

## Impact of Teachers' Workload on Their Time Management Skills at University Level

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**Abstract;** The study investigated the perceptions of university teachers on impact of teacher's workload on their time management skills. Using Descriptive surveys, information's were obtained from 100 faculty members 25 departments of the university of Malakand and university of Swat, selected through convenient sampling technique. Based on the descriptive and correlation results, it was concluded that university teachers' perceptions toward teachers' workload including working Hours, Job satisfaction, using, assigned responsibility and job content were positive. These teachers know how to manage Working Hours and workload regularly, know how to handle factors which are responsible for job satisfaction, know how to fulfill their responsibilities within the stipulated period of time to reduce workload, know about their subject content and know that they will have to teach the content in a semester and know how to solve their domestic problems to reduce anxiety. Further results also concluded that university teachers' perceptions were positive towards time management skills which included Scheduling, Planning, Managing Paperwork, Handling Interruptions and Establishing Priorities. It was also concluded that increase in teachers' workload decreases teachers' time management skills.

Based on the results, the study suggested that teachers should ensure effective use of technology, break down long term goals into medium and short-term goals and fulfill their responsibilities on time to avoid inconvenience for better work It is recommended that university teachers should assigned work according to Higher Education Commission criteria per week, so that, they can manage and complete work within the stipulated period. It is possible only if they are provided training related to workload and time management skills.

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#### **Introduction**

Time management is the process of determine needs, setting of goals for the achievement of that need and planning to achieve these goals. Time management is universal phenomenon. It is not only a process which involves the determination of needs and prioritization of tasks but also the art of arranging, scheduling and budgeting one's time to achieve objectives (Mohanty, 2003). Time management (TM) is an essential element of university organization where teachers are expected to perform different responsibilities apart from teaching learning process at the institutions. Some time they deal with student behavioral problem, interact with their parents, attend meetings and to look after co-curricular activities. Therefore, they need to manage their time efficiently and effectively. The importance of time management is of vital and the need to get in-depth insights on specific time management strategies for teachers become a trending area for the academicians and researchers. This study aims is to investigate the impact of teacher's workload on teacher's time management skills.

The findings of this study will not only explain the impact of teachers' workload on their time management skills but will also suggest some ideas to manage time efficiently and effectively and reduce teacher's workload. As Gul, R., Zakir, S., Ali, I., Karim, H., Hussain, R. (2021). concluded that time management does not provide the solution of management problems, but, it does provide a way in which the managers can find solution, plan for future and assess overall progress. This research work will play essential role in the development of time management skills and reducing teacher's workload. The result of this research will provide help to university HODS (Head of departments), teachers and students to be aware of how to manage time, how to plan, schedule, priorities list and how to reduce workload. This study is also expected to help the university administration, curriculum developers, and policy makers and teachers trainers. On the other hand, it will suggest some ideas to other researchers to conduct further studies related to time management skill and its effect on variables like workload, strain, and stress.

#### **The Concept of Teacher's Workload**

The concept of workload has been used in research to describe a situation in which factors related to the job are perceived to cause poor health and comfort of the employee (Cooper, 1980, Fletcher, 1988, Lazarus, 1994, Treftmann and Punch, 1992, Zindi, 2002). Beehr (1995) notes that workload in the workplace may be caused by situational demands made on the members of the organization. According to Nhundu, (1999), sources of occupational or work related stress belong to within work environment. The study of the nature of workload and the strain it causes in work place has been the focus of many researchers since 1960 (Beehr, 1995). Workload refers to time demands (Ahmad, I., Gul, R. 2021) paperwork pressure, (Walsh, 1974) overload (Ayub, A., Gul, R., Ali, A., Rauf, B., M. (2021), lack of stimulation or boredom (Cheirnis, 1980).

Several studies have been undertaken to explore the concept of workload and the strain it causes among teachers (Adams 1999, Fimiam & Blanton, 1987 Okebukola, 1992, Vance Miller, Humphrey & Reynolds, 1989, Young husband, 2001). Ayub, A., Gul, R., Ali, A., Rauf, B., M. (2021) discusses

stress as a direct result of workload among teachers. Dunham (1994) thus provides more clear-cut definition of teacher stress as a “process of behavioral, emotional, mental and physical reactions caused by prolonged, increased or new pressure within the teaching environment which are significantly greater than their coping resource” According to Dunham’s view, teachers’ appraisal of job demands and their coping strategies, their expectation of future demands and readiness to deal with them, their preparation and possession of skills to handle work pressure are factors which contribute to stress in teachers.

