

**CULTURAL DIVERSITY IN EARLY CHILDHOOD
EDUCATION: DEVELOPING AN EARLY YEARS
LEARNING FRAMEWORK**



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ISLAMABAD-PAKISTAN**

2021

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Submitted in partial fulfillment of the requirements for the degree of
PhD Education

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD-PAKISTAN**

2021



DEDICATION



STATEMENT OF UNDERSTANDING/DECLARATION

I, Asghar Abbas with registration No. 90-FSS/PHDEDU/S12, student of Doctor of Philosophy in department of Education, Faculty of Social Sciences, International Islamic University Islamabad, do hereby solemnly declare that the thesis entitled as **“Cultural Diversity in Early Childhood Education: Developing an Early Years Learning Framework”** submitted by me in partial fulfillment for the requirements of PhD Degree is my original work, except where otherwise acknowledged in the text has not been submitted or published earlier and so will not be submitted in future for any degree from a university or an institution.

Dated 17/05/2021

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FORWARDING SHEET

This thesis entitled “Cultural Diversity in Early Childhood Education: Developing an Early Years Learning Framework” submitted by Asghar Abbas in partial fulfillment of PhD degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student’s research work and allow him to submit this thesis for further process as per International Islamic University Islamabad rules and regulations.

Supervisor: Dr. Asad Abbas Rizvi

APPROVAL SHEET

Cultural Diversity in Early Childhood Education: Developing an Early Years Learning Framework

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Asghar Abbas

ABSTRACT

In life of a child, early years Education is a crucial stage associated with learning. Early childhood education bears large impact in fulfilling children's growth and developmental desires and essence of the education specified in this particular interlude. The purpose of this research was to identify cultural diversity in various types of early childhood institutions and develop early childhood learning frameworks. The objectives of the study were: 1) To find out the cultural diversity in various early childhood Education systems in Pakistan; 2) To explore the likenesses of cultural diversity in early childhood institutions; 3) To find out the differences of cultural diversity in early childhood Education; 4) To develop an early years learning framework concentrating on cultural diversity. The design of the research study was concurrent triangulation. Population of the study was eight cultural regions of Pakistan, 1200 early years education schools, 4200 Early Childhood Education Teachers and 25000 Early Childhood Education students. Six cultural regions were selected using purposive sampling technique. From these six regions 72 early childhood education intuitions (twelve from every region), 216 early childhood teachers (three from every sample intuition) and 288 early childhood Education learners (four from every Early childhood Education sample intuition) were selected by using multistage sampling technique. Three research instruments were used for data collection: 1) Observational checklist was used for early childhood students; 2) A questionnaire was used for early childhood students; 3) For the collection of qualitative data a semi structured interview was conducted for early childhood teachers. The data collection steps were two i.e. qualitative and quantitative data collection. The data were analyzed in three steps quantitative data analysis, qualitative data analysis and combining both data for research study. It was found that early childhood education is midpoint on culture base responsive atmosphere for vigorous teaching learning, activities be plan to sustain and persuade various cultural practices in Pakistan. It was further found that it is necessary to take care about any cultural biased activity at any stage of studying in early childhood education. Individual differences of early childhood students considered with cultural context. In this perspective early childhood education can be progressive on team work and accommodating learning. According to the findings of the study a learning frame work for ECE was developed. The developed learning framework demonstrates that activity based and strong cultural studying setting endorses concept base understanding with the support of lifelong and skillful learning. The purposeful education can be built on the base of these elements of learning. As a result of strong progress and development, multi-dimensional thinking and in-depth study base learning strategy works in early childhood learning years. The study concluded that early childhood education according to cultural diversity provide strong base education. The study suggested that in the procedure of development of curriculum and related learning activities to cultural diversity gave the space with important consideration meant for healthy learning environment. According to the developed frame work it was suggested to consider cultural diversity in ECE take care about similarities in the light of learning preference and consider individual differences. Focus on age-appropriate activity base learning according to ECE.

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LIST OF ABBREVIATIONS

ECCD	Early Child and Care and Development
ECCE	Early Child and Care Education
ECE	Early Childhood Education
ESR	Education Sector Reforms
GoP	Government of Pakistan
IQ	Intelligence quotient
NGOs	Non Government Organizations
KG	Kindergarten
MOE	Ministry of Education
NER	Net Enrolment Rate
PTSMC	Parents teacher school managements committee
SMC	School managements committee
TLR	Teaching learning Materials
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Early Childhood Education (ECE) is one of the crucial phases children pass through early in their life. Children who attend standardized preschool education programs have a marginally better probability of securing success in the institute, moving to higher institutions and earning a well-paying job. This claim is backed up by a large amount of authentic research. Education programs which focus on the early, developing stages of a child's life provide them with the means necessary to discover community and their behavioral learning capabilities. These programmes are at a pace with the child's learning capacity and in conditions they are able to recognize. Heckman (2012) views that early years learning is essential to later years learning and early achievement leads to later achievement, just as later failure can be attributed to early failure.

Preprimary education has an implication in fulfilling children's growth and developmental requirements. According to Lohmander (2004) the provided quality of education specified in this phase proficiently brings up long term productive effects on children. The shift in the curricula design and approaching the early childhood education in a functional manner are the products of enhancement in the research studies regarding the early years of an individual.

In addition to identifying the common framework for education provided in preschool, Alvestad and Samuelsson (1999) suggest preschool education curriculum provides significant assistance in finding out developmental acquisitions of the learners, the process to be used and setting up the institution function and core responsibilities of the instructor.

Benefits and resources provided differ from child to child. Allowing focus on aiding children in preschool environments helps learners progress and facilitates educators to discover thoughts in equally designed and unstructured communications. The commitment of educators for children's growing their ability to attempt remembrance, inspiration and consideration (Wade, 2001). The role of educational relations in impacting the ability of learner's practices has been rising in influence; this can be confirmed by the current studies of useful education practices (Farquhar, 2003; Siraj-Blatchford & Sylva, 2004). An

important distinction to be made here is that the concept of learning or teaching has never been compatible with learning by play (Hedges, 2000; Wood, 2009).

According to Wai-Yum (2003) educational features such as the distinction of recognition process among instructors on how they discover the benefits of a learner or develop means which perform the role of representing the benefits of learners have not been explored in depth. However, the students' learning process as they experiment with practices provided in a diverse set of situations is acknowledged comprehensively. In preschool learners, literature has manipulated the early year's study of learners, mainly in family unit, cultural and society contexts.

Hayes and Conway (2000) identified Importance of pre schooling years in lives of children is now away from query. An ideal start to life is best known as the foundation for growth of health and wellbeing in the future, not just in the preschool years. Concepts are tools of mind which are spread across life to enable individuals to help distinguish a series of events, a way, method or procedure to get things done attained from others and to identify communal and physical world to achieve vital relations.

Delpit & Dowdy (2002) explains culture as the joint methods that groups of people have shaped to use and describe their atmosphere. The practiced form of culture and its information are delivered from one generation to another and such, are being reinvented in a stable manner. Families and individuals are being surrounded by a diverse selection of cultural crowds, they study common methods and their frequency can be related in opposing worlds. Culture is multifaceted and untidy and we have our culture based expressions they articulate the challenge. Early Childhood teachers mainly face because our cultural thoughts and performances are different from those of the learners and family unit with whom we work.

Gay (1994) suggests in the light of racial setting, everybody has their individual identity and significant cultural background. Diversification is practicing the various customs like young kids and adults deal through the endless requirements of existence. Developing a nature of admiration, recognition and inclusion engages diversification (Saderman-Hall & Rhomberg, 1995). Everybody in spite of ethnicity, race, community class and further dissimilarities is bound by diversity. Diversification endorses manners of respect and recognition contained

by its impression. Studying about, arranging for, and celebrating cultural differences is diversity.

Hill, Stremmel and Fu (2005) examine that the understanding of history of Diversification in preschool education places teachers to superior consideration of the methods and techniques to learning and teaching in the existing situation of how teaching process has evolved over the course of time and how the demands of diversification were influenced by the community.

Hill et al. (2005) mark the Johann Heinrich Pestalozzi's understanding of community fair dealing consent to him to endorse 18th century education for poor. Pestalozzi (1746-1827) is familiar for developing the phase for kindergarten movement and preschool education. Dewey (1859-1952) shares similar views and has added to present consideration of teaching as query in community circumstance. Hill et al (2005) explains that Dewey's visualization served to expand further and improve the community structures of culture at classification of education that invigorates from home and society. Hill et al. (2005) declared that the intellectuals who interpret kids as rising individuals connecting in joint connection with public their surroundings. Learning and teaching in preschool education are impacted by community and values, beliefs, structure of politics and beliefs of cultural base practices (Banks, 2006).

Everyone has reflection of the children and their prospect. Reflection of children and what they are able to do is presented by culture based activities and information, including experts' understanding and individual ideologies, experiences and practices. Over time, increasing number of researchers and teachers identify the limitations of a monolingual, and monolithic cultural view of kids, in the past purposeful efforts to widen notions of what it explains to be a learner have been seen, by varying the prospect set up for learners. The link to early years care corresponds with his/her reflection and learning, has been observed widely by experts of Northern Italy (Edwards, Gandini, & Forman, 1995; Gandini & Edwards, 2001; Rinaldi, 2006).

In view of the above it can safely be sated that in early childhood education their might present a number of variations across any country including Pakistan. Hence there is a dire need to conduct a study to explore cultural diversity in various early childhood institution of Pakistan. To answer these aspects of cultural diversity in ECE institutions this study has been conducted.

Hence this study was designed not only to explore the cultural with in various institutions but also to develop a frame work for early childhood education in Pakistani context.

1.2 Statement of the Problem

Early childhood years comprise most of the significant stages in regard to a child's learning period. Community life activities and one's individuality are also influenced by the early childhood years of preschool education. The cultural activities are not completely institutionalized in behavioral context of Pakistan. The cultural behavior might be institutionalized. This is often observed in different types of diverse educational systems cultural settings. Discovery of cultural diversity in dissimilar educational institutes and developmental framework are the requirements of time. Focused education that generates the healthy learning environment is dependent upon that, and offers the guidance towards activity based learning to set essential notions with supportive cultural environment in diverse cultural practices. This leads to the fact that, the problem to be studied is "how do we form a cultural diversity focused ECE learning framework in the context of consideration with cultural activities?"

1.3 Objectives of the Study

The objectives of the study were:

1. To identify the cultural diversity in various early childhood Education systems in Pakistan.
2. To explore the likenesses of cultural diversity in early childhood institutions.
3. To find out the differences of cultural diversity in early childhood Education.
4. To develop an early years learning framework concentrating on cultural diversity.

1.4 Research Questions

Following were the research questions of the study.

1. What sort of social diversity is frequent in early childhood education in Pakistan?
2. What kind of similarities and differences exist because of cultural diversity in different existing early childhood instructional frameworks in Pakistan?

3. Which kind of hurdles do preschool instructors encounter due to likeness and dissimilarities of cultural multiplicity in diverse educational systems in Pakistan?
 - 3.1 What are the problems that preschool instructors come across with respect to their level of education?
 - 3.2 What are the problems that preschool instructors bump into due to their salary package?
 - 3.3 What problems early childhood teachers meet regarding their years of experience?
 - 3.4 Which hurdles preschool instructors encounter with reference to the school they are working in?
 - 3.5 How do these problems differ with different situations like qualification, salary and cultural affiliations?
4. Which kind of hurdles preschool learners meet due to resemblances and discrepancies of cultural diversity in diverse educational systems of Pakistan?
 - 4.1 Background of the learner
 - 4.2 Education of the parents
 - 4.3 Family's socioeconomic status
5. What are the fundamental reasons of general problems regarding teachers?
6. What percentage of preschool teaching in Pakistan targets cultural diversification of Pakistan?

1.5 Significance of the Study

1. Pakistan is diverse country which is mix up of different cultures as all aspects of one's life are affected by the existing culture, the education of individual cannot be taken aside. Unlikely this aspect has not been considered by many Pakistani researchers.
2. Hence this study will pay new ways for the researchers to conduct similar studies. Furthermore a healthy literature may be added in the existing one through this study. Furthermore this research study will be supportive for the early childhood educators to recognize and know the early childhood core curriculum and assortment problems and their preservation and the learners in the above specified circumstance.

3. It also provides aid for the preschool educators to know the barriers with regard to the culture diversity in early childhood learning.

4. It may also prove productive for academic managers, strategy developers and curriculum makers to prepare policies for the solutions of the problems of early childhood educators and learners due to culture diversity of early years schooling.

1.6 Delimitation of the Study

This study was delimited to three schools networks namely Dar-e-Arqam, The Educators and Allied schools Network.

1.7 Research Methodology

The procedures or methods of the study were as follows;

1.7.1 Research Design of the Study

Mixed technique research plan was used in this study. The plan for the study was Concurrent triangulation. The collection of the study was based on both quantitative and qualitative data. For early childhood learners and educators the observational inventory and feedback form were maintained by the researcher (Creswell, 2009).

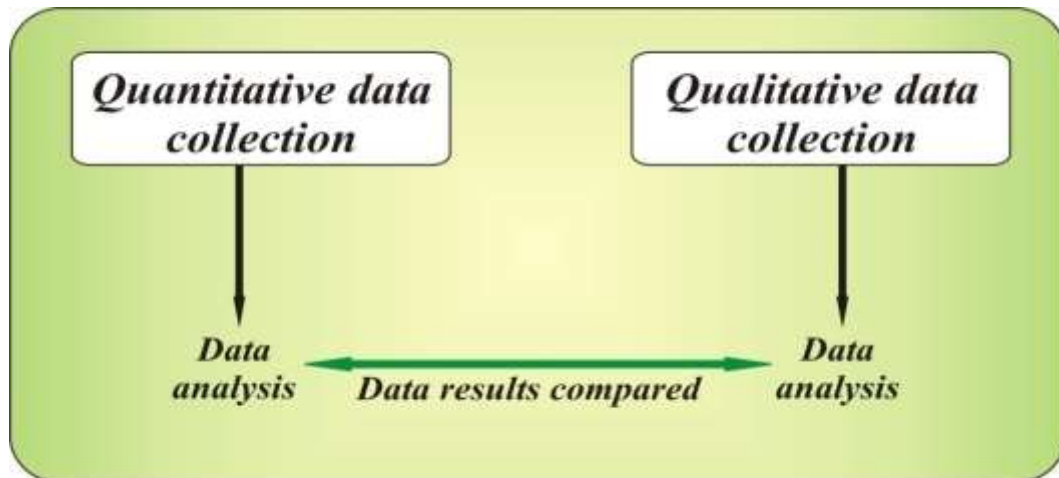


Figure 1.1 Concurrent Triangulation Design (Creswell, 2009).

1.7.2 Population of the Study

The population of the present study was instructors and learners of Dar-e-Arqam, Allied and The Educators at early childhood (ECE) stage of Pakistan.

Table 1.1*Population of the study*

Regions	No of ECE Schools	No of ECE Teachers	No of ECE Students
8	1400	4200	25000

1.7.3 Sample and Sampling technique

Multi stage sampling techniques used as:

A) Stage One

At first step schools system having campuses all over the country, selected through purposive sampling technique.

B) Stage Two

Twelve (12) early childhood (ECE) schools were selected randomly from each clustered area.

C) Stage Three

From each representative school four (04) early childhood education (ECE) learners were selected using random sampling.

D) Stage Four

Three (03) early childhood education (ECE) teachers were chosen using random sampling from every sampled school.

Table 1.2*Sample of the study*

Stage 1	Stage 2	Stage 3	Stage 4
Regions	No of Schools	No of Teachers	No of Students
6	72 (12 from each region)	216 (03 from each school)	288 (04 from each school)

(Krejcie & Morgan, 1970)

2 Research Instruments

Research tools used to collect the data for the current study are following;

Table 1.3

Research Instruments

Instruments	Type of data	Source
Observational check lists	Quantitative Data	Students
Questionnaire	Quantitative Data	Teachers
Interview	Qualitative Data	Teachers

To evaluate qualitative aspects of cultural variety in preschool education throughout the state, a semi structured interview was prepared for preschool educators. A survey was setup for educators to discover cultural diversity inclinations, inconveniences and arrangements as for preschool instruction. To examine the commonalities and dissimilarities due to cultural assortment in preschool learners, an observational check list was developed. So, the instruments of the research study included a semi prepared interview, an observational checklist and a questionnaire.

1.7.4 Data Collection

The gathering of the information was made in two stages i.e. subjective based information gathering and quantitative based information gathering.

A) Quantitative Data Collection

The quantitative data was collected by methods for the survey for the preschool educators and an observational checklist for preschool students and a questionnaire early childhood teacher. The researcher used observational checklist with the sample students by visiting the sample school and personally observing the students.

B) Qualitative Data Collection

The interviews for teachers were used as a tool to gather qualitative data. The researcher personally conducted the interviews.

1.7.5 Data Analysis

The evaluation of data was completed in three steps i.e. quantitative data analysis, qualitative data analysis, and integrating both data for evaluation.

A) Step One Quantitative Data Analysis

By using descriptive analysis the quantitative data was analyzed.

B) Step Two Qualitative Data Analysis

Themes were developed by keeping in view the responses of interviewees. Afterward, by using percentage as statistics method themes were classified. At the end, interpretation of themes was made using thematic analysis.

C) Step Three Merging Quantitative and Qualitative Data

To illustrate the outcomes and findings of the research the quantitative and qualitative data both were combined.

The current chapter provides a synopsis of the objectives, implication and methodology. The following chapter presents a review of existing literature that assists in concluding out the work previously accomplished in the specific area. The forthcoming chapter gives opening in the available text which turns out to be the foundation for the collection and analysis of data.

1.8 Definitions of Key Terms

- **Early Childhood Education (ECE)** Early childhood begins at conclusion of baby hood, the age when dependency is practically a thing of the past and is being replaced by growing independence and ends at about the time the child enters first grade in school.
- **Culture** Describe customs, rules, signs or symbols, language system or ethnicity of their family unit or other families.
- **Cultural Diversity** Distinct point of views, styles of living, languages or faith setups in a variety of communities.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The aim of this chapter is to present critical evaluation of the literature appropriate to the research study. The chapter presents general to specific discussion relevant to the topic. There are four areas of the chapter; cultural diversity, preferences in cultural diversity, problems in cultural diversity and solutions of problems. The sub areas are aimed to focus on ECE in regard of cultural diversity children may perform with cultural base framework for Pakistan. In review, there is detailed discussion on cultural diversity and relation with ECE, similarities and differences on the base of culture.

In a situation where there is impartiality and value for multiplicity, all kids and grown-ups have the fundamental right to expand and grow. Teachers, parents and children have the right to high standard education services in pre years, free from any prejudice evident and secret, based on their identity, color, language and religion, sex, opinionated or other point of view, nationalized, ethnic or community origin, assets, infirmity, birth or any additional category regarding inequity in an individual and structural form.

The commitment of the International educational practices to preschool education gets its base through the fundamental right of every kid to study and grow to her/his complete caliber, throughout equal approach to value education, apart from their age and gender, ethnicity and origin or community setting. A well accepted idea is that for cognitive and social progress, the acquisition of languages and early proficiency in preschool is largely an essential stage (Elliot, 2006). As children are energetic learners, starting from their birth until the primary years are very significant. Early childhood education (ECE) is supposed to be acknowledged as an initial pace of fundamental part of learning, as a completely incorporated section inside nationwide education systems. Education provision must be internationally accessible and charged less for each and every kid. High quality ECE gives the foundation for extensive learning. It inspires learner's societal, cognitive, emotional, physical and grammatical development and improvement (Banks, 2006).

Essa (2003) affirms that early year's education constitutes at variance extremely not simply crosswise continents, but also inside and between countries,

mostly for the reason of their socio culture and socio economic and political situations commonly, not considering of national and regional dissimilarities unions inside countries contribute to parallel concern regarding how early childhood education program and services must be planned, employed, kept and checked. Issues such as worldwide access for kids and families, sufficient training and specified qualifications of early childhood staff, fair and equivalent working circumstances and pays for teaching employees, healthy prepared early childhood governance, quality of early childhood services, and including 'care' like a fundamental element of early childhood, are ordinary themes resonating crosswise the early childhood zone. In a few states they have been visited through the achievements and in others, stay with key provocation. To highlight miscellaneous practices, accomplishments and confronts, examples from a variety of countries are arranged under each issue. The major conclusions of the research might be briefly précised as under:

1. Numerous education systems related to preschool are distinguished by several donors and contributor, out of which many are communal, independent, society trust foundation and development sector non-governmental associations.
2. Early childhood education is mainly privatized, mostly from the beginning to age group of three years.
3. In variety of progressing countries approach to early childhood services is limited, largely from the beginning to age group of three years, deprived and village found kids, learners with extra requirements or additional susceptible groups.
4. In different countries proficiently skilled and educated, early childhood teaching employees are insufficient.
5. Male staff is critically diminished regarding early childhood education, as more than ninety percent of the educating employees being women.
6. The terms and conditions of employment for early childhood educating employees seem lower as compared to their matching parts for additional teaching regions. In pre childhood regions such situations are normally connected to the lesser stages of knowledge.
7. In city areas the method and excellent level of early childhood services is quite high as compared to the worse situation in village area. The reason of

such situation can be due to irregular allotment or approach of funds and assets as well as educated training employees.

Various countries usually have non associated early childhood employees.

The OECD (2006) recognizes basic access towards efficient early childhood condition. The Strong Starting, for example, his study II describes a complete or incorporated access to early childhood strategy, differentiated through better synchronized plan layouts at the decentralized or centralized stages. Details recommend authorities to employ a pilot ministry or take a mutual or joint venture policy. Such policy or strategy will result in available relations crosswise services (e.g. physical condition, diet, extraordinary education etc), experts and guardians (Farquhar, 2003).

2.1 Culture

Culture can be referred as earth or develop, and nurture or cultivation which is taken from a French expression, and it is further taken from the Latin “colere”. It adds to its origin by many additional terms linked with dynamically nurturing development (Gollnick & Chinn, 2006).

Communities survive on globe through a plentiful collection of groups. Multiplicity is clear in natives, the surroundings or every type of living. Innovation in machinery has changed the world show lesser and enlarged the communication involving public commencing out of diverse style of living. The economy of the world has gradually become more globalized, stimulating the rapid increase in migration to developed countries more than the previous sixty years. At present in the United States, it is not considered strange finding classrooms having three or four dissimilar languages and cultures. If we want to teach upcoming age groups of community efficiently, the system of education has to successfully educate every learner to converse or act together among community present through diverse origins and having dissimilar capabilities. Furthermore, if we want to set up a state where mobility of community or opportunities is workable potential, teachers have to discover methods to present an outstanding education to every learner apart from of their environment (Heckman, 2012).

The reason is to talk about numerous matters correlated to educating learners coming in a different culture. Differentiating diversification is a basic feature on the globe or an essential attribute on the ground of education. The fears

of the education of learners belonging to dissimilar linguistic and ethnical backgrounds that might and might not own impairments require particular educational instructions. For linguistically or culturally dissimilar (LCD) learners issues of difference, diversity, and disability are able to be relatively challenging and complex to classroom instructors. Precise conditions and general negotiations of diverse cultures need clarification in order to overcome these hurdles (Grotewell, & Burton, 2008).

The information of an exacting range of inhabitants, its cultural characteristics are described through each and the whole lot related to speech, belief, food, music, norms relevant to society and skill. The traditions, ethnicity, values, behaviors, ideas, symbols and customs administrate person's conduct (Zegarac, 2007).

The constituents of the social order support them as well as mould them according to attitudes they encounter. Due to similar values and the traditions passed through one generation to another by socialization they are given the status of society's members. Such similar setups assign culture and such are the conditions of traditions that we are capable to recognize precise attitude of individuals in local community dealings. Traditional thoughts come into view through common community life.

An English anthropologist Taylor & Whittaker (2009) is considered the first ever person to talk about the expression 'culture' in eighteenth century. The awareness of the society gets limited exclusive of correct perceptive of traditions of a particular civilization. Culture is an exclusive possession of a person. An individual takes birth and develop in traditional surroundings. The characteristic of an individual that separates him from the lesser animals is culture. Culture comprises everything an individual obtains during his/her community base life practices.

2.1.1 Meaning of Culture

Sometimes an individual can be defined as “an extremely civilized being”, by this means a person in inquiry possesses definite appearance like verbal communication behavior, or feel of music, abstract and art which differentiate particular individual out of others. With reference to above case culture can be

defined as definite individual distinctiveness of a personality. The word culture is not in this sense employed and implicit in community sciences (Triandis, 1994).

At times when we talk about 'cultural show', in trendy conversation sometimes the term culture is described as a festivity and an evening of amusement. With reference to the above meaning, recognition of culture in fine arts and the aesthetics like music, ballet and theater is well dissimilar as of the of the word cultures technical meaning.

Anthropology and sociology takes culture in another particular way. They describe it as the calculation of persons' behavior, life styles, feelings, attitude, thinking; adding up everything which is gathered by people as society individuals (Spencer, 2008).

Numerous modes have been used for the description of culture. The academicians are unable to find agreement amongst the anthropologists and sociologists about the classification of culture and traditions. British anthropologist Tylor (1986) has given a largely accepted definition of culture. One of the mainly inclusive definitions of the word culture was in his views; culture is a intricate ensemble that comprises of facts, skills, ethics, rule, belief, tradition or any other habits or capabilities attained by person as an inclusive part of entire culture.

Descriptions "various significant habits and capacities" like techniques or language on behalf of building and applying gadget. Mainly the culture comprises on complete studied, regulating performance examples which are wholly contributed by means, examples and feeling, opinions or doings (Sue & Sue, 2003).

According to Schein (1990) a few educations include just the non-material elements in culture. For instance, culture can be well explained by thoughts, or examples of imaginings or expressions. In this case culture is an irrelevant experience, an issue regarding meanings or thoughts, habits or clarifications are not observable or tangible stuff objects and things.

Essentials of the substance which are more commonly arranged or employed by coordination of visibly hereditary custom must be described as cultural things. Others include in culture the entire main society mechanism that bond person jointly in society. For instance, a British anthropologist Malinowski

added, 'innate, work of arts, equipment and user specific tools' and 'community framework' inside described explanation regarding culture (Roh, 1994).

To sum up culture as the comprehensive whole of person successes and regarded as the whole inheritance of individual that can be conveyed to others through practices or communication. In a definite geological region culture is a pattern of living of the citizens. Living ways or community styles of general public having the straight results of the buildup tradition of earlier period of history discriminate and distinguish a society from another society.

Therefore Culture is ethical spiritual and intellectual regulation for improvement in agreement through the values and norms comprised of collective inheritance. Culture is making or imbibing someone's personal, living pattern or community ways belonging to the group one. It is a classification of studied actions joint through and conveyed between members of group.

2.1.2 Culture definitions

There are various definitions of culture and it influences the whole thing people do in their civilization for the reason that their attitudes, values, thoughts and regulating or predictable samples of attitude. Hereditarily customs and culture not considered inborn and unable to stay alive personal, although culture is forever communal through components in the social order (Hall, 1989).

According to Hofstede (2001) Culture as the combined planning of the brain that can differentiate elements of one entity out of another entity, or it is also approved regarding one age set to another age set. Culture varies every moment for the reason that every age group inserts a little of its own earlier than fleeting it next. This thing is common that individual's tradition is taken less important and unspecified as consideration being accurate for the reason that it is the just one, or at least the initial to be studied.

Cultural conceptions are multifaceted and even not a sole meaning of culture has accomplished agreement in its text. So, away from several probable explanations inspected the upcoming explanation direct through the particular research: culture is a combination of enduring or common principles, beliefs, or meaning which distinguish ethnic, state or further clusters or familiarize with the actions (Mulholland, 1991).

Barnhardt (2007) says that complete growth of simulated items, ideas, apparatus, methods, situations, signs and symbols and performance ways strange

towards cluster of inhabitants, having a confident constancy of personal possession, and able to communicate belonging from an age group to a further generation. Few significant meanings of word culture can be seen as following.

