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Directorate of Distance Education

International Journal of Distance Education and E-Learning (IJDEEL)

IJDEEL is an online and print open access, peer reviewed and bi-annual journal. There is dearth of quality research journals in Pakistan. Therefore, for the encouragement of research activities and publication of research work by the faculty members and research students (Specially MS and Ph.D. level), the Directorate of Distance Education, IIUI has planned to start a research journal.

The Aim

The aim of the Research journal is to promote research activities and provide original, relevant and timely information in different fields of education. It will focus on the use of latest media/ technologies in distance learning and implementation and integration of new technologies in distance teaching learning. The journal is available to all practitioners and researchers who are interested in publishing their research work in Distance Education and E-Learning.

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Message of the Rector

International Islamic University Islamabad has always played a key role in promotion of education with a unique vision among more than 150 universities of the country. A large number of students from more than forty eight countries of the world are studying in IIUI which is unprecedented characteristic of a University in Pakistan. By adding a mode of Distance Education we consider ourselves privileged to be associated with this unique pedagogical practice according to demands of the best of modern world. I am really excited about the launch of **"International Journal on Distance Education and E-Learning (IJDEEL)".**

IJDEEL will provide a forum to the academicians, professionals and researchers to re-shape their knowledge about Distance Education and E-Learning.

Prof. Dr. Masoon Yasinzai, Rector International Islamic University, Islamabad

Message of the President

Open and Distance Learning (ODL) has become popular not only in Pakistan where more than 15 universities are offering their programmes through dual mode but highly ranked international universities of the world are successfully offering programmes through distance education. International Islamic University, Islamabad, is in the process of embarking on a new phase in the history of the University through Directorate of Distance Education. The Directorate is striving hard to achieve academic excellence. The **International Journal on Distance Education and E-Learning (IJDEEL)** is expected to address the expectations of the academic community and I am confident that the Directorate of Distance Education will maintain the quality of **International Journal on Distance Education and E-Learning (IJDEEL)**. I value the insightful contribution made by all in making IJDEEL a renowned journal of its kind.

Prof. Dr. Ahmad Yousif A. Al-Draiweesh

President, International Islamic University Islamabad

Message of the Director, Directorate of Distance Education, International Islamic University Islamabad

The Directorate of Distance Education, International Islamic University Islamabad has launched International Journal of Distance Education and E-Learning**.** The focus of the journal is on the use of latest media/technologies in distance learning and implementation and integration of new technologies in Distance Education and E-Learning. The papers related to Distance Education, Web-Based Learning Communities, Blended Learning, Learning and Grading Management Tools/Software, Mobile & Virtual Learning, Dual Mode of Learning, ICT& Education and E-Learning. We envision the Journal as the best place to publish all of these areas of research. Working with our knowledgeable and international Editorial Advisory Board members, I can assure you of a rapid and fair peer-review process. We are especially aiming to reduce time to decision. My desire for *IJDEEL is* to continue to excel and insightfully build for the future to provide the greatest venue for sharing in the fields of Distance Education and E-Learning. Thank you in advance for your valuable contributions to the International Journal of Distance Education and e-Learning (IJDEEL).

Prof. Dr. Nabi Bux Jumani Dean, Faculty of Social Sciences/Director, Directorate of Distance Education, International Islamic University Islamabad , Editor International Journal of Distance Education and E-Learning (IJDEEL)

Scope

Scope includes but is not limited to the fields of:

- Distance Education in Developing Countries
- Distance Education in Developed Countries
- Web-Based Learning Communities
- Blended Learning
- Teacher's Support Programmes in Distance Education
- Learning and Grading Management Tools/Software
- Learning Strategies in Distance Education & Blended Learning
- Emerging Trends in Andragogy
- Literacy through Media
- Mobile Learning
- Virtual Learning
- Simulations and Modeling
- Marketing of Distance and Blended Learning
- Pitfalls and Solutions in Dual Mode of Learning
- Quality Distance Education
- Quality of Research in Distance Education
- ICT& Education
- Support System in Distance Education
- Training of Tutors
- Case Studies in E-Learning
- Case Studies in Distance Learning

Why Distance Learning Programs Fail to Bring Quality:
A Case Study of an Online Distance Learning Program in Pakistan

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Abstract

The paper identifies the reasons of ineffective implementation of distance learning programs in Pakistan. The distance learning programs are not new in Pakistan, but the induction of technology in these programs made them very different from the traditional distance learning program. On one hand, the use of technology created a huge attraction for people to enroll in these programs. On the other hand, the mode of delivery causes several problems. These problems are of unique nature, and administration is unable to address these due to lack of training and full understanding of the system. The current problems need innovative solutions. The qualitative research method was applied to find the multiple reasons that are responsible for the ineffective deployment of the system, and low learning experiences of students. The participants include the key stake holders such as faculty, administrators, Study Centre coordinators, students and staff. The paper highlighted three major areas; a) Poor policy at administrative level, b) Ineffective communication among stakeholders, and c) Low Learning experiences of students. The researcher's finding includes the in-depth analysis of the ineffective areas in the system. The finding and analysis indicates that the inconsistent policies at top leadership level, followed by the middle and lower administration. The major policy concerns are related to inconsistency, lack of consultancy with stake holders, untrained administrative staff, and poorly developed marketing campaign. The study also found that there is a lack of communication among stakeholders, especially between administration and the study centre coordinators. Due to lack of communication and poor coordination, the system is unable to produce desirable results. Lastly, the student's learning experience is at the lowest level due to lack of understanding of the distance learning mode of teaching. The paper concludes with the strong recommendations and suggestions come from the major stake holders to improve the system. These suggestions and recommendations include the seriousness in leadership to develop better policies with reasonable consistency, identify

ways to reduce communication gap between different stakeholders. Lastly, the researcher argues to make academic reforms to provide better learning experiences to the students.

Keywords: *Distance learning problems, Policies of distance learning programs, Learning experiences of distance learning programs.*

1.   Introduction

1.1.   Background

Distance learning programs are getting great attention in higher education as people don't want to commute and spend time at physical campuses due to their busy life schedules.

Most of the universities around the world are considering distance education as one of the emerging instructional element in their policies. Although it is not a new phenomenon, the integration of technology, especially the induction of internet and social media, has changed the dynamics of distance learning education. On one hand, the use of technology created a huge attraction for people to enroll in these programs. On the other hand, the mode of delivery causes several problems. These problems are of unique nature, and administration is unable to address these due to lack of training and full understanding of the system. The paper is intended to explore the constrains for students, teachers and administrations to execute the programs without compromising on quality of the programs. Moreover, the researchers, by using outcomes of this study, offers practical solutions that would help the respective stakeholders to improve the quality of distance learning programs at their respective universities.

The history of distance learning programs can be classified into three broader phases. In the first phase, before 19th century, the short-term programs and courses were great attraction for most of the people who wanted to advance their knowledge and skills. These short-term courses were used to offer as correspondence courses and the institutions used postal services to interact with their students who are interested in taking these courses. It has been noticed that the postal services were used to administer the distance learning programs for a long time, even it is practiced today in some parts of the world. The second phase started in the 20th century with the invention of radio and television when educational institutions started offering their programs in electronic medium by the use of radio and TV. The attraction of electronic media has created a deep impact on enrolment of people in these programs. In 1974, the government of Pakistan established the first public distance learning

university in the federal capital of the country. Allama Iqbal Open University is the fourth largest institution of higher learning in the world, with an annual enrollment of more than 1.5 million students. The university offers distance learning undergraduate, graduate, and doctoral programs in several disciplines. The university started with the traditional correspondence mode of delivery, and later added the provision of radio and TV to enhance students' learning experiences.

The third phase features the revolutionary change with the emergence of internet and social media. After the arrival of internet and social media, many elements of this world get the influence. Education is also one of the elements of society that has been influenced by the invasion of internet and social media in our lives. In today's modern education systems, use of internet and social media is considered as an integral part of the delivery mechanism. In 2002, the Virtual University of Pakistan was established as the first ICT based university to provide quality education through its online distance education programs. The state of the art university features satellite television, high-speed Internet, and high-definition video lectures by eminent educationist of Pakistan and abroad. After the success of the Virtual University, COMSATS Institute of Information Technology launched its Virtual Campus in 2012. Similarly, several other universities started distance learning programs in recent years. Although the enrolment is satisfactory, there are big question marks on the quality of the online distance learning programs.

In order to address the questions of quality, this study was designed to explore the reasons of ineffective online programs. The major objective of the study was to explore the causes of decline in quality of online distance learning program. A public university offering the online distance learning program was used as a case study to explore the causes of low quality. The researchers used qualitative research method to execute this study by engaging students, teachers, administrators and study center officials in individual interviews, focus group conversation, and document review in order to generate a qualitative data. The data was then used to analyze by applying thematic analysis. The paper concluded with the recommendations to improve the delivery of online distance learning programs.

2.   Review of Relevant Literature

This section of the paper deals with the relevant literature about the quality issues in online distance learning programs. Before the researcher jumped into the issue of quality,

they feel it important to establish the concept of distance learning through a relevant literature. As far as the need of distance learning is concerned, Beldarrain (2006) believed that the provision of online distance learning program serves the needs of those students who cannot participate in physical classes due to any domestic reason. Keegan (1996) was considered as a first person to elaborate the conceptual idea of distance learning. He mentioned that the distance learning is extension of learning process for those students who are placed in diverse locations with various resources. Similarly, Eisinger (2000) noted that the distance learning is a well-planned learning experience process created for students to communicate and reach out fellow students across the globe regardless of the physical locations.

Since the modern day online distance learning programs are heavily dependent on technology and students spend a considerable time with technology (Newland & Bylest, 2014), the mode of delivery in most of the online distance education programs is internet-based. In the last fifteen years, the concept of distance education has dramatically changed by the inclusion of internet-based learning, interactive lectures, and emergence of several other educational technologies. As the result, institutes of higher education are making considerable investments in bringing new technologies into their classroom for teaching (Yang & Tung, 2007). The research conducted in first few years of 21st century revealed that the online learning empowers educational institutions to expand their online distance learning programs with convenience(Hara & Kling, 2001; Hill, 2002; Hofmann, 2002). However, a contradictory evidence was also found in the study of Hannafin, Hill, Oliver, Glazer, & Sharma (2003) that there is no empirical data available to justify the effectiveness of online distance learning programs.
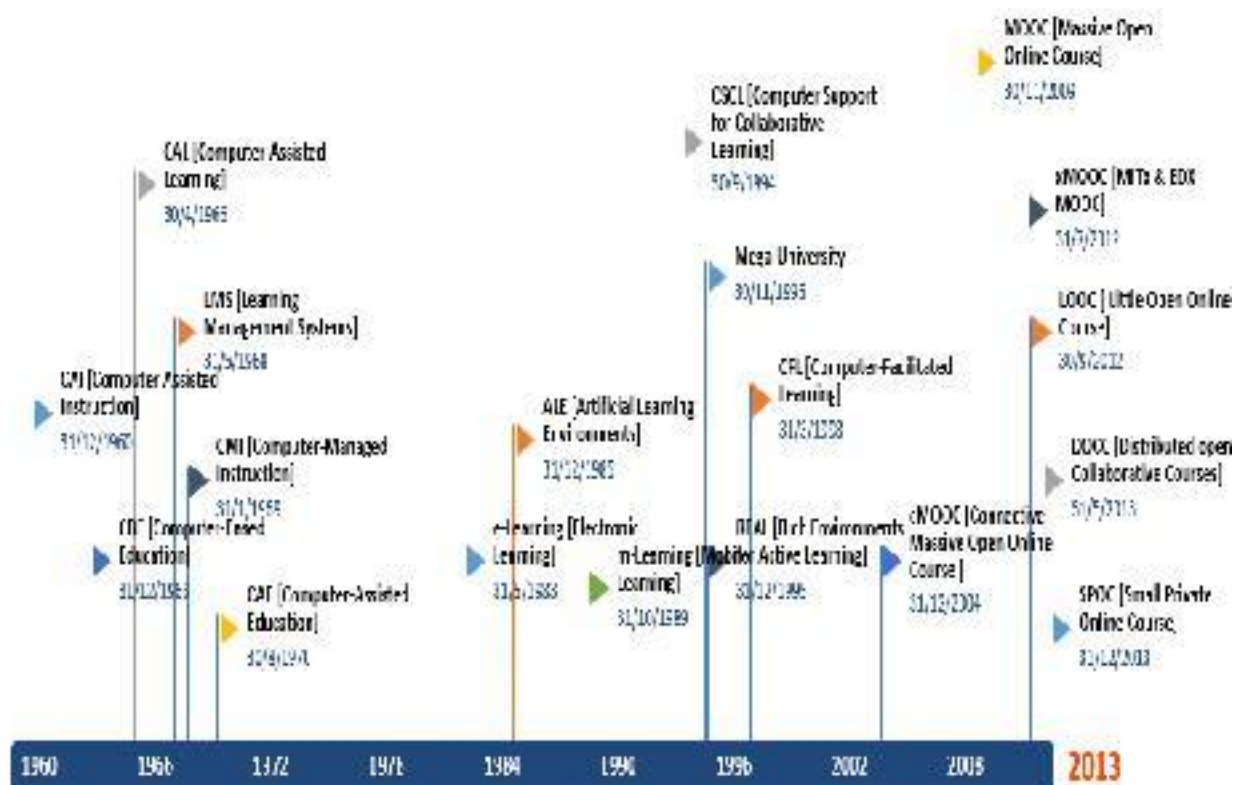
Figure 1: Timeline of E-learning programs (Aparicio, Bacao, & Oliveira, 2014)

