young children's holistic development. Recent researches in neuroscience have proved that early experiences of young children have profound effects on their attainments at later stages in life (both, positive and negative). Therefore, it is important to invest in child's education to provide positive and enabling experiences right from their early age. Adequate early childhood support not only helps in cognitive development but also contribute to the physical, emotional and social development of young children. In order to ensure quality teaching and learning environment it is essential to have learning resource rich classrooms as well as skilled, dedicated and committed ECE teachers. In the current scenario, generally neither the classrooms are equipped with adequate learning resources nor are the ECE teachers in government schools skillful enough to design developmentally appropriate activities and pedagogy. Rather, young children in these schools are mostly expected to simply memorize letters/alphabets and numbers; read and write simple words and sentences and not getting opportunities to engage in thinking, questioning and problem solving activities, due to which the role of teachers becomes dominant and young children remain at receiving ends only. As a result young children's creativity, curiosity to learn and their potentials are not being nurtured. Therefore, in this paper the author has tried to explore the existing situation of ECE in government schools and made some recommendations accordingly.

**Keywords:** *Early years, young children, holistic development, learning, environment.*

## The impact of technology integrated on students in public sector, Sukkur.

The emergence of technology has made the world into a global village and has transformed teaching and learning processes. Technology integration into classroom instruction has gained much attention in both developed and developing countries. The concept of technology integration is now viewed as a fundamental part of successful teaching and has gained the interest of many researchers who investigated and explored effective ways of integrating technology into the school curriculum. The one overarching goal of technology integration is a school's ability to have a global learning environment with effective and appropriate use

of technology in the classroom. However, the high cost of acquiring technology is still a major challenge in many developing countries, and its adoption is not expanding as quickly as expected. It is noted that educators are yet to effectively integrate educational technologies into K-12 classrooms. Identifying the barriers and challenges in rural schools may assist in providing holistic technology interventions that would be highly effective in the learning environment.

This research was conducted to seek and explore the impact of technology on students' achievement. This research was based on observation and questionnaire method through which the meaningful data was collected. The purpose of this study was to determine the impact of technology on students' achievement in government schools of Sukkur in 6th – 8th class grade students. The sample comprised of 700 plus student and 24 teachers. The findings revealed that, students in technology rich environment experienced positive effects on achievements of students in all the major subjects. Students like their classes more and develop more positive attitude when their classes include computer-based instruction. On average, students who used computer-based instruction scored more than the students that were taught without computer. Students' attitude towards learning and self-concept improved consistently when computer was used for instruction. In this research, it was observed that the new technology is supporting both teaching and learning processes. The availability of such gadget is recommended with such ease in consonance with syllabus for better learning. This work discusses the findings, limitations of the study, recommendations for further research, implications for social change, and conclusions.

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## Understanding the challenges of science teachers in implementing the inquiry-based teaching: From community of practice perspective

In past, science has been taught using conventional teaching approaches. However, the rapid growth in the field requires interdisciplinary approach. The interdisciplinary approach led the creativity and innovation. The introduction of inquiry-based teaching has paved the way to creativity and innovation as it helps students in developing higher order thinking, interdisciplinary knowledge based on practical skills. Realizing the importance of inquiry-based teaching in science, Pakistani policymakers also introduced it in the schools, colleges, and universities. A large number of in-service teachers were trained; however, the follow-up research suggests that these teachers struggle in implementing the inquiry-based teaching. Using a qualitative research approach, this study attempts to understand the way newly trained science teachers interact with the community of existing teachers in the government secondary schools in Sindh. The aim is to understand the practices and discourses used in the community of teachers using the theoretical lens of community of practices, and the ways the newly trained teachers interact with this community of practices.