1. Basically culture is face of someone's natural history in their styles of thinking or living.
2. In Hayes & Conway (2000) views culture is the total account of incorporated studied samples of behavior that are usually independent of the components from social order and they are not outcome of genetic legacy due to this reason.
3. It is multipart whole that comprises on everyone beliefs or performances even contain as elements of the social order says Barnhardt. Moreover culture is totality contented related to bio communal, physio societal, or psycho-social creation individual has formed and widely produced systems throughout which these community creation function.
4. According to definitions in fact it is as the person's achievements of art and through means that individual attains his goals.
5. It is particular amount of person successes matter along with non-material, competent of spread, socio logically, i.e., through traditions or messages, horizontally or perpendicularly.

According to Hill and Fu (2005) It is a combined inheritance studying by natives and approved by generations one after the other. Individuals accept it as an element of community inheritance and sequentially, might redesign values and traditions or modify that is further turn into component of the tradition of successive cohort.

Avruch (1998) suggested that Culture is comprehensive whole that consists of belief, facts, morals, law, custom, literature and some additional habits or capabilities obtained through individuals like a part of social order.

According to Adler (1997) Culture contains ways, implicit, or explicit or activities transmitted or obtained by signs, building human groups unique accomplishments of incorporating ones quintessence in work of art, the important hub of customs comprises on customary (i.e. selected and traditionally resultant) thoughts or their attached values particularly, culture schemes might be considered as products of act on the one hand, and on the other hand, as provisional aspects of actions taken in future.

Avruch (1998) explained It is comprised of the derived practice, fewer or added learned structured, and produced through the individuals of a society, containing those encodements and images and understandings transmitted by contemporaries, from previous creation, and shaped through individuals.

Hofstede (1994) it is joint planning of the brain that differentiates the natives from one kind of category out of diverse group of persons. Matsumoto (1996) explained the arrangement of qualities, convictions, practices and dispositions shared by a gathering of people yet various for every individual, imparted starting with one then onto the next age.

Culture have fundamental characteristics and suppositions acquaintances with feelings, techniques, life, social and strategic customs that are shared by a gathering of people, who control each part's direct and his/her understandings of the 'meaning' of lead to other people's.

According to Following Spencer-Oatey (2008) culture defined as:

1. Culture pass on to the aggregate store of convictions, learning, values, states of mind, involvement, chains of importance, religion, implications, ideas of time, positions ideas of the universe, spatial relations, and material things and positions got by a gathering of individuals in the ages course all through gathering endeavoring and person.
2. Culture is the framework of data shared by the tremendous gathering of individuals moderately.
3. Communication is culture and culture is correspondence.
4. Culture is in widest understanding is refined behavior that is total of an individual learned, accumulated practice which is within society more briefly transmitted behavior throughout community studying.
5. Culture is the representative explanation of a couple of its images comprising of a gathering's learning, dispositions, qualities, thought processes, and aptitudes. The ramifications of images are intentionally sustained and learned in the social request all through its foundations.
6. Culture comprises of expression and certain, designs, of and for conduct transmitted and got by images, constituting the different achievement of individual gatherings, comprise of their exemplifications in antiques, the vital focal piece of culture comprises of standard thoughts and especially

their associated esteems, culture game plans may on the direct be judged as consequences of act, then again, as molding control driving extra act.

7. Culture is the expansion of aggregate of the considered conduct of a gathering of subjects that are generally accepted to be the custom of to individuals and are transmitted starting with one then onto the next age gathering.
8. Culture is the knowledge and characteristics of a testing group of community, described by the whole thing from religion, cuisine, language, societal behavior and arts.
9. The quality in a general public or individual that happens from a stress for what is considered as exceptional in conduct, letters, insightful interests and expressions and so on. That which is outstanding in the etiquettes, arts etc.
10. A demanding stage or state of society as that of a distinct stage or country.
11. Taylor depicted culture as that multifaceted whole which comprises of conviction, learning, resolve, laws, workmanship, convention and some other practice and capacities as got by a man as a segment of the social request.
12. Malinowski portrayed it as the aptitude of the individual and the medium all through which he accomplishes his/her closures.
13. Redfield depicted culture as a prearranged assemblage of customary understandings clear in craftsmanship continuing amid custom portrays an individual gathering.
14. Robert visions that Culture is the group of information and thought commonly down to earth and hypothetical and which just individual have the capacity to have.

To sum up it can be concluded from above given definition that cultural values are basic in individual's life and buildup the life collectively in main esteem of activities related to real life perspective. These activities develop the communities socially, morally, ethically and promote learning base development. Influence of cultural aspects required to connect with learning process at the level of early childhood. Children learn through five senses from community, society, family, peers and other ways of interactions.

Adjustment of generation in society depends on cooperativeness of school and community joint venture.

Social Characteristics are evident at differing coatings of profundity in analyzing the way of life of a demanding association or gathering it is alluring to three essential perceive levels at which culture itself appears:

- (a) Recognizable artifacts,
- (b) Values
- (c) Assumptions basic underlying (Hobbs & Stoops 2002).

When at the point when an individual goes into hierarchical settings, an individual feels and watches its antiquities. This compose and contains the entire things from the physical outline, the clothing regulation, and the manner by which individuals address everybody, the vibe and smell and of the place, its extra marvels and enthusiastic quality, to the further changeless documented indications, for example, items, articulations of theory, organization records, and yearly data reports (Schein, 1990).

This stage ready to be seen ancient rarity of examination is confused for reason that the information are hard to decipher and simple to acquire. We can clarify "how" a gathering constructs its environment and what standards of conduct are noticeable among the segments however individuals as often as possible can't perceive the central reason why a gathering demonstrate the technique it does. To look at why individuals act the technique they perform, we, as often as possible, appear for the qualities that oversee conduct. As qualities are hard to specifically watch, it is every now and again fundamental to derive them by key individuals talking of the affiliation or to content analyze ancient rarities, for example, contracts and records. Nonetheless, in perceiving such qualities, an individual, as often as possible, note down that they remains effectively just the upheld or show societies esteems. That is they center around what individuals talk is the reason for their conduct, what they ideally would be attached to those causes to be, and what are every now and again their defenses for their particular conduct.

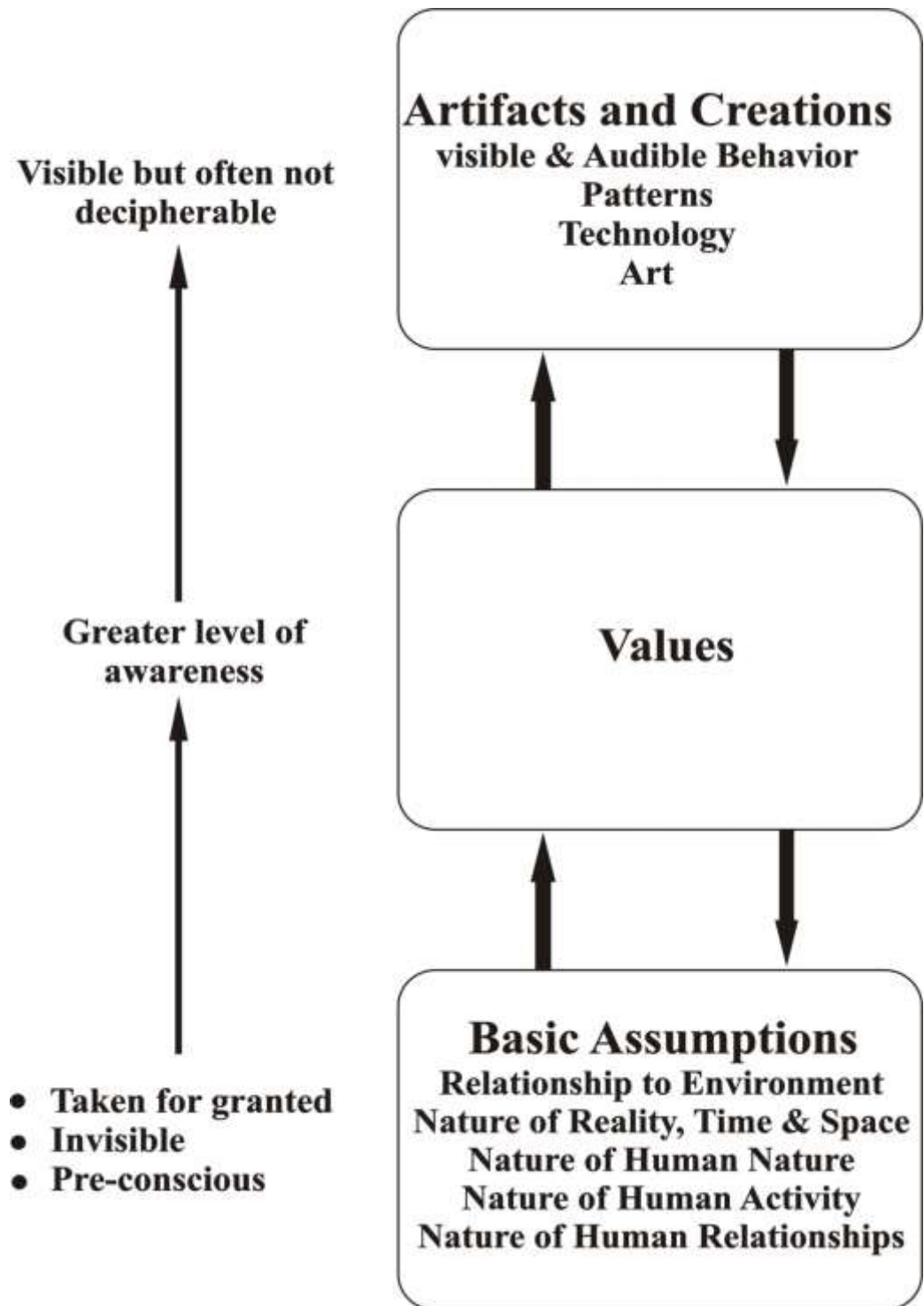


Figure 2.1 Interaction and Ranks of Culture
 (Schein, 1984)

However, the fundamental foundations for their conduct remain oblivious or disguised. To determine all the more altogether the estimations of a gathering's and more noteworthy than conduct, it is critical to dig into the central presumptions, which are naturally oblivious however, which truly close how individuals from a gathering recognize, feel and think. Such suspicions are themselves examined responses that began as qualities embraced. Be that as it may, as a value prompts a conduct, and as that conduct settle the issue which incited it in the underlying circumstance, the esteem progressively is changed into a hidden presumption with respect to how really the things are. As progressively underestimated the presumption is, it drops out of mindfulness. Underestimated suppositions are so persuasive on the grounds that they are less doubtful and go up against capable similarly and upheld values (Hofstede, 2001).

Individuals perceive that they are managing a presumption when we experience a negative reaction to talk about something in our witnesses, or unmindful for bringing something up or when they think of us as "crazy". For instance, the thoughts that organizations should be productive, that solution ought to delay life are suspicions, or that schools ought to teach, still regardless of whether they are regularly considered simply esteems. To put it an additional way, the domain of characteristics can be separated into

1. Ultimate, underestimated values, non easy to refute, for which the expression "presumptions" is more suitable and
2. Arguable, embraced values, clear, for which the expression "values" is more suitable

In expressing that principal suspicions are oblivious and an individual contending this is the appropriate response of restraint. In actuality, some individuals contending that as distinct psychological and motivational methods are continuous and bear on to work, they are changed over into oblivious. They can be taken back to just mindfulness amid a sort of centered examination, utilized by anthropologists parallel to that. What is required are the diligent work of in collaboration an insider who builds foundation Concepts the oblivious suspicions and an obscure who assists to discover the presumptions by inquisitive the accurate sorts of inquiries (Schein, 1984).

2.1.3 Cultural Identifications

Hofstede (2001) has interpreted different characteristics of culture some of them are as under:

A) Culture as Societal

In isolation culture does not stay alive. It is a society based product. It develops with the interaction of community. Without involvement with others no one can obtain culture. Man grows to be a man simply surrounded by men

B) Culture as Communal Activity

Culture isn't to some degree that a man just has the capacity to have. Culture is basic in sociological sense. For instance, conventions, convictions, traditions, values, spirit, thoughts, and so forth are altogether shared by society or gathering of individuals

C) Culture as Learnt Object

Culture is learnt. It isn't characteristic. Culture is every now and again named "learning methods for conduct". Unlearned conduct isn't known as culture. In any case, offering significant thanks shaking hands and dressing tendencies are culture based social related activities

D) Culture as Transmissive

Culture is transmissive as it is conveyed starting with one then onto the next age. Dialect is the significant segment of culture. Dialect fits as a fiddle fabricates it achievable for the present age gathering to perceive the accomplishment of previous ages. Transmission of culture may get position by recreation and in addition by direction.

E) Culture as Cumulative and Continuous

Culture remains alive as a normal method. In its history based advancement it tends to transform into an aggregate. Humanist Linton depicted culture 'the network legacy' of man. It forms into complex for us to envision what the social request without culture would be comparable.

F) From Society to Society Culture Varies

Each civilization has a culture of its personal. It fluctuates from the social order to other society. Culture of the each social order is only one of its kinds to itself. Cultures are not standardized. Culture fundamentals similar to customs, morals, traditions, beliefs and values are not standardized in all places. Culture shows a discrepancy area to area and from time to time also.

G) Culture is Dynamic

No culture remains unchanging or constant. It is focused to modify slowly and constantly. Culture is quick to respond to the modifying circumstances of the physical appearance of globe. Therefore, culture might be identified as dynamic.

H) Culture is Gratifying

Culture offers correct occasions for the fulfillment of requirements and needs. Our both community and biological requirements are completed in the cultural based means. Culture concludes and directs a variety of actions of a person. Thus, culture describes the same as procedure throughout which persons satisfy the desires of their own.

I) Learning Behavior as Culture

Not all practices are considered, in spite of the fact that the biggest piece of it is contemplated like remaining in line up, brushing one's hair, condemning the pioneer, advising jokes and heading out to the motion picture, the whole speak to practices which must be examined.

Every so often the terms oblivious learning and cognizant learning are utilized to separate the examining. Assume the strategies in which an adolescent examinations to deal with an overbearing dad or a rejecting mother much of the time concern the techniques in which that youth, ten to fifteen years a short time later, handles his relations with additionally people groups too.

Some behaviors are understandable. People going to football sports event can be seen, driving vehicles or eating with forks. Such sorts of behaviors are described as overt behavior. Other behaviors are fewer observable. Such behaviors as emotion hatred for an enemy or planning for tomorrow work are also behaviors. These types of behavior, which are not more openly able to be seen to further people, are called Covert behavior. Both of course, might be, studied.

J) Culture as Abstract

Culture stays alive in the practices or minds of components of the social order of any society. Culture is joint habits of thoughts and doing. There are visibility scales of cultural behavior, variety from standardized behavior of people to their inner causes for doing accordingly. In other words, one cannot observe culture as such one can simply perceive persons' behavior. These behaviors happen in usual, patterned base style and it may be described as cultural practices.

K) Learned Behavior Pattern on Culture

Culture definition indicated that the studied behavior of community is patterned. Every individual's behavior is frequently based upon a few thorough behaviors of somebody as well. The main point is that, as a common ruling, behaviors are rather organized or integrated with linked behavioral practices of further people.

L) Culture as Product of Behavioral Practices

Cultural learning is a basic product of behavioral practices. As an individual acts, there happens a modification in his/her behavior. She/he obtains the capability feel hatred toward someone, to go swimming, or to empathize with somebody. They have grown up of their earlier behavioral practices.

In both methods of these habits, individual behavioral practices are the end result of deeds. The practice of further citizens are frightened on one as he develops and grows up, and also a lot of his abilities and personality character have developed out of his/her own previous behavioral practices.

M) Culture Comprises Values, Knowledge and Attitudes

Here is a broad slip-up in the contemplations of a considerable measure of people who be likely to view the demeanors, considerations, or thoughts which they possess as their own. It is simple to misrepresent the distinction of person's contemplations, thoughts and dispositions. At the point when there is a concurrence with additionally individuals it is for the most part disregarded, yet when there is uniqueness or difference one is at times mindful about it. Your dissimilarities then again, likewise might be social.

N) Culture Contains Material Objects

Person's behavior results in building objects. For instant there are some cultural aspects which are adopted generation after generation. The person only follows culture if they are concerned with it. If not so new objects/things are created. To create these things are required many and a variety of skillfulness which person increasingly build up during the periods. Man has created somewhat else and accordingly. Irregularly one encounters the vision that the person does not actually create battleship or steel. Every one of these effects essentially in a state nature existed.

Individual simply adjusted their frame, modified them from a condition in which they were to the current condition, he utilizes now these things. Basically the seat was a tree which individual certainly did not construct. However, the seat is more distant than trees and the plane stream is more additional than press metal et cetera. The environment and iceberg base feeling develop the cultural habits like inner feeling related to cultural activities developed for cultural representations.

O) Culture as Joint Venture of Society Members

The outcomes of conduct and the educated personal conduct standards are not controlled by one or few people groups, yet every now and again by a major extent. Thus, several millions of people share such behavioral patterns as the utilization of vehicles or language like English.

To sum up, culture cannot be seen in isolation but by the members of society it is shared to a satisfactory extent.

P) Culture as Organic Superiority

Culture is occasionally named fantastic organic. The word organic superiority is functional when it involves that what might possibly be rather a diverse fact from a culture based view point.

A tree for example, means dissimilar belongings the farmer who chooses and picks its fruit, to the old woman who utilizes it for the purpose of shadow in the summer weather late afternoon, the driver who slams into it and the youthful sweethearts who cut their initials on its trunk, to a botanist who learns about it. The same physical characteristics and physical objects, in other way, might comprise a diversity of pretty dissimilar cultural characteristics and cultural objects.

Q) Culture as Pervasive

Culture is inescapable it sentiments of each highlight of living. In two ways the pervasiveness of culture is clear. One culture gives a circumstance an unchallenged inside which individual act and respond taken put. Not essentially enthusiastic acts but moreover social acts are represented beneath culture base benchmarks. Following, culture plagues community organizations and exercise.

According to Steenkamp (2001) culture is similar to a person is a less or more consistent example of action and thinking. With all cultural practices here

comes into being characteristic reasons not essentially joint by additional kinds of the social order. In consent to these reasons each individual further joins its training and in extent to the significance of these drives the changed things of social practices get increasingly fitting structure.

R) Culture as Pattern of Living

Culture can be defined as a “pattern of living” of a community or purpose of life.” “Culture is a structure of explicit components derived historically and implicitly the basic purposes of life, which are formed by predominant planning or by the individuals of an entire group.

Explicit form of culture passes on to resemblances in the statement and acts to be perceived in a straight line. Suppose a teenager culture based behavior be able to be generalized in dress regularities, conversation and characteristic. Culture however, in its implicit form, survives in rather unusual or abstract shapes.

S) Culture as a Product of Human

Culture is not to be perceived as a concept independent of the human beings or something that performs or exists by itself. This is to defy culture as in the affinity to disregard culture, to shape its existence and its treatment as a phenomenon. In interaction culture is the establishment of a society and for its survival; it relies on the existence of social order.

Consequently, in a strict common sense, cultural practices cannot ‘do’ everything independently. To take action in an exacting method or to ‘transform’ the common human being to a disturbed one is not its resolution. Therefore culture is a product formed by human beings, rather than something which is gifted through existence.

T) Culture as Idealistic

Culture exemplifies the basic norms and ideas of the existing group settings. It is sum of the perfect norms and patterns of a group’s behavior. Culture is composed or comprised of the communal, intellectual and artistic ideals. The organizations admitted by the constituents of the community or the ones that they endeavor to prove are its elements as well.

U) Culture as Transmittable Component

The approach by culture bases studied varies amongst individuals. Majority are “passed on” either by elders, by one’s parents, teacher, or different

people of a relatively older age group. Other culture based behaviors are “given up” to elder. Various communications of the cultural practices are along with contemporaries.

For example, the political vision, the dress fashions, and the use of existing labour saving devices. One does not obtain spontaneously the behavioral pattern. That way that somebody educates him and he learns. A lot of the studying procedures both for the learner and for the teacher are rather unintentional, accidental, or unconscious.

V) Culture as Repeatedly Modifying

There is first inescapable and basic characteristic (unique quality) of cultural practices, the reality of endless modification. Occasionally some societies change gradually, and therefore in resemblance with distinct societies appear to be little modifying. These modifications are poised in the society with such a slow pace that the causes of modification often seen to be hidden.

W) Culture as a Variable

Amongst groups and societies, the concept of culture varies slightly. For instance culture of the Asian countries is often considered as similar while the European countries may see their culture through a very different lens. Further culture differs inside the same society from group to another group. Inside a culture there are subcultures. Cluster of patterns which are together connected to common cultural practices of any society and so far distinguishable from it are named as subcultures.

X) Culture as an Integrated Classification

Culture possesses its system and order. Its different components are included with everyone and any new component that may appear to be cohesive is introduced.

Y) Language as the Leader of Culture

The existence of a person is not limited to the present, as it subsists in the past and future as well. Its capability to persist is due to the reason that it holds the tool of language, that allows it to convey the essence of past studies to itself and enables it to transfer the complete understanding of the matter to the upcoming age group. An instance of a particular type of language serves like a basis for the frequent connection among the elements that hold an exacting subculture or group. Cultural practices, although conveyed in diverse set of manners and

behaviors, language continues to be a vital and essential source for spreading cultural foundations.

To bring to a close culture is the whole thing which is communally shared and studied through the society's elements. Observing from the bird's eye view, what differentiates society to society, group to group and person to person is actually culture (Hofstede, 1994).

2.1.4 Components of Culture

The below given are the basic components of culture.

A) Community Association

Construct community structure by associations its elements into little components to meet up fundamental requirements, community associations consists a variety of components such as

- Family Living Patterns: family unit is the mainly key component of community associations. Throughout the family kids might be taught how they are predictable to perform and what to consider.
- Biological family distributions: husband, children and wife. This is a usual family base distribution in a social order.
- Complete family unit: numerous generation base age groups are existing in single family circle, living and working jointly like aunts, grandparents, cousins and uncles. Considered powerful to value the elders.
- Community classes rank order: rank categorize of people in the light of their rank, depending on the cultural base, understanding the significance of ancestry, job, education and values etc.

B) Traditions and Customs of Society

Rules of attitude and behavior are implements thoughts and ideas and of what are correct and what is false. They may be traditions, existing rules, written laws or customs.

C) Religion Base Role

Religion provides various essential responds regarding the meaning of life's fundamental questions.

- Supports important principles that groups of people might consider.
- Religion is frequently a resource to make difference between some occasions of cultures.

D) Languages

- Culture's important corner stone is language.
- Every culture has a spoken base language (even if there are no written forms developed).
- People frequently share the similar culture and feel comfortable to communicate each other who speak the same language.
- A lot of cultures include a great number of community persons who converse in diverse verbal communications.
- Every language is able to have numerous diverse dialects.

E) Literature and Arts

- These are the products of person's imagination.
- They assist us in the light of basic beliefs to pass on cultures.
- Examples: literature, art, music, and folk tales.

F) Government Forms

- To provide for their familiar needs people form governments, remain arranged inside the social order, and defend their social order from external pressure.
- Governments definition:
 - People/Person who hold authority in a civilization;
 - Political institutes and Society's laws
 - Explanation of Democracy: The pivot of authority in democracy is depending on peoples, government take actions by and with their consent and wish.
 - Republic: people choose a leader who is the best representative of their country and nation.
 - Autocracy or Dictatorship: group/ruler holds authority by power typically with military support relying on authority.

G) Financial System

It includes

- To satisfy their needs and desires how people utilize their limited assets.
- Respond the essential questions: How to produce it, what to produce, and for whom to produce.

- Customary financial system: people generate the majority of what they require to stay alive (gathering, hunting, herding cattle, farming, prepare their personal dresses and tools).
- Market based financial system: purchasing and selling services and goods
- Command based financial system: Government organizes how and what commodities are produced and what they charge against them. Persons have small financial authority.
- Mixed financial system: only a few financial decisions are taken by persons and almost all the decisions are taken by government authorities.

2.1.5 Cultural Practices by Functions

Amongst the every group of community discover extensively shared norms, values, beliefs and preferences. While cultural practices appear to be worldwide human being phenomenon, it occurs obviously to wonder whether cultural practices communicate to several worldwide person requirements. This curiosity raises the query about the cultures' functions. Social scientists have talked about a variety of cultures functions. Culture has definite purposes for cooperation of society and individual. A number of the essential cultural functions are discussed as under.

A) Situation Describe by Culture

Every culture based practices have a lot of subtle cues which describe every circumstance. It discloses whether one ought to get ready to run, laugh, fight or make love. For example, assume somebody moves toward you through outstretched right hand at waist stage. What does this practice represent? That means he desires to shake hands for greeting in friendly format is absolutely clear, that is to anybody well known and aware with cultural practices.

But in an additional position or occasion the extended hand may signify word of warning or hostility. Individual does not recognize what to act in existing circumstances awaiting he has described the circumstances. Every civilization has their own cultural fighting and insults words. The signals (hints) which describe circumstances appear in endless diversity. An individual who shifts from one to another society will use a lot of time misunderstanding cue base signals of cultural understandings. For example laughing and pretending sadness expressions' at the wrong or in correct places.

B) Culture Describes Values, Goals and Attitudes

Every individual studies in his cultural practices what is beautiful, correct and excellent. Goals, values and attitudes are explained by cultural practices. While the person may usually study them unconsciously while she/he studies the linguistics. Attitudes are tendencies for feeling and pretend in definite methods. Values are scale of measurement of desirability or goodness; suppose an individual personal (private) property, Public (representative) and a lot of additional experience and belongings.

The achievements which our values describe are known as goal as worthy, (e.g.) succeeding in the race competition or achieving executive level post in a reputed firm. By endorsing definite goals and ridiculing others, the culture base channels person aspirations. In these sorts of methods cultural practices decides the goals for living of an individual or a society.

C) Culture Describes Supernatural, Legends and Myths

Legends and myths are vital ingredient of each culture. They might encourage, strengthen attempt, sacrifice and in bereavement convey comfort. Sociologically, their credibility as real or factual holds no real importance. For instance, as for ghosts, their credibility depends on whether or not someone actually believes they exist. An individual may not recognize the behavioral practices of some group with no or little understanding about legends, supernatural beliefs, and myths, they hold. Legends and myths are dominant forces in a behavior of a group.

Culture gives the person a convenient vision of the world as well. The natural history of the central moral issues and divine power are explained by the cultural practices. The person does not have to choose, although is taught in a Muslim, Hindu, Buddhist, Christian or several other religion base practices. These customs and traditions provide accounts for the main (imponderable belongings) of living, and fortuities the person need to meet up the crises of lives.

D) Behavioral Patterns provided by Culture

The person does not require moving during painful test and mistake to identify what foodstuff can be eaten to avoid poisoning themselves, or how to survive amongst community with no fear feeling. He discovers a readymade set of examples awaiting him which he requires simply to follow and study. The culture plans out the pathway to wedding ceremony. The person does not have to surprise

how an individual protects a mate; he understands the process explained by his cultural practices.

If person employs cultural practices to move forward their reasons, it appears obvious also those cultural practices inflict restrictions on activities and person. The requirement for order calls forth a different purpose of cultural practices that directing behavioral practices that are uncontrollable behavioral practices are limited and methodically behavioral practices are endorsed. The social order with no norms or rules to describe correct and incorrect behavioral practices would be extreme like say a busy street without any traffic signals or an agreed upon rule for traffic passage. It could consequently lead to chaos in this case.

Community should not be led to believe that impulsive behavior will be shown by men I methods which is in alignment with community agreement.

2.1.6 Society and Culture

The connection amongst culture, character traits and society by Ralph Linton is stressed. A structured group of persons is known as a society. A planned group of studied responses is culture. An individual is existing organism able of self-governing action; thinking and emotion although with his self-determination incomplete and all his assets deeply customized by get in touch with culture and society in which an individual grows.