Although a reasonable number of researches were conducted on distance learning programs, there are few studies that have explored issues related to policies, and students' perspectives together to identify problem areas in online learning programs. Petrides (2002) conducted a qualitative study by engaging students to get their insights on online distance learning programs and their experiences. Another study on students' perspectives was conducted by Vonderwell's in 2003 to learn about their perceptions about the asynchronous mode of delivery in their online program. Some of the research participants mentioned that the asynchronous mode of delivery enabled them to refine their ideas before they post them online (p. 86). Similar results were reported by Chizmar and Walbert (1999) that students were found more careful in posting their assignments and work because they know that the comments are not only visible for the class but in some ways it is made public.

A brief review of the relevant literature suggested the need of a research having both the components of student's learning and administrative policies to see the combined effect of these two variables on effectiveness of distance learning programs. In countries like Pakistan, it was noticed that the traditional correspondence courses were replaced with online

internet-based programs by some leading universities such as Virtual University, COMSATS Institute of Information Technology, and Agriculture University, Faisalabad. Many other universities are also offering programs in a distance learning mode of delivery. This new format of delivery attracted many students and informal learners, but the quality of programs in contrast to face-to-face program is a serious question for researcher. This study in aimed to explore the policy issues related to administration of distance learning programs along with the students' learning experiences. The study has great implications for policy makers, students, teachers and other stakeholders of distance learning programs.

3.   Methodology

The qualitative research method was applied to find the multiple reasons that are responsible for the ineffective deployment of the system, and low learning experiences of students. The participants include the key stake holders such as faculty, administrators, Study Center coordinators, students and staff. In this section of the paper, the justification for qualitative research methods is illustrated, and explains the strengths of qualitative research methods for this study. Additionally, a detailed account of the research participants is mentioned. Qualitative methods provide description, analysis, and interpretation of the research issue. Greene and Harris (2011) argued that many different types of qualitative research methods are used for human participants, but understanding the human experience remains the common interest. Moreover, the researchers choose qualitative research method because it provides in-depth analysis of the issue, its causes, and possible solutions.

In this qualitative study, three major approaches were adopted to get the in-depth ideas of the issue, and the possible solutions. The major tool used in this study was multiple interviews of policy makers who are involved in the implementation of distance learning programs in Pakistan. Second approach was the document review. In this aspect, the researchers collected related documents form the universities that offer online distance education programs. Last and the final approach was 13 visits of the researcher at 38 study centers in Islamabad, Punjab and Khyber Pakhtunkhwa to gain insights of one of the important element in distance learning programs. After the collection of data from these three different sources, researcher triangulated the data to making a generalization of the issue. Based on the available data and its analysis, recommendations were made to find appropriate solutions of the problems related quality of online distance learning programs in Pakistan.

Table 1: *Details of Data Collection*

Tool	Purpose	*N*	Type	Number	Duration
Interviews 1	To get insights of online programs administrators	12	Directors, Managers, IT specialist	2-3 each	30 minutes each
Interview 2	To get insights of University teachers	15	University teachers and moderators	2-3 each	30 minutes each
Interview 3	To get insights of students	34	Students enrolled in online programs	2 each	60 minutes each
Interview 4	To get insights of Study Center Officials	38	Managers of Study centers in ISB, Punjab and KP	1 each	60 minutes each
Focus Group Conversation	To get collective insights	15	Teachers, Moderators, and Director	1 each	60 minutes each
Document Review	To enhance knowledge	Several	Document	Varied	Varied

4.   Data Analysis

The researchers initiated the qualitative analysis by reading the interview transcripts and observational notes. After collection of data through multiple interviews, focused group

conversations, document review, and online data, the data were organized for presentation and analysis. Table 2 reflects the major themes emerged from data.

Table 2   Summary of Major Themes

Major Themes	Sub Themes
Poor policy at administrative level	Lack of experience in online education
	Absence of national and institutional policy
	Weak administrative decisions
Ineffective communication among stakeholders	Uncertainty of information
	Role of stakeholders
	Lack of dialogue
Low Learning experiences of students	Study material quality issue
	Different lecturer and moderator
	Examination issues
	Role of student affairs department

5.   Findings

This section of the paper would discuss the major findings of the study in a thematic form. Major themes emerged from the collected data are a) Poor policy at administrative level, b) Ineffective communication among stakeholders, and c) Low learning experiences of students. These major themes and sub-themes will be analyzed in detail to gain understanding of problems related to distance learning programs.

5.1.   Poor Policy at Administrative Level

Policy making and its implementation emerged as one of the most critical factor responsible for ineffectiveness of online distance learning programs. Absence of national and institutional policy is a clear reflection of non-serious policy making practices in Pakistan. A committee has been formed earlier this year to compose a national level policy for distance education in Pakistan. Currently, due to absence of clear national and institutional policy, most of the institutions are following the policies which are regulated in the physical campuses. A senior director of distance learning programs in one of the public sector university mentioned that we don't have any option other than following the physical campus polices. Commenting on the same, head of the English Department said that the efforts to implement the physical campus policies in an online format are a big mistake. The needs of a distant learner are very different from that of a face-to-face learner. As the result, we need to have a separate policy for distance education that caters the needs of a distant learner.

Another issue related to policies is weak administrative decisions on different administrative and academic affairs. According to a deputy registrar academic of a public sector distance learning institute, sometimes it is very hard to make good decisions due to lack of clear policy and direction from the top management. Even at the national level, HEC has no clear policy on online distance learning programs, as the result, they know what is wrong, but unable to identify the correct course of action. More importantly, the lack of experience becomes a big reasons of ineffective implementation of online distance learning programs. During one of the interview with a senior Human Resource Officer, researchers learned that unavailability of experienced teachers and skilled IT professional is a big hurdle in bringing quality in online programs. The university has no option other than recruiting people without experience in online teaching. They might have good professional teaching experience of face-to-face teaching, but online experience is hard to find. Secondly, the university has no training program to train these faculty members and IT staff.

Another aspect of policy discourse is the lack of engagement of study center officials in policy making. One of the study center representative mentioned that one decision related to fee was made without consulting them, resulted in significant decline in enrolment. Institutional management decided to offer two fee structures. The first one is for those students who directly enrolled themselves without the involvement of study center, and the second one is for those students who secure their admission through study centers. The fee for direct enrolment is significantly less than the study center fee. As the result, when

students were told about the difference, everyone prefers a direct admission. On the other hand, the institutional capacity is limited to attract students from all over Pakistan, resulted in lowest enrolment in its history. More importantly, the institution also lost the trust of study centers. Such decision without the involvement of a major stakeholder, bring significant threat to existence of the institute.

5.2.   Ineffective Communication among Stakeholders

Lack of effective communication among stakeholders is another reason of ineffective online distance learning programs in Pakistan. Major stakeholders include students, teachers, IT staff, admin and study centers. Most of the respondents considered uncertainty of information a major factor in ineffective communication. Two major possibilities regarding the information delivery were found while interviewing the participants. First of all, the information related to important events such as exams, assignments, and graded discussions was not shared in a timely manner. Later, while talking to administrative stakeholders such as directors and student affairs department, it was identified that the decision made at the top level were conveyed to the academic department but no follow up mechanism was found to implement those decisions in a timely manner. So, the internal lack of coordination inside the institute significantly contributes towards ineffective communication. One of the participants reported one incident to strengthen the aspect of ineffective communication. In one of the terminal exams, due to some technical issues in IT system, the top management decided to postpone the exams for one week. Due to ineffective coordination in the institute, students and even some faculty members were unaware of the change, As the result, students reached at the exam centers and later learned that the date has been changed. Similarly, few more examples related to dissemination of information were shared.

The second evidence of ineffective communication was explored while taking to external stakeholders such as study center owners. The institute established more than one hundred study center all over Pakistan on the principle if public-private partnership. These study centers play a central role in promoting the idea of distance learning in various places in Pakistan and helps in improving enrolment of students. Owners and representatives of 38 study centers were interviewed to get their insights. While interviewing them, they mentioned that there is a huge disconnect between them and the institute in terms of information sharing

and policy making decisions. They also pointed out that students receive different information when they contact the institute as compare the information that was sent to the study center. Due to lack of coordination, students were found confused and unable to concentrate on their study. Additionally, in terms of financial benefits that the institute has promised in the agreement, the institute violates the agreements and the study center noticed delays and incomplete payments. This attitude results in distrust, and become a major cause of lack of motivation.

Role of all the stakeholders is important. Researchers of this study found that the roles are not clearly defined and communicated to all the stakeholders. Study centers, for instance, are motivated to enhance enrolment but no efforts have been made to think about the quality issues such as content, exams reforms, curriculums, programs, and other aspects of the online distance learning programs. Lack of dialogue is another big reason for ineffective communication. There was only one meeting with study centers in last two years. Due to lack of connection and poor coordination, the online distance learning programs fail to achieve quality standards.

5.3. Low Learning Experiences of Students

The third major theme is related to low learning experiences of students who are enrolled in online distance learning programs. The overall observation about students in terms of their learning experiences is unsatisfactory. Although they achieve high grades and maintain good academic standing, they are unable to develop the required skills and academic excellence that is expected from a relevant degree. Four major causes of students' low learning experience were found while interacting with them individually and in groups: a) study material quality, b) different lecturer and moderator, c) examination issues, and d) role of student affairs department.

First major reason of low learning experience is the ineffective study material. Study material is comprised of printed text, recommended books and video lectures. The students, in their interviews, mentioned that they receive the material very late, sometimes mid of the semester. Secondly, the recommended text books are unavailable in the market and both study center and institute do not offer any help in getting the recommended text books. Some of the students also mentioned that there is no connection between the recommended books and the recorded lectures. In spite of the fact that students pay a reasonable amount of money

for the study material, most of the participants were not satisfied with the study material and its delivery process. The second thing associated with the study material is the provision of different lecturer in the video lecturer and the moderator of the course. The institute engages senior professors to record lectures, and then ask the course moderators to teach the course to distant learners. It has been pointed out by both students and the course moderators that there is a lack of synchronization between the recorded video lectures and the approach of a course moderator. More importantly, since the lectures are recorded by senior professors and taught by a junior faculty, the faculty never intended to disagree with anything that senior professor mentioned in the lecture. Due to these inconsistencies and disconnects, the students experience a low level of learning.

