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Technology-Mediated Assessment, Feedback Practices, and Conceptual Understanding among Female Students in Pakistani Higher Education

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ABSTRACT

This study evaluates technology-mediated assessment, feedback practices, and conceptual understanding among female students in Pakistani higher education. Employing a quantitative research design, the study examines how digital assessment tools and feedback mechanisms influence students' conceptual learning outcomes. The target population consisted of female students enrolled in BS (4-Year) programs in a public sector university. A sample of 198 respondents was selected using proportionate random sampling technique. Data were collected through a cross-sectional survey using a structured questionnaire based on a five-point attitudinal scale. The instrument was tested through a pilot study, yielding Cronbach's alpha values ranging from .719 to .842, indicating satisfactory reliability. Descriptive statistical techniques, including frequency distributions and percentages, were applied to analyze the data. Findings reveal that technology-mediated assessment and timely feedback positively contribute to enhancing conceptual understanding by promoting engagement, clarity, and self-regulated learning. However, variations in digital literacy and access to technological resources moderate these outcomes. The study concludes that effective integration of technology in assessment and feedback processes significantly improve academic understanding among female students. It recommends strengthening digital infrastructure and pedagogical training in higher education institutions.

Keywords: Technology-Mediated Assessment, Feedback Practices, Conceptual Understanding, Female Students, Higher Education, Digital Learning

Introduction

Technology-mediated assessment has become an increasingly significant component of contemporary higher education, reshaping how student learning is evaluated and supported (Shoaib, Srosh, Mobeen, & Abdullah, 2026a; Shoaib & Ullah, 2026). In Pakistani higher education institutions, the integration of digital platforms for assessment and feedback is expanding (Shoaib, Shamraiz, Noor, & Abdullah, 2026; Shoaib, Srosh, Mobeen, & Abdullah, 2026b), particularly in response to growing enrolments, technological advancement, and the demand for more efficient academic practices (Shoaib, Shamraiz, Baneen, & Abdullah, 2026c, 2026d). These systems include online



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quizzes, Learning Management Systems (LMS), automated grading tools (Shoaib, Shamraiz, Baneen, & Abdullah, 2026a, 2026b), and digital feedback mechanisms that aim to enhance both transparency and immediacy in evaluation processes (Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026a, 2026b). Feedback practices delivered through technology play a crucial role in shaping students' conceptual understanding by providing timely, structured, and often personalized academic guidance (Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a; Shoaib, Shamraiz, Abbas, & Abdullah, 2026). Unlike traditional assessment modes, technology-mediated feedback facilitate iterative learning (Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026b, 2026c), allowing students to reflect on their performance and improve their comprehension of complex concepts (Shoaib, Shahzadi, & Abdullah, 2026; Shoaib, Shahzadi, Iqbal, & Abdullah, 2026). However, the effectiveness of these practices is influenced by students' digital literacy (Shoaib, Sarfraz, Kausar, & Abdullah, 2026a, 2026b), institutional support, and the pedagogical strategies employed by instructors (Shoaib, Sarfraz, & Kausar, 2026a, 2026b). For female students in Pakistani higher education, these dynamics are particularly important due to intersecting factors such as access to digital resources (Shoaib, Noor, Iqbal, & Abdullah, 2026; Shoaib, Noor, Mir, & Abdullah, 2026), socio-cultural constraints, and varying levels of prior exposure to technology-enhanced learning environments (Shoaib, Kausar, Sarfraz, & Abdullah, 2026b, 2026c). Understanding how technology-mediated assessment and feedback contribute to conceptual understanding among this cohort is very essential for improving educational equity and academic outcomes (Shoaib, Iqbal, Baneen, & Abdullah, 2026c; Shoaib, Kausar, Sarfraz, & Abdullah, 2026a). This study evaluates technology-mediated assessment, feedback practices, and conceptual understanding among female students in Pakistani higher education.