### **Perception of teachers about teacher’s workload**

Aspects of workload that have become most burdensome in recent years include , the number of bits of paper which teachers have to deal with and have nothing directly to do with teaching in classroom, constant curriculum reorganization, filling in of reports, record keeping, development of materials and form filling, stiff-resistance by the government to make any meaningful change to class sizes, indiscipline of the pupils, extra-curricular activities which have become so riddled with bureaucracy that for some teachers , the enjoyment has disappeared. In a survey related to workload pressure in 2010 by New Zealand Post Primary Teachers’ Association, nearly 50% of teachers reported an increase of workload arising from the National Standards (New Zealand Post Primary Teachers’ Association, 2010). The 2010 Teachers’ Workload Diary Survey provides independently collected data on hours and working patterns in maintained schools in England and Wales. The survey also takes into account teachers’ perception of their workload. Less than a fifth of teachers who answered reported that they were expected to do things that were not part of their job almost of the time. Slightly more thought they were unable to do things that should be part of their job almost of the time. Less than a quarter of full-time teachers felt their workload allowed them to pursue personal interests outside work almost of the time. In the 2010 survey, average hours worked per week remain above 50 hours for most types of teachers, with only secondary school and special school classroom teachers working, on average, slightly less than 50 hours per week (Ali, I., Gul, R., Khan, S. S., Karim, K. (2021). Duties and responsibilities containing the workload of teachers in Turkey are determined by legislation.

### **Modern time management strategies**

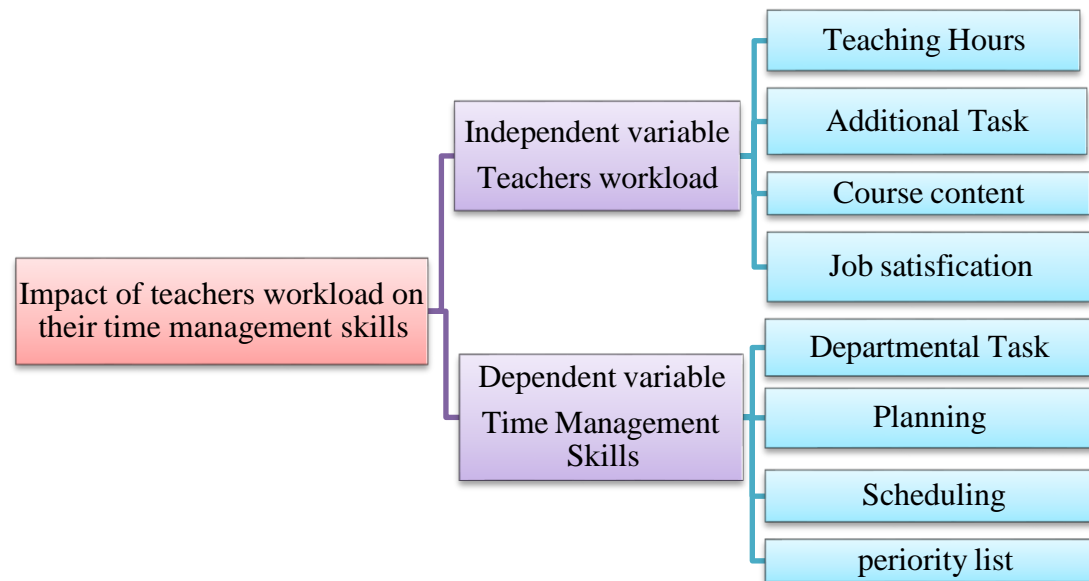
Greg Reg Mankiw (2008) a professor at Harvard University in USA, mentioned strategies of effective time management that includes following strategies i.e., Prioritize tasks which is imperative for administration and managers to set short, medium, and long term goals for the achievement of organizational goals and place them in order of importance. One way to set up yourself for a panic situation is to plan an unrealistic amount of work for one day or one week. Use common sense to recognize when you have over scheduled yourself.

Workload and Stress are big factors that affect the time management process. As (Gul, R., Talat, M., Mumtaz, M., Shaheen, L. 2021) concluded two factors, workload and lacking in the handling of time, are the main reasons of anxiety and depression. For avoiding the stress, turning the stuffs

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down and staying committed to the work are the best ways of time saving because in this way individuals can complete their assigned work in time. Other suggestions for effective time use are, (a) take short intervals in meetings, (b) interact directly to the others and (c) take short and meaningful meetings. This will keep the managers comfortable and usually helps during extend meetings (Whetten, 1995).