Another issue is related to evaluation process, the examination of students. In contrast to the traditional examination system in which the university is a sole authority to conduct examination and evaluate its students according to a standard evaluation criterion, the online distance learning programs of the institute depends on a third party to conduct exams. The students shared serious concerns over the involvement of a third party in university affairs due to the reported cases of organized cheating and unethical practices at some of the examination centers. As the result, there are two important consequences that are happening in the system. First, it demoralizes the students to work hard. Secondly, the reputation of the institute and its credibility come under a serious question of quality and standards.

Another serious observation during the visit of researchers to study centers is important to mention. The enrolment in notorious center is highest because students find it an easy way to obtain a degree. This trend is the most critical aspect of quality of distance learning programs. Last, but not the least, the passive role of student affairs department is a big reason of students' low learning experiences. The students pointed out that the student affairs department of the institute is least interested in answering their questions and queries. It is important to note that distant learners need additional services and information as compared to a face-to-face learner. A regular physical campus student has an access to the university's physical facility whereas the distant learners are located at different places in Pakistan and only depends on the information and services provided by the institute through its student affairs department. Due to delayed responses and lack of trained staff, the students' learning experiences are greatly influenced.

5.4. Possible Solutions

Based on the collected data and suggestions of key stakeholders, the researchers of this study offer the following solutions to the major problems identified in this study:-

1. The most essential step to address most of the problems related to online distance learning programs is to revisit the policies that govern the online distance learning programs in Pakistan. The policies that online distance learning programs are following were developed for face-to-face mode of instruction, and can't fulfill the needs of online distance learning programs. All the key stakeholders must join hands to craft a new policy for online distance learning programs. A national level policy, exclusively for online distance learning programs is the most important requirement to improve the quality of online distance learning programs in Pakistan. The policy should be made in context of online delivery mode of instruction and must address the needs of online system.

2. Since the students of online distance learning programs are located in different geographical locations in Pakistan and abroad, a mechanism of effective communication must be designed to improve interaction with students and study centers. The institute must develop strategy to train its staff and that of study centers to improve quality by solving problems at a faster speed.

3. Regular meetings with study center official and incorporation of their input in policy can improve the quality of online distance learning programs in Pakistan. Since they play a significant role in expanding the outreach to all parts of the country, their input for various policy level decisions must be invited and incorporated in the institutional policy. Similarly, more interaction on academic and administrative issues among faculty and staff of institute is recommended to improve quality.

4. An effective call center in the department of student affairs should be established to address the problems and queries of students at a faster speed. The special needs of students must be considered and possible help must be extended to them. Moreover, an effective system of delivery of study material to students and study centers must be devised to improve quality of online distance learning programs. Support and services along with the technical assistance for distant learners must be provided in a timely manner. Students especially need the technical support related to internet and Learning Management System (LMS) in order to complete courses requirement on time.

5. Interaction between professors of video lectures and moderators of the course must be scheduled to reduce the gap between creator and executor of the course in order to improve learning experiences of the students. Additionally, examples, activities and experiences in the content must be included in study material in accordance with the needs, learning experiences and expectations of the distant learners.

5.5. Conclusion and Recommendations

The study concluded that the inconsistent policies at top leadership level, followed by the middle and lower administration. The major policy concerns are related to inconsistency, lack of consultancy with stake holders, untrained administrative staff, and poorly developed marketing campaign. The study also found that there is a lack of communication among stakeholders, especially between administration and the study center coordinators. Due to lack of communication and poor coordination, the system is unable to produce desirable results. Lastly, the student's learning experience is at the lowest level due to lack of understanding of the distance learning mode of teaching. The researcher recommended viable solutions to improve the effectiveness of online distance learning programs. These recommendations include the development of national policy for online distance learning programs, mechanisms for effective communication and interaction among key stakeholders, and institutional reforms to bring quality in online distance learning programs in Pakistan.

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Cultural Diversity in Distance Education : Advantages and Problems

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Abstract

The cultural diversity is a reality, which prevails everywhere in the educational world. In Distance Education Institutes, it is considered as acceptable truth for all stakeholders despite many advantages and associated problems. This study was designed to investigate the dimensions of cultural diversity, explore the meaning of multicultural education, find out the aims and objectives of Multicultural Education in distance education, explore the advantages of Diversity in Distance Education, and foresee the problems for including cultural diversity in distance education. It was a qualitative study and document analysis method was used for analysis.The population comprises selected and related documents. Theoretical sampling was used as a sampling method. It was concluded that there are three dimensions of diversity, multicultural education represents an educational system, which satisfies all stakeholders from different ethnic and cultural background as its main aim and objective, there are several sources of diversity like students satisfaction and intercultural harmony. Regarding problems, it was concluded that the major problem is its acceptance by different stakeholders. It was concluded that multiculturalism has many dimensions, and it is beneficial for educational institutes, teachers and students facing different problems, isolation and take it as a burden. It was recommended that there is a need for acceptance of Diversity at all levels and inclusion of multicultural education in teacher education programs.

Key Words: Culture, Diversity, Distance Education

1.   Introduction

Distance education is considered as the backbone for economic development of the country in modern world of education. That is why focus is on its expansion, variety and ways of attainment. The dual mode universities and online learning is the result of this expansion. Besides this positive aspect of expansion, there are some aspects, which are neglected in the race of quality and number of graduates. Cultural diversity is one of these aspects. This paper describes the importance, need and status of cultural diversity in distance education in general and in Pakistan specifically.

Roberto Ibarra (1999), a renowned Sociologist working at the University of Wisconsin/Madison stated that one of the enduring problems for distance education during the 20th century was learning how to accommodate the increasing demand for education from populations pursuing a college degree in the past. Social movements, legal mandates and global changes pressured institutions to incorporate educational equity for the greater good of our society (Ibarra, 1999). The results for achieving diversity have been still a dream and far away from what is needed. There are more women than men going to college and graduate schools today than ever before.

Despite the hectic efforts, many segments of the global population remain underrepresented in science, math, technology and engineering programs, and as we enter the 21st century, the problem becomes worst and complicated. Academia faces a dilemma; some say it is a crisis, and some become stalled at a cultural crossroad and unable to determine which direction to go (Florio, 1994).

1.1. Statement of the Problem

In fact, the evidence is mounting that academic programs or institutions that emphasize people-oriented relationships, family/community engagement, supportive psychological environments, working in groups, and collaborative learning environments, focus on society demands and requirements. These are not only attractive to underrepresented populations, but they also provide conditions for them to thrive and achieve academic success in fields where they have been unsuccessful in the past (Bowen & Bok, 1998). The dynamics of diversity have changed over the last decade, and a new paradigm is emerging context diversity, which could provide solutions for achieving equity without relying on traditional methods of affirmative action. With the emergence of the new environment, it was necessary to find out the existing conditions and associated problems with the inclusion of cultural diversity in

distance education. Therefore the problem to be investigated is "What are the existing conditions and prospective problems related to cultural diversity in distance education?"

1.2.   Objectives of the study

The objectives of the study were

1.   To investigate about the dimensions of Cultural Diversity in distance education.

2.   To explore the meaning of cultural diversity in education.

3.   To find out the aims and objectives of culturally diverse teaching in distance education.

4.   To investigate the advantages of cultural diversity in distance education.

5.   To find out the problems for including cultural diversity in distance education.

1.3.   Significance of the Study

The study is significant for different stakeholders .

It would be important for faculty members of distance education institutions to understand the concept of diversity and apply it in actual classroom teaching. The teachers are considered as the main source of imparting cultural diversity by not only their teaching but also through their actions and words.

The study would be significant for university administrators to understand advantages of inclusion cultural diversity in distance education. The faculty is responsible for translating the vision set by administration. If people at top level consider cultural diversity as an important issue, they will develop plan and procedure for faculty members, who are at the frontline in teaching learning process.

The study would be helpful for university administrators to analyze the existing conditions of cultural diversity in distance education. This study would be useful in assessing the existing conditions and prospective problems related to cultural diversity.

2.   Methodology

The study was qualitative in nature. The method of document analysis was used for analysis. The documents or documentary analysis is a social research method, which is an essential research tool and is an invaluable part of most schemes of triangulation. It refers to

the various procedures involved in analyzing and interpreting data generated from the examining of documents and record relevant to a particular study. Documentary work involves reading a lot of written material. It helps to scan the documents onto a computer and use a qualitative analysis package. (Frankel, 2009)

Labs (2011) elaborated more and stated that:

Document analysis is a form of qualitative research in which documents are interpreted to give voice and meaning around an assessment topic. Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed. A rubric can also be grade or score a document. (Labs"Document Analysis"Para.5)

In this research, written text was used to analyze the data.There are many advantages associated with document analysis. For example:

1.	Researcher can get access to information that would be difficult to get in any other way, such as people or cases that might not be willing to talk in a formal research interview or might be difficult to track down.

2.	Documentary research is a low-cost procedure, especially when online resources were used.

3.	Some documents provide information of excellent quality in an organized way (Frankel 2009)

The most significant advantage of conduction document analysis is that it provides a guideline for a framework, which is the principal focus of the research. Heffernan (2012) suggest the following forms of analysis:-

1.	Content Analysis,

2.	Semiotics,

3.	Discourse Analysis,

4.	Conversation Analysis,

5.	Grounded Theory and

6.	Interpretative analysis (Heffernan 2001)

For this study, Semiotics Analysis was chosen as the analysis method. Semiotics is a science that studies the life of signs in society. It is the opposite of the positivist method of content analysis.

Different documents were analyzed to get a comprehensive view. Internal and external criticism was carried out to ensure the credibility of documents.

2.1. Population and sampling

The population comprises all related documents. *For this study, Combination of* Maximum Variation Purposeful Sampling and Theoretical *Purposeful Sampling was* adopted. Theoretical sampling was used as method of sampling.

3. Findings

3.1. Dimensions of Diversity

The first objective of the study was to find dimensions of cultural diversity. In this regard, it was found that the diversity is a concept which itself is very diverse. There were many dimensions of the diversity, but there were evident which are:-

a) Structural

b) Multicultural and

c) Context Diversity

3.2. Structural Diversity

According to some scholars, structural diversity refers to the numerical and proportional representation of students from different racial/ethnic groups in the student body (Milem et. al, 1998). It was characterized as compliance-oriented and recruitment driven and measured by increasing the number of minority or underrepresented groups of students, faculty or staff. The solution for increasing diversity was to create special programs for recruiting, retaining and remediation of minority populations, to help them overcome barriers to access and success (Pedersen, 1997).It is to some extent accomplishing structural diversity: refine, expand and support operations and business functions of our institutions to accommodate diverse populations. There are three basic assumptions of this strategy viz:

i. A critical mass of underrepresented populations to achieve diversity;

ii.   Underrepresented students were disadvantaged and needed remediation; and

iii.   Unrepresented populations would assimilate into the culture of our institutions.

This model of diversity is trying to balance the current composition of the university. It cannot alone achieve its implied outcome. Structural diversity has limited applications for influencing academic culture and change, but it is still a vital and necessary part of our current diversity paradigm.

3.3.   Multicultural Diversity

Multicultural diversity is the second dimension of diversity. This dimension of diversity was introduced during the 1970's and 80's infusing cultural customs or gender issues (multiculturalism) into institutions of distance education. Underrepresented populations were valued for their potential to recruit and retain others and to contribute towards making institutions more aware of multicultural issues. In campuses, the problem is related to uncongenial atmosphere for women, minorities, and students of different colors. The solutions are involved but not limited to introducing campus-wide minority action plans, increasing the number and type of student service programs and creating new cultural awareness initiatives, and creating new ethnic and women's studies programs. The objective of the initiative was to change campus attitudes towards more positive views on ethnic, gender and radicalized issues (Milem, 2003).