Review of Literature

The study findings asserted that teacher educator interacts with professional level teachers (Ryan & Bourke, 2018). Similarly, the analysis of the study findings articulated that impacts of inequalities in classroom on minorities (Shoaib, Iqbal, Baneen, & Abdullah, 2026a, 2026b). Besides, the analysis based results pointed out that role of third space pedagogy on international language education (Shoaib, Iqbal, Iqbal, & Abdullah, 2026a, 2026b). Moreover, the study conclusion clinched that studying traditional model of success in student (Shoaib, Ali, Ditta, & Abdullah, 2026; Shoaib, Ali, Hassan, & Abdullah, 2026). Furthermore, the analysis of the study pointed out that teaching and learning practices of physics by using technology (Shoaib, Ahmed, Iqbal, & Abdullah, 2026b, 2026c). In a similar way, argument of the study outlined that policies and practices for learning different culture (Shoaib, Abdullah, & Baneen, 2026b; Shoaib, Ahmed, Iqbal, & Abdullah, 2026a). Additionally, the study outplayed that stated that academic success in distance learning by exploring online learning environment (Shoaib, Abdullah, & Baneen, 2026a, 2026c). It is worth to mention here that the study findings highlighted that learning outcomes of students (Shoaib, Abbas, Shamraiz, & Abdullah, 2026; Shoaib, Abdullah, & Ali, 2026). Besides, the analysis of the data indicated that reflection from social work through pedagogy (Shahzadi, Shoaib, Iqbal, & Abdullah, 2026; Shamraiz, Shoaib, baneen, & Shahzadi, 2026). The study on the subject commissioned that experimental study on teaching learning practices (Shahzadi, Shoaib, & Abdullah, 2026; Shahzadi, Shoaib, Baneen, & Abdullah, 2026).

The study findings asserted that highlighting the role of learning outcomes on web learning (Sarfraz, Shoaib, & Sheraz, 2026a, 2026b). Similarly, the analysis of the study



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findings articulated that improving learning outcomes of students different tasks and cognitive learning (Shoaib, Waris, Zaman, & Abdullah, 2025b; Shoaib & Zaman, 2025). Besides, the analysis based results pointed out that inclusion of disable students in higher level of education (Shoaib, Waris, Iqbal, & Abdullah, 2025; Shoaib, Waris, Zaman, & Abdullah, 2025a). Moreover, the study conclusion clinched that online learning increase learning through quiz on google forum (Shoaib, Waris, & Iqbal, 2025b, 2025c). Furthermore, the analysis of the study pointed out that using technology in higher education (Shoaib, Waris, & Iqbal, 2025a; Shoaib, Waris, & Iqbal, 2025b). In a similar way, argument of the study outlined that analysis learning outcomes in engineering curriculum (Shoaib, Tariq, Rasool, & Iqbal, 2025; Shoaib, Waris, & Iqbal, 2025a). Additionally, the study outplayed that stated that challenges faced by science students' education and teaching practices (Shoaib, Tariq, & Iqbal, 2025a, 2025b). It is worth to mention here that the study findings highlighted that academic achievement and experiences of students toward learning outcomes (Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Shamsher, & Iqbal, 2025). Besides, the analysis of the data indicated that learning improving perspective improve education system (Shoaib, Rasool, & Zaman, 2025a, 2025b, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025; Shoaib, Rasool, Zaman, & Ahmed, 2025). The study on the subject commissioned that analysis and discussion on student learning outcomes (Shoaib, Rasool, Iqbal, & Abdullah, 2025b; Shoaib, Rasool, Kalsoom, & Ali, 2025).

The study findings asserted that impacts of contemplative teaching practices and online learning outcomes of undergraduate students (Shoaib, Rasool, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Rasool, Iqbal, & Abdullah, 2025a). Similarly, the analysis of the study findings articulated that understanding international students learning outcomes (Shoaib & Kausar, 2025; Shoaib, Kausar, Ali, & Abdullah, 2025). Besides, the analysis based results pointed out that exploring inequalities among student and exploring how lower class students get success (Shoaib, Iqbal, & Iftikhar, 2025; Shoaib, Iqbal, Rasool, & Abdullah, 2025). Moreover, the study conclusion clinched that exploring educational practices for underrepresented students (Shoaib & Bashir, 2025; Shoaib, Batool, Kausar, & Abdullah, 2025). Furthermore, the analysis of the study pointed out that different disciplinary programs and general education classroom environment on students (M. Shoaib, S. R. Ali, T. Iqbal, & F. Abdullah, 2025a, 2025b, 2025c; Shoaib, Ali, & Kausar, 2025). In a similar way, argument of the study outlined that systematic review on assessment design in higher education (M. Shoaib, S. R. Ali, S. Iqbal, & F. Abdullah, 2025b, 2025c). Additionally, the study outplayed that stated that forming a learning program (Shoaib, Ahmed, Zaman, & Abdullah, 2025; M. Shoaib, S. R. Ali, S. Iqbal, & F. Abdullah, 2025a). It is worth to mention here that the study findings highlighted that students with disability their quality of life through online education (Shoaib, Ahmed, & Usmani, 2025a, 2025b). Besides, the analysis of the data indicated that education on perspectives and practices from experts' opinion (Shoaib, Ahmed, & Iqbal, 2025; Shoaib, Ahmed, Iqbal, & Abdullah, 2025).