**Keywords:** *Community of practice, inquiry-based teaching, science education, secondary education*

## Knowledge of Teachers about National Professional Standard for Teachers in Pakistan at Government High Schools in a Rural District of Sindh, Pakistan

The purpose of this study is to know about the knowledge of government high school teachers about the NPST in Pakistan, developed by the planning wing ministry of education Islamabad. This study focuses on the three main domains of NPST, knowledge, dispositions and skills. This study used the mixed methods for collecting the data in which survey questionnaire using liker scale and semi-structured interview was developed on the basis of NPST. Double sampling technique was used to identify the authentic population of the study and 12 teachers were selected for interview. The results highlight that the teachers are unaware about the NPST in government high school in a rural district of Pakistan. Findings showed that Standard 1 and Standard 8 were known by more than 50% of teachers whereas 80% of teachers are unaware about the remaining 8 standards. It is concluded that majority of teachers in the schools are not aware about NPST because teachers did not get any training regarding NPST and they did not receive any document of NPST published by Ministry of Education. It is recommended that trainings for teachers should be organized according to their needs where they can learn about all NPST. Moreover, implementation process should be facilitated by District Educational Administration and Teachers Professional Development (TPD) institutes.

**Keywords:** National professional standard, government schools, rural districts, NPST, district educational administration, teacher professional development

## Relationship between Reading Achievement Scores and Mathematics and Science Achievement Scores of students in selected public schools of upper Sindh, Pakistan

This study investigates the correlation between reading achievement scores and mathematics and science achievement scores based on SAT-V results. The purpose of this quantitative correlational study is to understand the possible influence of reading on two major content subjects: mathematics and science. The academic discourse on importance of reading highly significant for improving overall achievement. To explore the correlation, researcher used the Standardized Achievement Test (SAT) scores of phase V (2016-17). The SAT scores include achievement scores of all students of grade V and VIII in government schools of Sindh. However, correlation coefficients were generated for a random sample of upper Sindh region. Total N=793 of V and N=1324 of grade VIII students' scores were used in this study. The findings indicate that there are weak to moderate positive correlations but statistically significant between reading achievement scores and mathematics and science achievement scores. Furthermore, research shows that there is a variation in the correlation coefficient between urban and rural students and between the male and female students. The findings show a

strong likelihood of positive influence of reading on students' mathematics and science achievement. In addition to this, findings of this study can help teachers, policy makers and future researcher of this context to utilize the empirical findings of the study.

**Keywords:** Standardized achievement test, reading achievement scores, correlation, empirical findings

Seema Baloch

## Impact of Micro-Teaching in Developing Teaching Skills

Education is a social process which ensures the development of an individual where teacher has a pivotal role in the education system. Teaching is an art and like other arts it can be learned. Every society invests in teacher education by developing the teacher's potential to ensure maximum outcomes. A teacher must be skilled and well-trained. Micro-Teaching is a teacher training technique for both pre-service and in-service teachers to develop and enhance the pedagogical skills. Micro-Teaching works as a focused instrument which helps to practice teaching skills effectively. Sadker and Cooper said that Micro-Teaching makes an individual aware of difficult behaviors, classroom difficulties, and student inter relationship with each other. The participants were consisted of sixty prospective teachers from Sukkur. The data was collected through observations and questionnaire moreover it was analyzed qualitatively and quantitatively as it was mix research design. The observation shows that there is a great impact of Micro-Teaching in developing teaching skills of novice teachers. Micro-Teaching increase the self-confidence, improves the in-class teaching performance and develops teaching skills.

**Keywords:** Micro-teaching, pedagogical skills, behaviors, management skills

## Comparative Analysis of ICTS in Puplic and Private Sector at Secondary School Level in Tehsil Faisalabad

Information and communication technology plays a crucial role in all areas of life, such as health, banking, marketing and education. It is very easy to have access on audio visual education because of ICT. The use of ICT should be compulsory in education especially at secondary level. ICT provides a platform to students where they learn any time. With the help of ICT, they solve their learning and study related problems. This study focuses on comparing the ICT facilities in private and public secondary schools; observe the availability and usefulness of ICT and assess the quality of ICT tools. This Study presents a comparative analysis of ICT in public and private sectors in Tehsil Faisalabad at secondary level. Three public and three private secondary schools are selected as samples. Three principals, three IT teachers and ten percent of the students are selected as