Joshee and Johnson opined that there had been considerable interest in comparative studies of multicultural policies. Partly, this interest has been fueled by a growing awareness of the multi-ethnic nature of most contemporary nation-states and the need to account for this aspect of pluralism in public policy (Joshee & Johnson, 2007).

3.4.   Context Diversity

The third dimension is contexted diversity.Some researchers suggest that differences in cultural context could provide a logical alternative to explain as to why capable minority undergraduates transfer from majors in science, engineering, math or technology to pursue degrees in the humanities or social sciences (Ibarra 1999a). The data collected from faculty surveys showed the best clues for observing the differences between the cultural contexts of diverse populations of faculty and the educational context of our colleges and universities and community-based learning. The problem is not associated with teachers and curriculum, but it

is extended to students and different office barriers of the university from the top level to front line management (Ibarra 2010).

a. Though, there is significant a variation in the literature on multicultural education, it is batter to choose Banks and Banks' (2004) essential five dimensions of multicultural education as they are more relevant and self-explanatory:

a) content integration—the extent teachers use cultures in their curriculum;

b) knowledge construction process—the degree to which teachers help students to understand the various frames from which knowledge is constructed;

c) prejudice reduction—action or activities that teachers use to help students develop positive attitudes towards difference;

d) equity pedagogy—teachers' modification of instruction to facilitate the academic achievement of students from diverse backgrounds; and

e) an empowering school culture and social structure—school culture that promotes equity and empowers its multiple stakeholders to participate in the examination and reform of school practices.

3.5. Meanings of Cultural Diversity in Distance Education

The advantages of cultural diversity in distance education were found as follows:-

1. Cultural Diversity is a living reality (Joshee and Sihra 2009). According to Banks (2009), in Canada, Reva Joshee notes that Canadian multicultural discourse constructs diversity as a problem to be addressed in a limited and one-sided way by groups having difficulty with the existing school system (Banks, 2009). Multicultural education was well defined by researchers, teachers, educators, and policy makers (Banks and Banks, 1995). Banks and Banks (2005) reported that "the term multicultural education (now) describes a wide variety of programs and practices related to educational equity, women, ethnic groups, language minorities, low-income groups, and people with disabilities." They pointed out that at one school, multicultural education could mean a curricular adaptation, at another school it could mean a comprehensive school reform effort to increase educational equity.

2. In sum, multicultural education is a field of study designed to increase educational equity for all students (Banks & Banks, 2005). Studies documented by Cochran-Smith et al.

(2003) in the category of attitudes, beliefs, and conceptions about diversity have focused on pre-service teachers (Smith et al.).

3.6. Aims and Objectives of Culturally Diverse Education

3. Regarding aims and objectives of the Culturally Diverse Multicultural education, it was found that educational philosophers and liberal political theorists were not agreed on the aims and objectives of multicultural education. Educational philosophers encourage for preservation of group culture, fostering child's development of autonomy and introducing new and different ideas. This exposure would assist children in thinking, and encourage them to have a more open mindset (Levinson, 2009).

4. The political theorists advocate for a model of multicultural education, which needs social action in an acceptable manner. According to this point of view, students are equipped with knowledge, values, skills, attitudes and behavior, necessary to evoke in societal changes, resulting in justice for otherwise victimized and excluded ethnic groups. In this model, teachers would serve as agents of change in student's knowledge, skills, and attitudes (Sleeter and Grant, 2007). They are also responsible for accepting and promoting proper democratic values and empowering students to act and perform in society. (Levinson, 2009).

5. According to Levinson (2009), Multicultural education has a lot of other benefits to avail:-

   a) Promote good citizens

   b) Right, the historical record.

   c) Increase Self-esteem of non-mainstream students.

   d) Increase diversified student exposure.

   e) Preserve minority group culture.

   f) Foster children's autonomy.

   g) Promote Social Justice and Equity.

   h) Enable students to succeed in an integrated, multicultural world.

The outcomes listed above might require significant investment and additional effort from the teacher to ensure that the goals set are met. Multicultural education, in its ideal form, should be an active and intentional structure rather than a passive and accidental approach. There are many possible ways to assure that such educational approach is purposeful and fruitful. For example, the adaptation and modification of curriculum may be an example of an approach to preserving minority group culture (Banks, 1995).Multicultural education should span beyond autonomy, by exposing students to global uniqueness, fostering deepened understanding, and providing access to different practices, ideas, and ways of life; it is a process of societal transformation and reconstruction (Levinson, 2009).

3.7. Advantages of Diversity in Distance Education

Many studies discuss the advantages of diversity in distance education. Those were varying in objectives, methods, tools and techniques used in data analysis. Here are examples of these studies.

1. Pascarella et al. (2001), found that students' involvement in diversity experiences during college life had significant positive effects on their scores on the CAAP Critical thinking test (Pascarella et al. 2001).

2. Chang (1999), conducted a study on advantages of diversity to university students. The results from this study showed that a diverse student body has a positive effect on educational outcomes through diversity-oriented student activities and experiences (Chang, 1999).It provides the broader and improved mission of the Institute.

3. According to Kuh, Schuh, Whitt, and Associates (1991), the mission of an institute of distance education tells us what a college or university is about, what does itvalue, what does it hold to be true. Educational policies, programs, and practices emerge from the mission of the institution (Milem, 2003).

4. Association of American Universities (1997) also argues for diversity in universities. We speak foremost as educators. We believe that our students benefit from such education that takes place in the ambit of a diverse setting. In the course of their university education, our students encounter and learn from others, who have backgrounds and characteristics very different from their own.

5. According to Association of American Universities "as we seek to prepare students for life in the twenty-first century, the educational value of such encounters will become more important, not less, than in the past. A very substantial portion of our curriculum is enhanced by the discourse made possible by the various backgrounds of our students…..If our institutional capacity to bring together a diverse group of students is removed–or reduced–then the quality and texture of the education we provide will be diminished". (The New York Times, April 24, 1997, p. A27).Goodwin Liu (1998), offers a persuasive argument for "why, as a legal doctrine, educational diversity should qualify as a 'compelling interest' (p. 383). This manuscript argues for "placing the diversity rationale within the existing norm of equal protection doctrine.

6. The researchers in distance education have examined individual students' grow and change during their college life (see, for example, Astin, (1977, 1993); Feldman and Newcomb, 1969; Pascarella and Terenzini, 1991). There are abundant research evidence supporting arguments for the continued use of affirmative action in college admissions. Individual advantages; educational experiences and outcomes of individual students are enhanced by diversity on campus. Research evidence regarding the individual advantages of diversity suggests that diversity enhances student growth and development in the cognitive, affective, and interpersonal domains.

7. Alexander Astin (1993), found that emphasis by faculty on diversity in courses had positive effects on increased racial understanding and overall satisfaction with college. Tanaka (1996, cited in Smith and Associates, 1997) founds that a more supportive campus climate and policies according to cultural norms of students has positive effects on sense of community, cultural awareness, commitment to promoting racial understanding, and overall satisfaction with the college experience.

8. Another study revealed that socializing across race and discussing racial/ethnic issues have a positive effect on students' retention, overall satisfaction with college, intellectual self-concept, and social self-concept (Chang, 1996). Bikson and Law (1994) argue that if colleges meet the problems created by the global economy, they would have to change many areas. The areas may include curriculum, extra-curricular activities, enhanced faculty development, and innovative cooperative ventures with other colleges and universities around the world with private industry (Bikson and Law, 1994). The colleges

should provide incentives to faculty (and, if possible, with resources) to develop new courses or adapt existing compelling interest–courses to address globalism. The faculty should receive strong signals that the only relevant performance criteria will be publications and teaching evaluations.

9. Gurin (1999) suggests that three major categories; citizenship engagement, racial/cultural engagement, and compatibility of differences, characterize democracy outcomes.

10. Kay Joseph (2014) stated four hidden advantages of diversity in distance education. These are i) easier graduation for non-blacks ii) less work for professors iii) helping instructors overcome bias and iv) creating a burgeoning middle class. Diversity aficionados and researchers mention these advantages and they are real. The last opportunity to witness awkwardly denied truths–is just as real.

11. Davis and Smith (1994) examined the relationship between college, quality and the wages of young men. The authors found that attending a distance quality college increased the wages of young men. (Davis and Smith 1994).

12. The American Council on Education (ACE) has a longstanding record of commitment to access to distance education for all qualified Americans and the equal educational opportunity. This commitment is also reflected in ACE's position on different issues like public policy, programmatic activities and its employment practices. The ACE Board of Directors regarding affirmative action, non-discrimination, equity, equal opportunity, and admission standards has expressed it in various resolutions. Some institutions are public, while the others are independent, in the same way, some are large urban universities, and some are two-year community colleges. It was found that every institution has its specific distinct mission.

13. Diversity has many other advantages like stereotyped preconceptions; it encourages critical thinking, and it helps students learn to communicate with people of varied backgrounds. Moreover, it strengthens communities and the workplace. Education in a diverse setting prepares students to become good citizens in a complex, pluralistic society; it fosters mutual respect and teamwork, and it helps build communities whose members are judged by the quality of their character and contributions.

14. There are several advantages of inclusion of diversity in distance education. American Council on Education (ACE) stated following advantages:

   a) It enriches educational experiences.

   b) It promotes personal growth and healthy society.

   c) It strengths communities and corporations and it enhances competitiveness.

3.8. Problems for Including Diversity in Distance Education

In addition to advantages, some studies state different problems related to the inclusion of diversity in distance education. Here is a glimpse of these studies.

1. A study of minority faculty at universities and colleges in eight Midwestern States showed that students of color experience exclusion, isolation, alienation and racism in predominantly white universities.

2. Pascarella et al., (2012) stated that numerous studies have reported that women and minority faculty members are considerably less satisfied with many aspects of their job as compared to majority male faculty members.

3. Multiple studies demonstrate that minority students often feel isolated and unwelcome in white dominated institutions.

4. The increasing cultural diversity in schools and classrooms weighs heavily on teachers, and one can say that reality of the educational setting at present is increasing 'cultural mismatch' between teachers and their students on the one hand and between teachers and students' parents on the contrary (Levinson 2009).

5. Another challenge for the educational institution is related to the fact that cultural pluralism, i.e. an ethnoculturally diverse society, is not necessarily a desired state of affairs for everyone. The surveys in a variety of countries have indicated a growing intolerance among nations towards immigrants' presence and a loss of patience with immigrants' integration, which growing numbers of nationals consider to proceed too slowly (Heath & Cheung, 2006).

6. The teachers' attitude towards diversity is another challenge. Several studies (Pedersen, 1997; Pettigrew 1998) indicate teachers' own concern is one of the major problems in inclusion of diversity in distance education.

7. The role of administration is always a determining element in the inclusion of diversity in distance education. The Role of administration and authorities is one of the major barriers in promoting cultural diversity.

8. The various studies indicate that minority women students experience unwelcoming atmosphere that includes sexist language and presentation of stereotype differential treatment from professors (American Council on Education-2012) on the importance of diversity http://www.acenet.edu/news-room/Documents/BoardDiversityStatement-June2012.pdf)

4. Conclusions

As stated above there were five basic objectives of the study and based on findings, conclusions were drawn.

4.1. Dimensions of Diversity

It was found that there were different dimensions of diversity viz Structural, Multicultural, and Context. It was concluded that there are different forms of diversity and it would be better to find out the best-suited diversity in distance educational institute to make the diversity responsive. It was also concluded that there were five dimensions of multicultural education, which were content integration, knowledge construction process, prejudice reduction, equity pedagogy and an empowering school culture and social structure.