The Data and Methods

This study employed a quantitative research design to examine technology-mediated assessment, feedback practices, and conceptual understanding among female students in a public sector university in Pakistan. The target population comprised female students enrolled in BS (4-Year) programs. A total sample of 198 respondents was selected using a proportionate random sampling technique to ensure representation across different academic disciplines and semesters. Data were collected through a cross-sectional survey



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method using a structured questionnaire developed on a five-point attitudinal scale ranging from (dis)agreement. The instrument was designed to measure students' perceptions regarding technology-based assessment practices, feedback effectiveness, and conceptual learning outcomes. Prior to the main data collection, a pilot study was conducted to test the reliability of the instrument. The Cronbach's alpha values ranged from .719 to .842, indicating acceptable to good internal consistency. For data analysis, descriptive statistical techniques including frequency distributions and percentages were applied. These methods were used to examine response patterns, validate statements, and interpret the overall trends in the data to draw meaningful conclusions.

Results and Discussion

Digital Assessment and Feedback: Table 1 asserted the frequency distribution and percentages of variable named as digital assessment and feedback. The data collected from the field presented that 38.4 percent of female students strongly agreed and 46.0 percent of student were agreed with the statement as mentioned in the table "you give online quizzes in your classes". Similarly, there had been proportion of the student in the category of strongly disagree (01.0%) and only 14.6 percent of student were in the category of strongly disagree with statement "you give online quizzes in your classes". It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement "you give online quizzes in your classes". Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Table 1

Response towards Digital Assessment and Feedback

SA=Strongly Agree to Strongly Disagree=SD

Sr. No.	Statements	SA % (f)	A % (f)	D % (f)	SD % (f)
i	You give online quizzes in your classes	38.4 (76)	46.0 (91)	14.6 (29)	01.0 (02)
ii	You improve through digital feedback	24.2 (48)	55.1 (109)	17.7 (35)	03.0 (06)
iii	You use peer review tools for study	29.8 (59)	52.0 (103)	14.6 (29)	03.5 (07)
iv	You use AI assessment tools for academic purpose	30.3 (60)	52.5 (104)	12.1 (24)	05.1 (10)
v	You learn through electronic feedback	26.8 (53)	52.5 (104)	16.6 (33)	04.0 (08)
vi	You are engaged among online meetings	25.3 (50)	53.5 (106)	16.2 (32)	05.1 (10)
vii	You easily manage online academic deadlines	23.2 (46)	53.5 (106)	18.2 (36)	05.1 (10)
viii	You learn through feedback positively	23.2 (46)	59.1 (117)	14.1 (28)	03.5 (07)

The data collected from the field presented that 24.2 percent of female students strongly agreed and 55.1 percent of student were agreed with the statement as mentioned in the table "you improve through digital feedback". Similarly, there had been proportion of the student in the category of strongly disagree (03.0%) and only 17.7 percent of student



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were in the category of strongly disagree with statement “you improve through digital feedback”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you improve through digital feedback”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 29.8 percent of female students strongly agreed and 52.0 percent of student were agreed with the statement as mentioned in the table “you use peer review tools for study”. Similarly, there had been proportion of the student in the category of strongly disagree (03.5%) and only 14.6 percent of student were in the category of strongly disagree with statement “you use peer review tools for study”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you use peer review tools for study”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 30.3 percent of female students strongly agreed and 52.5 percent of student were agreed with the statement as mentioned in the table “you use AI assessment tools for academic purpose”. Similarly, there had been proportion of the student in the category of strongly disagree (05.1%) and only 12.1 percent of student were in the category of strongly disagree with statement “you use AI assessment tools for academic purpose”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you use AI assessment tools for academic purpose”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 26.8 percent of female students strongly agreed and 52.5 percent of student were agreed with the statement as mentioned in the table “you learn through electronic feedback”. Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 16.6 percent of student were in the category of strongly disagree with statement “you learn through electronic feedback”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you learn through electronic feedback”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 25.3 percent of female students strongly agreed and 53.5 percent of student were agreed with the statement as mentioned in the table “you are engaged among online meetings”. Similarly, there had been proportion of the student in the category of strongly disagree (05.1%) and only 16.2 percent of student were in the category of strongly disagree with statement “you are engaged among online meetings”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you are engaged among online meetings”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 23.2 percent of female students strongly agreed and 59.1 percent of student were agreed with the statement as mentioned in the table “you learn through feedback positively”. Similarly, there had been proportion of the student in the category of strongly disagree (03.5%) and only 14.1 percent of student were in the category of strongly disagree with statement “you learn through feedback positively”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you learn