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participants in the study through random sampling. Questionnaire was designed as research tool. The collected data was analyzed by using a statistical package of social sciences (SPSS). Results described that more than half (66.7%) of the respondents can use IT labs for the study purpose. It was concluded that majority (66.7%) of the respondents described that teachers can play a significant role in enhancing the learning of students with practical work with their mean value and standard deviation 2.66 and 2.65 respectively. Results reveal that private schools have more facilities than public schools. Results reveal that one third of the respondents (33.3%) described that teachers are well informed about the value of ICT subject in modern era and Teacher's guidance can help students while selecting ICT subject. Private schools have more quality of ICT tools than public schools. It is concluded that there is an adoption gap between public and private sector in the context of use of ICT.

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### An Investigation into Role of ICTs in Dissemination of Educational Information Among Students of University of Agriculture Faisalabad

Information and Communication Technology (ICT) plays an important role in every field of life e.g. engineering, business, science, health, and especially in teaching learning process. Information and Communication Technology has become the more essential element of present age. ICTs' use in teaching and learning is the best way for reducing its negative use and effects. It is the best way for students to spend their time positively and enhance their abilities by using it. In the light of education, ICT make the country more powerful if we use it for the progress of the country. Utilization of ICT in education is enhancing the progress of institutes and students as well. ICT is the best tool to provide the information to students; it is the easiest way to exchange information and it makes education easier than ever. The main purpose of the study was to identify the role of ICTs in dissemination of educational information among students. A sample size of 120 students was selected through purposive sampling technique from one of the universities in Faisalabad. A well-structured questionnaire was developed which was pre-tested and validated to collect data. Then the data were filled, coded, correlated, and analyzed by the Statistical Package for Social Science (SPSS). Results indicated that majority of the students were getting information through Smart Phones, WhatsApp and TV. It is also revealed from the results that mobiles, radio and telephone service are not actively involved in disseminating educational information. Educational information is obtained through various means and communications. Students have found new information available via using ICTs, so it plays an important role to enhance the knowledge of students at university level. Respondents are aware of recent developments in communications technology; mobile phones, mobile applications, social media and more. The results also revealed that students generally use these technologies for education. ICT facilities, adequate teachers training, consistent power supply and general awareness on the role of ICTs are hereby recommended.

**Keywords:** Students, education, teaching, learning, ICTs

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### Impact of Mobile phone usage on student's learning achievements at university level

Technology has positive as well as negative effects on student's health and their learning achievements. Mobile phones have become very popular way to communication with each other. The use of mobile phone has become a symbol of fashion for teenagers, and youngsters mostly involve in messages and games. Main aim of this study is to find demographically impact of mobile phone usage on students learning achievement, identifying the negative and positive impact of mobile phone, and to investigate impact of using mobile phones on the study habits of male and female students. The students' use mobile phone for entertainment, information and social connection. The youngsters seek entertainment without rules and regulations. This causes bad impact on student achievement. Health risks from cell phone radiation is increasing day by day. Research studies reported that the presence of cell phones provide a higher sense of security in potentially harmful situations. Cell phones are use of entertainment at all times. For the study of impact of mobile phone usage on student learning achievements, we collected the data from all the students of M. Phil education of 1st and 3rd semester that is the total population of the study. Out of the total enrolled students i.e. 362 M.Phil. students, sample size of 118 students was selected through simple random sampling. The data was collected through a questionnaire. The data was analyzed by using a Statistical Package for Social Sciences (SPSS). It was observed that majority of the students (74%) believe that the students can discuss their problems easily with concerned teachers through mobile phone during their study. It was also found that (54%) of the students believe that the use of mobile phone adversely affects the study timings of the students. It was found that most of the students (59%) believe that mobile phone is a cause of frustration among students which is dangerous to their study habits.