4.2. Meaning of Cultural Diversity

1. It was concluded that there are several ways of defining cultural diversity in education. The inclusion of various programs for students, belong to various cultures, is the backbone for good academic results. It was also concluded that there is a difference in meaning and application of the concept of diversity.

2. Multicultural Education claims for educational equity.

3. It was also found that the focus of studies was on pre-service teachers.

4.3. Aims and objectives of Multicultural Education

1. It was concluded that there is no agreement among researchers about the aims and objectives of multicultural education. Educational Theorists focus on group culture and its development, while Political theorists argue for multiculturalism.

2. Regarding aims and objectives of diversity, it was also found that the main aim of cultural diversity is to meet several aims like developing good citizens, correction of historical record, increase self-esteem of non-mainstream students, increase diversified student exposure, preserve minority group culture, foster children's autonomy, promote social justice and equity, enable students to succeed in an integrated, multicultural world.

4.4. Advantages of Diversity in Distance Education

The fourth objective was to find out the advantages of cultural diversity in distance education. In this regard, it was concluded that:

1. Several studies describe and discuss the advantages of cultural diversity in distance education for example Pascarella et al. (2001), Chang (1999), Kuh, Schuh, Whitt, and Associates (2009) identified many advantages of diversity.

2. In the same thread, American Association of Universities, Astin, (1977, 1993); Feldman and Newcomb, 1969; Pascarella and Terenzini, 1991), identified individual student growth and change due to diversity. Individual and group advantages were also identified in these studies.

3. It was also concluded that diversity has positive effects on students achievement scores (Astin 1993).

4. Studies also revealed that diversity has a positive effect on students' retention (Chang 1996, Bikson and Law 1994). Gurin (1999), identified three broad categories as an outcome of diversity viz citizenship engagement, racial/cultural engagement, and compatibility of differences.

5. Some researchers, like Joseph (2014) describe various hidden advantages of diversity like overcome on the bias.

4.5. Problems Related to Diversity

The fifth objective was related to problems associated with diversity and it was concluded that:

1. Students of color and especially girls face unacceptable behavior by other ethnical groups. The faculty members were also less satisfied, especially women become a soft target and they are less satisfied as compared to men.

2. The students feel isolation due to cultural diversity.

3. The teachers take it as the burden and not a thing of joy, as their job requirements increased.

4. The cultural mismatch between student and teachers and teachers and parents, the cultural pluralism that reflects ethnoculturally diverse society also gives birth to intolerance in students.

5. Teachers own attitude is an another problem. The problem is more multidimensional and powerful when it was not addressed by administration.

6. The problem is more prominent for female students if they are in minority in the class as compered to any other situation.

5.   Recommendations

It was recommended that:

1. It is necessary to take diversity as living reality. Instead of taking it as a negative thing, it is necessary that every member may take it as a matter of joy and accept it at every level

2. The teachers attitude towards diversity may be changed by introducing the concept of cultural diversity in teacher education programs. Culturally responsive teaching may be helpful in overcoming the problems related to diversity.

3. There is a need to develop training programs for all stakeholders of distance education so that they may become familiar with the concept and apply in their area of influence.

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Facilitators' Understanding of Students' Psychology & Learning Process in Multidimensional Context : A Qualitative Research Study

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Abstract

This is a pure qualitative research study based on the understanding of a Facilitator with the Psychology of Students and its impact on teaching and learning process . This research study was a qualitative and exploratory in nature , based on the grounded approach where the facts were explore in multi-dimensional framework This study provides the theme for infrastructure used in classes and what a facilitator understands about the mental level and credibility of the each student in the class, whereas the class consists of around fifty students and subsequently different pedagogies were used which make understanding of the subject for students easier and ultimately makes the teacher more preferable as well.

Keywords: *Facilitator, Student's Psychology, Qualitative Study, Mental Level, Understanding of Psychology.*

1.   Introduction

It is very difficult to understand the human mind and especially when the human is student. Every student gifted the different mind from the God and the background, culture, norms, religion of students is different from each other. However, Shazwellyn believes that every human is psychologist naturally which enables with the senses of observations, analysis, tests and formulation of the assumptions based on the behaviors (Shazwellyn, 2011).

One senior teacher of Education Department of one private higher education Institution (HEI) was selected as the Facilitator. Facilitator is contributing best efforts for this cause through teaching and research. Considering the popularity of selected facilitator, Researchers intended to conduct the qualitative research for exploring and publishing the understanding of facilitators with the psychology of students belong to multidimensional context and its impact on their motivation and interest development for learning process.

2.   Literature Review

With the passage of time concepts related to the discipline of education have been modified specially in teaching and learning process. The paradigm has been shifting from teacher to learner consequently it is very important to understand the depth of variation in education.

> *"As knowledge in itself becomes a perishable item, the ability of learners to think independently, exercise appropriate judgment and skepticism, and collaborate with others to make sense of their changing environment is the only reasonable aim of education".* (Haddad & Draxler, 2002, p14)

In this situation the effective teaching and learning process depends on Knowledge and comprehension that how learner learn and how the learning process can be increased. There are many aspects of learning approaches to increase the learning environment for learners (Peter ,Blumberg 2004) approached highlighted the importance of imagination in learning . (Carrie 2006)

According to Risk & Tood, learning is conceptual element and depends on practical activities. Each learner have the individual capacity of learning that is the reason every class consist of multidimensional aspects in terms of psychological and cultural as well .

Gollnick and Chinn gave a rather comprehensive and acute interpretation of multi dimension and multicultural education:

> "*Not all students can be taught in the same way because they are not the same. Their cultures and experiences influence the way they learn and interact with their teachers and peers. They have different needs, skills, and experiences that must be recognized in developing educational programs. Each student is different because of physical and mental abilities, gender, ethnicity, race, language, religion, class, sexual orientation, geography and age… Multicultural education is a concept that incorporates the diversity of students and equality in education. Equality ensures that students are provided the same access to the benefits regardless of their group membership"* (Golnick & Chinn, 2009, p. 4)'. As a result many factors influence on learning process.

Motivation is one of the factor which develop the learning (Lucas, Blezek & Riley 2005). The effective motivation facilitates the teacher in the achievement of learning outcomes (Woolfolk & Winne, 2006).

Commonly motivation is very essential and significant factor in order to improve the learning process (Canno 2005). It is necessary for teachers that during teaching and learning process of deferent subjects to integrate them with real life (Freda, 1997)

Teacher's professional attitude is directly related to the professional training, it provide opportunity to the teachers to enhance knowledge, skills and attitudes in their respective field. Teacher's professional behavior is the result of performing specific responsibilities that expose over all conduct, critical thinking, and ethical code of conduct which can only be attained through professional nourishment like in-service training programs which demonstrate professional behavior.(Tan,2015). In-service trainings create, maintain and equip a high level of professionalism, it provide a path and guidelines. (Dresdner, 2016)

3. Methodology

This research study was a qualitative and exploratory in nature, based on the grounded approach where the facts were explore in multi-dimensional framework. Although facilitator was teaching many classes in a semester, consists on hundreds of students but a class B. Ed where almost fifty students who are belong to diverse context were studying in different badges was selected. All the students were the student of same facilitator. The interview and observation techniques were selected for data collection. Secondly, conducted an of the facilitator was also interviewed to know her views and experiences regarding psychology of students. The analysis and interpretation of the collected data was accomplished by using the Coding Methodology for Data Analysis in Qualitative Research.

4. Findings

4.1. Interview

4.1.1. Students.

Different exploring questions were asked to the students in a friendly environment to know the facts even some time included different discussion and experiences during interview to explore the facts. The summary of the responses are given below:

Almost all the students were immense satisfied with the way of teaching of the facilitator and willing to complete his studies from the same teacher.

Student was not agreed to replace the selected facilitator with any other teacher, where they believed that no one can replacement the facilitator.

Students proudly spoken out that facilitator understood them well with their devrse context and behave and deal them accordingly

Few students are of the view that she moves so fast, means try to cover more objects in limited which sometimes waive the topics in the minds.

The facilitator uses the presentation through computer during lecture which students believe that is highly helpful for them.

After and between the lectures, facilitator floats the questions and start group discussion in the class to know the views of students which help them to understand the themes in a better way.

Different strategies were used in the class by facilitator like group work , brain storming , peer discussion etc .

For interest development facilitator used different tools.

Most of the students do not forget the lectures and topics teach by the facilitator due to her way of dealing them .

She understands the psychology of each student and treats him as per desired.

She never avoid, ignores, dishearten or de-motivate any student or the views from the any student during class.

The new and old, students are satisfied with the grading and marking of the facilitator as the facilitator used the grading rubric methodology.

students expressed that the assignments /tasks given to them by the facilitator were very helpful in integration of theory with practical professional lives

One student said that sometime he cannot understand the a little bit part of the lectures, addresses by the facilitator due speaking in English language continuously.

Due to providing the friendly environment, students further reveal the avoidable facts that are not related with the study, which the facilitator even explains them separately.

4.1.2. The Facilitator

The facilitator believed not only on knowledge acquiring but during teaching and learning process focus must be on "Knowledge, Skills and Attitude" according to her when she observed that students are not responding as per her expectations, she changed her techniques and evaluate the output immediately. For Example, One time student A belong to diverse context, At the Start of the semester he was very slow and did not participate or respond properly as she wanted him to. She then started to point him out again and again in order to get him to speak and after the mid-term she called him to her office and discussed feed back with him and described the her observations. Then he understood and tried to improve gradually. He has improved his class participation and after the final exam there has been a great change his attitude and his understanding level. Now he has been trying his level best from the start of the semester and is, overall, in a better situation.

She has given many examples like this because she has a many years of experience in the field of teaching . Another case which researchers discussed with her was the situation she faced with another female student who was average in her studies but got low marks in her mid-term exams. She complained about this to the facilitator, who then asked her to come to her office, and showed her copy to her and asked the student to evaluate her own answers. According to the facilitator the questions given in the paper were descriptive whereas the student's answers were not accordingly. The student replied that she had answered wrong the facilitator then asked her if she thought she deserved higher marks. This student has made substantial improvement in this semester and now gets high grades. She participates in class activities very well.

4.2. Observation

The class size was quite normal with the average around 33-35. In this semester there were around 32-33 students inside the class room .Normally the big class size affected the teacher-student interactions but we observed in the case of facilitator, she enjoyed more if class size is big because she used to deal no of student in the same time she easily observed absent minded in her class, when she observed suddenly point out and asked him/her question about the continued topic. She knows every student psyche and deal with them

according to their situation. Every student were feeling free to asked and shared their problems too, When we asked the questions to students about their facilitator, they all told that 'facilitator is awesome teacher no one here like her' every one reached on time for her class and felt relax no burden no tension.

5.   Conclusion and Discussion

Considering the results from the interviews and observations of the students as well as the facilitator, we conclude that selected facilitator time to time conducted sort of action research on her students to know the best suitable pedagogies to make the better understanding of each students for treatment of the of every students while considering the psychology, mental level and the level of credibility of the student.

Furthermore, the facilitator loved to teach more student and enjoyed the class consists on the maximum number of students. She always tried to understand the psychology and the level understanding of each student treated as her best for learning process of the students.

Use of different pedagogies of teaching is best tool to satisfy psychology of students so they can enhanced long term learning. With the help of professional development specially in service training be of assistance in this regard with proper follow up mechanism In-service trainings should remain the soul of professional development only through the follow up process, without it these programs are failure, so the success of such activities totally depend upon continuous monitoring and follow up. (Romine M., D & T .Kinslow, 2016).

6. Recommendations

Facilitators   use different pedagogies and techniques   like   group work ,brain storming , peer discussion with the understanding of the mental level and credibility of the students so they can satisfied psychological needs of students which is directly related with learning process .During teaching and learning process focus should be on the development of Knowledge, Skills and attitude .