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through feedback positively”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Academic Achievement: Table 2 asserted the frequency distribution and percentages of variable named as academic achievement. The data collected from the field presented that 09.0 percent of female students strongly agreed and 44.9 percent of student were agreed with the statement as mentioned in the table “you have a good CGPA in your class”. Similarly, there had been proportion of the student in the category of strongly disagree (04.5%) and only 10.6 percent of student were in the category of strongly disagree with statement “you have a good CGPA in your class”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you have a good CGPA in your class”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Table 2

Response towards Academic Achievement

SA=Strongly Agree to Strongly Disagree=SD

Sr. No.	Statements	SA % (f)	A % (f)	D % (f)	SD % (f)
i	You have a good CGPA in your class	09.9 (79)	44.9 (89)	10.6 (21)	04.5 (09)
ii	You have strong communication skill	23.7 (47)	56.6 (112)	15.2 (30)	04.5 (09)
iii	You complete for sessional marks	29.3 (58)	51.0 (101)	17.7 (35)	02.0 (04)
iv	You actively participate in class discussion	25.8 (51)	54.0 (107)	16.7 (33)	03.5 (07)
v	You are learning new skills during your study	32.3 (64)	52.5 (104)	11.1 (22)	04.0 (08)
vi	You achieve your target academic goals	24.2 (48)	60.6 (120)	13.1 (26)	02.0 (04)
vii	Your writing skill have been improved in class	27.3 (54)	51.5 (102)	14.6 (29)	06.6 (13)
viii	You intended learning has been improved	26.8 (53)	56.1 (111)	13.1 (26)	04.0 (08)

The data collected from the field presented that 23.7 percent of female students strongly agreed and 56.6 percent of student were agreed with the statement as mentioned in the table “you have strong communication skill”. Similarly, there had been proportion of the student in the category of strongly disagree (04.5%) and only 15.2 percent of student were in the category of strongly disagree with statement “you have strong communication skill”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you have strong communication skill”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 29.3 percent of female students strongly agreed and 51.0 percent of student were agreed with the statement as mentioned in the table “you complete for sessional marks”. Similarly, there had been proportion of the student in the category of strongly disagree (02.0%) and only 17.7 percent of student



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were in the category of strongly disagree with statement “you complete for sessional marks”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you complete for sessional marks”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 25.8 percent of female students strongly agreed and 54.0 percent of student were agreed with the statement as mentioned in the table “you actively participate in class discussion”. Similarly, there had been proportion of the student in the category of strongly disagree (03.5%) and only 16.7 percent of student were in the category of strongly disagree with statement “you actively participate in class discussion”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you actively participate in class discussion”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 32.3 percent of female students strongly agreed and 52.5 percent of student were agreed with the statement as mentioned in the table “you are learning new skills during your study”. Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 11.1 percent of student were in the category of strongly disagree with statement “you are learning new skills during your study”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you are learning new skills during your study”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 24.2 percent of female students strongly agreed and 60.6 percent of student were agreed with the statement as mentioned in the table “you achieve your target academic goals”. Similarly, there had been proportion of the student in the category of strongly disagree (02.0%) and only 13.1 percent of student were in the category of strongly disagree with statement “you achieve your target academic goals”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you achieve your target academic goals”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 26.8 percent of female students strongly agreed and 56.1 percent of student were agreed with the statement as mentioned in the table “you intended learning has been improved”. Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 13.1 percent of student were in the category of strongly disagree with statement “you intended learning has been improved”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you intended learning has been improved”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Conceptual Understanding: Table 3 asserted the frequency distribution and percentages of variable named as conceptual understanding. The data collected from the field presented that 31.3 percent of female students strongly agreed and 49.5 percent of student were agreed with the statement as mentioned in the table “you grasp the lecture well on time in class”. Similarly, there had been proportion of the student in the category of strongly disagree (06.1%) and only 13.1 percent of student were in the category of strongly disagree with statement “you grasp the lecture well on time in class”. It is