**Keywords:** Mobile usage, technology, learning achievement, adverse effects

### Analysing the Influence of Mobile Science Lab on the attainment of the Curriculum Standards of Science Education in the Context of Sindh

The Science education curriculum standards highlights the need for the development of knowledge along with skills and attitude in sciences. Currently, these areas are important at both the national and global levels of education. Moreover, the international goals also emphasize on the development of values along with knowledge, skills, and attitude towards science for the sustainable development of society. Pakistan being a signatory of sustainable development goals has also added this SDGs-goal four in National Standard of Science Education. Subsequently, for the sustainable development of society, education in general and science education in particular is considered to play critical role in

the socio-economic development of the society. However, it is argued that this can only be achieved by providing quality Science education which includes students' involvement in contextually relevant hands-on practical activities, inquiry based, and problem solving approaches. Whereas, currently quality science education has not been provided as per the nationally approved curriculum standards of Science, especially in remote areas, due to the lack of resources thus leading to low quality Science education. Adopting the international trend of Mobile Science Lab education, Sukkur IBA University as an innovative STEM University, in collaboration with Government of Sindh has initiated Mobile Science Lab. The purpose is to provide quality science education to remote areas, for the attainment of National standards, through Mobile Science Lab students get access to quality science learning. Hence, through a mixed methods approach this study aimed to analyse the influence of the mobile science lab education for meeting the essential requirement of National Standards of Science Education along with its influence on science learning. The preliminary analysis of the data shows that that Mobile Science Lab is positively influencing the development of attitude towards science as per the National Standard of Science Education. Based on the findings of this, we recommend Government of Pakistan to promote Mobile Science Labs for meeting Standards of Science Education especially in remote areas.

**Keywords:** *Mobile science lab, science education, mixed method, science learning, curriculum standards.*

### Exploring the Perception of Faculty Teaching Through PowerPoint Presentation in Teaching B.Ed (HONS) Courses at Govt. College of Education Sukkur

Teachers of today are encouraging the PowerPoint Presentations because it is better than the way of using blackboards or textbooks. It is the useful tool that is now being used in many classrooms and students are grown up with the technology and are welcoming this change and feel that this is the better way of learning than the traditional ways. On the other hand, students and teachers in teacher training institutes are facing problems in making presentation slides and teaching with PowerPoint Presentations, because there is an inadequate ICT facility. This study explores that how students and teachers are using PowerPoint Presentations with the ICT tools they are equipped with. The participants consisted of fifty students and teachers from the different semesters of Govt. College of Education Sukkur. The data was collected through observation and interview methods and was analysed qualitatively. Students and teachers should be guided to learn and teach with PowerPoint Presentations and facilitated with adequate ICT tools. It should be integrated in all teacher training institutes of Pakistan. Although Pakistan is making efforts to improve ICT facilities but there are still challenges. The pilot study revealed that the students and teachers of Govt. College of Education Sukkur are not able to make PowerPoint Presentations and they are facing some issues and challenges in making and teaching with PowerPoint Presentations due to inadequate internet, communication and technology (ICT). The absence of computers, poor condition of projectors, electricity issues and no internet connections are main issues. ICT offers the potential to meet the learning needs

of individual students, to promote interdependence of learning among learners. ICT have a useful effect on teaching and learning if it is used under right conditions including suitable sources, training and support.

**Keywords:** *Teacher training institutes, power point presentation, ICT, technology in teaching and learning, interview method, qualitative method*

### Mathematics Teachers' Knowledge about Students' Content-Related Learning Difficulties & Misconceptions in Grade 6 Algebra