A society from culture cannot separately exist. A Society is forever completed by people and their combinations. People transmit and carry culture, although they are not part of culture. No any cultural practices can stay alive excluding for as in a society of person it is embodied; any society cannot be functional exclusive of culture based directions. Like energy and matter, like body and mind, they are mutually interacting and dependent yet communicate diverse features of individual's situation.

One forever keep in mind ought to the reciprocal relationship and the interdependence between society and culture. Both are obvious ideas in regard to the association and designing of it, they hold more importance over the element base components Ferraro (1998).

A) Culture Interpretations of Behavior and Affects Behavior

Hofstede (1994) creates a significant point, though sure features of cultural practices may be able to be seen physically, their meanings are unseen. 'They

accurately lie with their meanings of culture, thus in the method, such practices are simply carried on in an understood way through insiders. For example, let's say gesture, as in the 'ring gesture' (forefinger touching and thumb) may be appreciable in a mutual sending settlement, acceptance or consent in Canada, UK and USA, but as obscene gesture or an insult in numerous Mediterranean countryside's likewise, clothing for instance may be differently understood by diverse individuals of community, in conditions of signs of appropriateness, flashiness and wealth etc.

B) Culture as Indicator for Unique Individual Personality and Worldwide

Human Nature

Culture is not inherited, but learned only. It is obtained from individual's community atmosphere, not from one's genes. Cultural practices are ought to be famous from person's natural world on first part and from an individual's character base personality on the further (mentioned in upcoming figure 2.2), even though wherever the limitations lie between human being natural world precisely and between culture and cultural practices, the personality character is an issue of conversation amongst social science experts.

Human nature is related to behavior of human being. How individual represent how communicate in their practices of daily life. The worldwide stage is signified by it in a person's mind based understanding mechanism. The genes of an individual are born with it; in IT terms, it is the 'in use system' that decides one's essential psychological along with physical operation. The capability of humans of being aware of resentment, fear, bliss, grief, love, required to form connections in a culture, to exercise and play along with one's self, or the ability to examine the surroundings, therefore regarding it with people one knows, all of it is to be in the right place of this stage of psychological map designing. Though a person performs through said thoughts, how a person manages to pretend in delight, interpretations, fear, and consequently, is customized by cultural practices. Human natural history is not liked 'human' as the term proposes elements of the world and its definite features are shared for the same reason.

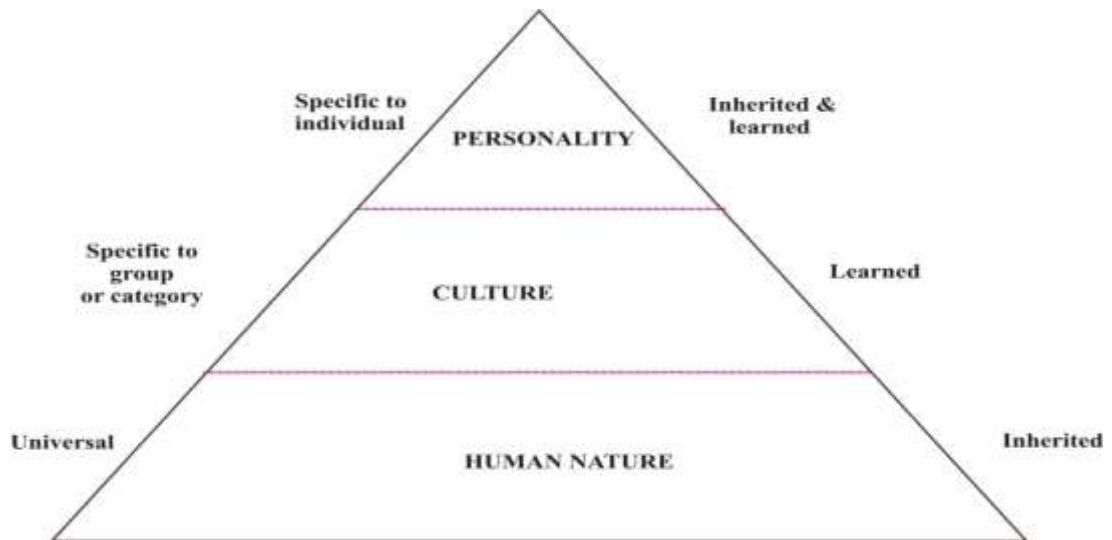


Figure 2.2 Phases of uniqueness in human personality programming (Hofstede, 1994).

The individuality of a person, besides, is their exceptional individual position of mind plan in which they do not contribute to additional individuals. These are based on characters that are partially born along with a person's specific set of genes, this behavior is partially studied. 'Studied' defines: personalized by the pressure of combined programming (culture) along with only one of its kind's individual practices.

According to Hofstede, (1994) cultural characters have frequently been recognized to genetics, for the reason that scholars and philosophers in the history did not identify how to clarify if not the extraordinary constancy of diversities in culture patterns among persons grouping. They undervalue the learning impact from earlier age group and of coaching to an upcoming age group what one has studied them. The function of inheritance is overstated in the race theories of pseudo, which have been accountable amongst further belongings, for the Holocaust. Ethnic strife and racial is often justified by unproven influence of cultural inferiority and superiority.

C) **Biological Procedures Influence of Culture**

Ferraro (1998) defined that discontinue believing about the large majority of aware behavioral practices are obtained throughout interacting and learning with additional components of cultural practices. Still those responses to our biological requirements simply those are, (coughing, eating, and defecating) commonly our culture affects them. Let's discuss an example; everyone contributes to biological requirements for foodstuff. Starvation will happen,

except a smallest amount of calories is consumed. So everyone eats. But the amount of times we eat, or what constitutes of our diets, who are the people we prefer to eat with, how much we eat, and according to what set of laws are standardized at least in component, by cultural practices.

This is a dramatic design of how cultural practices can pressurize genetic procedures. In reality, in this example, the usual genetic procedure of absorption was not just influenced, it was as well upturned. A studied element of culture (which is, the thought of eating the meat of a rattlesnake is disgusting in itself) in fact activated the unexpected break of the usual digestive procedure. Obviously there is not anything in the discussed meat that induces vomiting in the community, in individuals who might have internalized the opposed thought, like which type of rattlesnake's meat is to be eaten, are prone to such reactions.

The results of cultural based generated thoughts on the natural procedure of our bodies and their take a lot of dissimilar shapes. Let's consider an example intended occurrences organize the pain reaction that is established within a numeral of cultural practices in all the way through the world. The examples related to ethnographic are also frequent to cite. People study thoughts from their culture that when internalized be able to essentially later on the practice of pain. In further expressions, an element of cultural practices that is, ideas be able to manipulate biologically or channelize supports pain responses.

D) Community Groups Association with Culture

According to Ferraro (1998) culture is at least two or more than two persons sharing and obviously actual, live communities in most instances tend to be better. However that is, in further communications, no object of the type as, say a hermit's cultural practices. If we consider that an introverted individual's thought process and performance is in definite method, such act or reflection is not affected by culture but idiosyncratic. For cultural practices to be regarded as a behavior or a definite thing, it ought to be common amongst few sorts of society or community groups

Hofstede (1994) states that nearly everybody has some sort of a connection to the number of diverse categories and individuals of distinct groups at the similar time period, people inescapably carry several coatings of mind programming inside themselves, matching to diverse stages of culture
For examples:

1. Numerous countries consider that at national level or at the level of a person own country for citizens who migrated throughout their lifetime.
2. An ethnic, linguistic or regional affiliation or concerned with religion as how the majority of diverse ethnic culture based nations, language groups or regions are.
3. At the level of gender, which are the views of a person regarding if he is a boy or a girl by birth?
4. The level of age group that divides children from their parents and grandparents.
5. A categorical role, which is son/daughter, parent, learner, teacher.
6. With an individual job or profession and with educational opportunities there is some level of social class involved, called the level of social class. People that are performing at corporate or organizational levels in regard to the mode employees are prone to meeting people through their relationship in work (Hofstede, 1994).

Cultural diverse activities create bridging among different societies. Multi cultural approach is beneficial for the growing of humanity with different learning approaches through behavior, interaction and performance base indicators.

Therefore if we consider this, everybody is at the same time affiliated with numerous diverse cultural groupings and consequently may be subject to having a multicultural relationship.

Population wise diverse practices prepare People in various diverse methods through several diverse cross cutting criterions. To consider an example, by language, through kinship of families and clans, race, into ethnic groups by creed or through environmental region into political awareness groups, by socio economic character into society classes and by livelihood or participations of institutions into unions, businesses, political parties, bureaucracies, and armies. This further discriminates and complexes the community system, further potential groups and institutes are there. And for the reason that every group of institution spaces persons in diverse experiential globes and for the reason that cultural settings obtained in the component from these practices, each one of these institutions and groups can be potential cultural container. Thus no people can be sufficiently differentiated as a solo cultural descriptor or by a solo culture. From the point of a consequence, the further in depth prearranged populace is dependent

on the bases of sociological settings like (ethnicity and region, class etc.), the culture based mappings will become further multifaceted and visible. Due to said reason, existence of a “subculture” becomes a requirement (Avruch, 1998).

E) Culture as an agent of change

Cultural practices as psychological concept are greatly by person’s community concept. To a few extents, cultural practices stay alive in each and every individual of us independently at the same times its level of occurrence at a worldwide scale, community concept. The distinct differences in cultures can be observed along with community to the point to which it is possible for them to engage and adopt their values, approaches, behaviors and views constitute their cultural behavior. If let’s say, we take action in agreement with such behaviors, or values then such culture is likely to exist in yourself, if on the flip side, one does not partake in such behaviors or values, then that person is not likely to share those cultural practices.

Considering any culture’s standards ought to be appropriate to the entire people within the existing culture, which is furthermore accurate that such customs are supposed to be appropriate in diverse steps for dissimilar community. This is attractive mixture of cultural practices in sociology and anthropology as a worldwide notion. Observing psychology as a personal concept that leads to considerate culture complicated though charming.

According to Matsumoto (1996) looking into past allow a person to discuss the change in culture which is familiar with the continuation of differences in individuals and constructs in relation to culture, this has certainly assisted in the maintenance and stereotype formation.

Culture is derived from something learned or experience of an individual produced by individuals themselves or approved on to them communally by ancestors or contemporaries. Such commencements of cultural practices are different from those which might be supposedly governing thoughts in vast majority concerning societal sciences, particularly in conflict resolution and relations on an international scale. Considering a single thing, observing this idea, cultural concepts are seen as somewhat much homogenous or less stable than in the notions suggested by different individuals. Our thoughts concerning culture emphasizes less on patterning and relatively much larger scale on cognitive and

social processing in comparison to older thoughts of cultural practices do. Taking in view an additional point, by connecting culture to persons and give emphasis to the diversity and number of experiential and municipal backgrounds that encounter people, we increase the range of cultural orientation to embrace although not immediately pseudo or groups concerning quasi kinship (group related to ethnics, nation and tribe are the most common) but classes that obtain through occupation, line of work, religion and region as well. This idea is backed up the reorientation that individuals embody or replicate in numerous ways of life and that the concept of “culture” is likely to be always socially and psychologically in a class distribution. Comparison with an approach which is somewhat older, that is linked to an articulate, integrated as well as singular culture to describe community classes without any problems, the main idea behind culture is made further complex with this approach. Such barrier is essential, because the planet of community act, incorporating variance and its declaration, is a multifarious one, and we require capturing it a dissimilar concept (Avruch, 1998).

F) Culture Spread Psychologically and Publicly

A ‘fuzzy’ conception in which class elements are improbable to contribute to beliefs, attitudes identical sets etc. is how culture can be defined, but somewhat shows ‘family unit similarities’, alongside the outcome that no existence of complete set of facial appearance is there.

The culture is distributed in a uniform manner. This assumption is unnecessary for a couple causes one psychogenic (something relating to affective processes characteristic and cognitive of persons) and the last sociogenic (a thing relating with institutes and social groups). The psychogenic reason culture is by no means absolutely joint by persons in a population regardless of reason, sociologically, the population can be explained by its tendency to perform with certain methods through which culture has to be set up “in there”, as inside the person. The other reason is an outcome of the network entanglement matter noted over Insofar as several individuals don't really add to the comparative sociological region in a specific populace (the similar regions or class, ethnic or religious backgrounds for instance). These localities entail sub cultural dissimilarities that a couple of people cannot contribute to the entire culture base content. Thus this can

be explained as the sociogenic cause due to which there is non-uniform sharing of the culture. Culture is communally spread inside a population.

According to Avruch (1998) in the universe of psychodynamics, at the very basic level, in respect to the circumstances and means in which a person obtains or learns images of the culture, because of the epistemological problems and disciplinary limits they frequently impose, these kinds of usually mental concern are said to be restrictions for numerous social science experts. For this cause, still numerous theorists specializing in culture have given favor to defining culture simply as “out there”, in social constructions and publish, containing signs that are completely autonomous of the state of mind effect and cognition. Scholars aside from that, particularly from international relations and finances have a preference to ignoring the state of mind completely, dealing with it effectively as a phenomenon of “black box”. However it is different in a way as by paying no attention to the state of mind they tend to lack the escape, to put in a factual form, generally issues in regards to psychology, they purely end up depending upon fairly primitive form of psychology which is unacknowledged at this time.

Mental cognition affection might be able to sort out fundamental cultural methods, which make dangerous cultural abstract comparatively with real context that cause divergent in simple mindset. It may or it may not be able to. But cultural demonstrations, embodiments and images, models and schemes are adopted by individual people. They may not be adopted likewise or completely at the similar level, though, few of the equal of cultural clichés very apparently are internalized. Others are intensely invested and internalized which have an effect on feeling. These can bring about behavioral practices by being linked to end states or attractive goals. The more effectively loaded and intensely internalized, the further definite schemas or images are capable to stimulate act. Such is the appropriate logic through which “culture is fundamental”. It furthermore calculates for the non-uniform sharing related to culture, as for a couple of people even the comparable cultural demonstration (ensuing, considering an example, b a totally sociological settlement collectively) can be internalized differentially. That leads to the psychogenic cause for the non-uniform allocation of culture. Culture is spread across with population psychologically, of considered revolutionaries, two of them, every allocation the similar background of socio economic and program, likewise intellectual opposition to the regime in authority, by hatred, by

childhood trauma, the only one is motivated by rage, the same political thought, by what, throwing of bomb. Neither is concerned in resolution of the encounter or community conflict can stay remote from effective procedures and psychogenic cognitive and their relations to community practice.

Similarly with the consideration of individual life style by particular living activities might affect psychologically and publically. There is no cultural elite of mind mapping with in the minds of people being conveyed.

According to Zegarac, (2007) there is no widespread notion with any affected people, the study concerning the epidemics and pathology of person. Looking from this perspective, the constraints of specific social practices are no speedier than such of a specific scourge. A pestilence draws in a populace with a ton of people being stricken to specific levels by an exacting straining of micro-organisms over constant time duration on a region with unstable and fuzzy limitations. Hence, a culture engages a societal class (let's say it can be a nation, profession, generation, group of ethnics, etc.) described in conditions of comparable culture demonstrations held by an important part of the group's elements. At the end of the day, individuals are persuaded to fit in the in like manner culture to that the arrangement of their joint in gigantic culture base portrayals.

G) Culture has Distinctive and Universal Aspects

Humans have mainly extended beyond biology and live in quite comparable community physical environments and structures, which make main resemblances in the method they form cultural activities. But inside the structure of differences there are similarities. With language the similarity occurs. Phonetics manages sounds that occur in all dialects. Sounds which occur in phonetics are simply called a language.

Even though quite a few culture learners suppose that each culture is exclusive and in a number of senses each person is unique in the world, science deals by means of generalizations. The magnificence of science is observed in such success as viewing that the regulations that administrate the falling apples and the movements of planets are similar. Thus the concern is the certain components of culture which are related to interest, whether or not. Suppose all human being practice societal disconnection in a grouping. This leads to considering kin and family as their closer components and to people they can

relate more to than to those whom they classify as diverse. However the base of community disconnection is frequently an attribute. Discussing a certain set of cultures, they are reliant on race or tribe only on the other hand however, its basis relies upon religion's combination, nationality and community class in Asia, ideas and caste about the pollution of rituals deem to be crucial. Put simply, societal detachment can be identified as pollution of rituals forming the basis of society detachment may be referred.

The conclusion of discussion is as persons get to learn cultures with their personal sake as their purpose, they are led to focus on components and as they make a comparison in cultures, considerable amount of efforts need to be undertaken through the culture components (Triandis, 1994).

H) Understanding of Cultural Practices

Cultural practices are studied from the interaction through persons as someone socializes. Observing the speaking manner of adults and responding with new children is another outstanding method to observe the actual figurative cultural transfer amongst people. Two children born at accurately the similar point in time in distinct different regions of the world might be educated to act in response to social and physical stimulus in very diverse methods. Some babies, for example are educated to smile at person's unfamiliar act, at the same time others are educated to smile just in extremely precise situations. Discussing the United States, the majority of children are inquired since near the beginning age that what they want to do to make decisions about in their upcoming life and what they like better; in a lot of different cultures, a parent would not usually inquire their child what he or she wishes to perform but instead will just inform them what to perform.

Furthermore educations of culture due to clarifications individuals obtain for sake of human and natural events around them. Parents create examples for their children as in a specific individual is a good boy for the reason that people from diverse cultures would fulfill the space in comparing methods. The children interact with whom people will encourage and admire behavioral particular sorts of such as not weeping or weeping, being talkative or being quiet. Definitely there are dissimilarities in what children are educated in any specified culture from family to family. However, their attentions are not in these differences except in the resemblances crosswise all families or the majority or that form the cultural

basis. For the reason that our precise concern is in the connection amongst interpersonal communication and culture, the person put emphasis towards how cultures deliver their components with groups of interpretation that they then utilize as pass through a filter to make logic for experiences and messages (Lustig & Koester, 1999).

Such a concept of essence of culture being obtained during the procedure of studying for the conduct of worldwide business has numerous essential implications. Initially such a consideration is able to go ahead to better patience for culture diversity a precondition within a business setting for effective intercultural communication. Next the studied nature of cultural practices like a reminder serves that as we as individuals may have grasped our individual culture throughout the procedure of studying, it is feasible although more complex to study to purpose in further cultural practices the same as. Thus, cross cultural knowledge for Western businesspersons will be able to accomplish during training programs effectively. And in conclusion, the studied culture's nature guides towards the inevitable conclusion that abroad work teams, though possibly be deficient in definite job linked skillfulness at the current time, are absolutely able of studying future base individuals skills, and they are offered representation to training programs culturally applicable (Ferraro, 1998).

D) Cultural Practices as Ongoing Change

The fundamental three components of culture i.e. thoughts, standards of conduct and things can encounter erasures, backups, or modifications. A few components terminate, existing ones may be altered in different unmistakable strategy and new ones are acknowledged. Regardless of the way that the pace of culture change fluctuates from the social demand to another overall population, when screening social orders after some time, there is nothing as change as consistent. Today any culture base surroundings are not accurately the similar as will be one year ahead or it was last year. Therefore the culture base surroundings require monitoring regularly.

Despite significant absence of fit between the social practices and its representatives the plain truth those social practices have the capacity to alter offers some decide of positive thinking that the way of life space can be shut in the end.

In addition, culture based dispersion has fundamental ramifications for the way of overall business. Regardless of whether one is endeavoring ingrains new states of mind and practices in a neighborhood workforce or to make new markets abroad it is basic to perceive that social dispersal is fussy. To relate to some level of likelihood in which thoughts, practices, and things are required to be acknowledged by particular social practices, those basic factors affect dispersion, for example, similarity, watch capacity and near advantage might be grasped.

Additionally, the plan that a couple of components of social practices are further willingly recognized than others into diverse culture based settings ought to at least offer a few common guiding principles for evaluating what sorts of modification in cultural practices locality based are occurred more probably. By evaluating what sorts of direct things and contemplations have been joined into a culture in current years, planning on the base of strategy ought to be superior, recognize the difficulty involved or relative ease in starting modification in place of work behavior or consumer habits (Ferraro, 1998).

J) Interrelated Parts of Culture

Cultural practices may be consideration of incorporated wholes that are, cultural practices are rational systems and coherent, the pieces of which to interconnected degree. When person say about cultural practices are integrated they are going to say that elements are more than a customs assortment randomly. It is, quite, a structured scheme in which exacting elements might be connected to other elements. They know how to look at social practices as fused frameworks; they know how to start to perceive how demanding social characteristics fit into the fused thusly and entire how they have a tendency to make detect inside that circumstance. Furthermore, obviously, prepared with such a thought overall businesspersons may be in a better place than make do with the "peculiar" customs run over in the overall field of business.

Actually if, social practices are intelligent plans, with their fundamental components interconnected with each other, it pursue sensibly that a change in one part of the structure is required to deliver corresponding alteration in different bits of existing framework. The specific mechanical development presentation may set off a whole grouping of connected adjustment. At the end of the day, social a practice alters bring forth other social practices changes.

K) Cultural Practices are Descriptive rather than Evaluative Idea

Sometimes people converse of 'low' and 'high' culture. Descriptions connected with 'high culture' are defined under:

Social practices are a condition of high improvement and development in thought realistic and craftsmanship in the social request and remain for at various stages in its individuals; advancement and development of the body or brain via preparing or training.

Word reference of Contemporary English by Longman clarifies culture as self explanatory:

The understanding of culture is frequently connected with concepts and conditions such as sophisticated cultured, well educated, civilized, and are connected with the result of such change a general public's writing, craftsmanship, et cetera.

Be that as it may, our idea of social practices isn't to some degree constrained to unequivocal sections extremely it relates to the aggregate in the social demand. Additionally, it isn't esteem loaded. It isn't that a couple of societies are exceptionally created and some retrogressive, some further well mannered and edified however others are rude and coarse. Or maybe, they are indistinguishable or unlike each other.

2.1.7 Differences in Culture

There are normally associated no less than six considerations about social practices that distinguish deficient. These considerations are as often as possible build up in the training and compositions of people containing those in difference choice who, acquiring an outdated anthropological vision of social practices, look for utilize a culture base approach in their work hones.

1) Cultural Assumptions

These misconceptions elaborate culture related understandings in an interesting way. Theses understandings also define culture in different perspective.

A) Culture as Homogenous

It anticipate a culture on nearby base is free of inconsistencies and interior mysteries, for example, that

(1) It gives unambiguous and clear social "directions" for how to make moves to people program.

(2) Once learned or grasped by a stranger, it know how to characterize in comparatively simple methods “the Dobuans are paranoid”. A homogenous observation of cultural practices creates the next insufficient thought simple to carry that namely.

B) Culture as an Object

The reification regarding culture as an object directs to an idea that “it” is an object that knows how to take action, approximately separately of individual performers. There is no clue here for own agency. A fine contemporary instance of this kind of contemplations is Samuel Huntington's conflict "human headways hardship". It is anything but difficult to fall into the reification semantic trap. The term is used as a shorthand procedure for implying, as we will see, to packs of perceptual strategies and befuddled mental and it is a gathering of minimal subjective steps from reification to metonymy to shorthand. In any case, we might be especially on protect, since by reifying social practices it is easy to neglect to see intra social assorted variety, guaranteeing the third lacking idea.

C) Distribution of Cultural Practices Uniformly.

This thought credits full of feeling, social, and subjective and consistency to the whole parts of the gathering. Intra social uniqueness whether a gathering level or at the individual is discharged or overlooked as "aberrance". Connected to this is the extra misguided judgment.

D) A person possesses a Culture in Single.

She/he is a Somali essentially, an American or a Mexican. Culture with amass uniqueness is accordingly synonymous. The reason of misguided judgment comes from the profiting of what we can distinguish culture on the base of innate ID, national culture or ethnic culture over cultural societies that are linked to very diverse types of structures, institutes, or groups. In component this appear from the community settings in which anthropologist's developed primarily the cultural thought in smaller scale, comparatively, communally tribal undifferentiated and cultural groups base on ethnic background. By political scientists it was compounded then who obtained the idea of cultural practices as “culture politically” and advantaged the state/nation as their component of investigation therefore the “national character” thought. As we will disagree, in fact, for any person, culture forever moves toward plural. A person controls and possess in the

similar way a number of cultures, as sociolinguists inform, that still a monolingual presenter manage diverse “registers” of the dialect or same language.

E) Traditional Culture

This idea holds that social practices are undifferentiated fundamentally, that what you may get is the thing that you watch. What's more, what you see every now and again especially in social setting assorted variety from your individual, genuinely obviously, is convention. Culture here with "convention", is for all intents and purposes synonymous or ordinarily techniques for performing. The basic possessions to distinguish, in the event that you come nearer from outside are the standard controls for precise Culture conduct declines to a sort of outside stage great behavior Culture contrast is, as Peter Black on one event put it, just an issue of "differential decorum". Again individual association is made light of. In the view there is no rationale of exertion, aside from possibly for the exertion of degenerates who won't or can't or endure the convention and custom: the smoothing out of divergence all things considered and the relief of exertion is particularly what conduct and principles are for.

F) Culture as Timeless

Firmly connected to the way of life is custom view the prospect that cultural practices are timeless imputes an unchanging eminence to cultural practices particularly customary ones.

The six given insufficient thoughts regarding cultural practices are reinforcing jointly and connected. Using them, greatly diminishes argue, the usefulness of the cultural idea as an instrument analytically for consideration of community acts, for the situation, compromise and strife (Avruch, 1998).

2 Culture Related Terms

Some culture connected terms are characterized as under

I. Culture Along With Nation

In daily verbal communication, usually people treat nation and culture as equal terms. Even though a few nations are mainly occupied in fact by single culture grouping, the majority of nations hold several way of life inside their limitations. Nation referring to a government is a political term and a set of legal and formal system that have been recognized to control the community's political behavior. These rules frequently encompass such people's aspects as how selected

the leaders, by what regulations. For example, remote approaches are resolved not by a culture and by a country. The social practices, or societies, that are available inside the points of confinement of a state or country impact the guidelines that create country certainly; however the way of life term isn't synonymous by methods for country.

The country of Japan is viewed much of the time as so uniform that the word Japanese is utilized as often as possible to allude similarly to the way of life and to the country. While the Japanese Yamato social practices prevail overwhelmingly inside the Japanese country, other social practices are living there. These gatherings contain an indigenous; Ainu assemble with their individual culture, dialect, and religion; for the most part from Korea, China, and Okinawa; and further living new workers there.

The US nation is an outstanding example that has numerous main culture base groups existing inside its boundaries geographically; Native Americans, European Americans, Latinos, African Americans, and a variety of Asian American civilizations are the entire stands for in the US citizens. All the components of these diverse culture groups are the United States nation's citizens.

II. Race and Culture

Race generally genetically refers or based on biologically resemblances with community peoples, which are unique, function, and distinguishable to separate groups or mark of people from one another. Race is however, not as much of a term biologically as a social or political one. In spite of the fact that racial kinds are off base as an arrangement structure, it is concurred typically that race is further all term enveloping than additionally country or culture. Not every single Caucasian individual, for example, are a bit of the similar culture or nation. Various European western countries fuse fundamentally people from the race of Caucasian. Moreover among the general population of Caucasian in culture there are correct dissimilarities. See as the dissimilarities of culture among the nations basically Caucasian of Great Norway, Germany and Britain to perceive the contrast amongst race and culture.

Occasionally culture and race do appear to work to create significant and visible differences inside a bigger society among groups; and occasionally in establishing cultural groups race plays a part separately. A remarkable case of the collaboration of race and culture in is the historical backdrop of American African

individuals in the United States. Despite the fact that race may have been utilized fundamentally to separate Americans African from Caucasian U.S. Americans, African American culture gives a remarkable or solid asset of part's personality in the United States of the dark race. Researchers recognize now that African American culture, in customary African societies with its foundations, is special, independent and has developed its individual arrangement of culture designs. While a man from an American African and Nigerian is both belong to the comparative race, they are from various social practices. In like manner all dark U.S. Americans are not the segment of the African American societies, since various are most vital culture base recognizable proof with societies in the South America, Caribbean, and Africa.