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important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you grasp the lecture well on time in class”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Table 3

Response towards Conceptual Understanding

SA=Strongly Agree to Strongly Disagree=SD

Sr. No.	Statements	SA % (f)	A % (f)	D % (f)	SD % (f)
i	You grasp the lecture well on time in class	31.3 (62)	49.5 (98)	13.1 (26)	06.1 (12)
ii	You are conceptually clear regarding concept	21.7 (43)	52.5 (104)	19.2 (38)	06.6 (13)
iii	You have conceptual clarity of the subject	27.3 (54)	49.0 (97)	19.7 (39)	04.0 (08)
iv	You are familiar with the terminology of the subject	24.2 (48)	54.5 (108)	16.7 (33)	04.5 (09)
v	You clearly understand the job market of your subject	27.3 (54)	50.5 (100)	18.7 (37)	03.5 (07)
vi	You easily connect ideas in your life	25.8 (51)	56.1 (111)	15.7 (31)	02.5 (05)
vii	You have ability to transfer knowledge	31.3 (62)	51.5 (102)	13.6 (27)	03.5 (07)
viii	You easily manage misconceptions made by others	23.7 (47)	53.5 (106)	15.2 (30)	07.5 (15)

The data collected from the field presented that 21.7 percent of female students strongly agreed and 52.5 percent of student were agreed with the statement as mentioned in the table “you are conceptually clear regarding concept”. Similarly, there had been proportion of the student in the category of strongly disagree (06.6%) and only 19.2 percent of student were in the category of strongly disagree with statement “you are conceptually clear regarding concept”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you are conceptually clear regarding concept”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 27.3 percent of female students strongly agreed and 49.0 percent of student were agreed with the statement as mentioned in the table “you have conceptual clarity of the subject”. Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 19.7 percent of student were in the category of strongly disagree with statement “you have conceptual clarity of the subject”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you have conceptual clarity of the subject”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 24.2 percent of female students strongly agreed and 54.5 percent of student were agreed with the statement as mentioned in the table “you are familiar with the terminology of the subject”. Similarly, there had been



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proportion of the student in the category of strongly disagree (04.5%) and only 16.7 percent of student were in the category of strongly disagree with statement “you are familiar with the terminology of the subject”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you are familiar with the terminology of the subject”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 27.3 percent of female students strongly agreed and 50.5 percent of student were agreed with the statement as mentioned in the table “you clearly understand the job market of your subject”. Similarly, there had been proportion of the student in the category of strongly disagree (03.5%) and only 18.7 percent of student were in the category of strongly disagree with statement “you clearly understand the job market of your subject”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you clearly understand the job market of your subject”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 31.3 percent of female students strongly agreed and 51.5 percent of student were agreed with the statement as mentioned in the table “you have ability to transfer knowledge”. Similarly, there had been proportion of the student in the category of strongly disagree (03.5%) and only 13.6 percent of student were in the category of strongly disagree with statement “you have ability to transfer knowledge”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you have ability to transfer knowledge”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 23.7 percent of female students strongly agreed and 53.5 percent of student were agreed with the statement as mentioned in the table “you easily manage misconceptions made by others”. Similarly, there had been proportion of the student in the category of strongly disagree (07.5%) and only 15.2 percent of student were in the category of strongly disagree with statement “you easily manage misconceptions made by others”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you easily manage misconceptions made by others”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Discussion

Digital Assessment and Feedback: The study findings clinched that female students give online quizzes in their classes. The study findings argued that female students improve through digital feedback. In the same fashion, the analysis of the study outlined that female students use peer review tools for study. Identically, the analysis pointed out that female students use ai assessment tools for academic purpose. Comparably, the field data asserted that female students learn through electronic feedback. Besides, the analysis revealed that female students are engaged among online meetings. Similarly, the primary data pointed out that female students easily manage online academic deadlines. The study findings reported that female students learn through feedback positively. The study findings had been aligned with several researches conducted in different countries digital assessment tools to improve learning and develop online literacy (Shoaib, 2025a, 2025b;



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Shoaib & Abdullah, 2025). The study findings asserted that facilitating student from selecting learning practices to special pedagogy (S. R. Ali, M. Shoaib, T. Iqbal, & F. Abdullah, 2025a, 2025b; Iqbal, Shoaib, Iqbal, & Abdullah, 2025). Besides, the analysis based results pointed out that students' perception for setting based pedagogy in rural areas (Ahmed, Shoaib, & Zaman, 2025; Ali, Shoaib, & Ali, 2025; S. R. Ali, M. Shoaib, S. Iqbal, & F. Abdullah, 2025). Furthermore, the analysis of the study pointed out that employment outcomes of students with access of digital library and information graduates (Shoaib, 2024e). Additionally, the study outplayed that stated that students' orientation for a long lasting achievement in academic terms (Shoaib, 2024d). Besides, the analysis of the data indicated that postmodernist teaching practices as a challenge for learning in context Pakistan (Shoaib, 2024b).