The purpose of this study was to evaluate teachers' knowledge about algebra in which students showed poor performance in an upper region of Sindh, Sukkur. This study reports teachers' knowledge about students' algebraic misconceptions and learning difficulties. The study focuses five misconceptions and learning difficulties which are variable, expression, equation, word problem and operational symbols. Survey data was collected to evaluate grade 6 teachers' knowledge of the selected concepts of grade 6 algebra. The 14 concepts emerged under selected five misconceptions and learning difficulties of algebra. The results show that in seven constraints, out of 14, more than 80% teachers have mathematically accepted concepts of algebra. In five constraints, out of 14, 60-80% teachers have corrected concepts and in remaining two constraints less than 60% teachers showed that they have correct concepts. Interview data was collected to see grade 6 teachers' knowledge about students' selected misconceptions and learning difficulties in algebra. The data showed that teachers were less aware about students' misconceptions and learning difficulties. Teachers shared very little about students' misconceptions and learning difficulties of algebra. Data shows that particularly the teachers who teach mathematics but don't have background of mathematics have very poor knowledge of the concepts as well as they are very less aware about students' misconceptions and learning difficulties in algebra. Therefore, the study recommends that only those teachers should be appointed to teach mathematics who have background of mathematics. Furthermore, there should be professional development in order to aware teachers about students' misconceptions and learning difficulties and to train them to teach accordingly.

**Keywords:** *Algebraic misconceptions, mathematics education, teachers' knowledge, students' misconceptions*

## Integration of Assessment in teaching and learning process to identify and address learning difficulty

As testing is not going anywhere. It is value of all those in the teaching and learning process to be more assessment literate. Practical action research is a research to improve classroom practices professionally. This research study has been conducted in grade III of a Public school located at Sukkur. The purpose of this study was to identify individual's learning difficulties of students by using assessment tools. The tools include anecdotal note, observation checklist, rubric and direct questioning. To collect the data, we taught different topics to the students. Afterwards, in order to assess their learning abilities and disabilities, they were assessed individually, in peers and in groups by using assessment tools. Through anecdotal note, students were observed in peers and by using rubric students were assessed individually when they performed in class. To assess them properly activities were designed for students. Those activities include group discussion, presentation, and solving puzzles. The findings suggested that each student has his own strong and weak areas. Once teacher finds any learning, students should not be judged in the classroom on their overall performance without having any proof of the performance. Moreover, it was found that any difficulty in any student, teacher should address that and help students in learning. As teaching is full of challenges while implementing the tool, challenges were faced like arrangement of groups as students wanted to sit with their friends. Most of the students were fighting in groups and to satisfy cooperative teacher that what is the purpose of assessment tools. The main purpose of this study was to know students' multiple intelligences and areas by using different assessment tools in class and to know the learning difficulties and study patterns of students. After implementation, challenges faced were analyzed and later were overcome. In conclusion, this study highlights the importance of using observation tools for judgment instead of making perception for a child.

**Keywords:** *Practical action research, classroom assessment, observational tools, assessment tools, learning difficulties, reflective practices*

## Policy Analysis of School Consolidation Policy of Government of Sindh

This policy analysis study is an attempt to analyze the School Consolidation Policy (SCP) of the Government of Sindh. The analysis tries to explore the origin of policy, policy production, its implementation planning and actual implementation of the policy within the school context. This analysis attempts to see the effectiveness of the policy, issues, challenges and difficulties in implementing the policy in the school context in general and one of a consolidated school as an observed case. Furthermore, the study highlights some of the successes, gaps, bottlenecks of consolidation policy in the case school, and finally put forwards conclusion and recommendations.

**Keywords:** *School consolidation policy, policy analysis, consolidated school*

## The Perceptions and Practices of Secondary School Teachers on Language Issues in the Biology Classroom and Ways to Overcome the issues