### Conceptual Framework



### Research Questions

- What are the perceptions of university teachers about teacher's workload and time management skills?
- What is the impact of teachers' workload on teachers' time management skills?

### Literature Review

In an attempt to conceptualize work overload in teaching, many definitions have been advanced for teacher overload. Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T. (2021) notices that this is a situation in which teachers experience unpleasant demands and negative emotions resulting from the appraisal of some aspects of their teaching work and its conditions as being threats to their personal happiness. Zafarullah Sahito & Pertti Vaisanen (2017) studied the effect of Time Management on the Job Satisfaction and Motivation of Teacher Educators. The data identified

several TM activities that TEs use in their daily professional lives to achieve JSM. These TM activities included pre-planning, reviewing and updating outlines, offering counselling and guidance, designing material resources, ensuring a detailed distribution of marks, developing examination schedules, managing and discussing assessment and evaluation styles, discussing and addressing students' objections, publishing results, and making work schedules in advance. TEs who made their work schedules in advance to manage and save time, energy and stress and achieve organisational goals. This success led them to achieve JSM in their daily professional lives, and this, in turn, positively affected their personal and family lives. The TEs who were satisfied with their professional, personal and family lives also appeared to progress better than unsatisfied TEs. The interviewed TEs identified ten factors and characteristics as critical for achieving JSM (Gul, R., Ayub, A., Mazhar, S., Uddin, S., S., Khanum, M. 2021). This study address that, department heads and top management personnel in educational institutions and universities must understand the phenomena of TM and JSM in order to support TEs in planning different policies for maintaining security, respect and peace of mind within their institutions and in relation to all stakeholders. Advance planning, suitable policy-making and proper implementation support positive and effective results, which help all members of an institution think, act and work in a positive manner and prevent critical and negative people from interfering in the system (Gul, R., Khan, S. S., & Akhtar, S. 2020).

Similarly Caroline Wakoli (2013) studies the effects of Workload on the Teachers' Performance in Kanduyi Division, Bungoma District. The results found that Teacher overload is a real problem in these primary schools as this study revealed and has a negative impact on teacher performance. This is evident since the teacher does not have a humble time to prepare and teach the pupils, individual pupil's problems are not catered for especially the slow learners because pupils are too many in a class and lesson periods are short, there is no in depth preparation and grasping of the concepts since the subjects are many to be prepared and in any given responsibility the teacher may tend to be reluctant to carry out his duties as expected (Gul, R., Kanwal, S., & Khan, S. S. 2020). Instead, he/she will rather give more time to classwork because of the workload. Hence, the teacher will be termed as a non-performer. All these have a negative impact on the performance of the learners within the school and the whole division since the general performance was only rated to be fair (a mean of 3.33) as the research findings indicated. This study concludes that TEs who achieve JSM are those who know how to spend their time, set priorities, plan, organize their activities, schedule their assignments, delegate their time and work, stop procrastinating, minimize and manage external time wasters, focus on one task at a time and avoid multi-tasking and feel positive to reduce stress and stay healthy (Gul, R., Khan, S. S., Mazhar, S., & Tahir, T. 2020). In many universities and institutions in Pakistan, teachers spend their time doing different non-productive and unrelated activities. Most of the time, TEs think about and resolve their problems using different types of propagandas and issues related to departmental administration and Organizational management. Hafiz Muhammad Ather Khan, Muhammad Tahir Khan Farooqi, Atif Khalil, and Imran Faisal (2016) investigated Exploring Relationship of Time Management with Teachers' Performance. They found A positive relationship between teachers' time management techniques and their class performance was found. The study also inferred that teachers' lesson planning technique were very effective for their class performance due to affective time management. It was recommended that time

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management skills may be included in teacher training programmes to improve teachers' managerial and administrative activities (Gul, R., Khilji, G. 2021).

Dr Joshua Manduku, Zipporah Koech and Pascalia Chepkirui (2016) also concluded There are enormous sources of stress amongst primary school teachers in Sabatia District. These include school related factors, lack of recognition of efforts by school management and pupil misbehaviour including indiscipline. The most common stress management strategies used in primary schools included; employment of PTA teachers to ease teachers' workload, use of guidance and counseling to enhance student discipline, teacher motivation, formation of teacher welfare committees and team work teaching (Gul, R., Tahir, T., Ishfaq, Umbreen (2020). Management of teacher stress has enabled teachers to be committed to students' needs and organizational commitment.