Academic Achievement: The study findings clinched that female students have a good CGPA in their class. The study findings argued that female students have strong communication skill. In the same fashion, the analysis of the study outlined that female students complete for sessional marks. Identically, the analysis pointed out that female students actively participate in class discussion. Comparably, the field data asserted that female students are learning new skills during their study. Besides, the analysis revealed that female students achieve their target academic goals. Similarly, the primary data pointed out that female students writing skill have been improved in class. The study findings reported that female students intended learning has been improved. The study findings had been aligned with several researches conducted in different countries academic achievement is students' progress in curriculum learning in specific time period (Shoaib, 2024a, 2024b, 2024c). The study findings asserted that what are the accountability and teaching practices in third space pedagogy (Shoaib, 2023b, 2023c). Besides, the analysis based results pointed out that for enhancing online learning in developing teachers' identities (Shoaib, 2021, 2023a). Furthermore, the analysis of the study pointed out that what are challenges and hurdle in online learning practices for special education and also predicting teachers use of digital tools (Shoaib & Ullah, 2021a, 2021b). Additionally, the study outplayed that stated that difference between classroom setting of postmodernist Pakistani classroom and classrooms (Shoaib, 2024b, 2024d). Besides, the analysis of the data indicated that STEM student supports team based online learning through an intelligent setting (Shoaib, 2024a, 2024c).

Conceptual Understanding: The study findings clinched that female students grasp the lecture well on time in class. The study findings argued that female students are conceptually clear regarding concept. In the same fashion, the analysis of the study outlined that female students have conceptual clarity of the subject. Identically, the analysis pointed out that female students are familiar with the terminology of the subject. Comparably, the field data asserted that female students clearly understand the job market of their subject. Besides, the analysis revealed that female students easily connect ideas in their life. Similarly, the primary data pointed out that female students have ability to transfer knowledge. The study findings reported that female students easily manage misconceptions made by others. The study findings had been aligned with several researches conducted in different countries conceptual understanding knowledge is primary goal that is about what type of content either topics or understanding the topics (Shoaib, 2024a, 2024d). The study findings asserted that forming a framework of teaching practices to increase the learning outcomes in students (Shoaib & Ullah, 2021a, 2021b). Besides, the analysis based results pointed out that arts is a catalyst for student in bachelors it reduces their learning outcomes. Furthermore, the analysis of the study pointed out that preparing teachers through contextual and sustainable education for third



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space pedagogy (Gupta, 2020). Additionally, the study outplayed that stated that teacher facilitating students in group studies through digital tools to increase learning outcomes (Shoaib, 2024c, 2024d). Besides, the analysis of the data indicated that evolution of education, teaching, and learning from physical to online (Shoaib & Ullah, 2019).

Conclusion

The study concludes that technology-mediated assessment and digital feedback practices have a meaningful influence on the conceptual understanding of female students in Pakistani higher education. Findings indicate that the use of learning management systems, online quizzes, and automated assessment tools contributes to more structured and timely evaluation processes, which in turn support improved academic engagement and cognitive processing. Feedback delivered through digital platforms is found to be particularly effective when it is specific, timely, and formative in nature, enabling students to identify learning gaps and refine their conceptual grasp of course content. However, the study also highlights that the effectiveness of these practices is not uniform across all students. Variations in digital literacy, access to reliable internet facilities, and institutional readiness limit the full potential of technology-enhanced assessment systems. Despite these challenges, female students generally perceive technology-mediated feedback as more accessible and less intimidating than traditional face-to-face evaluation methods. Overall, the study emphasizes that when effectively implemented, technology-mediated assessment and feedback practices significantly enhance conceptual understanding. It recommends strengthening digital infrastructure, improving faculty training, and promoting digital literacy among students to maximize the pedagogical benefits of technology-driven assessment systems in Pakistani higher education.

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