

Impact of Teaching Tools on Teachers' Classroom Performance in Tehsil Mandibahudin

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Abstract

Teaching tools were designed to improve their professional performance of teachers. Teaching tools were used to improve the learning environment, student engagement in learning activities, instructional medium quality, and curriculum implementation. The goal of using a teaching tool was to tell a clear depiction about the level of A.V aids use in a school. The present research was conducted in the Tehsil Mandi Bahuddin. According to the division of schools this Tehsil was divided into ten female Markaz. From the total Markas, 4 Markaz were selected conveniently. In Markaz Sohawa Bolani total 10 elementary and primary schools, in Markaz circle no.1 female total 10 schools, in Markaz circle No.2 female total 11 schools and in Markaz Rasul female total 10 schools were existed. In the 10 schools of Markaz Sohawa Bolani, total 39 teachers, in the 10 schools of circle no.1 female total 58 teachers, in the circle no.2 total 47 teachers and in Rasul female total 33 teachers were working as PST. So total 177 teachers of these four Markaz were the population of present study. After the drawing of sketch of population then the sample size of 121 elementary and primary school teachers was obtained by using online available software i.e., www.surveysystem.com by the confidence interval 5% and confidence level 95%. From Markaz Sohawa Bolani female (27) teachers, circle no. 1 (40), circle no.2 (32) and Markaz Rasul female (22) teachers was selected as sample size. A traditional survey of descriptive research was conducted. By using convenient sampling technique schools were selected and after the selection of schools then the respondents were selected through simple random technique. So in this research the multi stag sampling technique was choose. For the data collection questionnaire was used from the selected respondents. After the collection of required quantitative data then it was analyzed through Statistical Package for Social Science (SPSS). Results shows that half (50 %) of the respondents had up to 28-32 years. Half (50%) of the respondent's income was between 10,0000-20,0000. White boards (mean value=4.31), mobile technology (mean value=4.20) are the top audio visual aids which are used as teaching tools. Similarly, flash cards (mean value=3.52), pictures (mean value=3.31) were used by teacher as print material. Likewise, increase the skills of using technology (mean value=4.21), develops the skills of getting command on e-tools (mean value=4.13), promotes the professional teaching skill at 3rd rank (

mean value=4.02) were the highest teachers skills that bring improvement of teaching skills with teaching tools. However, train through technological gadgets (mean value =4.07), promotes collaboration between educational stakeholders (mean value=4.00), were the major impact of teaching tools on the teaching performance. While, schools are not well equipped to teach with teaching tools (mean value =4.30), lack of financial resources in school (mean value=4.24), classroom management is poor for teaching with tools (mean value=4.23) were the main teachers' personal factors that provide the reasons that effects the active teaching tools. It was concluded that Mandi Bahaiddin was not developed area due to this latest teaching tools were not used in this area. It was suggested that government should implement the policies, train the teachers, check the performance of teacher in classroom and allocate the budget (specify the name AV aids budget) that's only used for A.V aids.

Introduction

A teaching tool helps people to collaborate. A teaching tool is meant to assist two or more people collaborate in order to accomplish a common goal or target. Paper, flip charts, post-it notes, and whiteboards are examples of non-technological tools for instruction. With the help of teaching tools, educators, teaching assistants, and students can share resources in a variety of ways, based on what necessary for an assignment. Web conferencing and the sharing and teaching of papers and other materials are examples of tools (Hayford *et al.*, 2016). In order to collaborate efficiently and achieve an objective that everyone shares, teaching tools are employed. But it's not only about teamwork to complete a project. It also involves creating bonds with your group, resolving conflicts, and maintaining an open and respectful work atmosphere. By giving team members one place where they can share ideas, pose queries, and give comments, teaching tools facilitate communication between members of the team(Amanda *et al* 2013).

Smart Boards:

The interactive whiteboard known as SMART Board is touch-sensitive and allows you to operate and write on it. SMART Boards have the power to engage pupils in the lesson. Active learning may be promoted through requiring students to take notes and engage in the argument. SMART Boards should be incorporated into every classroom since they improve collaboration and coaching while also adding to the classroom's interest and satisfaction. When working in teams, learners will generate additional concepts, which will help them solve problems more effectively (Saima *et al.*, 2015).