Race can, nonetheless, frame the biased correspondence premise that can be a principle impediment to correspondence intercultural base. Portrayal by race of people for example, in the United States, has been the preface of partition proficiently and manhandle of shading related social orders.

III. Ethnicity and Culture Relation

Ethnic gathering is an extra term oftentimes tradable used with social practices. Ethnicity is in actuality a term that is utilized to allude to an expansive assortment of gatherings who may add to a recorded sources, religion, and dialect, acknowledgment with a typical social framework, country or state. The relationship idea of the gathering's social ethnicity to it will incredibly contrast contingent upon various different attributes fundamentally. Many individuals in the United States for instance, still support a guarantee to the ethnic gathering of their predecessors who emigrated from different societies and countries. It is lovely for individuals regularly to state they are Greek, Armenian or German when the predetermined ethnicity alludes to lineage by the name and possibly a few practices and traditions that began with the ethnic gathering named. A considerable lot of these people reasonably are run of the mill not individuals from the American European culture. The acknowledgment of ethnicity in different cases may harmonize with culture totally. For instance, in the previous Yugoslavia, in any event there are three primary ethnic gatherings Croatians, Serbians, and Slovenians each one with its own particular unmistakable culture and dialect, who were constrained into one country state subsequent World War

II. For members of an ethnic group it is too feasible to be component of numerous diverse nations or cultures.

IV. Co culture, Subculture and Culture

Subculture is a term at times likewise alludes to utilized ethnic and racial minority bunches that offer a typical country state both with a few highlights and extra societies of the unrivaled culture. For instance, regularly, Native Americans, Arab Americans, Asian Americans, Latinos, African Americans, an extra gatherings are alluded inside the United States as subcultures. In any case, the term has implications that we find troublesome, for the reason that it proposes European American culture bigger subordination. The term co culture likewise is utilized infrequently in an attempt to keep away from the hierarchical connections implication between other essential cultural groups and European American culture which is the mixture of United States. This term is too problematical. Co culture proposes for instance, that there is in the United States, only overarching providing cultural implicitly to the American European cultural group undue prominence. In our associated and diminishing world, about all societies need to coincide close by assist social practices. We may consider having an inclination Latinos, Arab Americans, Asian Americans, and Native Americans, African Americans or comparative gatherings of individuals in their own fundamental perfectly fine practices. The co culture term as excess in this manner strikes (Lustig & Koester, 1999).

V. Identity with Cultural Practices

As identity culture is not the similar. People's responses to the question consist of identities: They belong from where. They depend on generalizations, common pictures and on associated feelings to the onions outer layers, however not to inward or values layer. On the basis of their diverse "felt" identity populations that fight each other might very well in their similar values sharing. Phonetic districts in Belgium are cases in Northern Ireland religions, and African ancestral gatherings. At home a joint additional demand a mutual identity, feeling about very diverse from other Europeans and Dutch, such as Germans and Belgians; in United States or in Asia the individuals will feel Europeans as similar (Hofstede, 2001).

On any perceived government there is no case frame for an ethnic or a racial gathering called "Cablinsian". Also, so far in any event there is one

American who may ensure that crate. The golf wonder, Woods, states in a meeting that the word he imagined to clarify as a youngster his cosmetics racially: Indian, dark, Caucasian and as Asian.

Woods has widened, intending to his family line the debate of race in American, putting the vast shades into extreme help that extension of dark separation between to a great extent fake "dark" and "white".

It is a strong move. Numerous legislative enumeration purposes, destitution programs, the illustration of congressional regions and governmental policy regarding minorities in society are on checks bases of the authoritatively known four racial gatherings: Alaskan Native, Asian, American Indian or dark, white and Pacific Islander. The individuals who are "Hispanic/Spanish" may check their nation source box. Huger maybe, social personality is the country's history and more profound issues of racial shamefulness have been founded on racial refinements built up Longley.

It is the technique in which Woods be unsuccessful to fit in with broad built up musings concerning race that assembles him so appealing (Barton, 1997; Lustig & Koester, 1999).

3 Cultures Manifestations

Variation on the base of culture themselves manifestations in differing levels of deepness and diverse methods. Symbols stand for value the deepest manifestations and the mainly superficial of culture, with in between rituals and heroes.

- Symbols are gestures, pictures, objects, or words that take a meaning particularly which is known only who contribute to an exacting culture. Simply develop new symbols and vanish old ones. From particular one group symbols are copied by others frequently. The outermost layer of culture signifies symbols for this reason.
- Peoples, of present or past, fictitious or real, are heroes who possess very much prized characteristics in a culture. Their servings are known as behavioral models.
- Collective activities are rituals, in reaching desired objectives sometimes superfluous, but essential to considered within society. Therefore they are mainly carried for their personal sake out of the times (paying respect to others, ways of greetings, community ceremonies and religious etc).

- The cultural core is shaped by values. For preferences they are broad tendency of definite state to others affairs (correct verses incorrect, natural verses unnatural, good verses bad/evil,). Various qualities to the individuals who hold them remain oblivious. They frequently accordingly can't be chatted nor would they be able to be seen by others straightforwardly. Qualities can be surmised just from the technique under different conditions in which individuals act.
- Legends, customs and images are the visual or substantial highlights of the put into social practices. The right clarification of social practices is impalpable; this is found when just the deciphered practices are from the insiders.

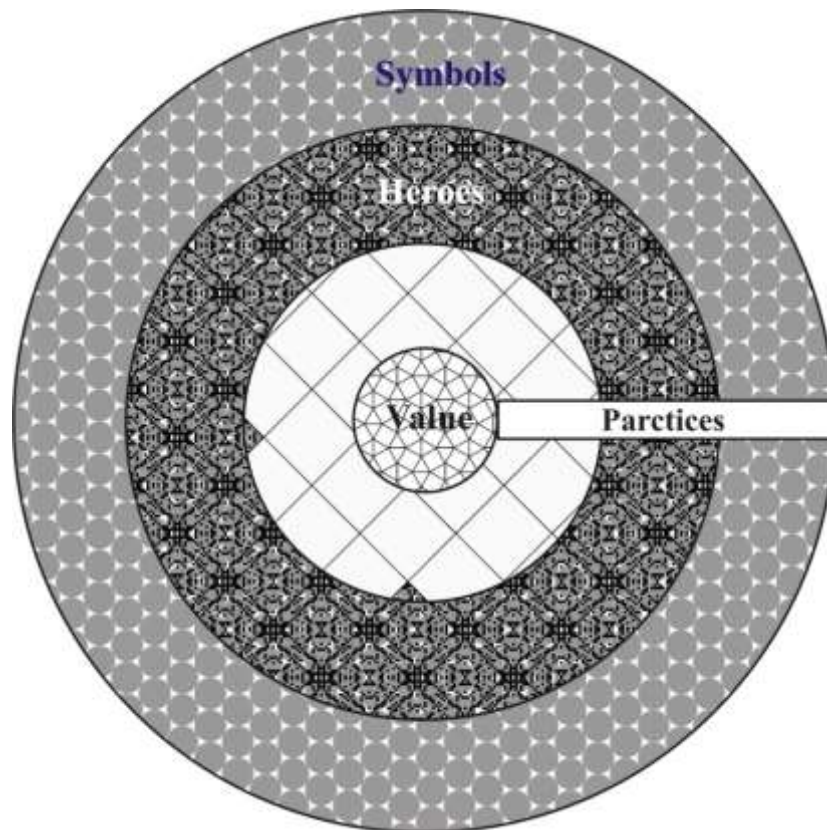


Figure 2.3 Different Levels of deepness of Cultural manifestation (Hofstede, 1994).

4 Cultural Covers

Among people similar traditions carries numerous mental programming layers inside themselves. Dissimilar cultural layers survive levels as under:

- National level: Associated as complete with the nation

- Regional level: Linked with linguistic, religious differences or ethnic that exists inside a nation.
- Gender level: Linked with gender base dissimilarities (male vs. female)
- Generation level: Connected with the diversity between parents and grandparents, children and parents.
- Level of social class: Linked with diversity in occupation and educational opportunities.
- Corporate level: Linked with institutional exacting culture. Appropriate to individuals who are in employment.

a) Greek Culture.

- Growth and advancement of the psyche by instruction or preparing.
- The practices and convictions normal for a specific network ethnic, orange Group: the young culture; the medication culture.

b) Anthropology

The entirety of methods for living built up by gathering of people and transmitted starting with one age then onto the next age.

Biology: The development of microorganisms, as microbes, or of tissues, for logical examination, therapeutic utilize, and so forth.

- The item or improvement coming about because of such development.

5 Cultural Core Values Dimensions

It's core that is equally the tough to obtain at an important component of all mainly. In intercultural communication field, to profile the core values of a culture it has become usual to numerous elements accordingly:

1. Individualism or Identity Against Collectivism:

What matter further to a person from that culture their individual needs or wants or the concordance of the local gatherings they have a place with? United states and Japan or like that countries might be observed as an individualist examples respectively, and a collectivist society.

2. Power Distances and Hierarchy

People do treat everyone in a position or way of relatively egalitarian, and superiority is given importance. Commonly cited the Scandinavian countries are as egalitarian cultural practices, while emphasizes of Chinese cultural practices are the hierarchies significance.

3. True

This has not by means of truth anything to do in the sense of philosophy. Uncertainty tolerance avoidance against uncertainty is too called the dimension. People just don't like uncertainties from the first type of culture. What exactly is correct and suitable they wish to know. Structures and regulations are necessary, though risks, ambiguity, and dissimilarities might disturb them. In normally described countries Germany is as an uncertainty avoidance of classic case cultural practices. People from cultures based on uncertainty tolerance tend to fare improved with flexibility, relativity, and spontaneity.

4. Against Femininity Gender/Masculinity

Some cultures found respected values by the original researchers that they related with men, as appreciated things by other cultures that the researchers usually attributed to female. Describing the dimension against care oriented achievement oriented would be an improved mode. An accomplishment arranged (or "manly") culture underlines accomplishment and rivalry. Care situated (or "female") social orders, then again, have an inclination solidarity and balance.

5. Virtue

In an ethical sense we aren't discussing about virtue. It's further about fundamental behavioral practices that a definite culture be fond better: that which carries what benefits you immediately or extended benefits. The measurement identified with temperance goes up against "here and now situated" to "long haul arranged" social practices. A long haul arranged culture holds diligent work, never giving up in high level esteem, and fulfilling your goals. Rather cultures oriented short term, value a person's self respect in a precise context, instant reciprocity, and community demands. Occasionally some researchers add a 6th dimension to the given model, i.e. against particularism the universalism. The five dimension model however, is familiar one mainly.

6 Core

The estimation of a specific culture remains as center, which are ease back to alter and are profoundly impacted by the historical backdrop of that nation or

culture. In the event that something even shows up outdated, it can assume a part intuitively in a contemporary social request.

"This is zone Intercultural Training centers around and is the key in to perceive how it impacts human correspondences in business".

A. Traditions and Rituals

The center first layer is going too clarified as customs. For instance a custom can be close to home cleanliness (most Europeans toward the beginning of the day, Asians shower at night). The Spanish get a kick out of the chance to welcome individuals with "buenos días/buenastardes" regularly German individuals get a kick out of the chance to shake hands while the British utilize "please" and "sorry" inevitably.

B. Legends

Legends are the second layer about the center. A legend can be a divisive individual, photograph models, researchers or national saints each one, known as good example in the current social request.

C. Symbols

Symbols is regarding third layer of core cultural values. Most symbols nowadays come into see as brands name like Luois, Apple, Vuitton, or BMW and alter with the patterns.

2.1.8 Culture Theories

A few hypotheses of culture are talked about as under.

I. Iceberg Theory of Culture

In 1976, the icy mass base relationship of culture was produced by Hall If the social order cultural practices were the iceberg, than Hall caused, there are some visible features, over the water, although the bigger beneath hidden part the surface. That indicate, conscious, or the external, component of cultural practices is that we can see and is the iceberg tip and some beliefs and includes behaviors. The subconscious, or internal, component of cultural practices is the surface below the society and contains the values, thinking patterns and some beliefs that behavior underlie. Main diversities there are between the unconscious and conscious culture. External opposed to Internal implicitly explicitly learned conscious unconscious learned complex to simply change objective knowledge subjective knowledge what we be able to do. The only way to learn proposes by Hall is the others internal culture to participate in their culture actively. When an

individual come into new cultural practices first, the mainly overt behavioral practices are only visible. As an individual spends further time in these new cultural practices, values, consideration patterns, and the beliefs underlying, that dictate the uncovered behavior. This model educates us what that we may not judge the new cultural practices when we enter initially in it based on only visibility. To get to know persons from that culture we must take the time and act together with them. So can we uncover the beliefs and values only by doing that the behavioral practices of the said society underlie (Hall, 1989).

The Iceberg Theory recommends that only like a chunk of ice, culture is made of an unmistakable and an undetectable part (Hall, 1989). The unmistakable indications of culture are only the one hint of a greater challenge. In any case, it is the minor, the inconspicuous piece of the icy mass, which is the great establishment of these obvious signs.

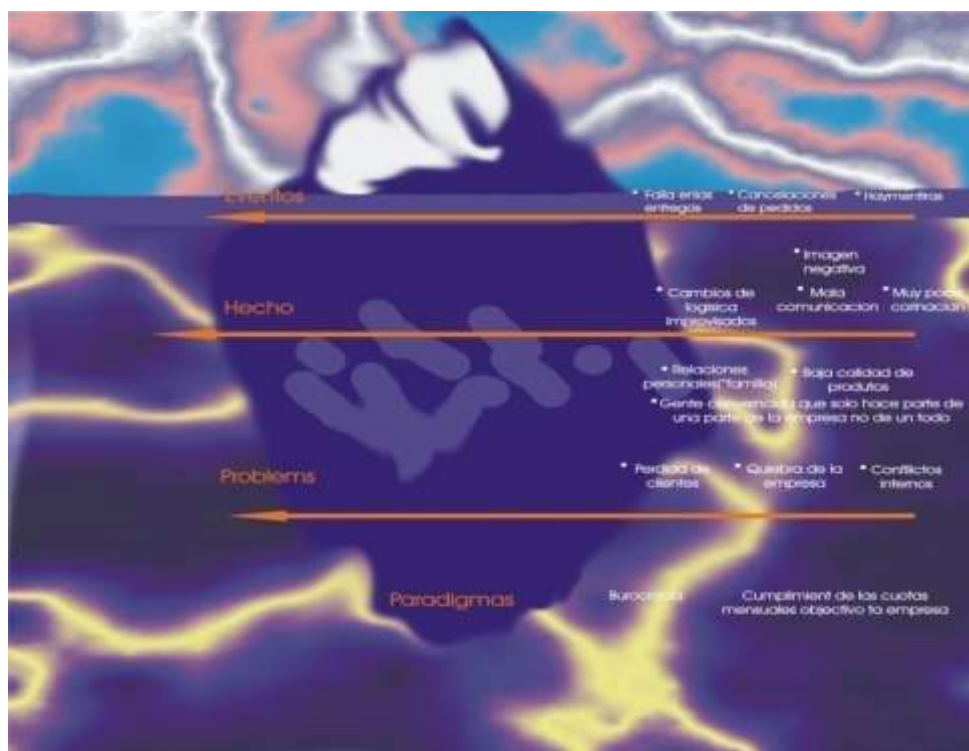


Figure 2.4 Theory of Iceberg (Katan, 1999).

Laws, traditions, customs, motions, conventions of dressing, nourishment and drink and conduct of welcome, and saying farewell these are generally components of culture; however they are only the tip of the social chunk of ice. The greatest components of culture are those that lie underneath the surface of day by day connection. We may review these esteem introductions. Esteem introductions are inclinations for unequivocal results over others. (Katan, 1999)

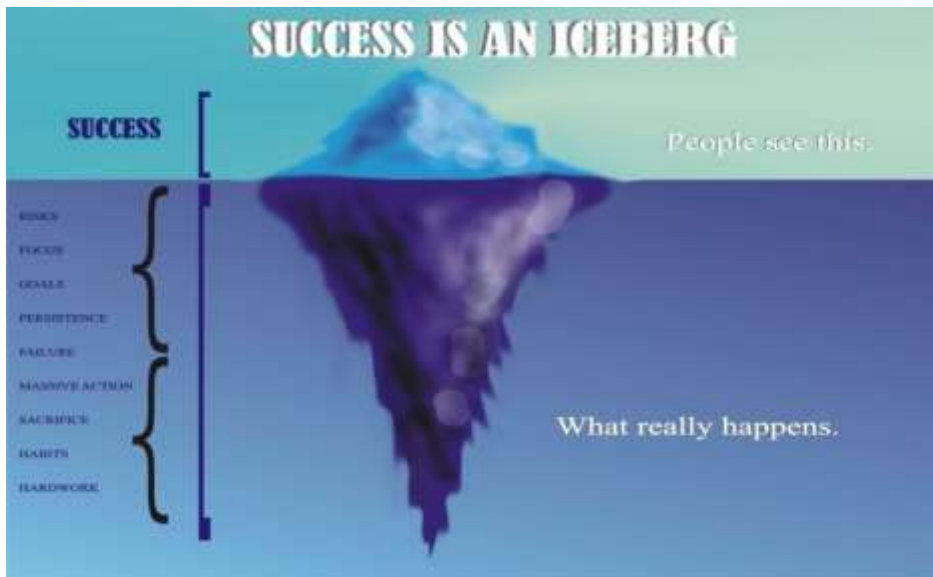


Figure 2.5 achievements in the Iceberg Theory (Katan, 1999)

Social practices are found out from nature close-by containing broad family, guardians, peers, parental figures, instructors, and so forth. Social practices give us a feeling of self-assurance, personality and having a place. At the point when a man comprehends the social standards, as opposed to (them) he is known as (us). On the off chance that he comprehends within rules, with certainty he can work that just he won't so commit an error socially for a relationship that may unsafe.

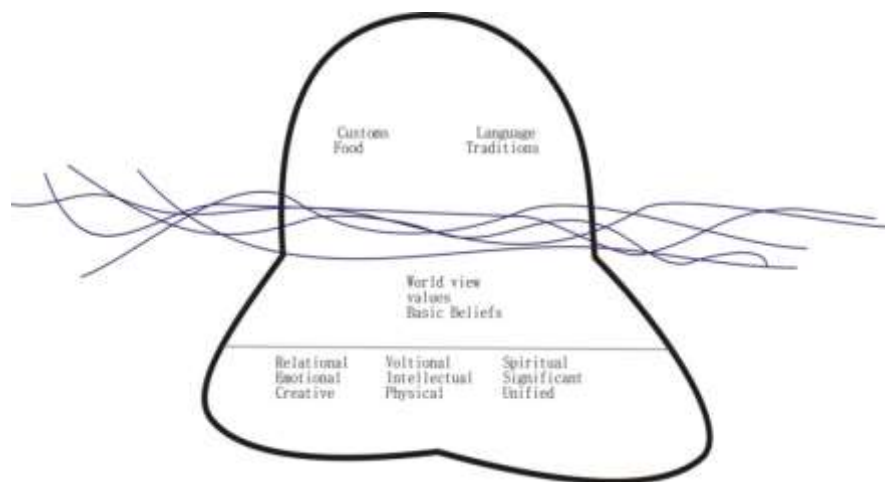


Figure 2.6 Cultural Icebergs (Katan, 1999)

The given picture of ice shelf depicts unmistakably; noticeable segment which can be seen is just a little piece as a general rule, of whole bigger much. In like manner individuals consider culture oftentimes as the recognizable qualities a large number of a gathering with our eyes that can see, it be their specialties, sustenance, welcoming or different ceremonies. In any case, actually these are

only an indication outside of the more extensive and more profound parts of social practices of the troublesome considerations, needs and inclinations held profoundly esteems and dispositions as perceived.

Below the deep line of water are core values cultures. Primarily these are ideas learned about what is quality wise good, desirable, acceptable and correct likewise what is not good, undesirable, unacceptable and incorrect. In numerous situations, culture groups of diverse settings contribute to the comparable central values (such as "respect", or "family", or "honesty"), but these are interpreted frequently in a dissimilar way in diverse circumstances and in unique methods incorporated into precise approaches individual may apply in everyday circumstances. These inside powers end up ready to be seen eventually to the casual onlooker as practices unmistakable, the words we utilize, for example, we act in the way, we institute the principles, and we speak the strategies with everybody.

Verifiably, the noticeable segments of culture have been utilized to both express and recognize the concealed layers. In this day and age, the unmistakable articulations of culture are ending up more uniform all through the world yet the segments in the imperceptible layer are incredibly slower to alter. The outcome is more perplexity between individuals since what they are anticipating that the individual should be the point at which they initially meet isn't basically how/who the individual is.

To note this thing is too essential that the cultural core values do not modify simply or quickly. From generation to generation they are accepted by various surround institutions. These foundations of impact are ground-breaking powers which guide and show us. A financial arrangement might modify and in school method might be accepted or descriptions in a new way "normal and common" can be apparent on the TV numerous forces that carry on modifying the cultural practices as compare to their past practices.

Similarity with an iceberg, there are things that are visible and we may easily explain likewise there are several rooted ideas deeply also that we be able to only recognize by studying institutions, examining values and reflecting on personal core values in numerous cases.



Figure 2.7 Cultural Icebergs (Hofstede, 1994).

The icy mass has ready to be seen tip. These are the regions of culture that we may see appear in the physical sense. When in doubt these are the parts that we come into interface with the essential when hopping into another country or culture. Such "indisputable" edges join things, for instance, music, dress, outline, dialect, nourishment, signals, welcome, practices, reverential practices, and workmanship so on. Likewise it can likewise identify with practices, for example, seeing individuals overlooking red movement lights, spitting on the floor, smoking in network or lining for a transport. All, contingent upon your own way of life, may appear to be peculiar, abnormal, inconsiderate, unmindful or essentially senseless.

Not a single components able to be seen know how to create actual sense with no drivers behind the understanding; and these are the invisible side unseen on the bottom side of the iceberg, these unseen components that are essential reasons of manifest what on the side that is visible. When opinion about cultural practices, the iceberg bottom area will contain such as things like worldviews, religious beliefs, reach to the family members, regulations of relationships, acceptance for modify, thoughts towards rules, motivations, ways of thinking, communication styles, dissimilarity among public and private, gender based diversity, comfort with risk, and further more.



Figure 2.8 Cultural Icebergs (Hofstede, 1994).

II Onion Theory of Culture

"Social Onion" display by Hofstede is an awesome apparatus to comprehend with help the social practices of a nation

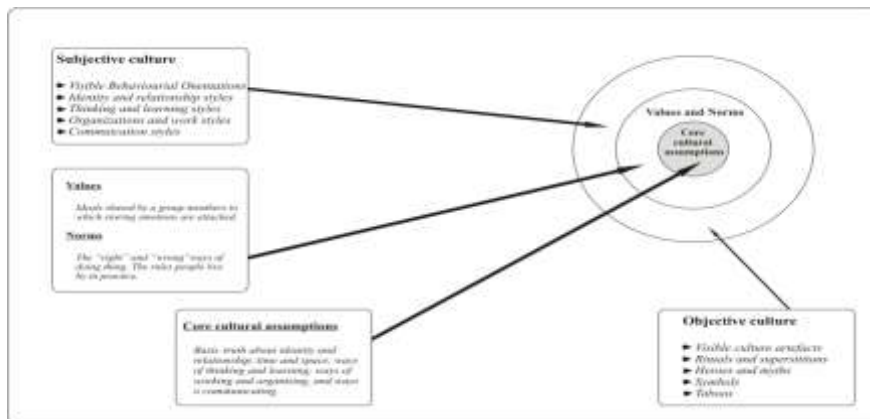


Figure 2.9 CORE and 3 layers based model of onion culture (Hofstede, 1994).

➤ Model of Onion Cultural

A picture of onion typically used to clarify every now and again in disparate social layer. Cultural practices may be broken down into many cultural layers: The external cultural layers are composed of the products and artifacts as well as behavioral patterns. After that the layer includes the standards, attitudes, and beliefs of the cultural practices. The onion middle stands for the cultural underlying values and assumptions. The inner most layer hidden, the features of

cultural practices are harder greatly to understand and recognize, but all other layers are constructed ahead the cultural onion centre. Therefore, better understanding and careful analysis of the as well as different layers how they influence and interact with everyone is essential. Training related to intercultural may assist to recognize the different cultural layers and the significance of these layers.

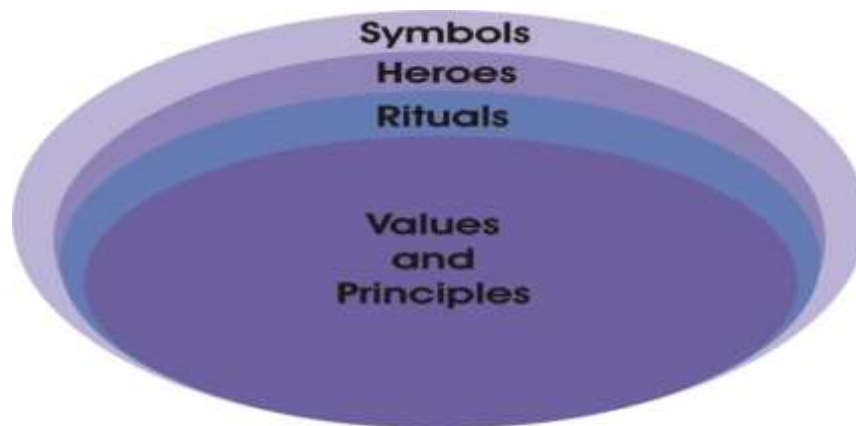


Figure 2.10 Onion Model (Hofstede, 2001).

2.1.9 The Layers of Onion Culture:

In the display the way of life of each individual has seven mental, spiritual, and physical layers that might be employed in organizing the said individual's life or reality. These layers are coordinated and all encompassing as they forward and back and work again from the center of the onion to the external surface:

- ◆ Values,
- ◆ Feelings,
- ◆ Behavior,
- ◆ Ultimate Allegiance
- ◆ Beliefs,
- ◆ Worldview,
- ◆ Artifacts,

Cultural Onion Diagram represents culture in the shapes of different layers. Cultural onion external layers the behaviors and artifacts are accessible and apparent instantly. Linkages are accessible only in depth as with the core layers credible relations are made of ultimate allegiance and worldview in culture of any person. Inside and out connections improvement requires a decent arrangement of exertion and time for the most part.

1. Values According to Onion Layers

Values are conclusions and assessments of mental and about everyday life experiences of on a scale of wrong or right.

2. Feelings Onion Layers

Feelings are the conclusions and emotional assessments concerning to the daily life experiences on a scale of, happy towards sad, love to hate, and for instance calm to angry.

3. Onion layers of Behaviors

Individual performance like actions reactions are known as behaviors in onion cultural model.

4. Ultimate Allegiance Under Onion Cultural Model

Ultimate Allegiance is the preliminary point, the heart beating, the grounding reality and trigger that gives essential way, structure and cohesion to the mental mappings, fundamental stories, viewpoint and meta-narratives in an individual's worldview.

5. Beliefs Under Onion Model

Beliefs are conclusions and assessments of mental and about the daily life practices of on truth to lie base scaling.

6. Worldview According to Onion Cultural Model

World view is the arrangement planned for the administration viewpoint, the interior gyro at the societal realism and center of an individual Worldview gives a mental map of what is definitely original.

7. Artifacts in The Light of Onion Model

Individual physical characteristics are artifacts like the objects or things that are linked with concern individual. What people gather are artifacts.