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Problems Faced by Tutors in Distance Education System at Regional Level

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Abstract

Distance Education is a form of education in which the course contents are delivered and the interactions are provided by the technologies and methodologies of the Internet and correspondence. This paper aims to find out the problems of tutors of distance system of education and to give some suggestions for solutions of the problems. The study was descriptive in nature and survey was conducted to collect the data. All the tutors (705) of B.A. level semester spring 2016 of Rawalpindi region were selected for the study and 250 tutors were selected as a sample randomly. Data was analyzed by applying percentage. On the basis of data analysis findings and conclusion were drawn and recommendations were made. Majority of the students do not send their assignments within due dates. Majority of the tutors disagreed that transport facility was given to the tutors for approaching study centers. Majority of the tutors agreed that proper training was not given to the tutors in each semester as well as tutors 'remuneration is very low. Hundred percent tutors agreed that they were not given advance money to bear the postal charges and tutors were not paid by University in time. Majority of the tutors agreed that poor financial provisions for tutorial services influenced their performance. Regional office responded to the queries of the tutors in time as well as staff of concerned regional office was cooperative. Majority of the tutors disagreed that they faced difficulty in marking assignments due to poor handwriting of students.

Keywords: Distance education, Tutors' problems, Technologies, Financial Matters.

1. Introduction

Distance Education is a form of education in which the course contents are delivered and the interactions are provided by the technologies and methodologies of the Internet. It denotes the forms of the study not led by teachers present in classrooms but supported by tutors and an organization at a distance from the student. This brief description allows an interpretation which equates distance education with correspondence education. Distance learning is an excellent method of teaching the adult learner. Because of the competing priorities of work, home, and school, adult learners desire a high degree of flexibility. The structure of distance learning gives adults the greatest possible control over the time, place

and pace of education; however, it is not without problems. Loss of student motivation due to the lack of face-to-face contact with teachers and peers, potentially prohibitive startup costs, and lack of faculty support are all hurdles to successful distance learning. Distance education is much more flexible and student centered in approach. By allowing students to learn in more convenient locations, and often at more convenient times, distance education opens educational opportunity to previously un-reached learners (Attri,2012). Distance education might seem to be a product of modern information technology, such as computers and the Internet, however, according to Harper, Chen, and Yen, the modern version is a reintroduction of an older method of education in a new form, rather than a newly created one (Harper et al., 2004).

In the United States, the Higher Education Opportunity Act enacted by Department of Education defines distance education as "the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously" (United States Congress, 2008, p. 21). This study was designed to analyze the problems faced by the tutors in distance system of education at Rawalpindi. Keeping view of shortage of time the study was delimited to all the tutors of B.A. Program appointed in the spring semester 2016 in Rawalpindi Region at A.I.O.U.

2.   Review of Literature

The development of the learning through distance learning-education based on the individualistic learning process which means that learner reach the knowledge by research on computer assisted programmes under the fast, comfortable conditions individually for catching stable learning rather than lecturing method. Distance Education is really related by the discovery of truth for gaining antithesis sides of the thoughts to get the exact knowledge.

The role of the distance tutors' require to design and encourage an environment that allow for productive activities but it will be responsibility of students to make environment work for themselves(Isman, 2004).

Distance tutor roles are often confusing and ill defined, in addition to being untested. The vague role often leaves faculty feeling as if they are flying in an uncertain environment. It is dubious, especially when considering the rapid rate of distance education growth, that faculty are effectively prepared for teaching at a distance. For instance, it is quite possible new

instructors to distance learning were not made aware of the need to frame the course and supplement student interactions by providing resources and opportunities (Easton, 2003).

Finance of distance education is a problem of great significance. Poor financial provisions to the tutors for tutorial services influence their performance that's why the tutors are not marking the assignments and papers up to the mark. Tutors are given low rates for marking, rates should be revised (Rashid, 2001).

Assessment in distance system of education is a problem for the tutors of distance system because in distance learning tutors are not provided an opportunity to know the students communication and presentation style. This often raises the issue of reliability of the student's responses. The issue of assessment- i.e. knowing whether the trainees have achieved the learning objectives is more difficult in situations where tutors and students seldom meet each other (Sheeja, 2011).

Upholding and acquiring appropriate equipment and training tutors and facilitators to use it excellently, are essential conditions but are not adequate in themselves to assure a school district of an excellent distance education program .There are other factors involved, many of which are effective rather than cognitive ,such as user-friendliness and ability to implement learner support. New technologies are big challenge for the distance education tutors (Ravitch, 1993).

Many tutors are slow to use of new technologies in their classrooms because they are still traditional tutors and don't try to use latest technologies for making their teaching effective. The tutors who use new technologies in their teaching, learners are motivated and learn actively. In distance system new technologies are considered very important, in the future tutors will be bound to mark online assignments and result will be delivered to universities through e-mail (Talab, 1993).

There is no interaction between the tutors and students in distance system of education because there is no daily or weekly face to face contact with tutors, students may have trouble in self-evaluation.

The separation of the student and teacher imposed by distance removes a vital link of communication between these two parties. Keegan hypothesized that students who did not receive adequate reintegration measures such as electronic or telephone communication, would be less likely to experience complete academic and social integration into institutional life.

Consequently, such students would be more likely to drop out (Sheets, 1992).

3.   Methodology

The study was descriptive in nature and survey was conducted to collect the data. The population of the study consisted of all the (705) tutors of B.A. program appointed during the spring semester 2016 in Rawalpindi Region at A.I.O.U. According to Gay (2005) if the population is 700 then the sample of the study should be 250, so the sample was taken 250 tutors of B.A. program appointed during the spring semester 2016 in Rawalpindi Region at A.I.O.U. Data were collected from the tutors by post and personal visits.

4.   Data Analysis

Data were analyzed by applying percentage. On the basis of data analysis, findings and conclusions were drawn and recommendations were made.

S. No	Statements	Agreed %	Disagreed
1	The students send their assignments with in the given dates.	30%	70%
2	Transport facility is given to the tutors for approaching the study centers.	0%	100%
3	The students participate in the tutorial meetings.	20%	80%
4	Student centers are allotted far from the tutor's residence.	40%	60%
5	The student copy same to same the text while writing their assignments.	95%	5%
6	Tutors face difficulty in marking assignment due to poor handwriting of the students.	30%	70%
7	Tutors are appointed to their desires codes.	10%	90%
8	Proper training is given to the tutors in each semester.	20%	80%
9	The tutors' remuneration is very low.	90%	10%
10	Tutors are paid by University in time.	10%	90%
11	Tutors are given advance money to bear the postal charges.	0%	100%
12	Poor financial provision for tutorial services influence tutors performance.	100%	0%
13	Regional office responds to the queries of the tutors in time.	100%	0%
14	The staff of concerned regional office is cooperative.	80%	20%
15	The regional director establish on tutors'	90%	10%

| | convenience. | | | |

5.   Conclusions and Recommendations

Majority of the students do not send their assignments within due dates. Majority of the tutors disagreed that transport facility was given to the tutors for approaching study centers. Majority of the tutors agreed that proper training was not given to the tutors in each semester as well as tutors 'remuneration is very low.

Hundred percent tutors agreed that they were not given advance money to bear the postal charges and tutors were not paid by University in time.

Majority of the tutors agreed that poor financial provisions for tutorial services influenced their performance. Regional office responded to the queries of the tutors in time as well as staff of concerned regional office was cooperative. Majority of the tutors disagreed that they faced difficulty in marking assignments due to poor handwriting of students.

Advance money may be given to the tutors to bear the postal charges. Transport facility may be provided to the tutors for approaching study centres. The rates of marking assignments may be revised and increased after every specific period. The students may be bound to attend the tutorial meetings as well assignments of the students be ensure to reach tutors within due dates. Proper training may be given to the tutors at the beginning of each semester.

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A Predicted Approach towards Women in Engineering Education/Profession Using Machine Learning Techniques

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Abstract

Women have contributed to the diverse fields of engineering in modern and historical times. Women are often under-represented in the fields of engineering, both in academia and in the profession of engineering. A number of organizations and programs have been created to understand and overcome this tradition of gender disparity. In this paper we have applied a machine learning approach for the prediction of women in engineering in the coming future in Pakistan. We have identified several factors which influence the decision of a women while selecting engineering as a profession.

Keywords: Alternative hypothesis, ANOVA, Decision grounds, Engineering women, Independent factors.

1.   Introduction

Although the number of female engineers today has greatly improved since the early 1980s, but it's still surprisingly low. Reasons that have been suggested for low female graduation rates include lack of female engineering role models, misconceptions of what it is like to be an engineer, and having fewer technical problem-solving opportunities as compared to men, whereas lack of confidence is a huge factor, especially competing with men. The paper is organized as follows: Section 2 discusses the various studies related to women in engineering which have been done before. Comprehensive analysis of our machine learning approach is described in Section 3. Section 4 includes the observations, Section 5 includes the future prediction. Finally, section 6 concludes the study.

2.   Literature Review

John (2006) aims to decide an exact measure of maintenance by following individual students through their science and engineering academic profession. It inspects the variables influencing maintenance of females in science and engineering. This study build the standards for dependability of female students seeking after degrees in science and engineering by giving interventions to the students themselves, basically during freshmen and sophomore years which are critical focuses. It reports these variables to the senior member and offices required for thought in approach advancement. According to Hamid (2009)

Today's engineering industry is overwhelmed by Males. What's more here women are affected by the way of work, impact of society and acknowledgment level of women in engineering. In past years women used to pick those ranges to work which they thought may be reasonable to them and affirmed by society. After 1990's, the pattern changed in Malaysia after their Seventh Malaysian arrangement endorsement. This paper concentrates on researching the desire of ladies behind picking engineering as an expert degree in UTEM. The investigation of information demonstrates that between the years 2005 to 2008, number of graduated female understudy expands each year with the exception of 2007. ZENGIN-ARSLAN (2002), Depends on a detailed study made on the female students in engineering offices in Turkey. This lets us know that women are fit for speaking to themselves in this field to some degree however an itemized examination uncovers that the circulation of female students in engineering offices is not even as they exist in this government w.r.t their gender roles. As it were, regions that can be portrayed as `masculine' engineering offices and `feminine' engineering offices have been framed and the choices of female and male students in their decisions of divisions have been influenced by this arrangement. This evaluation is a result of the meetings that have been led with 15 women engineers from February 2000 to April 2000 in Turkey. Their encounters amid their instructive period with institutional structures and people, for example, teachers and alternate students, and their talks on `engineering' and their own particular offices are emphasized. Imran (2014), On the base of various studies, has found that that less women get enrolled in science and technological zones of study. And among those who get enrolled, very few gets graduated. If statistics from UAE and other universities are compared, it is seen that ratio of women students is significant in engineering programs. This paper studies the intake, and retention of women and men related to their accredited in engineering programs." Women included 44% of the total enrolment in academic years 2006 to 2010. Until the academic year 2013–14, 23% women and 37% men aborted their programs while 77% women and 63% men were retained. From those who aborted, 85% women and 82% men did so within the first three semesters of admission." Marion (2000), Conducted a survey on 130 engineering institutes covering 55 countries. On the basis of these results this paper discusses the preliminary results on changing trends of women in engineering worldwide. This study also includes the data from time period of 1960 to 1997. The problems faced by women engineers are also discussed. Several hypothesis are also discussed which are used to explain the data and then the