This is the qualitative study embedded within exploratory design. The main purpose of this study is to explore the teacher's perceptions about the language issues in Biology Classroom. The context of this study is one of the elite schools in Sukkur, Sindh. Within the exploratory approach the researcher used the following naturalistic methods a) Interview and b) Participatory observations. An interview guide was developed through a rigorous process involving an extensive literature review, several reviews by the supervisor and piloting. The observation is based on a time log anecdotal observation tool which was taken before conducting the interviews from the teachers. This observation helped to analyze their current teaching practices to overcome the issues of Biology. A purposive sampling technique was adopted for the selection of one male and one female teacher for the research study. The preliminary analysis of the study revealed that teachers are not using the advanced teaching methods for teaching Biology. The findings of the study indicated that there is gap between the student's actual language and the language of the discipline. In addition to this, teachers are not creating a bridge to fulfil that gap even teachers are unable to recognize the difference between the student's daily language and the scientific language. This research study has implications for teachers to identify the language issues in the Biology classroom and few overcoming strategies. This is a unique study in a way that there is limited work done in this area in our country.

**Keywords:** *Language, language issues, teacher's perceptions, overcoming strategies, biology*

## School Practices to Reduce Student Absenteesim: A Case of A Boys Secondary School in District Tando Allahyar, Sindh

Students' absenteeism from their schools has been a big issue in Sindh Province. There are various studies done on students' drop out from elementary school level. The reason found for these dropouts was students' constant absenteeism from school. This study was conducted to explore the school practices to reduce the students' absenteeism. A qualitative case study was conducted in a government Islamia Boys' School (Pseudonym) of District Tando Allahyar, Sindh. Research participants were selected from different stakeholders groups. Altogether, data was collected from 9 participants including: 1 head teacher, 2 teachers, 4 students, and 2 parents. Data collection tools for this research were semi-structured interviews, focus group discussions, observations, and document analysis. Findings of the study revealed the good practices of stakeholders that control students' absence from the school, which included collaboration among stakeholders, teachers' empowerment, engaging and interactive teaching and learning and co-curricular activities in the school. The study also revealed the challenges in controlling the absenteeism. Because of poverty some parents prefer their children to generate income rather going to school or support their mothers in taking care of their younger siblings, and let their mothers work. Lack of resources in school also makes some students stay at home. The study put forward the suggestions that school should have basic facilities so the students can comfortably carry out their classroom activities, and also there should be strong means and channels of communications between parents and the school.

## Students' Misconceptions about Magnets & Magnetism and Related Pedagogical Tools for Addressing Them

Science education has huge impact on our daily life. Science education provides us the platform to comprehend our nearby world and its interrelated factors. What if students misinterpret the concepts of science education? This study is based on the misconceptions of students in the concept of magnet and magnetism. This research is based on constructivist approach. Through research analysis, several ways have been developed to elicit misconceptions and to address them as well. In this research, firstly, the misconceptions were investigated from students. Secondly, strategies were employed to correct those misconceptions. The interview method was used for elicitation of the misconceptions of students. For addressing those misconceptions two pedagogical strategies; POE (Predict Observe and Explain) and Argumentation were implemented.

**Keywords:** Pedagogical tools; science education; misconceptions; constructivist approach

## Reforming Early Childhood Education and Care in Pakistan: A Critical Review from Ideology to Productivity

This paper attempts to explore the significant reforms required for early childhood education and care services in Pakistan. Globally, the developed and underdeveloped countries are undergoing significant improvements for children education in general and early childhood education in particular. Noticeably, the Government of Pakistan has established the National Educational Policy 2009 and Provincial Early Childhood Education Plans (2011-2015) for classroom settings, curriculum development, trained and qualified teachers, professional personnel, enhanced remuneration to improve the quality and quantity of early childhood services. However, the implementation of these reforms is still a question mark for the Government sector and stakeholders in the education department. Early Childhood Education and Care has significant individual profits, social benefits, and economic returns to the whole community in a country. There is a current need to highlight the reforms proposed by the Government as well as potential barriers to ECEC. The present research employs a descriptive-analytical methodology to investigate relevant in the Pakistani context. The research findings recommend the implementation of Federal and Provincial Government policies to deal with current challenges to ECEC. This endeavor provides a framework for reforming ECEC from ideology to productivity and will be imperative for children development and sustainable investment to the family and society.

**Keywords:** reforms, early childhood, education and care, ideology, productivity



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