The results of Mahazi Si Harun1, Zoharah Omar, Khairuddin Idris and Ramli Basri (2015) research show that heads manage their time in schools frequently by using practices of scheduling contacts, goal setting, planning activities, prioritizing tasks, delegating works to subordinates, managing paperwork, and managing unnecessary interruptions. Main problems that they face regarding time management were poor planning, unnecessary telephone calls, frequent interruptions by visitors, multitask, unscheduled meetings, failure to delegate, dump of papers on desk, do not prioritize tasks, do not make "to-do" list, lack of training, junk mails, and do not know how to say "no" to subordinates. Introductory courses, workshops, seminars should be arranged for in-service principals to equip them with skills, knowledge and attitude on adequate time management practices and prioritizing tasks.

The Relationship between Time Management and the Academic Performance of Students from the Petroleum Institute in Abu Dhabi, the UAE was investigated by Faisal Z. Miqdadi, Abdulla F. AlMamani, Mohammad in 2013. They found out that time management is related to the academic performance of the Petroleum Institute (PI) male students. That is, research (Gul, R., & Rafique, M. 2017). study has shown that successful students are good time managers. These results, however, can be generalized to male engineering students living in the United Arab Emirates (Gul, R., & Reba, A. 2017).

### **Methods and Materials:**

The focus of the study was to investigate the impact of teacher's workload on time management skill at University of Malakand. Descriptive research design was used to obtain relevant and precise information on the phenomenon under study and possible general conclusions are drawn about the existing facts. There are 08 faculties at University of Malakand. In these faculties there are total 25 departments. The population of the study constituted 205 faculty members serving in 25 different departments of the university. Through convenient sampling technique, 4 teachers were randomly selected from each department.

A self-constructed questionnaire was used as research instrument to collect data from the selected sample. The research instrument was developed after going through the related literature (source of idea taken from reading downloaded research papers, and then constructed questionnaires by group discussion) the questionnaire was developed on five points Likert scale.

The researchers constructed two questionnaires for data collection. One questionnaire was about time management skills which were based on five points Rating Scale ranging from “always” to “never”. Second questionnaire was about teachers’ workload which was based on five points Likert Scale ranging from “strongly disagree” to “strongly agree”. The researchers constructed questionnaire for variable “teacher’s workload” which consisted of 08 items and for variable “Time Management Skills” which also consisted of 09 items and one open ended question.

### Data Analysis

The major purpose of the study is to investigate the impact of teacher’s workload on their time management skills. The researcher divided analyzed data into three parts. In the first demographic information were analyzed in the second part descriptive analysis of research variables (Time management skills, workload) was analyzed. In the third step co-relation was used to find the relationship between workload and time management skills.

**Table-1: Perceptions of Teachers Regarding Workload**

S. No	Items	SD A%	DA %	UD %	A%	SA %	M	S.D
	I am satisfied with the number of hours I am teaching in a week.		0	(10)	(80)	(10)	4.00	.471
	I believe I can teach for extra hours, if given option.	(0)	(20)	(20)	50	(10)	3.50	.971
	I believe I have sufficient time (hours) to finish syllabus of a course.	(10)	(20)	(10)	(60)	(0)	3.20	1.135
4.	Sometime due to heavy workload, I have to work extra hours in the department.	(20)	(30)	(10)	(20)	(20)	1.18	.148
5.	I usually have to take my work to home.	(20)	(30)	(10)	(20)	(20)	3.70	1.059
6.	I frequently called to attend/organize seminars/workshop in the department/institute.	(20)	(30)	(10)	(20)	(20)	3.30	1.159
7.	If given option I would like to control my teaching hours.	(0)	(0)	(0)	(70)	(30)	4.30	.483
8.	My HOD is supportive in overcoming my workload.	(0)	(0)	(10)	(30)	(40)	3.90	1.19

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Grand Mean and standard deviation scores	3.38	.373
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The data in table-1 shows that highest mean score was 4.3 for the item “If given option I would like to control my teaching hours.” which show the maximum level of observance among the 08 items. On the other hand the lowest mean score was 1.1889 for the item “Sometime due to heavy workload, I have to work extra hours in the department.” which shows the lowest level of observance among the 08 items. The Grand mean and standard deviation scores were **3.385** and **.3737** respectively for eight items related to workload.