hypothesis are approved or disapproved on the basis of added data and research. It is also identified that in what areas there is still a need for further research regarding women decisions in choosing engineering as profession. According to Hawks (1998), Women are underrepresented in the field of engineering mainly is explained by the gender differences in occupational interest, attitudes or abilities. This paper aims to examine the gender differences hypothesis as well as expected role conflicts of female and male students. The academic, career, and family attitudes and expectations of women and men majoring in engineering are explored. Men and women are extremely similar in their abilities, academic experiences, and career influences. However women are more likely to lag behind due to the lack of confidence in their own abilities and conflicts between work and family responsibilities will be obstacles to success in their careers. These differences along with the orientations toward family roles, suggest that a role conflict argument better accounts for the disproportion in the career development of men and women engineers. Suggestions for addressing these role conflicts before women begin working as engineers are also discussed in the paper. Blaisdell (1994), Presents a review empirical literature concerning the under representation of women in science and engineering is presented. The elements required in this underrepresentation are societal changes; scientific ability, early adolescence socialization, training, self-adequacy, view of engineering; profession decision and industriousness are incorporated. Kalkan (2002), Talks about the incredible condition and complexities the genuinely unique social (convention forced) and proficient (state-forced) parts of women engineers in Turkey. The discourse is exhibited as far as three classes, specifically, women as academics, engineers and students in engineering. A few examinations are likewise made between the expert status of female engineers in the United States and in Turkey. Mama (2003), Depicts the "Assessing Women in Engineering" venture which is utilizing a remarkable cooperation between a WIE chief and an Assessment expert to create exportable evaluation instruments and models for Women in engineering programs across the nation. Along these lines permitting them to survey their system's exercises and at last give information to settling on well-in framed assessment choices. Zastavker (2006), utilizes techniques for grounded hypothesis and correlational investigations to analyze how segments of Project based learning (PjBL) –, for example, little gathering work, hands-on exercises, interdisciplinary teaching, and "true" associations – affect students, especially women's, enthusiasm for and dispositions around an early on engineering program. This subjective and quantitative pilot investigation was started

at a little, gender balanced engineering school that utilizes PjBL as its primary instructing rehearses.
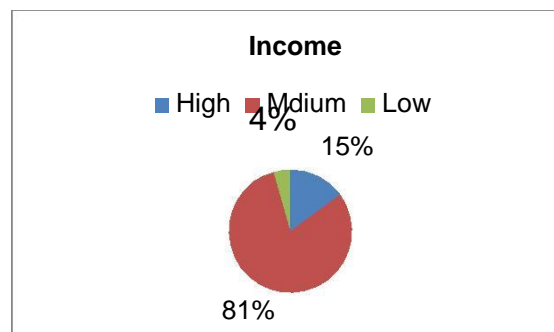
3.   Sample

The survey questionnaire was filled in by 114 female students among which, 94 were the undergraduate students of different disciplines and 20 were the students of higher secondary schools. Whole sample population is female. Following are the samples of study.

Degree

Bachelors ■ HSSC

18%

82%
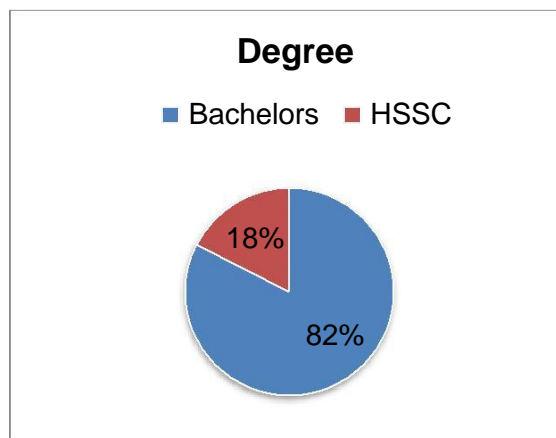
In the conducted survey, there was a categorization based on ethnic backgrounds, its summery is as follows.

Background

■ Conservative ■ Moderate ■ Liberal

12%

24%

64%
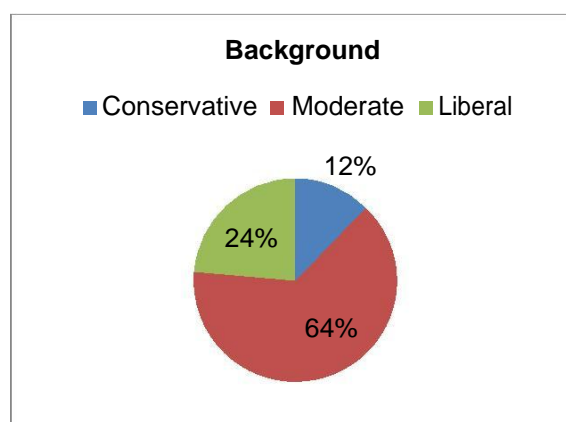
Another categorization scheme followed was family income

Income

■ High ■ Mdium ■ Low

4%   15%

81%

To maintain the diversity in our results, the samples were made to be filled by students belonging to different geographical areas in Pakistan.

S No	Parameters	Median
	Influence of society in general	3.00
	Lower cost of studying the subject	3.00
	Better facilities available at school	3.00
	Lower level of difficulty in studying the subjects	3.00
	Own ability or skill	**4.00**
	Interest or passion	**4.00**
	Improved Marital prospect	3.00
	Greater chance of Pursuing the subjects at University	**4.00**
	Lower cost of University education	3.00
0	**Related subject taught at Pakistani University/colleges**	**4.00**
1	Rules, provision, assignments suitable for members of my gender	3.00
2	**Greater chances of employability**	**4.00**
3	**Higher future pay**	**4.00**
4	Suitable work environment for members of my gender	3.00
5	Lack of Physical ability	3.00
6	Caste influence	2.00
7	Religious influence	3.0
8	Friends Influence	3.00
9	Schoolmates' influence	2.00
0	Teachers' influence	3.00
1	Career counsellor's influence	3.00
2	Role models' influence	3.00
3	Family influence	3.00

Administrative Unit

■ AJK　　　　　　　　　　　■ Balochistan　　　　　　　■ FATA
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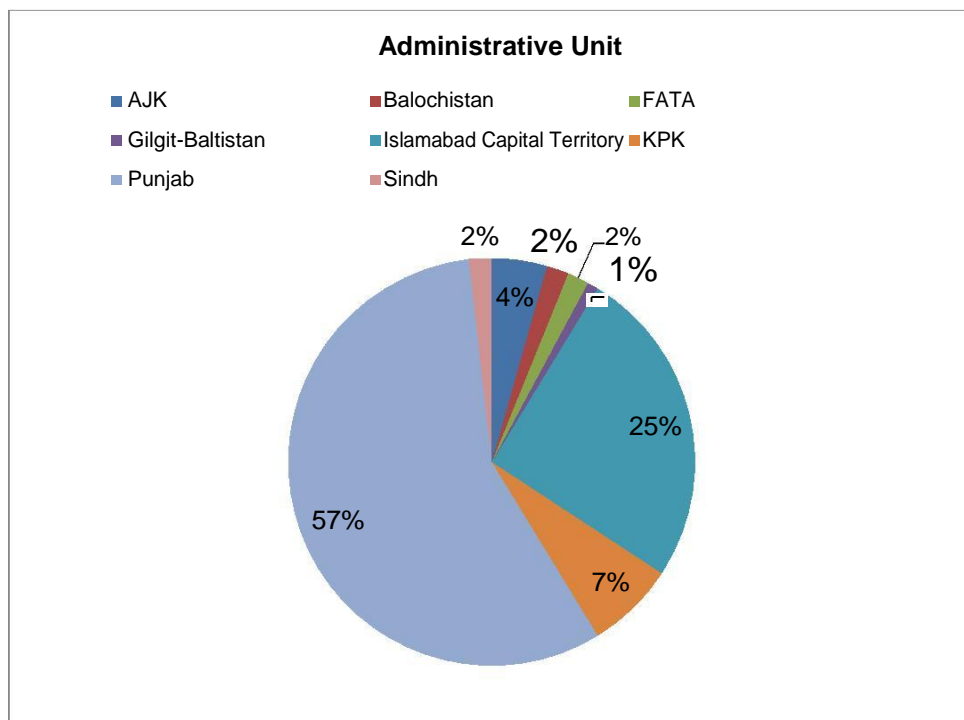
4.   Analysis

We identified 23 factors which may, according to us, influence the decision of women in Pakistan while selecting engineering profession. We assessed our study according to those factors. The research statistics of our study are as under.

4.1. Medians

Initially we selected 23 parameters which can be seen in Table1. Each parameter is assessed by comparing the median value of each single parameter. Threshold value is set to 3. Those parameters are chosen which are above threshold value. Comparing the median we came to a point where only 6 parameters are left at the end.(See Table1)

4.2. Independent t-test

Doing independent sample t-test for our data taking "Program name" as an independent variable and the decision of participants of this survey is taken as dependent variable. The independent variable is divided in two groups namely engineers and non-engineers. The numbers 1 and 0 are assigned to each class respectively. The alpha value is assumed to be 0.05. If the value of p, i.e. sig value is less than 0.05, Null hypothesis will be rejected.

The basic idea behind doing independent value t-test is to compare the difference of means of the two classes of "Program Name". This gives us the idea behind the decision making of engineers and non-engineers. In case of high variance, we can predict that among the following six variables, which one is important in decision making of each class.

Parameters and their medians

We chose two hypothesis namely null and alternative hypotheses.

Null Hypotheses: Engineers decisions=non-engineers decision

Alternative Hypotheses: Engineers decision!=non-engineers decision.

One-way ANOVA: One-way ANOVA is another test to check the significance of data in ordinal form. To make our study accurate, we calculated One-way ANOVA as well along with t-test (See Table3)

Table 2. Independent variable t-test

Parameters	Significance
Your interest/Passion	0.058
Your own ability/skills	0.000
Greaterchances of pursuing these subjects in college/university	0.888
Related subject taught at Pakistan college/ university	0.015
Greater chances of employability	0.972
Higher pay in the future	0.235

Table 3. One-way ANOVA

Parameters	Significance
Your interest/Passion	0.098
Your own ability/skills	0.001
Greaterchances of pursuing these subjects in college/university	0.008
Related subject taught at Pakistan college/ university	0.872
Greater chances of employability	0.436
Higher pay in the future	0.317

5. Observations

On the basis of above calculation, we can deduce that "Higher pay in future", "Greater chances of employability", "Greater chances of pursuing these subjects at Pakistani

university/college" and "Your interest or passion" fall in the category of null hypothesis. Whereas "Related subjects taught at Pakistani school or colleges" and "Your own skill or ability" fall in the category of alternative hypothesis. Thus we can deduce that among these two points, engineers and non-engineers think differently. Same results are obtained for both tests. All the significant values below 0.05 are preferred and chosen for alternative hypothesis. The lower significant value shows high variance in data.