Mobile Technology:

A mobile phone is a tool used by users to carry out communications-related tasks, like chatting with friends, family, and other people. This is known as mobile technology. Mobile technology encompasses two-way portable communication systems, gadgets for computing, and comparable networking equipment. A few well-known mobile technologies that are employed by teachers for the greatest learning are SMS, MMS, 4G, 3G, GSM, CDMA, and Wi-Fi. When utilized effectively, another important instrument in education that has evolved is mobile technology (Ghulam *et al.*, 2015).

Tablets:

A tablet is a wireless, handheld computer that has an interface consisting of a touch screen. Larger than a smartphone, tablets usually have a smaller form factor than notebook computers. Students and instructors can communicate directly and stay connected at all times in the classroom with the help of tablets. It will be more difficult for any notes, assignments, or communications to be misplaced because they will all be created and stored digitally rather than by hand (Harrison, 2016).

White Boards:

An glossy surface, sometimes referred to as a whiteboard (or a dry-erase, dry-wipe, pen-board, or board marker) is utilized for generating transient impressions. White board is a low cost no cost teaching tools that are almost available in all schools. It enhance the understanding of students and develop the interest of to learn effectively(Zahida, 2016).

Computers:

A computer is a type of electronic device used for manipulating data, or information. It has the capacity to handle, store, and retrieve data. Computers are used in education to create documents, do research, offer online instruction, manage records, and teach students about newly emerging technology. Proficiency in computer skills enhances job performance (Richard, 2017).

Laptop:

A laptop, also known as a notebook, is a portable computer with a built-in screen, keyboard, and touch-pad. Its hinged screen allows for easy use and storage. In the classroom, laptops offer several benefits, including virtual instruction, curricular support, and access to supplementary materials, helping students stay organized and connected (Alaxander and Chen, 2017).

Literacy and Numeracy Drive:

Public schools undergo a monthly Learning and Numeracy Diagnostic (LND) test administered by Monitoring Evaluation Assistants (MEAs) using an Android tablet application. Grade three students are assessed on English, math, and Urdu learning outcomes, with questions randomly selected from a central question bank. MEAs receive training on the assessment process and conduct spot tests on seven randomly selected students to gauge their reading and numeracy proficiency.

Flash Cards:

A learning aid is typically a card with words, figures, or illustrations that are briefly exhibited (as by a teacher to a class). Dates, vocabulary, brief facts, historical events, scientific words, procedures, and equations can all be easily learned and retained with the use of flashcards. Nevertheless, as they merely offer the salient features of a subject or issue, they are not advised for a thorough examination of the subject (Rekha and Kushwaha, 2019).

Pictures:

A picture or depiction created using different techniques (such painting, sketching, or photography). a description that is exact enough to conjure up an image in the mind or convey a clear impression of something. In addition to allowing students to contemplate what they can smell, touch, and hear, pictures also provide them with an opportunity to reflect on what they can see. Images can also be used to translate abstract concepts into more concrete ones (Amos and Oppong, 2019).

Dictionary:

A book or online resource that provides an alphabetical list of words together with their definitions, or that lists words in another language and provides their equivalents along with information on pronunciation, origin, and usage. One of your most valuable study aids while attending college is a dictionary. Make sure you are using terms correctly when you use a decent dictionary, which can help you comprehend your subject matter better, communicate better, and get higher grades (James, 2020).

Alphabet Book:

An alphabet book is a kind of children's book that uses an alphabet to provide fundamental lessons. Alphabet books for young children often utilize simple text, illustrations, and

alliteration to help language learning. Alphabet books are available in multiple languages, with some highlighting the differences between an alphabet's capital and lowercase letters (Kristian *et al.*, 2021).

Methodology

Multistage sampling technique was used for this study. The research was conducted in district Mandi-Bahuddin. This study aims were to elaborate the impacts of teaching tools on teachers classroom performance at elementary or primary level in Tehsil Mandi- Bahuddin. List of total Markaz were collected from online source www.sis.punjab.com. According to the division of schools this Tehsil was divided into ten female Markaz. From the total Markas, 4 Markaz were selected conveniently. In Markaz Sohawa Bolani total 10 elementary and primary schools, in Markaz circle no.1 female total 10 schools, in Markaz circle no.2 female total 11 schools and in Markaz Rasul female total 10 schools were existed. In the 10 schools of Markaz Sohawa Bolani, total 39 teachers, in the 10 schools of circle no.1 female total 58 teachers, in the circle no.2 total 47 teachers and in Rasul female total 33 teachers were working as PST. So total 177 teachers of these four Markaz were the population of present study. After the drawing of sketch of population then the sample size of 121 elementary and primary school teachers was obtained by using online available software i.e., www.surveysystem.com by the confidence interval 5% and confidence level 95%. From Markaz Sohawa Bolani female (27) teachers, circle no. 1 (40), circle no.2 (32) and Markaz Rasul female (22) teachers was selected as sample size. A traditional survey of descriptive research was conducted. By using convenient sampling technique schools were selected and after the selection of schools then the respondents were selected through simple random technique. So in this research the multi stag sampling technique was choose. For the data collection questionnaire was used from the selected respondents. After the collection of required quantitative data then it were analyzed through Statistical Package for Social Science (SPSS).