2.1.10 Culture Model Onion Levels

The additionally assigned seven layers of culture can be clarified as far as three structure stages. From core of the onion these stages integrate the culture to the onions external surface. From center to surface, these levels are the assessing, the realizing and foundational organize. The social foundational level is the fundamental position for the entire thing. It provides a consideration that how the world might be in believes. It gives the mental mapping and the perceptual foundation for other cultural stages. It is the meta-story out of which individuals have their being, survive and move. This unlocks the route for basic leadership

designs and implicit contemplations. The particular period is the heart pulsating that makes dynamic practices, sentiments, qualities, and convictions and additionally the physical and mental driving forces for controlling and gathering antiquities. Scripture states, "An individual is what he thinks in his mind. The underlying stage build up of extreme faithfulness and perspective is the fundamentally verifiable and shrouded social level. It is not accessible right away for assessment and analysis. The cultural evaluating level gives a routine system for judging and examining the life practices. At the thoughts of assessing stages against the underlying mental mappings of the way of life are estimated in extreme devotion and perspective to check whether they may be precise, to be appreciated or great quality. The assessing stage layers of culture offer and build up a program-mapping auxiliary example that look at reflexively and arranges the few basic choices and finishes of entire life. These discretionary altered cases for making deductions related to suppositions, characteristics and feelings proceed out of mind makings or the modified evaluating cases of the levels underneath them in the social onion that is feelings from values, values from feelings, feelings from viewpoint and point of view from unmistakable devotion. The evaluating stage with its layers of feelings, characteristics and feelings isn't as extraordinarily embedded in the social onion as the opening level of perspective and extreme steadfastness. So convictions, qualities and sentiments are not as oblivious and certain as the foundational levels of extreme loyalty and perspective. In other words, convictions, qualities and emotions are further reachable than perspective and extreme dependability however not nearly as accessible for perception and control as practices and ancient rarities in the completing phase of individual culture. The acknowledging stage follows up on and encounters the sureness, basic mental mappings and the acknowledgments about that realness through the finishing and beginning layers of culture. It reacts to these mental mappings and saw authenticities by finishing them. This acknowledgment gets put in the outside estimations of step by step life. This not occurs generally by think decision yet rather thus or potentially semi normally in light of inside mental programming. In the specific technique the reasons for doing or gathering routinely happen because solid connection is finished with individuals and possessions. The outcome can be either constructive, might be unbiased or may be pessimistic as contact amongst individuals and individuals and individuals and questions in the physical, mental

and otherworldly domain happen. The finishing stage exhibits the options that people make when they interface with each other, and with the world. The acknowledging level is really open as people come in interface with different people and things and intentionally get their lifestyle into get contact with the lifestyle of different people in their own specific culture and in various social requests of people.

2.1.11 The Cultural Onion in Sum up

In summing up we may have the ability to express that the social onion pictures an arrangement of inside stages and covers of culture that are a bit of each being or society. Stages and Layers Summarized the initial position of the social onion is the mind delineates, meet story or the reason of believing which arranges a general public's whole view on authenticity. The heart is a definitive loyalty, the trigger and the fundamental point at the opening phase of each culture. Extreme steadfastness serves up as the profound and rational vibrant for perspective that thusly give as the inner gyro, the overseeing midpoint of the whole thing that an individual considers, is and does. The assessing stage with layers of convictions, qualities or sentiments offers a framework for assessing or reaching determinations identified with the encounters of life as far as exact and phony, great and awful, and an aligned size of emotions. The completing stage gets the apparent substances and the assessments identifying with those apparent substances from the inside tasks of the way of life, settles on reasonable decisions based on those apparent authenticities and responds to those decisions with an existence of exercises in the outside world. The greater part of this establishing, overseeing, assessing and carrying on of apparent reality happens in a well ordered, forward and backward method from the opening internal center covers of culture to the completing outside layers of culture, commencing extreme constancy to ancient rarities. Whenever basic, the procedure can move back again to the inside layers of perspective and extreme constancy for renewal, reinterpretation or adaptation and extra total reconciliation.

➤ **Onion or Iceberg**

The supportive option to the “model iceberg” of cultural practices is to imagine additional cultural practices as compare to an onion cultural model. Culture is not somewhat that might be measureable. It is invisible generally, but

the invisible values, social communications and direct behavior. Like an onion, however, you can stripe down its layers and “peel” culture.

The “onion”, outmost layer i.e. of dissimilar cultural practices, is what you can see, touch and listen: rituals, products, and artifacts.

After that the cultural layer consists of its institutes and structures. Institutes and systems are based in turn, on norms, attitudes, and certain beliefs. From the core of the “onion”, these beliefs then stem the mainly essential values of any specific cultural practices.

2.2 Diversity

The diversity idea includes respect, admiration and acceptance. Every person is unique in its meanings, understanding, and familiar with dissimilarities individually, with race dimensions these can be socio economic status, gender, ethnicity, age, physical capabilities, sexual orientation, and beliefs related to politics other ideologies and beliefs related to religion. This is usually in a safe, healthy and positive nurturing environment the exploration of these dissimilarities. It is regarding moving and understanding every one further than uncomplicated tolerance to celebrating and embracing the wealthy diversity dimensions included inside every person.

The circumstance of having or being made out of varying fundamentals: assortment; particularly: the expansion of different sorts of individuals (as individuals of various races or societies) in a gathering or affiliation programs proposed to support decent variety in schools.



Figure 2.11 Diversity (Taylor, 2009).

2.2.1 Cultural Diversity

Social diversity suggests people they see with requesting get-togethers in light of their beginning like place of birth, country of cause, ethnicity, vernacular, characteristics, feelings or world points of view. This does not suggest that everybody from a requesting get-together will hold accurately the similar characteristics or complete things in the near way. Showing support for social arranged assortment incorporates chatting with people to impact associations, to find how best to fuse them and respect their social wishes. Regarding and with respect to better than average assortment supports people are ordinary and useful to see dissimilarities among individuals and as social events.

Arranged assortment is simply divergence from the lion's share. In any culture there is a lion's share and a huge amount of minorities. Culture is a plan of measures that set models for an overall population of what is elegant perspective.

In each culture there are major measures for social correspondence, for instance, solitary space isolated, eye to eye association, measure of non-verbal correspondence showed up out in the open, orchestrating methodology, etc. In America, the general population stay around eighteen inches isolated when involved with consistent talk; support straight eye to eye association; are completely conclusive with non-verbal correspondence and mastermind straight ceaselessly moving toward the other party for their "essential concern". In various social orders they may stand closer or more far off than any one pleasing, may see organize eye to eye association as discourteous, be essentially open to exhibiting non-verbal correspondence and mastermind all the more round abruptly.

2.2.2 Cultural diversity in Pakistani context

Ethnicity of Pakistani population is generally described in terms of the geographically and administratively defined areas as Punjabis, Sindhis, Pashtuns and Balochis. However these ethnic groups are further divided into various sub-categories, linguistic groups and castes. The main languages include Urdu, Punjabi, Pushto, Balochi, Sindhi, Seraiki, Hindko, Dari and Gujrati. Urdu enjoys the status of the national language, widely spoken and understood all over the country. Most people are bi-lingual, speaking their regional language and Urdu with almost equal facility. The key ethnic groups are generally concentrated in their provinces but significant numbers are found in other provinces, and also across the borders in neighbouring Iran, Representation of cultural diversity in

Urdu newspapers in Pakistan, Afghanistan, and India. Within each province, there is considerable ethnic or linguistic diversity. The Punjab has a large number of Seraiki-speaking people who insist on their separate identity from Punjabis. Sindh has a significant proportion of Balochis, Bihari refugees from Bangladesh, Seraikis in the north, and a large concentration of Muhajir community in the Urban Sindh - the Urdu-speaking migrants who came to Pakistan after 1947. The NWFP has Hindko-speaking people, Hazaras, concentrated in the southeastern part, and a Seraiki-speaking community in the south-western part. Balochistan has a large number of Pashtuns besides Brahui and Dari speaking communities and Punjabi settlers (Rehman, 2003). Faced with the diversity of ethnic and linguistic groups, Pakistan's national unity is mainly based on religious, historical, geographical and political factors. Islam and Urdu language serve as major unifying factors. Figure 1 presents an overview of ethnic diversity in Pakistani society, which is generally isomorphous with linguistic diversity. The variety of languages spoken in Pakistan represents the diverse cultural and ethnic backgrounds of the people who speak these languages. Most ethnic groups constitute a majority in their area of origin (province or region) and are indigenous to it but constitute a minority within other regions, and also in comparison to the entire population (Ali & Rehman, 2002). The linguistic and ethnic identification in Pakistani society has been traditionally characterised by the power politics, and discrimination in employment and other societal contexts (Jaffrelot, 2002).

2.3 Education

Education is the philosophy of passing on appealing change into the direct of a man. It can in like manner be portrayed as the "approach of offering or obtaining learning or penchants through course or study". The lead changes must be composed towards an appealing end. They ought to be satisfactory openly, socially and amusingly and result in a modification in learning, capacity, mindset and appreciation. With the progress and improvement of society; instruction has taken various shapes, for example, kid training, grown-up instruction, specialized instruction, wellbeing training, physical training et cetera. The other wide classification may be:

Training in its comprehensive shape goes past what takes puts inside the four dividers of the classroom.

A child gets direction from his experiences outside the school and furthermore from those inside in view of these factors. Thusly, there are generally three sorts of direction, to be particular in modes of education.

a. Formal Education

Formal preparing looks at to an efficient, dealt with direction appear, composed and managed by a known course of action of laws and principles, showing a to some degree rigid instructive projects as ponders objectives, substance and procedure. It is depicted by a flanking guideline system named, as Sarramonal comments, "presential preparing", which fundamentally interfaces with the teacher, of preschool social foundation. It passes on to the guideline framework commonly got by our schools and universities. Formal preparing foundations are progressively, physically and curricular dealt with and require from preschool system a base classroom number present. There is a program that educators and preschool learners relative must examine, including widely appealing and last evaluations in driving force to push preschool learners to the accompanying learning stage. It gives degrees and affirmations agreeable with an exceptionally strict course of action of procedure. The framework is essentially expositive, scarcely relating to the favored lead goals in fact, it is all things considered uncommon that such targets are operationally settled. Evaluations are made on a general preface, for administrative reasons and are amazingly used to hint at change the preparation method. Their character is, for the most part, remedial, consenting to a mono directional procedure that fails to ask preschool teachers and to offer for their dynamic participation in the strategy, anyway in the overwhelming piece of cases, frustrations are ascribed to them. The setting up of a formal preparing plan does not think about the preschool' rules, characteristics and attitudes that are appropriate to the direction system which, generally, isn't attempted or overviewed at the level of understudy affirmation, and furthermore for amplexness and viability. The similar system poor, incapable, scarcely innovative is gotten, paying little mind to whether the universe contains 10, 50 or 200 preschool. The fundamental learning principals are dismissed in business when other institutional assets are only here and there utilized than the expositive strategy. The subjects are offered in secluded squares, regardless of whether as to substance or system. Therefore, for example, on account of Physics, for techno

managerial premise's the subject is dispersed into hypothesis, lab and practices and, their sufficient request and relationship is ignored. When all is said in done, the targets went for the individual advancement of preschool are carelessness and, the fundamental standards of learning neglect to be considered in the arranging and the execution of training plans. It isn't inordinate to state that on account of formal training, for the basically part instructor's professors to educate; preschool teachers and learners put on a show to study; and, organizations claim to be truly obliging the interests of preschool and of the social request. In this way typically formal instruction can't camouflage its lack of approachability from the real needs of the preschool education and of the general public.

➤ **Highlights**

- Planned with a specific end in see
- Limited to a particular period
- Well-characterized and precise educational programs
- Given by uncommonly qualified instructors
- Includes exercises outside the classroom
- Observes strict train

➤ **Considered with a Specific End in View**

Formal instruction is planned with a specific end in see. It is given in school, school and parallels different establishments. Which are set up with the particular reason? In this technique it is immediate tutoring, direction and educational cost.

➤ **Restricted to a Particular Period**

Formal instruction is constrained to an exact period or stage. It is given by certain set manage and arrangements. It is as sorted out, arranged and guided guidelines.

➤ **Well Explained and Organized Course**

Formal preparing has an especially described and dealt with instructive modules. This instructive module relies upon clear focuses and objectives. These focuses are in similitude with the needs of the overall population and the state.

➤ **Given by Especially Experienced Instructors**

Formal preparing given by especially qualified educators they ought to be productive in the specialty of bearing.

➤ **Includes Actions Exterior to the Classroom**

In current powerful schools, the technique of preparing isn't simply controlled the four dividers of the classroom. There are a bigger number of activities outside the classroom than inside the classroom.

➤ **Examines Strict Discipline**

Formal instruction looks at strict train. The understudy and the educator are both aware of the reality to connect with themselves in the strategy of instruction.

It may, notwithstanding, be said that any method of training which includes supervision, guideline, set arrangement, particular points and standards adds up to formal instruction.

2.4 Early Childhood Education (ECE)

In fulfilling students formative wants early childhood instruction stands very important. The perfection of the instruction in early childhood learning period along with these directions known and the truth that preferred standpoint kids from it capably acquire impacts on kids the long haul and decidedly. In inquires about the expansion concerning person's pre years adds to the estimation of Early Childhood Education by impacting the methodologies and educational program connected preschool instruction (Lohmander, 2004). Preschool syllabus for educational practices, beside with placing the common preschool educational framework, gives convenient for determinations of what learners development attainment ought to be, organizing the school function, tasks of the teacher and methodology to be utilized (Alvestad & Samuelsson, 1999).

Early childhood education is one of the mainly essential stages in a learner's life practices. There is a massive quantity of researches showing about when learner attend high feature preschool educational programs, they comprise healthier chances in successful, moving to college and receiving a job paying on top level. Quality preschool instructive projects with the required devices offer

kids to learn conduct and social learning abilities at their individual pace, in conditions they can get it.

Early childhood instructors bear on to exertion with contemplations in regards to the place of workmanship in the educational modules and the chiefly proficient technique to teach it. For reasonable craftsmanship the journey of instruction models has driven training master to direct research with an end goal to make rationale of these worries. The exertion for instance, of McArdle (1999) battles with the origination specialty educating legitimately. Analyzes the youthful worth kids arrange on their specialty. Weier (2000) endeavored to bind the sense for children of workmanship in historical center settings. The preschool art exertion of education researchers stands for a small number of addressed questions being in recent research. In common, preschool education expert address issues in relation of aesthetics to artwork show, but yet have to admit adolescent children's practices its impact on them as individuals and nearby the artwork act of display. Jalongo (1999) youngsters' work of art is keeps up an indication of self-articulation; sense that teachers require monitoring their response to aesthetics of children's.

Early childhood learner's assets and their interests are relied upon to be fluctuated and differing. In settings of early childhood learners interests permit to center learners and teachers to find considerations in commonly unconstrained and planned correspondences.

According to Wade (2001) teacher's commitment with students' interests reinforces students' memory, effort, attention, and motivation. The instructive relations function with value determinations of learner's practices has been reinforced by proof in effective pedagogy of studies through activity base learning and complete involvement of students the idea to make teaching learning process interesting is unique through play way learning with the help of relevant set of age appropriate activities.

According to Hayes and Conway, (2000) availability of sufficient resources, space and provision planned fine to endorse integrated knowledge practices has been child centered focus in learning and teaching surroundings, pedagogical features how teachers interpret and recognize children's benefits, or make certain methods in which children's interests' base play is representative. It

is acknowledged further that out of variety of occurrences children learn is visible in different situations.

The significance of the early childhood to children's existence is acknowledged towards quality education. A fine quality life start is healthy acknowledged as a base for upcoming development and growth, wellbeing and health, only not in the early childhood years, but all through the life of the child.

Organized and well planned curricular and co curricular activities construct and build early childhood education. It is defined by Bertram and Pascal (2002) that educational program for early childhood needs to child center focused activities and interests. Interests-based educational module and teaching method are to a great degree interpretive and participative.

Kiel (2010) explored Teachers content Knowledge and Pedagogical Content Knowledge and The job of Structural Difference in the Teacher Education. In view of the underlying observations he concluded that how teacher education influences the development of children

2.4.1 Early Childhood Education (ECE) in Pakistan

In Pakistan early childhood education is not very much focused area of Education relatively with the compression of world context.

In public sector schools of Pakistan, a proper and well planned Early Childhood Education (ECE) has been non-existent. Historically, pre-primary education existed in our schools with varying names like 'Katchi Class' or 'un-admitted' children etc. These categories of children were and are being allowed to come and sit in the school, but there were no standardized facilities for the provision of proper early childhood education to them. Neither a separate class room, nor full time services of an exclusive teacher are provided to these children. Education Departments in many provinces have so far not realized the need of development and dissemination of teaching-learning materials (TLRs) specifically produced for this age group. Pre-service teacher training courses and regular in-service teacher training workshops do not cover learning needs of children of age 3 to 5. Primary school teachers are not trained in interactive methodologies of teaching to foster joyful learning among children of preprimary level.

1. The National Education Policy of 1998-2010

The National Education Policy of 1998-2010, was the first official document that envisaged institutionalizing and integrating 'Katchi Class'. ECE was included as one of the three priority areas selected by Pakistan for its 15 year National Plan of Action to achieve Education for All Goals. Later on, funding for ECE was reflected in Education Sector Reform Programme (ESR) launched by the Federal Government and financial resources were provided to provinces and areas for this purpose.

The first National Curriculum for ECE was prepared during 2002, which was further refined during 2006 and included in the Pre through 12 schemes of studies. National Education Policy 2009 contained a full section on ECE with five policy actions. Unfortunately, neither National Curriculum for ECE (2006), nor provisions of NEP 2009 could be implemented by the provinces. Recently, some of the provinces and areas have initiated pilot projects. ECE Centers are being established in Punjab, Khyber Pakhtunkhwa, and Sindh. ECE is also part of Education Sector Plans prepared by provincial Education Departments.

2. Education policy 2009

National Education Policy 2009 set age group for ECE as 3 to 4+ years i.e. three years and more but less than five years. According to Pakistan Education Statistics 2015-16, total enrolment of pre-primary education (Katchi class and un-admitted children) was 8.74 million, and Gross Enrolment Ratio (GER) 74%. Majority of these enrolled children are above 5 years age. Out of these; 4.21 million or 48.17 % are in private sector and 51.83 % in public sector educational institutions. Katchi class is a part of primary education. There are neither separate educational institutions (nor classrooms) for ECE, nor specific teachers for ECE in public sector schools. In private sector there are 448 institutions exclusively offering pre-primary education with a total of 2,785 teachers. Pre-primary education (3 – 4+ year age group) net enrolment rate (NER) in Pakistan is assumed to be around 36%, however, no data about NER at ECE level is available. It indicates that only one third of ECE age group children are in school and remaining two third are out of school (rural 61% : urban 42%). Research studies and surveys indicate that facilities and services for ECE are grossly

inadequate and insufficient in the country. Overall two third Government primary schools do not have the basic facility of separate class room for 'Katchi' or ECE class. The situation is more dismal in rural schools as compared to urban schools. The data indicates that more than 70% primary schools do not have functional washrooms or toilets. This shows that learning conditions in majority of the primary schools are not conducive, particularly for young children of ECE age group. ECE students need separate class rooms, equipped with teaching learning aids especially designed and produced for this age group. Each ECE classroom need an exclusive teacher, trained in methodologies suitable for young children.

Historically, however, ECE has not been formally recognized by the public sector in Pakistan. The traditional 'katchi' class in some public sector schools has predominantly remained a familiarization stage towards formal schooling for un-admitted, young students. A limited part of the Grade I National Curriculum is taught to this group. 92. Against this background, for the first time in Pakistan's history, ECE was included as a component in the Education Sector Reforms programme and funding was provided to the provincial and district governments. ECE was also included in the National Plan of Action of Education for All. Pakistan is committed to the Dakar Framework of Action, the first goal of which is to expand and improve comprehensive ECE for all children, especially for the most vulnerable and disadvantaged. 93. Progress has been achieved over the last few years, as noted in Annex- A, but further action is required in three areas to improve provision of ECE across the country: (GOP, 2009).

- (i) Wider participation;
- (ii) Better quality; and
- (iii) Improved governance (GOP, 2009).

3. Education Policy 2017

Early years of life are catalytic for the physical growth and mental development of children. Experts emphasize the need of special care and attention to children and creating an enabling environment for them during this period, including provision of health care, nutrition, education, and affection. Numerous terms are used to denote care and support for children in their early life. These include; Early Childhood Care and Education (ECCE), Early Childhood Development (ECD) and Early Childhood Care and Development (ECCD). Most

of these terms or concepts are comprehensively emphasizing and advocating a holistic approach to pre-school child development. Early Childhood Education or ECE is an integral and common part of all these holistic approaches and their implementation require inter ministerial coordination, a common strategy and joint action plans. A coordinated approach for child development is followed in most of the developed countries, whereas developing countries, due to financial constraints and lack of awareness, are not able to fully or partly promote ECD or even ECE.

The process of development of personality and nurturing the potential of children commences from the very beginning of their lives. Experts have found out that physical and mental capabilities of children grow more rapidly up to the age of 8 years, and period between 2 to 5 years is highly critical in this respect. The early years are critical and formative for the acquisition of the concepts, and development of skills and attitudes that lay the foundations for lifelong learning. This period is characterized by rapid physical, intellectual, emotional, social and moral development. Provision of quality early childhood care and education makes a positive difference in their future learning, career, and adult life as good citizens. Investment on Early Childhood Education (ECE) brings following benefits to the individual, education system and the society as a whole (GOP 2017).

2.4.2 Importance of Early Childhood

In the light of historical perspective early childhood education got the focus from assorted fields (Roopnarine & Johnson, 2005). For example, social brain science according to early childhood experts, early social humanities, and formative brain research, philosophy and history base studies demonstrates that children are born to understand with the capability (Nutbrown, 2006). Their brains in other words, when they arrived are prepared to learn to the globe and throughout the procedure both the genes and environment take an essential function which constructs the brain in turn. As to, this vision as able students seeing them as opposed to clear slates altered the controls' technique for looking to the early childhood institutions.

To take in the status of the children while they are conceived just set off the considerations of fundamentals of early childhood instructive settings together

for the learners independently and in more extensive sense, for the complete social practices.

Studies related to longitudinal research have explained about the preschool education that is the phase when children were extra influenced from the aspects of environment and their growth was fast. In two thirds addition of the growth of brain between the start to four years of age was completed. In this critical age education therefore, for growth of children makes significance. Receiving early childhood education offered enhance in the children IQ level was found in long term and short term it improved the school achievement of child.

Early Childhood education especially becomes extra valuable, for the little socio financial setting children. The advantages are recognized of being exposure to early childhood education for the children related to families have low income level as school readiness and cognitive development. Moreover children related to background from low socio economic, high standard of early childhood education offers early mathematical thinking skills and reading to children from middle and high category of socio economic level.

Early childhood educational practices cultivate learners in socialization conditions slightly than entirely development academically such as reading and mathematical learning approach. Webb (2003) expand that children pick up information of coordinated effort amid learning process in children care focuses and such kind of abilities help them to take after remain protected and sound and take after guidelines in the general perspective. Concerning socialization, guardians share the point of view also. In Seng (1994), look into consider it was found that the significant reasons for guardians sending youngsters to early childhood instructive focus is to get them mingled. Kağıtçıbaşı (1991) give subtle elements those children who got preschool learning end up being socially and candidly more fit grown-ups contrasted with those whom did not have early childhood education.

Notwithstanding enthusiastic, scholarly and social advantages, regarding youngsters, preschool instruction offers them long haul an improved future, for example, setting them up for training and bring up in the rates of further educational activities..

As Durkheim elaborate about social orders are change context or text made out of various foundations and there is a relationship among those

progressively. Each foundation relies upon each one to create and to survive the understanding inside the social request. Greve (1998) defined that societies require persons who function fine inside the existing system, keep in mind this reason. Educational institutes so increase importance from early childhood to university education arrive at the harmonic social order.

Early childhood instructive practices were start in the priorities of government in their plans, especially, after it was demonstrated that high caliber of preschool instructive practices has impacts durable later on life creation of the youngsters' for human advancement To epitomize, Oppenheim and MacGregor (2002) recognized that children be given early childhood education are less connect likely in wrongdoing and likely more to complete their education at secondary school level and get entombed in to school level instruction. In additionally consideration cost and aftereffect of youngster ponder bring up that getting preschool training of amazing incorporate kids create with fruitful natives and preschool educaors in their lives later (Reynolds & Ou, 2004).

Everingham, Karoly, and Kilbourne (1997) point about return rate of investment in early childhood period on people is superior contrast to other period of individuals life investment. In outcomes of study including supporting that the youngster's needs are presented to routine with regards to high caliber, in their brains the further links build up early childhood education triggered to achieve importance better in the social order. Such sort of results unlocked the way to begin brains education as soon as possible.

It is expounded about mind wiring formative adaptability or the modifying capabilities due to influences of practice were influenced by both early environmental and genes aspects. So, the requirement happens for policy makers, educators and others in the social order assisting children to build the early brain design by giving them the early year's education.

Cross-sectional and longitudinal study's conclusions Reynolds & Ou, (2004) linked the early childhood education profits offered logical causes for a better society to focus on early childhood education. Besides all, changes related to socio cultural such as the age of information receiving and throughout amends in the world order early childhood education worldwide triggered to be concern of several social orders.

1) Early childhood Education and Globalization

Globalization has restructured several problems (Grant & Grant, 2007; Koggel, 2003) inhabitants increase, the setting, international relations, human rights, development, health care, poverty and labor. It has also an effect on and redesigned as well as the education. Starting as of early childhood educational years to college level education that might observe the globalization influences.

Outcome appeared of globalization to be observed more after 1985s, in all nations when go into a data period by the mass increment of web and PCs all about the world, holding the data and instruction in hands develop into promote basic. Knowledge turns into power in other words. Bearing in mind this, productive, the active and containing knowledge of fabricating the technology of their own skilled at numerous overseas foreign languages, leader are valued as children of human beings. So, countries began to redesign their national curriculums in every stage of educational practices cultivating towards those sorts of people .The cultivation as procedure begins as of the initial stage which is early childhood educational level.

In adding to require capable individuals completely containing the knowledge and skills of dealing with the latest demands of world, converts in relations base component.

Morrison (2007) such as further mothers go keen on the rich parents or work force who seem to be for the greatest education spaces as soon as possible for their children, brought as growing concern the early childhood education.

2) Every Child's Right To Participate

Fairness of commitment is an issue in early childhood education that is worried about early childhood education, together with youngsters, making a shifted scope of social and social learning exercises and practices for all children to access in the early childhood settings (Elliot, 2006). Pictures of the children as less skilled or created than grown-ups can prompt a dream that youngsters don't have the enthusiastic or psychological capacity to make reasonable choices. This thought may direct to the voices of children being let well enough alone for choices that impact them, denying children their entitlement to take part similarly in their initial early childhood condition.

3) **Early childhood Curriculum**

To be proficient to perceive fundamentals of early childhood existing educational programs, authentic taking a gander at the strategy gives opportunity to watch that how children and learning technique identified with them by the past ages is seen them in view of ethnic, political, monetary and religious requests of the times (Jackman, 2005). Rousseau, for instance famous by methods for his book "Emile", had confidence in the thought of unfurling. "Unfurling" for him can occur as development result children' intrinsic timetables in like manner (Morrison, 2007). Such an approach indeed, is utilized as educators currently to choose their exercises as indicated by the advancement phases of youngsters. Pestalozzi moreover, supposed that children learn from side to side their senses and throughout they might be achieving their potential naturally. Entire individual sympathetic approach and observation of educators were important among standards that an individual added in early childhood educational practices (Clough, Nutbrown & Selbie, 2008).

On the other hand, Owen believed in environmental significance which has sound effects on the development and growth of children. Still this idea is suitable nowadays and early childhood classroom environmental setting assists children for their beliefs development, achievement and behavior (Morgan, 2006).

Curriculum of early childhood education aimed to design to prepare a child for life. In case of early childhood educational settings here is globally a slight agreement as to the goals and nature of pre year's curriculum. Though a lot of literature promotes that curriculum for early childhood period has to focus on desires and interests of children (e.g. Bertram & Pascal 2002). Pedagogy and curriculum on the base of children's interest are extremely interpretive and participative. At its simplest educational programs is portrayed as what to instruct and how to show it. Nonetheless, choosing what to instruct and in addition how to encourage it is impacted by ideas of what scope of information and aptitudes it is fundamental for the youthful youngster to ace, what part they will have in achieving and what organization of realizing encounters is for the most part to yield greatest subjective power.