**Table-2: Perceptions of Teachers Regarding Time management skills**

S. No	Items	A %	F %	S %	R %	N %	M	S.D
	I can constructively use my time in managing different departmental tasks.	(30)	(40)	(20)	(10)	(00)	2.10	.994
	I set deadlines for achievement of goals.	(50)	(50)	(00)	00	(00)	1.50	.527
	I write notes /mark calendar for myself to remind me of future events and deadlines.	(50)	(30)	(10)	(10)	(0)	1.80	1.032
4.	During teaching, I can easily complete the content delivery and assessment tasks.	(00)	(50)	(40)	(10)	(00)	2.60	.699
5.	I keep myself away from unnecessary telephone calls/avoid meeting with people.	(20)	(40)	(30)	(10)	(0)	2.40	1.17
6.	I know how to manage my departmental work within working hours.	(60)	(30)	(00)	(00)	(10)	2.30	3.09
7.	I develop my own priority list each day.	(60)	(10)	(30)	(00)	(00)	1.70	.948
8.	I often think scheduling events is wasted of time.	(10)	(40)	(20)	(30)	(00)	4.30	1.31
9.	I believe that there is room for improvement in the way I manage my time	(50)	(30)	(10)	(10)	(00)	1.80	1.03
Grand Mean and standard deviation scores							2.27	.685

Always = A, Frequently = F, Sometimes = S, Rarely = R & Never = N

Table-2 consists of 09 items and each item has five options based on five points Likert scale. The above table shows the frequency, percentage, mean, and standard deviation scores of each item and grand mean and standard deviation scores respectively. The highest mean score was 4.3 for the item “I often think scheduling events is wasted of time.” which show the maximum level of observance among the 09 items. On the other hand the lowest mean score was 1.5 for the item “I set deadlines for achievement of goals” which shows the lowest level of observance among the 09 items. The Grand mean and standard deviation scores were 2.27 and .6854 respectively for four items related to time management skills.

**Table-3: Correlation table of Teachers' workload and Time Management Skills**



S. No	Variables	N	M	SD	r	Sig.
1	Teachers' workload	10	3.385	.3737	-0.14	0.160
2	Time management skills	10	2.27	.6854		

Table shows the total number of sampled teachers, total mean and standard deviation score, significance and the relationship between university teachers' workload and time management skills. The value of coefficient of correlation was found (-0.14) and level of significance was (0.160) which was greater than 0.05, therefore there is non-significant weak negative correlation between teachers' workload and time management skills.

### **Conclusion**

Based on the results, it was concluded that university teachers' perceptions toward teachers' workload including Working Hours, Job satisfaction, using, assigned responsibility and job content were positive. This shows that university teachers know how to manage Working Hours and workload regularly, know how to handle factors which are responsible for job satisfaction, know how to fulfill their responsibilities within the stipulated period of time to reduce workload, know about their subject content and know that they will have to teach the content in a semester and know how to solve their domestic problems to reduce anxiety. It was also concluded that university teachers have negative attitude towards extra hours. It shows that teachers are not acknowledging by compensation as completing their work.

Further results also concluded that university teachers' perceptions toward time management skills including Scheduling, Planning, Managing Paperwork, Handling Interruptions and Establishing Priorities were positive. This shows that university teachers can know how to manage time according to their workload, schedule their time according to their workload, know how to do Planning for future activities, know how to Manage Paperwork, know how to handle Interruptions which hinder their work during working hours and they know how to Establish Priorities according to the preferences of work. It is concluded that increase in teachers' workload decreases teachers' time management skills.

### **Implications of the study**

Based on the results, the study made the following implications.

1. It is suggested that everyone should fulfill their responsibilities on time to avoid inconvenience at workspace. There should be effective use of technology for better work. There should be effective use of curriculum for better result.

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2. Domestic problems should be solved effectively and there should be not negative impact of domestic problem on time management skills and workload should not be increased due to this reason.
3. It is recommended that university teachers should have positive attitude toward time, Scheduling, Planning, Managing Paperwork, Handling Interruptions and Establishing Priorities so that they can manage their time according to their working hours. It may be possible through providing training in time management skills.
4. Teachers should focus on scheduling (identify available time, schedule essential activities, schedule High-Priority Activities and Schedule Contingency Time) to fulfill their responsibilities. Teachers should make "to-do" list of things for each day. They should break down long term goals into medium and short-term goals for effective time management.
5. Teachers should allow enough time to ensure their paper work is properly organized. They should have clear work space for better management of paper work. Teachers should not allow students / colleagues to distract their attention with trivial issues. They should not hop continuously from one task to another. So by this way they will manage time and handle interruptions effectively.
6. Teachers should develop their own priority list each day. They should check their priorities list at the end of each day to check the task which has to be carried out.
7. It is recommended that university teachers should assigned work according to Higher Education Commission criteria per week, so that, they can manage and complete work within the stipulated period of time. It is possible only if they are provided training related to workload and time management.

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