Results and Discussion

In social science research, data analysis allows you to draw conclusions and judgments about the target population from the research sample. Researchers can ensure external validity by extrapolating study findings to a broader population through the collection of empirical evidence (Mader, 2018).

Table 1: Age

Social science research frequently uses age as an individual feature because of its significant correlations with a wide range of interesting outcomes.

Table 1: Distribution of the respondents concerning to their age

Age	Frequency	Percentage
28-32	44	36.4
33-47	55	45.5
48-52	13	10.7
Above 53	9	7.4
Total	121	100.0

Table 1 revealed that among the sample size of 121 teachers that majority (45.5%) of the respondents were between 33-47 year age group and these teachers are 55 in the total sample. Approximately more than one third (36.4%) of the respondents were between 28-32 year age group. While majority (45.5%) of the respondents were between 33-47 year age group. Almost one tenth (10.7%) of the respondents were between 48-52 year age group. Only (7.4%) of the respondents were above 53 years old. The results of Hafeez (2021) were similar with the present study as it explained the theory of self-determination by defining the role and category of age in the use of teaching tools. It also explained that teacher's have strong ethical

considerations with the use of teaching tools for the students so that their performance can be increased.

2: Designation

Something denoting; a unique name or title; an appellation. Election, nomination, or appointment to a job, office, etc.: It is confirmed that he is the treasurer (Lee, 2016).

Table 2: Distribution of the respondents according to their designation

Designation	Frequency	Percent
PST	113	93.4
EST	8	6.6
Total	121	100.0

Table 2 depicted that vast majority (93.4%) of the respondents were PST, only (6.6%) of the respondents were EST. Teacher designation very important factor in teaching and learning. This research were revolve around the teaching tools at elementary and primary level respondents were PST that highly effect the performance of teacher classroom performance .

Table 3: Audio visual aids as teaching tools

The teaching approach in education that combines audio and visual learning aids is known as audio-visual aids. Hearing and seeing with the eyes are the literal meanings of the terms audio and visual. In order to make studying interesting and simple, audio-visual aids are gadgets utilized in classrooms (Furkan, 2019).

Table 3: Perception of the respondents regarding the Audio visual aids as teaching tools

Statement	W S	Mean	S.D.	Rank
White boards	522	4.31	1.11	1
Mobile technology	509	4.20	1.10	2
Tablets	474	3.91	1.27	3
Literacy and Numeracy drive	445	3.67	1.29	4
LED	357	2.95	1.55	5
Computer	308	2.54	0.94	6
Laptop	267	2.20	1.16	7
Smart board	131	1.08	0.35	8

Scale: 1= Never, 2= Rarely, 3= Sometimes, 4= Very often, 5= Always

Table 3 narrates the results regarding the perception of teaching about the audio visual aids as teaching tool. It was found that White boards (Mean= 4.31 and W.S= 522), Mobile technology (Mean= 4.20 and W.S= 509) the mean of these attributes were lying between very often and always categories, but tended more towards very often and ranked as 1st and 2nd respectively. Tablets (Mean= 3.91 and W.S= 474) Literacy and Numeracy drive (Mean= 3.67 and W.S= 445) were ranked as 3rd to 4th categories respectively. The mean of these attributes were lying between sometimes and very often categories, but tended more towards very often category. However, LED (Mean=2.95 and W.S= 357), Computer (Mean= 2.54 and W.S= 308), ranked as 5th to 6th the mean of these categories were lying between rarely and sometimes categories, but tended more towards sometimes category, laptop(Mean= 2.20 and W.S= 267) were ranked as 7th categories. Whereas, Smart board (Mean= 1.08 and W.S= 131) ranked as 9th category. The mean of this category was lying between never and rarely, but tended more towards never category. LEDs, Computer, Laptop Smartboards not used in schools only, it is not also used in madaris (Rafiq-uz-Zaman & Ashraf, 2025).