It is noteworthy to analyze the idea of educational programs here as educational programs are specifically impact by culture. The expression educational modules can contain an assorted variety of implications in preschool

training programs especially as opposed. This is expected partially to the truth that educational programs is frequently intensely portrayed by the substance to be instructed, however speculations of youngster development and learning will probably offer ramifications for how to educate, instead of what children may realize.

Some early childhood partners feel that an educational modules must detail correctly what to instruct, and in addition how to show it and when. Educational programs are in excess of an accumulation of pleasurable exercises. Educational programs are an intricate thought including various systems, for example, teaching method, content, instructional practices or objectives. Different reasons affected educational programs, containing content norms, responsibility frameworks, inquire about discoveries, network desires, society's qualities, singular children, attributes and culture and dialect.

Froebel, famous for early childhood, is one more important figure in early on early day's prospectus (Gordon & Browne, 2004). Froebel used intended prospectus which integrated assistance and activity to teach children. It is the similar amid the model that draw on while to teach children. The idea of recitation and education through have fun is amid the most important relieve of Froebel to near the beginning early days prospectus representation (Morrison, 2007).

It might be perceived basic education have wide record (Gordon & Browne, 2004) and record of growth and expansion comprise lots of statistics mainly that are child education researchers. Understanding, support of all curriculums is education assumption or viewpoint about how children encourage and study (Catron & Allen (2003) in actuality individuals are the direct our observation of education and at the bottom of children as beginner. In supplementary beginner learning, theories of infant advance have served as the foremost found for syllabus expansion near the beginning, core curriculum has been mostly educated by the idea that early days learning be openly consequent commencing child maturity analyze and supposition (Jackman, 2005).

For previously mentioned causes educational programs in early childhood education is significantly different stages of training. Since learners are rising at such a snappy rate in the midst of the early years and in light of the fact that what children are fit for learning and doing is so reliant on their advancement educational programs choices with respect to children instruction need to consider

every person's formative stage (Spodek & Saracco, 1994). As needs be an assortment in early youth educational programs representations.

4) Models of Curriculum Employed in Early Childhood Education

Any educational programs demonstrate, in this manner, is a perfect portrayal of the hypothetical premises, authoritative strategies, and academic segments of a program gone for accomplishing a specific instructive outcome. Regardless of what show is in the long run utilized, educational modules influence early childhood by starting learning and by presenting early childhood to encounters wanted to assist all children with attaining aptitudes and information and to alter qualities and emotions (Vold, 2003).

All through the historical backdrop of early childhood education decent variety in early childhood educational programs can watch renowned premature early childhood educational programs models. Basic models are esteemed during great deal of early childhood (Clough, Nutbrown and Selbie, 2008).

2.5 Montessori

The title independently shows up an Italian restorative specialist which effected from Pestalozzi, about as an educator have specific preparing consolidating mutually erudition and capacity of contacting through feel admiration as well as graciousness for kids. Montessori took after thoughts of Pestalozzi which concentrated on ordinary strategy development for finding individuals may achieve potential totally in customary Schools. Dr Maria Montessori worked along with more youthful youngsters sooner than grade schools. In January 1907, Dr Maria Montessori starts her trials. She saw her school as laboratory and thinks about children to be more prominent (Lillard, 2005).

As indicated by theory of Dr Montessori youngsters estimated condition introduced magnificence and mastermind is the best for kids' learning for the reason that it is developing and empowering. In such a situation, youngsters may pick particular employment exercises to facilitate importance or reason. What's more, the times when deliberately prearranged resources (tangible resources) acquainted through educator with tyke. Montessori educational programs are separated into engine training, tangible instruction, and dialect and scholarly training (Wortham, 2006).

i) Motor Education

The Montessori classroom is anterior with a specific end goal to offer kids' free development for the duration of the day. Kids' fine engine aptitudes are increased through tactile resources and additionally work in handy life zone. What's more, youngsters consider driving resources, clearing, cleaning shoes; they have chance to encourage mutually vast train aptitudes.

ii) Sensory Education

Scheming or pedantic equipment are connected tangible instruction. The educational programs which are sensorial incorporate major resources and data which underwrite grouping in addition to preservation exercises in scope of media. The resources are well aligned by intricacy with an essential goal.

iii) Intellectual Education and Language

The emotional assets are component of scholarly training. Instructor takes part in the watchful elocution of words he/she converses with the youngsters and all through educating an idea, usually to utilize physical measurements of the items, for example, enormous, thin, vast or little. Then again, there are three sections of the exercise, for instance, ideas vast or little, educator basically declare, "This is little ball". Secondly instructor needs kid for demonstrate bundle of little size and in conclusion, the educator needs the tyke to given name the question.

Composing and perusing exercises are excessively critical in Montessori educational programs. To start with kids' fine engine abilities increase dynamic exercises through the tangible resources. Meanwhile, Visual training and comprehension of alphabets in order to frame them and presented. Activities for letter composition and reading words are finished. Autonomously, perusing or composing extended to composing judgment and reading the books.

iv) High Scope

The high is subjectively arranged educational programs (Wortham, 2006) when it is essentially created so as to serve three and four years of age youngsters, causes kids form into free masterminds and issue solve (Peytom, 2005). Nonetheless, amid many years of work educational modules have advanced into the method to utilize these days (Morrison, 2007).

v) Active Learning

Dynamic learning the most significant route for youngsters to comprehend their reality in light of the fact that as they act together with the genuine world, as they have prompt direct involvement, they can build their own comprehension.

vi) Key Experiences

From side to side individuals, resources, and thoughts amid an inventive and continuous way encourage youngsters to upgrade rationally, physically, socially and inwardly.

vii) Plan and Process

Learners correctly have preparation personal actions; carry out and replicate to what they have accomplished.

viii) Parent as Part

By commitment thoughts regarding youngster development, advancement and learning, educators make visits to home. Those standards, dynamic learning encounters shape focal point. Truth is told four components, tyke grown-up cooperation, learning condition, every day schedules and appraisal are the ones help dynamic educating learning.

ix) Child Adult Communication

Positive correspondence techniques, for example, concentrating on youngsters' qualities, imparting capacity to kids, framing a certified association with kids are particularly esteemed in High Scope classrooms. At the end of the day, when managing each condition in classroom.

x) Learning Environment

The condition in this model is essential to organized various territories to encourage youngsters' distinctive development and advancement levels. Numerous sorts of exercises can be done in high scope classrooms through assortment of resources.

xi) Daily Practices

Dynamic learning is likewise upheld by day by day rehearses. Predictable practice is vital. Plan does survey session, little gathering and extensive gathering times when educators additionally participate in are the focal piece of ordinary high scope classrooms.

xii) Evaluation

There is specific perception evidence utilized to evaluate youngsters' progress, for reason that is the primary apparatus to comprehend kids'

development, improvement, and learning. While watching and cooperating with kids, instructors too bear on day by day episodic records and arranging sessions.

A preschool educational modules models and rules were upgraded all through time, nations' preschool educational modules likewise affect by the advancements and improvements in the field as needs are.

Additionally, as indicated by the examinations and prerequisites, the educational modules for the zero to three years olds youngsters have not changed anyway the educational programs for early youth students and early childhood curriculum for offspring of thirty-six to seventy-two months old. Educational programs, themes overlooked relatively objectives or destinations be underlined. Truth be told, this was the for the most part huge change inside the educational modules.

The 2002 preschool educational modules centers around encouraging the psychological, dialect, psychomotor, social enthusiastic abilities and giving self-improvement aptitudes for normally created youngsters between the thirty-six to seventy-two months old. Contrasted with the past educational programs, there were no exact objectives depicted for the imagination (Yazar, 2007).

There are day by day, week after week, month to month and yearly designs in the educational programs. Regarding yearly designs, it includes goals and objectives, targets kids pick up for whole trips, exercises particular methods for guardians' support in those occasions.

For the educators, as setting up the everyday designs, they could convey in excess of one exercise together to get together the objectives depicted. Amid the execution of the exercises, the instructor was the in charge of the dynamic investment of the kids. At times, kids should be in charge of beginning and closure of an action (Yazar, 2007).

Then again, the educator is more adaptable in this educational programs differentiated to the before one in light of the fact that in regards to the exercises; the instructor can change their spaces inside an everyday design and additionally changing time and sort of the action as indicated by the youngsters' necessities.

Inside the 2002 early preschool educational modules, one of the imperative issues is to give kids secure and adoring sound condition to give them a chance to explore their environment free and habitually. Hence, the themes must be picked to trigger the youngsters' feeling of interest, examination. So the classroom

condition ought to be expected to fill for individuals necessities. To appear, resources in the classroom should without inconvenience be accessible for kids.

Besides, parent interest was huge in these educational modules. Visits to home (no less than one out of semester one) prescribed to illuminate guardians about their children growth and improvement and exercises by guardians for advance innovativeness kids.

2.6 Early childhood Teachers and Curriculum

Preschool have numerous learning established in youngster growth, social works, society, human studies, reasonable, practice and specialized curriculum (Kendall, 1993). So educators require to be talented a ton of problems that faced by educators.

At the end of the day, early year instructors' parts vary in classroom clarifies that the early youth educators' part have learning of these twelve essential territories;

- Fundamentals,
- Advancements and child growth,
- Set of courses
- Eating regimen, health and security
- Perception of child, keep documentation and evaluation
- Producing sound conditions kids,
- Child direction, supervision or orders,
- Culture assorted variety,
- Individual contrasts,
- Family and society connections
- Professional and expert advancement
- Management and supervision.

Some portion of early years teachers in five locales:

- ❖ Creating nurturing youthful students,
- ❖ Teaching to enhance improvement and learning,
- ❖ Developing reasonable educational modules,
- ❖ Evaluating youngsters' development, improvement and learning
- ❖ Establishing complementary relations with family

Besides, Lundin, (2000) acknowledged the part of early educator within these six sections:

- Understanding necessities and capacities of children,
- Make situation network or enthusiastic knowledge
- Accepting a wide assortment capacities,
- Corresponding instructor started tyke started exercises,
- Evaluating educational programs gets together youngsters' prerequisites,
- Developing powerful urges

Besides, level of help commencing heads and organization clarified as main component which affects preschool instructors' educational programs execution. The demand to help from primary school as main issue intended for effective utilization of educational programs. Ultimately, communitarian environment is important.

In investigation, it was build up to shared system administration and relationships were distinguished as important and positive components which expand teachers approach or their motivation and instructing. Teberg (1999) likewise upheld the need of effective educational program use of discussing the way which teacher require other than learning and aptitudes, they needs support and help to achieve the objectives portrayed for their kids.

Despite the elements affect the educational modules usage, early youth instructors are looking with the issues when there are educational modules changes. Cisneros Chernour (2000) investigates issues of educators after K-9 educational modules change. New educational modules stress independence and emphaticness restricted Mexican culture and weight responsibility. Information collected through subjective strategy, center gatherings, interviews and report examination more than two months length. To begin with issues among home and school parents recognized kindergarten as play ground for child not as learning place after the educational programs change makes an obstruction among home and school relationship. Secondly there was an absence dependability or similarity amongst kindergarten.

Change kindergarten schools grade transform into an issue since youngsters were normal more inactive part begin primary level.

Third, part desires by instructors and division allow educators adaptable wording and states of exercises, schools head expected take after precisely aides in addition to manuals. Fourthly was deficiency of assets, instructors, working rustic zones grown low down desires youngsters in light of rare assets. Teachers

cleared up educational modules not focus on territorial contrasts. Last issue was the movement and relocation issues.

Instructors were experiencing issues when managing kids with constrained Spanish and don't perceive incorporate kids in classroom exercises. Wai-Yum (2003) attempted discover issues youth educator honed method best educational programs change near. Motivation behind the examination was uncover the live understanding of genuine individual's genuine setting. Subjective technique be utilized all by individual and center gathering interviews.

Toward the end of examination, instructors clear up four noteworthy troubles concerning the new educational modules change. The primary issue was that teachers needed to satisfy excessively different errands by the usage of the educational programs anyway they don't have satisfactory time to complete those and they ended up finished stacked overwhelming load of work. Secondly, successive management obstruction central in classroom instructing therefore educators feel that principals does not trust and also lead instructors for loss of trust in instructing procedure. Third issue relate to absence of feedback of principals in regards educational programs change. Instructor's additional that in spite of the desire higher from teachers. At last, educators have issue related absence of support or help from parents and executives. The necessity intended for joint effort between instructors, guardians and principals for appropriate utilization of educational programs (Düşek, 2008).

Early childhood syllabus was assembled. Information was gathered and the two polls meetings utilized. Controllers, school head and novice teachers achieved an agreement that new educational modules be learners focused in addition to further adaptable contrasted as before. School head and preschool educators additionally valued that there was an accentuation on the parent support by the new educational programs. In addition, investigators and school head showed propriety of new educational modules by means of educational programs utilized as essential training.

Early childhood teacher then again, recognized their issues about the educational modules. In the first place, they expressed the physical condition lacks which counteract proper usage of the new educational modules. At that point, they included their absence of information related acceptance of new educational programs totally. Third aspect is related to parent's investment which novice

teachers guaranteed that visit to home is difficult. Instructors additionally added hard just before locate fundamental reports, for example, development control list, target assessment frame, teacher self assessment for and so on.

In an investigation led by early year instructors' perspectives concerning the educational modules being actualized were accumulated. The information were gathered from early youth instructors in Ordu city and their perspectives classified into four zones destinations, training and arranging, parent interest and assessment. Concerning destinations, it was identified that instructors did not experience issues both on settle on a choice the goals to decide for an action and picking targets from all territories of development and improvement suitable for the particular age gathering of the youngsters.

Educators, as far as instruction and arranging, suggested that there was a requirement for illustrations with respect to which techniques to utilize, what sorts of mechanical materials to be incorporated into the ordinary designs. Likewise, educators explained cases about nature and science exercises, exercises of music and perusing composing exercises incorporated into educational programs.

The kind of exercises were required with respect to parent contribution, then again, were not portrayed obviously as per the perspectives of the instructors. They included that parent association ought to consider contribution of the two dads' and moms 'training.

At long last, educators discovered assessment frames intended for surveying kids insufficient. They proposed

2.7 Cultural Activities and Education

Emotional well-being experts, educators, and government officials all discuss the prerequisite of building up a positive self idea for solid mental working present existing society. "Advancement of natural and socialization rehearses that probably create a sentiment self esteem within youngsters is main preventive procedure" (Lefley, 1982). the growth of constructive idea encourages man's correspondence by means of nature furthermore supports sound mental working; in this way, a comprehension of that technique (self idea arrangement) ends up fundamental while making projects meet instructive wants youngsters in pluralistic culture. Worldview reason for instruction at that point isn't just to teach kids about their reality, yet additionally to support the advancement of a positive feeling of mindfulness. Inability to accomplish this objective may bring about

preschool not succeeding scholastically, it may likewise undermine the extremely popularity based standards of the American culture and "the reason for tutoring itself" (Jones, 2004). Learning is important device intended for vicious conduct aversion. Kids who accomplish in school and create noteworthy perusing, basic contemplations, critical thinking, and relational abilities are better ready to adapt to distressing and maybe hazardous conditions. Additionally, scholarly achievement enhances the advancement of a positive confidence and self viability, both of which are basic for kids to encounter enthusiastic prosperity and to make progress (Clarke, 2002). Discussion about public policy, general public shows kids necessary aptitudes and convictions important for make sure continuous presence in society. The youngster's first introduction methodology happens in group of birthplace where social learning happens amid perception and mirroring other individuals' practices (Reimer, 1999). As youngsters grow up and develop, they are acquainted with a more formal sort of training, in the case of amid the more distant family, the clan, or the general public. In American culture this training predominantly frequently happens all by involvement of local school. Inborn methodology, inside or outside home environment is linkage or quality and culture. Youngster's starts the educational system probably is aware, are as of now saturated with the subtleties of dialect and custom that mirror the family's acts. Encounters formed through perspectives of relatives totally simply angles develop. Sue and Sue (2003) stated that perspective known as "the means by which an individual sees his/her relationship with world". The take notes of perspective exceptionally associated by way of an individual social childhood and life hones. As such, it is the phenomenological focal point all through which the individual forms his/her reality in light of the person's capacity to make a progression of equivalence between what the self sees and what the general public recreates back. Person's way of life and perspective each endeavor to make an uneasiness free condition in which an individual can perform in a protected and important strategy. Subsequently, the individual picks up a feeling of being an important individual from the general public, which encourages the development of self and continuation of the general public.

While considering these thoughts from an instructive recognition, they unmistakably mirror the complementary association amongst individual and condition. This suggests psychological advancement isn't sans culture, and that

network cooperation plays a key capacity in molding intellectual development and improvement (University of Alaska, 2004). For training at that point to wind up important for the understudy, the educator must instruct not exclusively to the individual intellectual capacities of each understudy, yet in addition must know about the social, social, political, and authentic conditions molding the preschool impression of education (Freire, 1973). This model shows clarification or significance creation isn't self-governing yet finished with others, and amid this collaboration, which means is developed. Formal and casual direction, share and perform through assistance of others in significant way for social communicate information. This methodology offering thoughts to others brings about every individual to refine particular thoughts or molding others musings (Eggan & Kauchak, 2001).

Data by and large passed through social operators similar to companions, guardians, instructors, senior citizens, and in this manner develop environment for youngster that suits them. This cultural technique impacts observation also conduct acquired starting with one age then onto next age. Consequently, youngsters' growth and advancement an impression of social practices or open doors which needed get to individuals through exact aptitudes and learning. Public and private education accordingly socially arranged assent amongst individual and society liable an assortment of relevant variables (socio-verifiable, socio-political), that impact at the same time both educator and understudy. Subsequently, a man's learning occurs inside an arrangement of bidirectional connections affected individual interaction contrasts encompassing condition.

2.8 Education and Cultural Diversity

Culture is known as wide and complete idea which contains every one of the strategies for being. Culture is found out all through life as one contributes in family and informal organizations (Gollnick & Chin, 2006). Societies have various parts, including values and conduct ways, dialect and lingos; nonverbal cooperation's and perspective, perspectives, and casings of reference (Banks, 2006). Social practices are shared inside an exact gathering and could possibly be shared crosswise over gatherings. It is basic to perceive that societies are continually changing in light of the fact that people, gatherings, and the encompassing condition are perpetually evolving. Along these lines, it is mind boggling to build up a solitary, perpetual meaning of culture. Culture have

subgroups, each subgroup have diverse part which containing language, class, geology, religion, ethnicity. These subgroups have great degree divergent from everybody, despite the fact that they share a few characteristics and qualities. Frequently individuals from the main society or cultural subgroup see the way of life right or wrong (Taylor & Whittaker, 2009).

The U.S additionally have past filled with constrained finish right to use standard individuals cultures from society those are not white. In this regard, socially unique preschool education utilized for allude students recognized their cultural standard through status, network, and additionally dialect (Perez, 1998).

In that limit, term alludes to minority national and ethnic gatherings of preschool education who are basic vernacular isn't English,, and preschool educators who are from low pay or poor families. In any case, it is likewise fundamental to consider that all preschool educators are socially different paying little mind to their ethnicity, race, or financial class/status.

A. Racial Ethnic, Race, and Ethnicity

Decent variety race and ethnicity habitually use differently. Ethnicity is known as assembling the participation in the light of national and family inceptions. Ethnicity does not change, regardless of facts that qualities of predefined group may change. For instance, the mark "Local ethnicity" incorporates different ancestral gatherings whose ways of life vary widely. The race is a term that endeavors to sort people into particular circulations as indicated by phenotypes or physical characteristics of skin shading, eye shape. All through history, the race has been utilized as a societal, social, and natural form to gather individuals (Taylor & Whittaker, 2009). The race has changed after some time and keeps on being perplexing to characterize in light of the fact our information of organic science does not bolster there are natural contrasts between races.

B. Language Diversity and Languages

Language can portray as method or technique to communicate with society and individual in social groups. (Gollnick & Chinn, 2006). Dialect can be nonverbal outward appearances, signals and verbal genuine discourse connected in discussions. The dialect additionally incorporates similarly oral tuning in and talking and composed perusing and composing segments. It isn't conceivable to partition language and culture. Alternately, to be familiar with language, one should take language and way of life. Preschool education from various dialect

foundations experiences this multifaceted nature every day in schools. Since dialect and culture are so interlaced, dialect minority preschool educators are required to learn and utilize another dialect and new social miens proficiently.

Regularly language and culture are not similar to each other and realized at home, the term etymologically extraordinary preschool education utilized for "preschool educators whose language is other than English and other than working class, Standard English in school (Perez, 1998). In that capacity, eludes preschool learners who have their second language English, students, restricted capable, dialect, and tongue speakers.

C Diversity in School

The evolving ethical, cultural, social organization all around archived. Enumeration information from 2000 demonstrates various patterns towards an all the more socially and phonetically unique social group (Hobbs & Stoops. 2002).

It's difficult to understand social needs of each student. "After some time, students in socially blended schools can concentrate to regard social dissimilarities as a component of the regular structure holding the system together, to be praised and perceived as a power, as opposed to risk" (Barnhardt,2007). This is important for instructing inside social setting identified with all gatherings rather than simply educating about someone else's way of life. Basically, school can conceptualize at small scale social orders which include the learning bases everything being equal and allows them to educate (Jones, 2004).

This pedagogy approach involves mixing the academic elements of the school with social samples of the general public (Barnhardt & Kawagley, 2005). Neighborhood culture should be used as the fundamental unit to stimulate the basis of visualization in teaching based education programs. For the development of such education programs, educators must first find out what are the basic qualities, traditions and beliefs of the life cycle convictions about training and what constitutes tyke's solid development and advancement the way of life's convictions. Evaluation includes the ways expressed, the way the critics are shared, and the interested parties in social learning regardless of the knowledge of leadership and learning within the Native culture.

So, what is introduced in the formal meeting of the school should be combined with the indigenous learning concepts that are officially displayed in the

daily lives of substitutes? This endorses the methods of knowing the two social frameworks, which helps to cement subordination with determination in their own particular social heritage, which encourages the person's attacks on the main society. Approval of the culture of person makes sense of protected personality, self-confidence at their capabilities, or sense of pride in their personality (Kawagley, 1999). This is fundamental to the healthy mental development of the person, since the messages that Indigenous youth and other minorities periodically recognize from the mainstream society are those that neglect their motivation as individuals in that society.

School messages and the media, and the different signs of Eurocentric culture, students Yupiaq an incredible image of the outside world and additionally their very own misshaped perspective, which prompts a lot of perplexity for preschool education about their identity and where they fit on the planet. The resultant approach of hurt, sorrow, and torment are secured in the brain to rise as wretchedness and lack of concern, which is additionally strengthened because of the fear of school deformity, the insults of the another world (Kawagly, 1999).

Personality and culture are naturally connected. Self-development is unthinkable in a social vacuum. As a result, educational practices that recognize the assessment of the lifestyle of inseparable food help to advance the world's improvement. It is not uncommon for the socially modified individual to feel qualified among his own individuals, but to experience feelings of disability while disturbing the agents of mainstream culture. The cacophony created by this intersection of societies can lead to the socially unstable individual forming negative self-examinations.

The observational study of the self-evaluation focuses on the perception of the important and non-phenomenal factors that influence its development and improvement. In any case, the interdependence of the individual and the general public in Alaska entangles the native culture due to its versatile quality in deciding the commencement of exact practices, that is, whether the activities of the individual or the public and the underlying public in general, it is difficult to isolate the distinction between partial desires and introductions of appreciation.. In addition, "inherent evaluation of every type of behavior might only be assumed by accepting circumstances where it develops.

The pieces of network develop social desires or qualities with them. Qualities support the two parts and practices. Their motivation is to give significance to a man's activities. On the off chance that practices you are committed to each case: "How can you determine your appreciation?" The right answer is to watch a man activities crosswise over time to watch if a personal conduct standard develops that derives the nearness of determined qualities.

Consciousness or realization of qualities can be seen as self-image, since the individual makes the relationship out of his background and gives sense to it. Concept about self is presentation about this method. It suggests if practices the situations preserved properties from which they spring can keep up their congruity transversely societies. Similarly as people are in a consistent condition of advancement, societies are moreover. Similarly as people need to coordinate their self-discernments and network, hones into the self all in all, as well, must culture incorporate the differing encounters of their kin into a custom that advances their consistent ceaseless development and improvement.

Current researchers say that it is a concern to be human and that this strategy of self-development is constantly evolving (May, 1983). Recognition of this prologue allows us to accept that this is inherent to the inherent perspective of Alaska. In addition, it can be concluded, "that the quality of the introduction of the appreciation of a person, especially another ordinary, sound, working people, is firmly connected with self-discernment (Trimble & Fleming, 1989). Along these lines, from an instructive and anticipation angle deciding the root of an exact conduct isn't as genuine as deciding if the result of the conduct communicated upgrades the person's mental prosperity and is socially compatible.

Characteristic in this recommendation is the suspicion that selfhood isn't a finished result in itself; however is always being developed and recognized by a person interfaces along encompassing condition. "The person is definitely never steady, organized identity as extraordinarily evolving performing artist, by no means 'getting to be' everything, except dependably in the condition of getting to be (Charon, 1985).

2.9 Diversity of Culture and Early Childhood Education

All children and adults have the privilege to move and create in an environment where they value and respect diversity. Children, guardians and trainers have the privilege of being of high quality in preschool, free obviously

and secret segregation, individual and basic because of their race, shading, gender, dialect, belief, biased or other conclusion, nationalized, racial or net trait, disability.

Exceptionally youthful youngsters impacted with network states of mind and practices. Truth be told, exploration uncovers that kids as youthful as three years show indications of preference and negative methodologies towards decent variety. From the most punctual long stretches of their correspondence with the more extensive world, youngsters will require to build up the understanding, aptitudes, and viewpoint basic to guarantee that the objective society turns out to be really comprehensive. A place where divergence is esteemed, where different gatherings act together and where this correspondence is supported by balance, human rights, joint regard, and comprehension. Learning begins in outset, well before formal instruction starts and proceeds with all finished life. Fundamentally, this is a period when a person's capacity and inspiration are formed by families and non institutional environment. Early learning brings forth later learning and early accomplishment breeds later accomplishments, similarly as early fall breeds later crumple (Heckman, 2012).

The families or children provided within preschool educational setups reproduce the educational, linguistic or ethnic diversification of any state or country. The children of the entire nations ought to have preschool educational program that may be approachable to their communities, ethnic, cultural surroundings, racial and family units. To develop the learning for young children optimally, preschool educational experts are ready to meet up their varied cultural, linguistic, educational requirements and developmental needs. The procurement of dialect is important to kids' psychological and network development. Notwithstanding what dialect kids talk, despite everything they create and learn. Teachers distinguish that etymologically and socially various youngsters way to deal with early youth programs with prior obtained information and learning in light of the dialect utilized in their home. For youthful youngsters, the dialect of the house is the dialect they have utilized since birth, the dialect they use to make and set up significant open relations, and the dialect they use to start to assemble their insight and check their learning. The home dialect is appended to youngsters' way of life, and culture and dialect convey traditions, qualities, and states of mind (Chang, 1993).

2.10 Cultural Differences and Similarities

Primarily societies have festivities and traditions for checking specific occasions out in the open or in private. Occasions may incorporate marriage, death, births, achieving historic points throughout everyday life, and religious or profound occasions. The prominence of each occasion and the connected customs varies crosswise over and even inside societies. Distinctive societies may likewise have various methods for indicating appreciation to everybody. Distinctive societies can likewise have differing methods for demonstrating irreverence to everybody, for instance, turning your back to somebody when he or she is conversing with you pointing your feet at someone else or talking straightforwardly about a subject before taking part in societal talk. In country context, there are so many things that are similar and so many are different in different cultures, like the celebrations of marriage party in all geographic areas of Pakistan. Happiness and eating meal are the common things but dressing at celebrating event may vary culture to culture and society to society. Even which sort of food items may be presented and what terms and conditions may be applied. Like when and how to start and take permission for giving invitation to guests. Each and every event of life mostly depends on cultural customs even condolence methods are different in different areas with same context of sorrow and sadness. These cultural similarities and differences put their strong impact on the life of communities and children's growth in the environment. Even diverse culture helps grow children to adjust easily in different situation and to build their confidence level.