So we can infer from the results that high variance is observed in skill/ability and related subjects taught at Pakistani institutes. Therefore if we need to know the behavior of undergraduate students, we can assess them across these two parameters

5.1. Predicting the Decision

Based on the three scales of Ethnic background (Conservative, Moderate, Liberal) and scales of Family income (Low, Medium, High) we can assess the survey results of Intermediate students which are total 19 in number based on one of the two selected parameters namely "Skill/Ability" and "Related subjects taught in Pakistani institutes". Following graphs summaries our study on these parameters
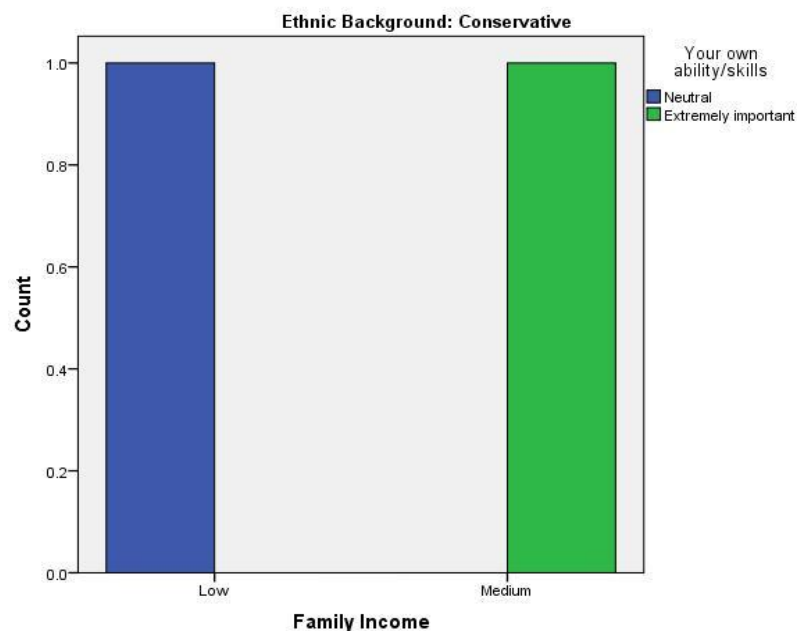
A. Your own ability or skill

Figure 1

This graph shows that when an under graduate student belongs to family of conservative background and has medium family income, she has an extremely important decision based on her own skills. But when she belongs to a low income family, she does not consider her own skills much worthy. (*See figure1*)
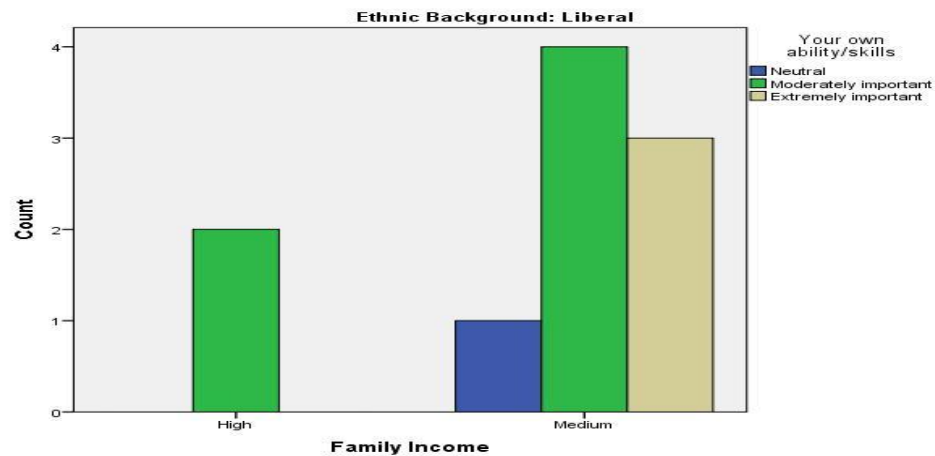

Figure 2

When a student belongs to a class of liberal background and family income is high, decision of choosing subjects if more or less moderately important. When the student is liberal and has medium income, she considers her skills to be of much importance to select a field. (*See figure2*)
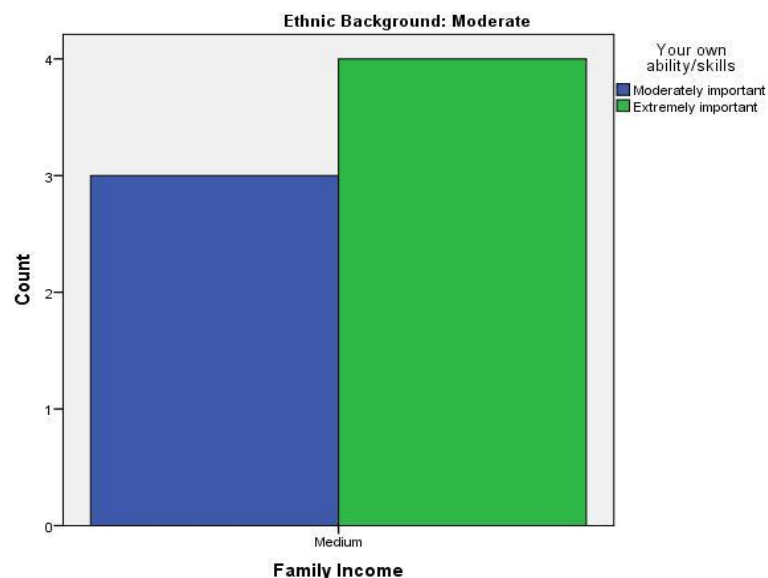

Figure 3

This graph shows that students with medium income and moderate background consider their skills to be more important in deciding their courses.(*See figure3*)

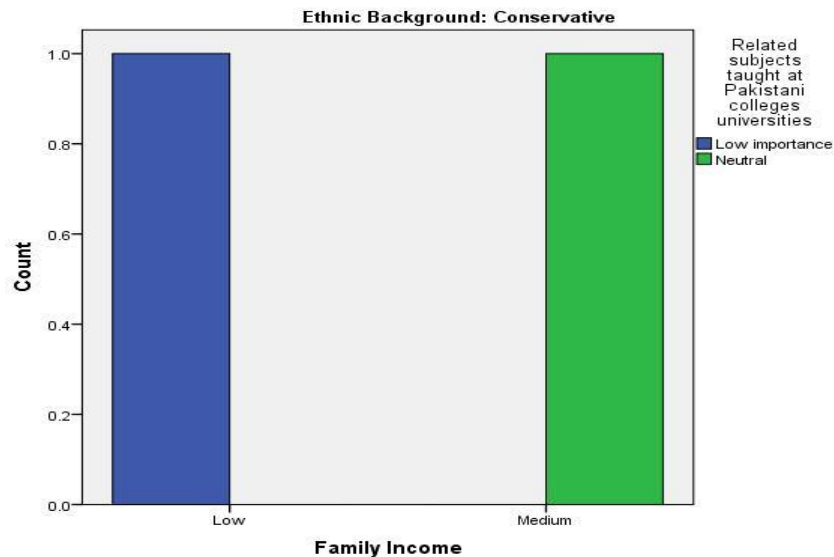## B. *Related subject taught at Pakistani institutes:*

Figure 4

Intermediate students with conservative family background and low family income consider that related subjects taught at Pakistani institutes are not of much importance to them. While students with medium family income think that it is neither much important and nor of low importance to consider this parameter. (*See figure4*).
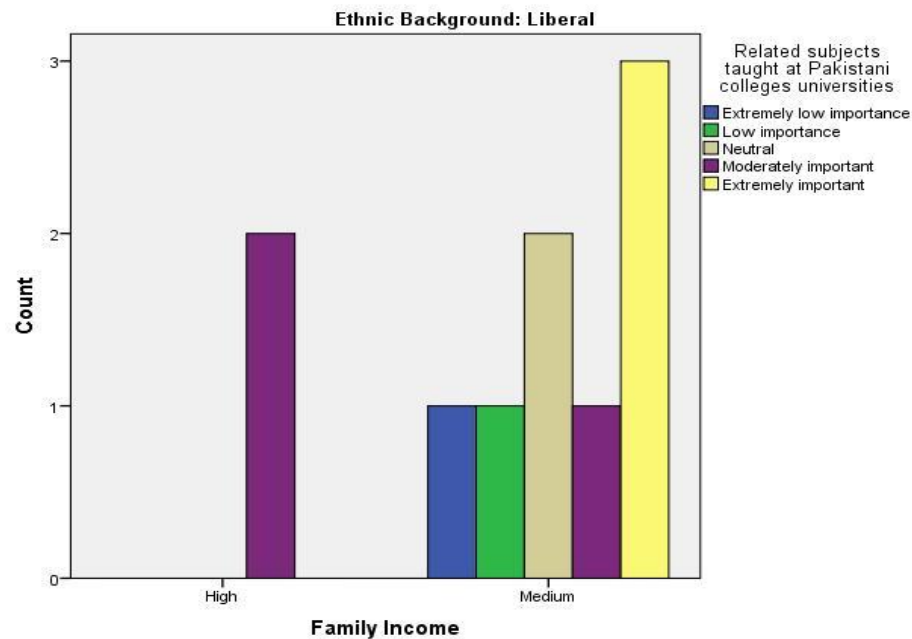
Figure 5

Female students with Liberal family background think that this parameter is important for them if they belong to high family income family. But we see variations when the income is medium. The average mean reaches up to 3 and says that this is extremely important parameter for such students with medium family income. (*See figure5*)
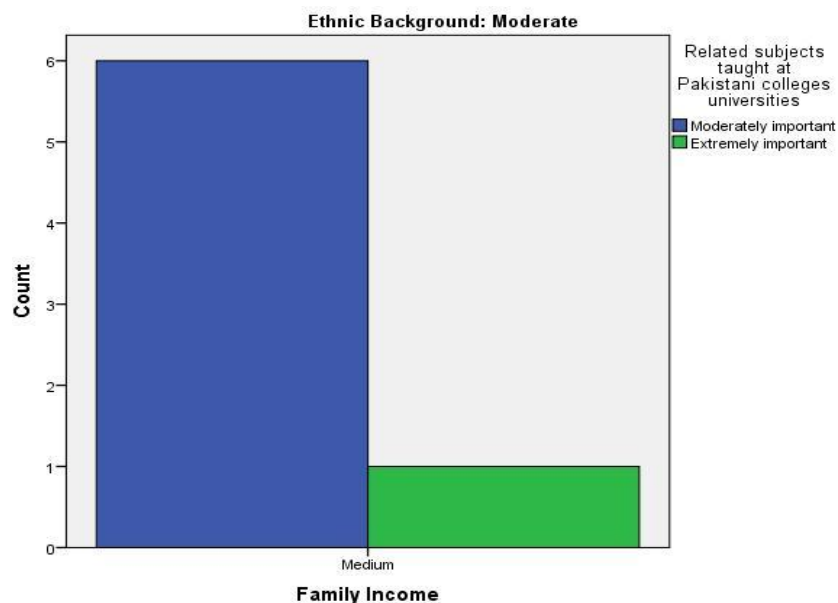

Figure 6

In moderate ethnic background and students belong to medium income family, trend is moving more towards moderately important, but still a mean of 1 shows that some students still considers that related subjects taught in Pakistan is most important factor in their decision making (*See figure6*)

All over we can see the swing in the decision making of intermediate students.

6.   Conclusion

From the above discussion we conclude that a female student's skill/ability and availability of desired courses in Pakistani university are the significant factors which influence her to select engineering as a profession for herself or not. The prediction discussed here is of qualitative nature and also includes other social factor like family income and family background as a basis of decision. The point to focus is that, according to our survey, a vast majority of female students, either selecting engineering as a profession or not, considers their own skill and passion a point of decision, rather than any other social influence.

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Abstract is a brief (150-250 words) comprehensive summary of the research. The word "Abstract" is centered as the first line of type on this page. Type the abstract as a single paragraph in block format (i.e., without paragraph indentation). The abstract contains research topic, objectives, participants, methods, data analysis technique/s and key findings.

Write a list of keywords from your research paper at the end of abstract. Type Keywords: (italicized) and then list your keywords.

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The review of literature should generally begin on a new page. Discuss the literature related to your proposed study. This section is designed to inform readers about past studies that have already been conducted, and provides perspectives on your area of interest. The review should include a brief discussion of any "classical studies" in this area, if appropriate, but the major portion of the content should focus on the past decade of research. It should close with a logical summary of past research and transition to a statement about what should be studied next. After you present what is already known, make your case for your research either answering a new question, getting a new answer to an old question, answering a question about a new population, etc. After you have made your case that your research is going to give new information, you will summarize the major points. Remember that the Introduction discusses the problem. The review of literature should concentrate on solutions (those that exist, those that are still required

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Introduce the general methodology that was used for your study. You should ensure that your research methodology has been designed properly and that all the elements required have been considered.

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Instrumentation

Data collection

v. Data Analysis and Interpretation

Mention the data analysis technique and interpret the data accordingly.

vi. Discussion and Conclusion

In this section discuss the findings of data in light of other studies.

vii. Recommendations

Give practical recommendations based on data analysis.

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