4: Print material as teaching tools

For the purpose of teaching languages and visual concepts, print materials are static and

therefore not suitable demand proficiency in reading. Print resources will not be useful if the students are non readers or if linguistic proficiency is needed. Paperwork between students and teachers could take days or even weeks to arrive. Print media are mostly composed of written text or graphics and are distributed to target consumers on paper. Flyer, brochures, fact sheets, cards, posters, protective school book covers, and brochures are a few examples of print products (Gabatshwane *et al.*, 2020).

Table 4: Perception of the respondents regarding the print material as teaching tools

Statement	W S	Mean	S.D.	rank
Flash cards	427	3.52	1.21	1
Pictures	401	3.31	1.42	2
Dictionary	380	3.14	1.09	3
Guides	371	3.06	1.20	4
Alphabet books	297	2.45	1.17	5
Building cards	253	2.09	1.08	6

Scale: 1=Never, 2=rarely, 3= Occasionally, 4= frequently, 5= Very frequently

Table 4 narrates the respondents according to the print material as teaching tools. It was found that flash cards (Mean= 3.52 and W.S= 427) ranked as 1st and means lies between occasionally and frequently but tended towards frequently. Pictures(Mean=3.31 and W.S=401) Dictionary (Mean= 3.14 and W.S= 380) Guides (Mean= 3.06 and W.S= 371) the mean of these attributes were lying between occasionally and frequently categories, but tended more towards occasionally and ranked as 2nd to 4th respectively. Alphabet books (Mean=2.45 and W.S= 297), Building cards(Mean= 2.09 and W.S= 253), was ranked as 6th category. The mean of these attributes were lying between rarely and occasionally categories, but tended more towards rarely category. Rafiq-uz-Zaman (2026) explored in his study that not availability of English teaching materials is most severe challenge.

Table 5: Impact of teaching tools on the teaching performance

With the use of teaching aids, students can learn in novel and engaging ways, as well as for the purpose of revision and topic explanation. They aid in carrying out instructional techniques and exercises. The goal, purpose and outcome of each class should be laid down beforehand. This will ensure that the teacher is well prepared and has focused attention while teaching. In order to make the classes interesting, innovative ways to guarantee that the teacher and students are paying attention in class must be developed (Farah and Murad, 2017).

Table 5: Perception of the respondents regarding the impact of teaching tools on the teaching performance

Statement	W S	Mean	S.D.	rank
Train through technological gadgets	493	4.07	0.709	1
Promotes collaboration between educational stakeholders	485	4.01	0.790	2
Creates a digital record of students easy	475	3.92	0.765	3
Enables self-improvement in teachers	472	3.90	0.774	4
Enable the teachers to use appropriate A.V aids according to the courses	468	3.86	0.874	5

Scale: 1= Very low, 2 = Low, 3= Medium, 4= High, 5 = Very high

Table 5 narrates the respondents according perception of the respondents regarding the impact

of teaching tools on the teaching performance. It was found that Train through technological gadgets (Mean= 4.07and W.S=493). Promotes collaboration between educational stakeholders (Mean=4.01and W.S=485) ranked as 1st and 2nd means lies between high and very high but tended towards high. Creates the digital record of students easy (Mean= 3.92 and W.S= 475), Enables self-improvement in teachers (Mean= 3.90 and W.S= 472), Enable the teachers to use appropriate A.V aids according to the courses (Mean=3.86 and W.S= 468) the mean of these attributes were lying between medium and high categories, but tended more towards high and ranked as 3rd to 5th respectively.

Table 6: Teachers’ personal factors provide the reasons that affect the active teaching tools

A person's temperament, personality, psychosocial skills, mental health, and potential and abilities, both general and domain-specific, fall into a number of categories. They comprise ingrained, biologically based features of the person. Environmental and Personal factors both have an impact on learning. Personal characteristics include things like age, attention span, aptitude, ability, attitude, and motivation. Personal elements that contribute to positive student outcomes are based on teaching and include knowledge, techniques, processes, and behaviors. Good teachers influence their pupils in a good way and apply their knowledge to enhance learning. These favorable results are frequently ones that are easily quantifiable, typically by summative evaluation. (Market *al.*, 2022).