2.10.1 Prediction of the Behavior

Each day community opinion engages forecasting actions of the further citizens to a great extent it engages explanation of their attitude and behaviors. Attribution theorists in fact, always have thought that people hold in underlying clarifications of community mostly events in the future to forecast related events (Heider, 1958; Jones, 1979). For example this is visible when an individual is surprised if a buddy likes the suggested film to her/his or when armed forces commander faith that in an upcoming wars an ally will support him. Lay dispositions are common in forecast as it is a clarification in the light of past researches. Predictive authority of dispositions was overvalued by American contributors they over attribute just as their behavior (Dunning, Griffin,

Milojkovic, & Ross, 1990; Kunda & Nisbett, 1986; Newman, 1996; Ross & Nisbett, 1991). The dominant part of diverse prior work in network however, erratically, broad induction as it has for the most part centered on elucidations of states of mind and practices. Small research base investigations have been behavior base forecasts of across cultures. Significance of behavior base forecast during daily life, given an essential query is whether culture base dissimilarity is also found in behavioral predictions. Further important comparisons of behavior base forecast crosswise cultural behavior gives single mode to identify psychological resource of culture based dissimilarity accurately in the inference of community whether in disposition base inference it lies, situation base inference, or dispositional and situational both. In cross culture work in past, it has been unspecified implicitly with the purpose of community inference. Other than the procedure of community inference, it at least consists of two cognitive actions separately: situational assumption and dispositional assumption (Gilbert, 2000). Dispositional derivation is conduct base attribution to persisting characteristics and inside of the individual, for instance, demeanor and identity. Conditions base induction is ascribing social practices to outside issues impinging on individual, for example, parts, circumstances, or the unrivaled in network conditions.

Between Industrialized societies, there are social classes ranging from upper to lower. We have needed little to know about social classes existing in the rural non industrialized societies. In every culture, parents have a job to do, that job is passed down to the child whether house chores or learning to survive. In every society, they have a place in which they call home. In the industrialized societies, children learn academics; in the non-industrialized societies children learn survival methods. Every culture has its own abilities to survive.

2.10.2 Dispositions

Mostly determined is how people perform by their individuality. One's individual personality guides and predisposes a person to act in single method, not in a different method; it does not matter that the person is in what existing situation. Behavior is an unfolding of human personality in a sense. One's behavior is extraordinarily constant and consistent across existing circumstances for the reason that it is directed by personality base character. If we recognize an individual personality therefore we may be able to simply forecast about an

individual how he/she will act in upcoming future and give details that why a person behaved in the specific particular method in his/her past life.

2.10.3 Situations

People behavior is typically determined under the circumstances in which they discover themselves. Authority related to situation is consequently strong that we may be able to declare it has further pressure on behavioral practices than an individual's personality base character. People often, behave likewise, in an exacting situation regardless of big individuality base dissimilarities in character on the basis of personality. In order to clarify and forecast an individual's behavior, along these lines, we may need to center around conditions generally than identity. A weaker person pretends by Personality in conduct than we utilized to consider.

2.10.4 Interactions

How People act is forever equally determined by the circumstances and their personality in which they discover themselves. One cannot argue that either situation or personality is the determinant simply of our behavioral practices. Our behavioral practices are the results of multifaceted communications between situational and personality issues. We constantly contain to reflect on situation and personality at the same time. Therefore, we cannot forecast and give details of an individual's behavioral practices alone with situation or personality.

2.11 Framework

A framework is a particular set of rules, ideas, or beliefs which you use in order to deal with problems or to decide what to do. A framework is a structure that forms a support or frame for something.

2.11.1 Learning

Learning has been defined functionally as changes in behavior in the result of experience or mechanistically changes in organism that result from experience.

2.11.2 Theories of Learning in Education

1. Behaviorism is a view in which behavior can be explained by external factors and behavioral conditioning can be used as a universal learning process. In behaviorism, the ideas of positive and negative reinforcement are effective tools of learning and behavior modification, as well as a punishment and reward.

2. Cognitivism is a learning theory developed by Jean Piaget in which a child develops cognitive pathways in understanding and physical response to experiences. In this theory, students learn most effectively through reading text and lecture instruction.

3. Constructivism is the idea that people are responsible in creating their own understanding of the world and using what they know based on previous experiences in the process of linking new information to these experiences. People use these experiences and new information to construct their own meaning.

4. Humanism focuses on the individual as the subject and asserts that learning is a natural process that helps a person reach self-actualization. Scenarios and role modeling are important factors in humanistic learning, as are experiences, exploring and observing others.

2.11.2 Learning Frame work

Learning frameworks can help to build a strong foundation for credentials that can recognize learning beyond the schooling regardless of where it happens. Several things are required to develop and use these frameworks, including: training for faculty members, sufficient time and resources to create learning opportunities, effective assessment tools to evaluate learning, and new competency based records that allow students to move seamlessly among different houses of learning. Learning Frameworks is a student success course that focuses on providing students with the academic and personal skills needed for success at their specific level.

2.11.3 Early Years Learning Frame Work

According to Cirhinlioglu (2001) Framework essentials are a view of the life of children as differentiated by being, becoming and belonging.

Children are linked to culture, society, place and family from birth. Their initial learning and growth takes position throughout these relations, mainly in family units who are children's primary plus prominent teachers. As children take part in daily life, they build up interests as well as build their understandings and individual identities worldwide.

Belonging practices with which an individual belong and knowing essential to existence of human.

Earliest to family children belong a broader society, a neighborhood and a cultural group. The recognition of Children's interdependence with others is

related to belongingness in addition to the base of relations in defining the identity. In preschool, furthermore all through relationships are essential to logic of belongingness. Belongingness is next to becoming and being in its shape, who the kids would be and who would they be able to be transforming into.

Being knows the significance of the now and here in kids living. It is regarding to current along with them meaningful themselves, sustaining and building relations by others, connecting by means of joys of life's in addition to meeting and complications in daily life challenges.

2.9.1 Examples of Early Years Framework of Learning

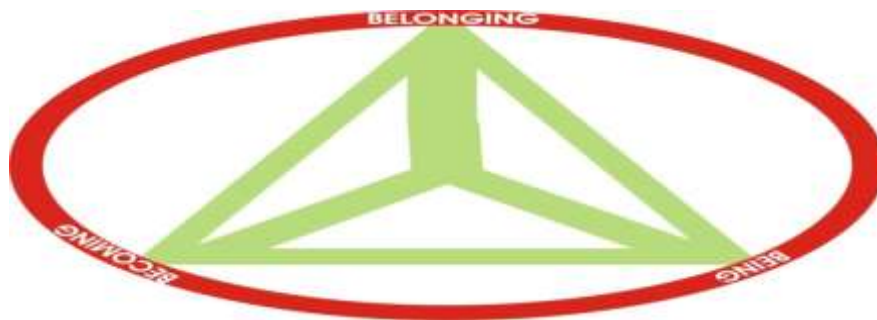


Figure 2.12 Children Learning Framework (Cirhinlioglu, 2001).

Preschool training years are solely not ready for upcoming future with the exception of the present too.

Student's understandings, skills, capacities, information, relationships or individuality modify throughout early childhood. They are formed by means of numerous diverse situations and events. This procedure reflected by becoming of quick as well as significant modification that happens during preschool years of education as studying as well as growing of young children. It emphasizes contribution of learning energetically plus fully in the social order.

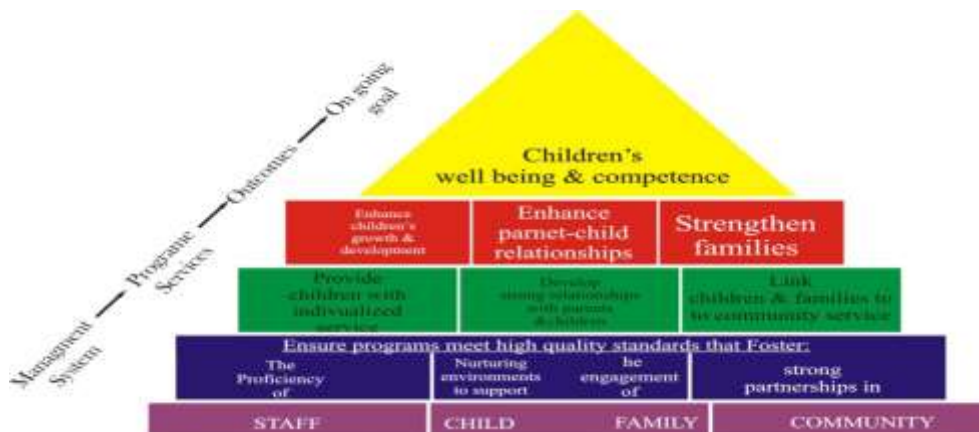


Figure 2.13 Learning Framework for Early Years (Cirhinlioglu, 2001).

Early childhood educational practices are procedural in which kids go away from controlled house base environment to connect with broader societal system. Instruction identified with top notch adds to a tyke's mutual, physical, passionate and scholarly development (Cirhinlioglu, 2001). The operating procedure sandwiched among the period of zero to six years age is single phase with highest intellectual, community and physical developmental growth. The majority of fundamental abilities and motor skills of children is an element of growth physically in the period of early childhood education. Furthermore this phase is when societal sensitivity, creativity and personality begin to be created. It is recognized so as to the developmental growth procedure in this period has a very much effect on consequent years and sixty to seventy percent of learning ability is increased in the age of early childhood education. Play has been connected to socio-enthusiastic, psychological advancement, and additionally innovativeness in early youth instruction (Bredenkamp & Copple, 2009).

2.12 Related Researches

Changing demeanors and convictions take time. Keep in mind that each individual wants to change at their own particular pace in general. Message is one of esteeming each person for the abilities and foundation they as of now have. This incorporates their family foundation, race, convictions, and dialect in which they impart et cetera. Each individual sees the world however their own particular viewpoints and with help all through the points of view of others. School can provide not only the opportunity for close, positive, and direct contact with out-group members but also the opportunity for indirect or 'extended' contact (Cameron, Rutland, Brown, & Douch, 2006).

Krummel (2013) investigated the models of multicultural education for pre service teacher training. The study examines pre service teachers' beliefs, strategies and attitudes toward teaching culturally different students during professional knowledge acquisition. This research indicates that pre service teachers are fearful of engaging in discussions about race. Therefore, Krummel (2013) recommends ongoing training, support, and feedback for teachers of culturally different students and the services teachers provide for their students.

In several nations, parental commitment in their kids' preschool instruction is broadly accepted to be useful towards youngsters' learning, development and advancement (Billman, Geddes & Hedges, 2005). Investigate discoveries call

attention to that the larger part of preschool teachers trusts guardians should specifically contribute in the focuses by working with their kid or helping with everyday schedules and exercises (Ebbeck & Glover, 2000; Obeng, 2007).

Guardians who are unsuccessful to contribute effectively in their youngsters' learning have regularly been considered by teachers as uninformed careless and non intrigued (Hughes & MacNaughton, 2000) regardless of whether they are effectively associated with their kids' adapting, however in a covered up and roundabout way that instructors are unmindful of rather than considering it to be a center proficient obligation to proactively draw in with these guardians or look at the non support of a few, to hold up them to end up associated with the preschool settings.

Multicultural instruction perceives the advantages of ethnic and social decent variety to a country and of enabling residents to raise their experience of an introduction to additional societies (Banks, 2002), yet a visitor or added substance type of multicultural training that just spotlights on lifestyle and social assorted variety, ethnic festivals and celebrations, or stories of ethnic saints and courageous women is destined to be unsuccessful (Banks, 2006; Derman-Sparks, 2004; Jones & Mules, 2001; Sleeter & McLaren, 1995).

Preschool teachers require to deconstruct social or ethnic essentialism and to "connect basically with all ethnic and social foundations, containing their own" (May, 1999). With a specific end goal to distinguish and find the contrasting network status of each ethnic and social singularity, and how a few societies and characters take delight and more benefits.

Basic multicultural teachers require interfacing with individuals who are persecuted by issues of expert, and ensure that backings are given to the individuals who are minimized (Banks, 2002).

Pakistan is a multiethnic, multicultural society comprising a population that is diverse in terms of ethnicity/race and language. The people of Pakistan are generally considered to be a mixture (Renfrew, 1987).

Faced with the diversity of ethnic and linguistic groups, Pakistan's national unity is mainly based on religious, historical, geographical and political factors. Islam and Urdu language serve as major unifying factors. Ethnic diversity in Pakistani society represents generally isomorphism with linguistic diversity.

The variety of languages spoken in Pakistan represents the diverse cultural and ethnic backgrounds of the people who speak these languages. Most ethnic groups constitute a majority in their area of origin (province or region) and are indigenous to it but constitute a minority within other regions, and also in comparison to the entire population (Ali & Rehman, 2002, p.3). The linguistic and ethnic identification in Pakistani society has been traditionally characterized by the power politics, and discrimination in employment and other societal contexts (Jaffrelot, 2002).

2.13 Summary

The review of literature describes that culture needs to understand the importance of cultural diversity. Culture is very important component that directly influences an individual's life at every stage and in every field of life. Education is directly connected to cultural practices and depends on cultural norms, values etc. However in early childhood the child totally depends on family community or society where he or she is growing and learning throughout.

In review of related literature in first step after giving the background of study thoroughly defined culture with complete context like meanings, understanding, deifications, characteristics, components and elements of culture with the help of Hofstede cultural descriptions. Relationship of culture with nation directly influences the education system that exists in the country and it is very hard to go contradictory practices of cultural norms values and beliefs. Explanation of culture with the help of levels of cultural layers like national, regional, gender, generation level is given in part of review. Iceberg theory of culture is included for the explanations of culture understandings hidden and visible distributions of culture. Cultural models onion and iceberg help to understand cultural diversity easily. Explanation of diversity and relationship of diversity with education is described with the help of different levels of education. Importance of early childhood education may not be ignorable for proper learning and development. Child utmost learning phase is early years learning; these may be home based learning or school based learning but depends on healthy learning environment. In review relationship of cultural diversity and preschool education is described. In description of preschool education importance of preschool education has been given with the help of explanation of Montessori and kindergarten system.

The review of related literature is aimed to build a logical sequence order with culture, diversity, cultural diversity, education, early childhood education. The developed relationship between these components is directly aimed for the development of cultural base learning framework for early years of education. The need of early years learning framework which is based on cultural base country context may be in better position for effective learning and to develop healthy/balanced learner with futuristic approach.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents methods and procedures followed during the study. Following is the detailed description of the research methodology of the study.

3.1 Design of the Research Study

The concurrent triangulation design was used as a research design of study. As indicated by Creswell (2009), concurrent triangulation design is a way to deal with analysis that consolidates or cohorts both qualitative and quantitative data. In the concurrent triangulation design, both the qualitative and quantitative data is gathered simultaneously and the two databases are looked at for affirmations, disconfirmations, cross approval and confirmation. In this technique, the collected data is translated in quantitative measurable outcome and qualitative statements individually

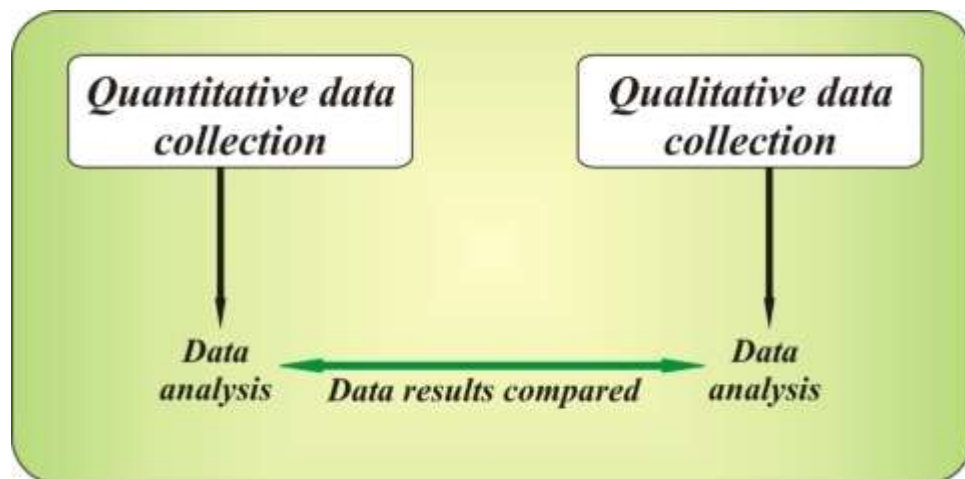


Figure 3.1 Concurrent Triangulation Design (Creswell, 2009).

3.2 Population of the Study

Students and teachers of early childhood Education (ECE) of Dar e Arqam, The Educators and Allied Schools were the population of the study.

The population of respondents in the study was as under:

Table 3.1*Study population*

No. of ECE Schools	No. of ECE Teachers	No. of ECE Students
1400	4200	25000

3.3 Sample of the Study

Multi stage sampling strategy was used for the selection of sample.

The learners and instructors were chosen through multistage sampling method.

The stages of multi stage sampling were:

3.3.1 Stage One

Purposive judgmental method was utilized to choose the schools network having campuses all through the country.

Dar e Arqam, The Educators, and Allied schools educational system were selected on the base that these networks have their campuses all over the country. These school systems also have their early childhood education campuses in the following regions of Pakistan.

- Region of Balochistan
- Region of Central Punjab
- Region of Gilgit Baltistan
- Region of Kashmir
- Region of Pakhtun
- Region of Potohar
- Region of Sindh
- Region of Southern Punjab region

Six regions were selected Pakhtoon Region, Potohar Region, Kashmir Region, Central Punjab Region, Southern Punjab Region and Sindh Region were chosen using convenient sampling techniques.

3.3.2 Stage Two

From each sample region (Twelve) 12 early childhood (ECE) schools were randomly chosen.

3.3.3 Stage Three

From each sampled school (Four) 04 early childhoods education (ECE) students were randomly selected.

3.3.4 Stage Four

From each selected school (Three) 03 early childhoods (ECE) teachers were randomly selected.

Table 3.2

Study Sample

Stage 1 Regions	Stage 2 No of Schools	Stage 3 No of Teachers	Stage 4 No of Students
6	72(12from each region)	216 (3 from each school)	288 (04 from each school)

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

3.4 Research Instruments

Research instruments were produced to collect the data from respondents.

Following instruments were utilized to collect data for the present study;

Table 3.3*Research Instruments*

Instrument	Type of data	Source	No
Observational Check list	Quantitative Data	Students	288
Questionnaire	Quantitative Data	Teachers	216
Interview	Qualitative Data	Teachers	216

A) Observational Checklist

An observational check list was produced for preschool students to look at the likenesses and dissimilarities because of cultural diversity in early childhood education. Thirteen items in observational checklist were developed on 5 point rating scale for student's observation in natural setting.

B) Questionnaire

A questionnaire was developed for the pre-school teachers to discover cultural diversity, with respect to early childhood education. Questionnaire was based on demographic variables and four parts related to cultural diversity, preference in cultural diversity, problems in cultural diversity and the solution of problems related to cultural diversity. Seven items related to cultural diversity, six items related to preferences in cultural diversity, six items related to problems of cultural diversity in early childhood education and eight items related to solution of problems in cultural diversity. Total twenty seven items for early childhood teacher questionnaire on five point rating scale were developed.

C) Interview

A semi structured interview was developed for the pre-school teachers for exploring qualitative aspect of cultural diversity in early childhood education in selected regions. The duration of interview was flexibly based on 45 minutes. The protocols for interview clearly defined by researcher first introduction of researcher and secondly the purpose of data collection through interview. Major indicators of interview were the selection of the right respondents, setting up the interview like portions sequence logical order, skills related to questioning

listening understanding, thematic distribution. There were two main objectives of collections of data through interview. Firstly to collect data related to cultural diversity in early childhood education. Secondly to cross verify the data collected by questionnaire. In this way data collected more comprehensively in both qualitative and quantitative forms.

3.5 Pilot Testing of the Research Instruments

The research instruments were developed for this study by the researcher. Therefore, their validation was necessary to establish the validity and reliability of the data used for the study through pilot testing. The pilot testing was carried out on a very small sample which was not made part of the main data. Validity of the instruments was established by the expert opinion of the three experts in the field of ECE. The reliability of the instruments were established by calculating the Cronbach's alpha. The Cronbach's alpha was calculated for observational checklist as 0.85, whereas that was 0.82 for questionnaire. The Cronbach's alpha for interview schedule was calculated as 0.79.

Preschool teachers were briefly given orientation regarding to research study. The purpose and basic dimensions of study were elaborated. The researcher personally visited all sample school to distribute them to the teachers. Questionnaires were distributed for the fulfillment of research study. The components of research study and purpose of data collection were clarified by researcher.

3.6 Research Ethics

The researcher ensured anonymity of the respondents.

Following steps were taken to ensure research ethics.

1. The data were taken with the approval of the school authority.
2. It was ensured to the teachers and the school administration that the data would be used only for research purpose.
3. Participants' secrecy was guaranteed for that their names and affiliations were kept confidential. (Tylor, Sinha & Ghoshal, 2006).

3.7 Data Collection

The data was collected in two stages i.e. quantitative data and qualitative data collection.

3.7.1 Quantitative Data Collection

The quantitative data were collected using observational checklist for the students and questionnaire for the teachers. The researcher went to the sample schools and observed the learners and filled observational checklists accordingly while the teachers were given the questionnaire on which they give their responses. As this was a well planned activity the response rate was ninety percent.

3.7.2 Qualitative Data Collection

The interview data was collected by conducting interview with teachers. The interview was taken by the researcher himself.

3.8 Data Analysis

The data was distributed in three stages i.e. quantitative data, qualitative data and merging both data for analysis.

The data were analyzed using following techniques.

3.8.1 Quantitative Data Analysis

The quantitative data were analyzed using statistical techniques for that both descriptive and inferential statistics were used. For descriptive statistics frequency, mean and standard deviation were used while an independent sample t test was used to analyze difference in the mean score with respect to gender. While one way ANOVA was used to analyze difference between mean scores of different school system regions of school and ages of respondent etc. hence for inferential statistics t test and ANOVA were used.

3.8.2 Qualitative Data Analysis

The interview data was analyzed qualitatively. Themes and sub themes were developed. The themes were counted and converted into percentage after that interpretation was made using thematic analysis.

3.8.3 Merging Qualitative and Quantitative Data

Both the quantitative and qualitative data were merged according to Concurrent Triangulation Design (Creswell 2009).

A triangulation design allows researchers to enhance the validity of their findings if they compare the different data sets on the same topic (Creswell and Clark, 2007; Punch, 1998). According to Creswell and Clark (2007) in a convergence model of triangulation design, researchers collect and analyze both

qualitative and quantitative data separately. Then, the different results are synthesized to interpret the research findings.

The data were collected both qualitative and quantitative methods of data collection and results were compared by merging data results.

Merging qualitative and quantitative data results are given in finding 10,22,35,48 on pages 149, 152,155,158. For Example:

A one-way ANOVA was applied to test the significant difference mean scores of type of system i.e. the educator, allied and dar e araqam related regarding problems of cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to type of school system of teachers as $F(2, 96) = .560, p = .573$ (Table 4.35). Table 4.60 showed the qualitative analysis of interview data. The teachers were asked about the problems of their students regarding cultural diversity. The analysis showed that the teachers of all the systems pointed out various problems like in “The Educators” Not accept other cultures (26%), Language problems (39%), Different diet habits (14%), Weather and environmental differences (9%), Different working habits (7%), and Difference in manners (6%). Likewise, in “Allied Schools” the problems like Not accept other cultures (21%), Language problems (28%), Different diet habits (15%), Weather and environmental differences (11%), Different working habits (17%), and Difference in manners (8%). Moreover, in “Dar e Arqam” the problems like Not accept other cultures (23%), Language problems (37%), Different diet habits (14%), Weather and environmental differences (9%), Different working habits (10%), and Difference in manners (7%) (QUAL Analysis 3).

3.9 Validation of Learning Framework

The proposed framework was shared with the experts in the field of early childhood education for validation. The experts included as under:

- Salma Ali, Manager ECD Hashoo Foundation
- Jamila Ara, Principal The Educators Islamabad (A project of Beacon house School System.
- Anam Saleem SENCO/Social Worker/ Social Psychologist for SOD/POD Student of Determination in SHEIKH KHALIFA BIN ZAYED ARAB PAKISTAN SCHOOL, ABU DHABI UAE

They reviewed the framework and validated and endorsed it (their views and profiles are attached as appendices – D, E, and F.

The proposed framework was presented to the target stakeholders to empirically verify the components and processes. Internal validation strategies recommended by Richey and Klein (2007), which focus on the components and processes of the framework, were used to identify problems such as:

- Does the framework include all the necessary components?
- To what extent does the framework addresses relevant environmental factors?
- To what extent is the framework usable to a wide range of settings?
- Is the use of the framework effective?

Richey and Klein (2007) identified expert review, usability documentation and component investigation as three possible ways to conduct internal validation. The experts of related field endorsed the framework with respect to validation of ECE framework. The opinion of experts attached as APPANDEXS with their detail profile. The main components of their expert opinion for validation were:

- The study exactly represents the considerations about cultural diversity at ECE level.
- The developed framework is according to the objectives of the study.
- The frame work for learning considers cultural similarities and takes care about cultural differences.
- The findings of the study represent outcome about objectives of the study.
- Learning framework for early year learners is supportive to buildup healthy learning environment.
- Suggested framework build self confidence take care about self respect of learners and create child friendly environment in teaching learning process at ECE level.
- The study will helpful to solve the problems related to ECE class room.
- The study will support the teachers to face challenges related to ECE learners.

3.10 Concluded Remarks

The under discussion study will open more horizons for future researchers to look into in detail and dig out some more crucial aspects of early childhood education and development. The study addresses the challenges for preschool instructor's faces in term of level of education, remuneration, relevant experience,

similarities, and differences of cultural diversity in Pakistan. Moreover, future research intervention areas in the same topic have been captured precisely that can certainly support the educational world to deal with such challenges with critical and creative way.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents analysis and interpretation of data. It has been divided into three sections i.e. analysis of observational checklist, analysis of questionnaire, analysis of interview. Following is detail of analyzed data

A) Analysis of Observational Checklist

Table 4.1

Gender Wise Distribution of Students Regarding Cultural Diversity

<i>Gender of Student</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
Boys	98	48.11	7.269
Girls	93	47.56	7.772

It is clear from Table 4.1 that male students (N=98, M=48.11, SD=7.269) were having more cultural diversity than female students (N=93, M=47.56, SD=7.772). Table 4.1 also showed that there was a 0.55 difference between the mean scores of male and female students. The scores of standard deviation showed dispersion between scores of male and female students. This showed that the scores of female students (SD=7.72) were more dispersed as compare to male students.

Table 4.2

Gender: Cultural Diversity

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>Df</i>	<i>Sig.</i>
Assumed Equal variances	.389	.533	.508	189	.612
Not assumed Equal variances			.507	186.350	.613

Table 4.2 represented the conclusions drawn on the basis of independent sample *t*-test analysis of observational data. Equality of Variances by Levene's Test expressed significant results so equal variances were supposed. The results of the independent sample *t*-test showed no significant mean difference with respect to male students ($M=48.11$, $SD=7.269$) and female students ($M=47.56$, $SD=7.772$), ($t(189) = 0.508$, $p = .612$).

Table 4.3

Cultural diversity in school systems

	<i>Df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	3.448	.034
Within Groups	188		
Sum	190		

A one-way ANOVA was applied to test the significant difference mean scores of type of systems i.e. The Educators, Allied Schools and Dar e Arqam regarding cultural diversity as observed in students of the respective school systems. It was found that there was a statistically significant cultural diversity with respect to type of systems i.e. The Educators, Allied Schools and Dar-e-Arqam as $F(2, 190) = 3.448$, $p = 0.034$ (Table 4.3). As there was statistically significant difference between the groups Post Hoc tucky test was applied.