Table 6: Perception of the respondents regarding the teachers’ personal factor provide the reasons that effects the active teaching tools

Statement	Weighted score	Mean	S.D.	rank
Lack of teachers’ interest to teach with teaching tools	494	4.08	0.748	1
Lack of pre-planning for lesson	492	4.06	0.749	2
Teachers' lack of awareness about new methodologies for teaching with tools	383	3.16	1.325	3
Teachers use of old teaching methods	358	2.95	1.287	4
Teachers have lack of linguistic skills for teaching tools	347	2.86	1.39	5
Less practice in teaching kit teaching kits	346	2.85	1.28	6

Scale: 1= Strongly disagree, 2= Disagree, 3=Undecided, 4=Agree, 5=Strongly agree

Table 6 narrates the respondents according perception of the respondents regarding the teachers’ personal factor provide the reasons that effects the active teaching tools. It was found that Lack of teachers’ interest to teach with teaching tools (Mean= 4.08and W.S=494), Lack of pre-planning for lesson (Mean=4.06 and W.S=492) ranked as 1st and 2nd means lies between agree and strongly agree but tended towards agree. Teachers' lack of awareness about new methodologies for teaching with tools (Mean= 3.16 and W.S= 383) ranked as 3rd. Teachers' use of old teaching methods (Mean= 2.95 and W.S= 358) ,teachers have lack of linguistic skills for teaching with teaching tools (Mean=2.86 and W.S= 347), Less practice in teaching with teaching kits (Mean= 2.85 and W.S= 346), The mean of these categories were lying between disagree and undecided categories, but tended more towards undecided category.

Table 7: Perception of the respondents regarding the suggestions for the teachers

Suggestions	Yes %	No %
Teachers should get the proper training for the use of teaching tools	99	1
Teachers should use adopt the appropriate A.V aids according to the nature of topic	97	3
Teachers should focus on activities in which teaching tools through	98	2
Teacher should use bottom-up communication with the administration for the best use of teaching tools	99	1
Induction training should be given by professional educationist	99	1
Teachers should enhance the learning opportunities for the new innovations	98	2
Administration should ensure per-service teachers are competent to cater for the use of digital teaching tools	98	2
Teachers should attain the training program to encounter difficulties about implementing digital teaching tools	99	1
Special training to assist the teacher in theoretical understanding of teaching tools use	97	3
Electrical devices for the teaching process should be arranged in the schools	98	2

Above shows the respondents according to the 99% of the respondents were agreed that teachers should get the proper training for the use of teaching tools. Rafiq-uz-Zaman (2023a) said the teacher training and professional development in the era of hybrid and remote instructions are the major needs of teachers. Due to a professional development gap the learning of students faced challenges (Rafiq-uz-Zaman, 2023b). Another study explored the teacher professional development is the need of STEAM education (Malik et al., 2025). 99% of the respondents were agreed that teachers should use adopt the appropriate A.V aids according to the nature of topic. 97% of the respondents were agreed that teachers should focus on activities in which teaching tools through. 98% of the respondents were agreed that teacher should use bottom up communication with the administration for the best use of teaching tools. 99% of the respondents were agreed that induction training should be given by professional educationist. 98% of the respondents were agreed that teachers should enhance the learning opportunities for the new innovations. 98% of the respondents were agreed that administration should ensure pre-service teachers are competent to cater for the use of digital teaching tools. 99% of the respondents were agreed that teachers should attain the training program to encounter difficulties about implementing digital teaching tools. ICT is the institutional need and it faced multiple challenges to use in education (Rafiq-uz-Zaman, 2022). 98% of the respondents were agreed that special training to assist the teacher in theoretical understanding of teaching tools use. 97% of the respondents were agreed that electrical devices for the teaching process should be arranged in the schools.

Conclusions

To achieve the nation's reform objectives, ICT-based teacher education is essential, and giving instructors access to global search engines and instructional software is critical. The most often utilized teaching tools include print materials, mobile and smart technology, and both. The most often utilized teaching tools include print materials, mobile and smart technology, and both. The teaching abilities of educators are enhanced when they use technology skillfully and grow as professionals. Nevertheless, a lack of interest, a lack of educational opportunities, and restricted equipment access are barriers to ICT use. Notwithstanding these difficulties, the application of interactive whiteboards and educational tools can have a substantial impact on teachers' and students' comprehension abilities, especially in reading and numeracy.

Recommendations

- Government should introduce the new fund or should be changed the name of FTF fund, teaching tool fund (TTF) and recommend audit of this account would be offer every financial year.
- Government should pass order to heads of all schools and they must purchase and use AV- Aids such as smart boards and tablet etc.
- Heads of the institutes should be observed in the classes and make files to submit at the end of month to higher authority.
- Extrinsic motivational ceremonies should be arranged for school teachers, such as, rewards, certificates and appreciation letters etc.

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