Table 4.4

System Type: Cultural Diversity

(I) Institution Name	(J) Institution Name	Mean Difference (I-J)	Sig.
The Educators	Allied Schools	3.082	.067
	Dar e Arqam	3.194*	.046
Allied Schools	Dar e Arqam	.112	.996

*. The mean difference is significant at the 0.05 level.

Table 4.4 presented that there was a statistical difference between The Educators and Dar e Arqam as $p=0.046$. It was also found that the minimum mean difference

i.e. 0.112 found between Allied Schools and Dar e Arqam, while, this mean difference touched to the value of 3.082 in case of The Educators and Allied Schools. It was also revealed that The Educators and Dar e Arqam showed maximum as well as significant mean difference i.e. 3.194.

Table 4.5

School region: Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	3	5.976	.001
Within Groups	187		
Sum	190		

A one-way ANOVA was applied to test the significant difference mean scores of Region of school i.e. Pothohar, Central Punjab, KP and Sindh regarding cultural diversity as observed in students of the respective school systems. It was found that there was a statistically significant cultural diversity with respect to Region of school i.e. Pothohar, Central Punjab, KP and Sindh as $F(3, 190) = 5.976, p = .001$ (Table 4.5). As there was statistically significant difference between the groups Post Hoc tucky test was applied.

Table 4.6

School region: Cultural Diversity

(I) Region	(J) Region	Mean Difference (I-J)	Sig.
	Central Punjab	.686	.965
Pothohar	KP	-5.182*	.021
	Sindh	-2.368	.644
Central Punjab	KP	-5.867*	.000
	Sindh	-3.054	.293
KP	Sindh	2.814	.504

* The contrast of the mean goes noteworthy at level of 0.05

Outcomes of Table 4.6 uncovered a measurable contrasts amongst KP and Pothohar as $p=0.021$ and KP and Central Punjab as $p=0.000$. Similarly further discoveries showed the basic mean difference i.e. 0.686 found amongst Pothohar and Central Punjab, while, this mean difference observed to 2.368 in Sindh and Pothohar. In addition, the mean contrast came to 2.814 if there should arise an occurrence of Sindh and KP, this difference observed to 3.054 in Central Punjab and Sindh and in the event of Pothohar and KP it contacted 5.182. Likewise this was settled that KP and Central Punjab demonstrated most extreme and also noteworthy mean distinction i.e. 5.867.

Table 4.7

Age of Students: Cultural Diversity

	<i>Df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	3	2.604	.053
Within Groups	187		
Sum	190		

A one-way ANOVA was applied to test the significant difference mean scores of age group of students i.e. 4 years, 5years, 6 years and 7 years regarding cultural diversity as observed in students of the respective school systems. It was found that there was no statistically significant cultural diversity with respect to age group of students i.e. 3 years, 4 years, 5years, 6 years and 7 years as $F(3, 190) = 2.604, p = .053$ (Table 4.7).

B) Questionnaire Data

1. Cultural Diversity

Table 4.8

Cultural Diversity: Gender

Gender of teachers	N	Mean	Std. Deviation
Male	5	25.80	1.304
Female	92	23.85	6.009

It is clear from Table 4.8 that male Teachers (N=5, M=25.80, SD=1.304) were having more cultural diversity than female teachers (N=92, M=23.85, SD=

6.009). Table 4.8 also showed that there was a 1.95 difference between the mean scores of male and female Teachers.

Table 4.9

Gender: Cultural Diversity

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>P</i>
Assumed Equal variances	7.274	.008	.722	95	.472
Not assumed Equal variances			2.281	17.538	.035

Table 4.9 represented the conclusions drawn on the basis of independent sample *t*-test analysis of questionnaire data. Equality of Variances by Levene's Test expressed non-significant results (as sig. = 0.008) so equal variances were not supposed. The results of the independent sample *t*-test showed a significant mean difference with respect to male teachers (M=25.80, SD=1.304) and female teachers (M=23.85, SD=6.009), ($t(17.538) = 2.281, p = .035$). As the mean score difference between male teachers (M=25.80) and female teachers (M=23.85) was 1.95. This implied that male teachers showed more cultural diversity than female teachers.

Table 4.10

System type: Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	.797	.454
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of type of system i.e. The Educator, Allied and Dare Arqam schools regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to school systems as $F(2, 96) = .797, p = .454$ (Table 4.10).

Table 4.11*Academic Qualification of teachers: Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	.905	.408
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teachers Academic qualification i.e. SSC, HSSC, Graduation, Masters, M Phil, PhD regarding cultural diversity as observed in the respective school systems. It was found that there was no statistically significant cultural diversity with respect to academic qualification of Teachers as $F(2, 96) = .905, p = .408$ (Table 4.11).

Table 4.12*Professional Qualification of teachers: Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	1.710	.187
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of professional qualification i.e. ECE, B Ed and M Ed regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to professional qualification of teachers as $F(2, 96) = 1.710, p = .187$ (Table 4.12).

Table 4.13*Experience of teaching: Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	1.098	.363
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teaching Experience i.e. below 1year, 1 to 3 years, 4 to 6 years, 7 to 10 years and more than 10 years regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to Teaching experience of teachers as $F(4, 96) = 1.098, p = .363$ (Table 4.13).

Table4.14

Cultural Background of students: Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	5	1.362	.246
Within Groups	91		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of students cultural background i.e. Punjabi, Kashmiri, saraki, Pakhtun, Sindhi and Pothori below regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to students cultural background of teachers as $F(5, 96) = 1.362, p = .246$ (Table 4.14).

Table 4.15

Salary of teachers: Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	4.964	.009
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teachers Salary i.e. below 10000, 10000 to 20000 and More than 20000 regarding cultural diversity as suggested by the teachers. It was found that there was statistically significant cultural diversity with respect to salary of teachers as $F(2, 96) = 4.964, p = .009$ (Table 4.15).

Table 4.16*Salary of teachers: Cultural Diversity*

(I) Teacher's salary	(J) Teacher's salary	Mean Difference (I-J)	Sig.
Below 10000	10000-15000	-4.676*	.009
	More than 15000	-4.583*	.023
10000-15000	More than 15000	.093	.997

*. The mean distinction is huge at level of 0.05

Results in Table 4.16 disclosed that there were a statistical differences between below 10000 salary and 10000 to 15000 salary as $p=0.009$ and below 10000 salary and more than 15000 salary as $p=0.023$. It was also found that the maximum mean difference i.e. 4.676 found between below 10000 salary and 10000 to 15000 salary while, this mean difference touched to 4.538 in below 10000 salary and more than 15000 salary. Moreover, the mean difference reached to .093 in case of 10000 to 15000 salaries and more than 15000 salaries (Table 4.16).

Table 4.17*School region: Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	1.730	.150
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of region of school i.e. Pothohar, Central Punjab, Southern Punjab, KP and Sind regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to school regions of teachers as $F(4, 96) = 1.730, p = .150$ (Table 4.17).

Table 4.18*Education of parents: Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	1.804	.135
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of student's parents Educational level i.e. Uneducated, Under Ssc, Ssc, Hssc, Graduate, Masters and M Phil/PhD regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to students parents education as $F(4, 96) = 1.804, p = .135$ (Table 4.18).

Table 4.19*Economic Status of Parents: Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	3	.663	.577
Within Groups	93		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of students parents economic status i.e. Less than 10000, 10,000 to 20,000 thousand, 20,000 to 30,000 thousand, 30,000 to 40,000, 40,000 to 50,000 and more than 50,000 regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to students parents economics status as $F(3, 96) = .663, p = .577$ (Table 4.19).

II Preferences regarding Cultural Diversity

Table 4.20

Gender wise: Preferences concerning Cultural Diversity

<i>Gender of Student</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
Boys	5	20.40	2.881
Girls	92	20.04	4.676

It is clear from Table 1 that male students (N=5, M=20.40, SD=2.881) were having more cultural diversity than female students (N=92, M=20.04, SD=4.676). Table 4.20 also showed that there was a 0.36 difference between the mean scores of male and female students.

Table 4.21

Gender wise: Preferences concerning Cultural Diversity

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>P</i>
Assumed Equal variances	1.140	.288	.168	95	.867
Not assumed Equal variances			.259	5.223	.806

Table 4.21 represented the conclusions drawn on the basis of independent sample *t*-test analysis of questionnaire data. Equality of Variances by Levene's Test expressed vital results so equal variances were supposed. The results of the independent sample *t*-test showed a significant mean difference with respect to male teachers (M=20.40, SD=2.881) and female teachers (M=20.04, SD=4.676), ($t (.168) = 95, p = .867$). As the mean score difference between male teachers (M=20.40) and female teachers (M=20.04) was .36. This implied that male teachers showed more cultural diversity than female teachers (Table 4.21).

Table 4.22*System types: Preferences concerning Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	.124	.883
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores related to type of school system i.e. the educator, allied school and dar e arqam preferences regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to type of school system of teachers as $F(2, 96) = .124, p = .883$ (Table 4.22).

Table 4.23*Academic Qualification of teachers: Preferences concerning Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	2.159	.121
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teachers academic qualifications i.e. SSC, HSSC, Graduation, Masters, M Phil and PhD in preferences regarding to cultural diversity. It was found that there was no statistically significant cultural diversity with respect to academic qualification of teachers as $F(2, 96) = 2.159, p = .121$ (Table 4.23).

Table 4.24*Professional Qualification of teachers: Preferences concerning Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	2.200	.116
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teachers professional qualification i.e. ECE, B Ed, Med and others (please specify) Related preferences regarding cultural diversity. It was found that there was no statistically significant cultural diversity with respect to professional qualification of teachers as $F(2, 96) = 2.200, p = .116$ (Table 4.24).

Table 4.25

Experience of teaching: Preferences concerning Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	.575	.682
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teaching Experience i.e. below 1year, 1 to 3 years, 4 to 6 years, 7 to 10 years, and more than 10 years related Preferences regarding cultural diversity. It was found that there was no statistically significant cultural diversity with respect to Teaching Experience of teachers as $F(4, 96) = .575, p = .682$ (Table 4.25).

Table 4.26

Cultural Background of students: Preferences about Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	5	2.548	.033
Within Groups	91		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of student's cultural background i.e. Punjabi, Kashmiri, Saraki, Pakhtun, Sindhi and Pothori preferences regarding cultural diversity as suggested by the teachers. It was found that there was statistically significant cultural diversity with respect to cultural background of students related to their teachers as $F(5, 96) = 2.548, p = .033$ (Table 4.26).

Table 4.27*Cultural Background of students: Preferences as regards Cultural Diversity*

(I) Student's cultural background	(J) Student's cultural background	Mean Difference (I-J)	Sig.
Punjabi	Kashmiri	1.115	.997
	Saraiki	-2.635	.737
	Pakhtun	-2.335	.645
	Sindhi	-3.658*	.022
	Pothohari	-1.135	.996
Kashmiri	Saraiki	-3.750	.776
	Pakhtun	-3.450	.773
	Sindhi	-4.774	.361
	Pothohari	-2.250	.979
Saraiki	Pakhtun	.300	1.000
	Sindhi	-1.024	.996
	Pothohari	1.500	.995
Pakhtun	Sindhi	-1.324	.970
	Pothohari	1.200	.997
Sindhi	Pothohari	2.524	.900

*. The mean distinction is critical at the level of 0.05

Results in Table 4.27 disclosed that there were a statistical differences between cultural background Punjabi and Sindhi students as $p=0.022$. It was also found that the minimum mean difference i.e. .300 found between Saraiki and Pakhtun. It was also established that Kashmiri and Sindhi showed maximum mean difference i.e. 4.774.

Table 4.28*Salary of teachers: Preferences about Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	2.440	.093
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teachers' salary i.e. below 10000, 10000 to 20000 and More than 20000 related Preferences regarding cultural diversity. It was found that there was no statistically significant cultural diversity with respect to salary of teachers as $F(2, 96) = 2.440, p = .093$ (Table 4.28).

Table 4.29*School region: Preferences as regards Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	3.489	.011
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of student's cultural region i.e. Pothohar, Central Punjab, Southern Punjab, KP and Sind of their school location related preferences regarding cultural diversity as suggested by the teachers. It was found that there was statistically significant cultural diversity with respect to region of school of teachers as $F(4, 96) = 3.489, p = .011$ (Table 4.29).

Table 4.30*School Region: Preferences as regards Cultural Diversity*

(I) School Region	(J) School Region	Mean Difference (I-J)	Sig.
Pothohar	Central Punjab	1.840	.742
	Southern Punjab	-1.100	.988
	Khayber Pakhtun Khwa	-.800	.994
	Sindh	-2.124	.713
Central Punjab	Southern Punjab	-2.940	.529
	Khayber Pakhtun Khwa	-2.640	.413
	Sindh	-3.964*	.007
Southern Punjab	Khayber Pakhtun Khwa	.300	1.000
	Sindh	-1.024	.987
Khayber Pakhtun Khwa	Sindh	-1.324	.933

*. The mean distinction is huge at the level of 0.05.

Results in Table 4.30 disclosed that there were a statistical differences between preferences regarding cultural diversity between the students belong to Pothohar region and Khayber Pakhtun Khwa region as $p = .994$. It was also found that the minimum mean difference i.e. .800 found between cultural background Pothohar and Khyber Pakhtun Khwa region students. It was also established central Punjab and Sindh region students showed maximum mean difference i.e. 3.964.

Table 4.31*Education of Parents: Preferences as regards Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	2.340	.061
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of students parents educational level i.e. Uneducated, Under Ssc, Ssc, Hssc, Graduate, Masters and M Phil/PhD related preferences regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to students parents education as $F(4, 96) = 2.340, p = .061$ (Table 4.31).

Table 4.32

Economic Status of Parents: Preferences as regards Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	3	.173	.915
Within Groups	93		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of student's family economic status i.e. Less than 10,000, 10,000 to 20,000, 20,000 to 30,000, 30,000 to 40,000, 40,000 to 50,000 and more than 50,000 related preferences regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to economic status of parents of students as $F(3, 96) = .173, p = .915$ (Table 4.32).

III Problems as regards Cultural Diversity

Table 4.33

Gender wise: Problems related to Cultural Diversity

Gender of Student	N	Mean	SD
Boys	5	18.40	2.881
Girls	92	20.04	4.019

It is clear from Table that male students (N=5, M=18.40, SD=2.881) were having more cultural diversity than female students (N=92, M=20.04, SD= 4.019). Table 4.33 also showed that there was a 1.64 difference between the mean scores of male and female students.

Table 4.34*Gender wise: Problems related to Cultural Diversity*

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>P</i>
Assumed Equal variances	1.822	.180	-.900	95	.371
Not assumed Equal variances			-1.213	4.888	.280

Table represented the conclusions drawn on the basis of independent sample *t*-test analysis of questionnaire data. Equality of Variances by Levene's Test expressed vital results so equal variances were supposed. The results of the independent sample *t*-test showed a significant mean difference with respect to male teachers ($M=18.40$, $SD=2.881$) and female teachers ($M=20.04$, $SD=4.019$), ($t(95) = -.900$, $p = .371$). As the mean score difference between male teachers ($M=18.40$) and female teachers ($M=20.04$) was 1.64. This implied that female teachers had more problems regarding cultural diversity than male teachers.

Table 4.35*System types: Problems related to Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	.560	.573
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of type of system i.e. the educator, allied and dar e araqam related regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to type of school system of teachers as $F(2, 96) = .560$, $p = .573$ (Table 4.35).

Table 4.36*Academic Qualification of teachers: Problems related to Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	6.225	.003
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teachers academic qualifications i.e. SSC, HSSC, Graduation, Masters, M Phil and PhD problems regarding cultural diversity related to teachers academic qualification as. It was found that there was statistically significant cultural diversity with respect to academic qualification of teachers as $F(2, 96) = 6.225, p = .003$ (Table 4.36).

Table 4.37*Academic Qualification of teachers: Problems related to Cultural Diversity*

(I) Academic Qualification	(J) Academic Qualification	Mean Difference (I-J)	Sig.
MS/M Phil	Graduation	1.740	.450
	Masters	4.090*	.017
Graduation	Masters	2.350*	.012

*. The mean contrast is noteworthy at level of 0.05.

Results in Table 4.37 disclosed that there were a statistical differences in problems regarding cultural diversity between the teachers academic qualifications of MS/M Phil and Graduation as $p=.450$. It was also found that the minimum mean difference i.e. 1.740 found between Teachers having MS/M Phil and Graduation academic qualification. It was also established that academic qualification MS/M Phil and Masters showed maximum mean difference i.e. 4.090.

Table 4.38*Professional Qualification of teachers: Problems related to Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	.942	.393
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teachers professional qualification i.e. ECE, B Ed, Med and others (please specify) students cultural background i.e. regarding to problems related to cultural diversity in professional qualification of teachers. It was found that there was no statistically significant cultural diversity with respect to professional qualification of teachers as $F(2, 96) = .942, p = .393$ (Table 4.38).

Table 4.39*Experience of teaching: Problems related to Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	1.620	.176
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teaching experiences i.e. below one year, one to three years, four to six years, seven to ten years, and further ten years regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to teaching experience of teachers as $F(4, 96) = 1.620, p = .176$ (Table 4.39).

Table 4.40*Cultural Background of students: Problems related to Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	5	2.256	.055
Within Groups	91		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of student's cultural background i.e. Punjabi, Kashmiri, Saraki, Pakhtun, Sindhi and Pothohari problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to cultural background of students as $F(5, 96) = 2.256, p = .055$ (Table 4.40).

Table 4.41*Salary of teachers: Problems related to Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	.241	.786
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teachers salary i.e. below 10000, 10000 to 20000 and More than 20000 problems regarding cultural diversity. It was found that there was no statistically significant cultural diversity with respect to salary of teachers as $F(2, 96) = .241, p = .786$ (Table 4.41).

Table 4.42*School Region: Problems related to Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	2.490	.059
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of region of school i.e. Pothohar, Central Punjab, Southern Punjab, KP and Sind problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to region of school of teachers as $F(4, 96) = 2.490, p = .059$ (Table 4.42).

Table 4.43

Education of Parents: Problems related to Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	2.559	.044
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of students parents education level i.e. Uneducated, Under Ssc, Ssc, Hssc, Graduate, Masters and M Phil/PhD problems regarding cultural diversity as suggested by the teachers. It was found that there was statistically significant cultural diversity with respect to parents educational background of students as $F(5, 96) = 1.362, p = .246$ (Table 4.43).

Table 4.44*Education of Parents: Problems related to Cultural Diversity*

(I) Parent's Education	(J) Parent's Education	Mean Difference (I-J)	Sig.
Under metric	SSC	.968	.977
	HSSC	-6.167	.293
	Graduate	1.869	.817
	Masters	-.611	.998
SSC	HSSC	-7.135	.084
	Graduate	.901	.855
	Masters	-1.579	.787
HSSC	Graduate	8.036*	.042
	Masters	5.556	.354
Graduate	Masters	-2.480	.451

*. The mean distinction is critical at the level of 0.05.

Results in Table 4.44 disclosed that there were statistical differences between parent's education in problems regarding cultural diversity between under SSC and graduate education of parents. It was also found that the minimum mean difference i.e. .901 found between SSC and Graduate educational level of parents. It was also established that HSSC and Graduate level of education of parents showed maximum mean difference i.e. 8.036.

Table 4.45*Economic Status of Parents: Problems regarding Cultural Diversity*

	df	F	Sig.
Among Groups	3	.720	.542
Within Groups	93		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of student's parents economic level i.e. Less than 10,000, 10,000 to 20,000,

20,000 to 30,000, 30,000 to 40,000, 40,000 to 50,000 and more than 50,000 problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to students parents economic status as $F(3, 96) = .720, p = .542$ (Table 4.45).

IV. Solutions of the Problems related to Cultural Diversity

Table 4.46

Gender wise: Solutions of the problems concerning Cultural Diversity

Gender of Student	N	Mean	SD
Boys	5	24.60	6.348
Girls	92	28.02	5.855

It is clear from Table that male students (N=5, M=24.60, SD=6.348) were having less cultural diversity than female students (N=92, M=28.02, SD= 5.855). Table 4.46 also showed that there was a 3.42 difference between the mean scores of male and female students.

Table 4.47

Gender wise: Solutions of the problems concerning Cultural Diversity

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>p</i>
Assumed Equal variances	.000	.991	-1.268	95	.208
Not assumed Equal variances			-1.178	4.378	.299

Table represented the conclusions drawn on the basis of independent sample *t*-test analysis of questionnaire data. Equality of Variances by Levene's Test expressed vital results so equal variances were supposed. The results of the independent sample *t*-test showed a significant mean difference with respect to male teachers (M=24.40, SD=6.348) and female teachers (M=28.02, SD=5.855), ($t(95) = 1.268, p = .208$). As the mean score difference between male teachers (M=24.40) and female teachers (M=28.02) was 4.38. This implied that female

teachers had more ideas to solve problems related to cultural diversity than male teachers.

Table 4.48

System Type: Solutions of the Problems related to Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	2.106	.127
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of type of system i.e. the educator, allied school and dar e arqam solutions of the problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to type of school system of teachers as $F(2, 96) = 2.106, p = .127$ (Table 4.48).

Table 4.49

Academic Qualification of teachers: Solutions of the Problems related to Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	.232	.794
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teachers academic qualification i.e. SSC, HSSC, Graduation, Masters, M Phil and PhD solutions of the problems regarding cultural diversity. It was found that there was no statistically significant cultural diversity with respect to academic qualification of teachers as $F(2, 96) = .232, p = .794$ (Table 4.49).

Table 4.50

Professional Qualification of teachers: Solutions of the Problems concerning Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	4.804	.010
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teachers professional qualification i.e. ECE, B Ed, Med and others (please specify) below solutions of the problems regarding cultural diversity. It was found that there was statistically significant cultural diversity with respect to professional qualification of teachers as $F(2, 96) = 4.804, p = .010$ (Table 4.50).

Table 4.51

Professional Qualification of teachers: Solutions of the Problems concerning Cultural Diversity

(I) Professional Qualification	(J) Professional Qualification	Mean Difference (I-J)	Sig.
B. Ed	M. Ed	4.493*	.039
	None	3.227*	.029
M. Ed	None	-1.267	.761

*. The mean variation is noteworthy at the level of 0.05.

Results in Table 4.51 disclosed that there was a statistical difference between Teachers professional qualifications in solutions of the problems regarding cultural diversity between B. Ed and M. Ed professional qualification of teachers. It was also found that the minimum mean difference i.e. 1.267 found between M. Ed and None professional educational level of Teachers. It was also established that B. Ed and M. Ed level of professional education of Teachers showed maximum mean difference i.e. 4.493.

Table 4.52*Experience of teaching: Solutions of the Problems concerning Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	1.073	.375
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teaching experience of Teacher i.e. below one year, one to three years, four to six years, seven to ten years, and more than ten years below solutions of the problems regarding cultural diversity. It was found that there was no statistically significant cultural diversity with respect to Teaching experience of teachers as $F(4, 96) = 1.073, p = .375$ (Table 4.52).

Table 4.53*Cultural Background of students: Solutions of the Problems related to Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	5	.280	.923
Within Groups	91		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of students cultural background i.e. Punjabi, Kashmiri, saraki, Pakhtun, Sindhi and Pothori below regarding to solutions of the problems related cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to cultural background of students of teachers as $F(5, 96) = .280, p = .923$ (Table 4.53).

Table 4.54*Salary of teachers: Solutions of the Problems concerning Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	2	.036	.965
Within Groups	94		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of Teachers salary i.e. below 10000, 10000 to 20000 and More than 20000 below solutions of the problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to salary of teachers as $F(2, 96) = .036, p = .965$ (Table 4.54).

Table 4.55*School Region: Solutions of the Problems related to Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	.353	.841
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of region of school location i.e. Pothohar, Central Punjab, Southern Punjab, KP and Sind below solutions of the problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to region of school of teachers as $F(4, 96) = .353, p = .841$ (Table 4.55).

Table 4.56*Education of Parents: Solutions of the Problems concerning Cultural Diversity*

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	4	2.572	.053
Within Groups	92		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of parent's education i.e. Uneducated, Under Ssc, Ssc, Hssc, Graduate, Masters and M Phil/PhD below solutions of the problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to parents education of students as $F(4, 96) = 2.572, p = .053$ (Table 4.56).

Table 4.57

Economic Status of Parents: Solutions of the Problems related to Cultural Diversity

	<i>df</i>	<i>F</i>	<i>Sig.</i>
Among Groups	3	.631	.597
Within Groups	93		
Sum	96		

A one-way ANOVA was applied to test the significant difference mean scores of parents economic status i.e. Less than 10000, 10 to 20,000, 20,000 to 30,000, 30,000 to 40,000, 40,000 to 50,000 and more than 50,000 below solutions of the problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to economic status of parents of students as $F(3, 96) = .631, p = .597$ (Table 4.57).

C) Interview Data

Table 4.58

Management related to Cultural Diversity

School System	Themes	Counts	Percentage
The Educators	Diverse Cultural activities	16	24%
	Diverse Cultural festivals	15	22%
	No cultural bias	12	18%
	Care about cultural sensitivities	11	16%
	Positive attitudes towards cultural diversity	8	12%
	Give space to diverse people	5	7%
	Enjoy with others	1	1%
Allied school	Diverse Cultural activities	6	11%
	Diverse Cultural festivals	18	33%
	No cultural bias	15	27%
	Care about cultural sensitivities	11	20%
	Positive attitudes towards cultural diversity	3	5%
	Give space to diverse people	2	4%
Dar e Arqam	Diverse Cultural activities	7	10%
	Diverse Cultural festivals	11	15%
	No cultural bias	19	27%
	Care about cultural sensitivities	15	21%
	Positive attitudes towards cultural diversity	9	13%
	Give space to diverse people	10	14%

Table 4.58 showed the qualitative analysis of interview data. The teachers were asked that how they manage the cultural diversity present in their classrooms. The analysis showed that the teachers of all the systems used various management strategies like the teachers of “The Educators” used Cultural activities (24%), Cultural festivals (22%), No cultural bias (18%), Care about cultural sensitivities (16%), Positive attitudes towards culture (12%), Give space to diverse people (7%) and Enjoy with others (1%). Moreover, the teachers of

“Allied Schools” used Cultural activities (11%), Cultural festivals (33%), No cultural bias (27%), Care about cultural sensitivities (20%), Positive attitudes towards culture (5%) and Give space to diverse people (4%). Furthermore, the teachers of “Dar e Arqam” used Cultural activities (10%), Cultural festivals (15%), No cultural bias (27%), Care about cultural sensitivities (21%), Positive attitudes towards culture (13%) and Give space to diverse people (14%) (QUAL Analysis 1).

Table 4.59*Preschool Students' preferences Related to the Cultural Diversity*

School System	Themes	Counts	Percentage
The Educators	Like the students of same culture	15	21%
	Comfortable with native students	20	28%
	Don't accept the students of other cultures easily	11	15%
	Like the teachers of same culture	8	11%
	Like to communicate in mother tongue	12	17%
	Like to sit with the students of same culture	6	8%
	Like the students of same culture	21	30%
	Comfortable with native students	13	18%
	Don't accept the students of other cultures easily	18	25%
Allied school	Like the teachers of same culture	6	8%
	Like to communicate in mother tongue	10	14%
	Like to sit with the students of same culture	3	4%
	Like the students of same culture	11	16%
Dar e Arqam	Comfortable with native students	24	34%
	Don't accept the students of other cultures easily	7	10%
	Like the teachers of same culture	13	19%
	Like to communicate in mother tongue	6	9%
	Like to sit with the students of same culture	9	13%

Table 4.59 showed the qualitative analysis of interview data. The teachers were asked about the preferences of their students regarding cultural diversity. The analysis showed that the students of all the systems showed various

preferences like the students of “The Educators” Like the students of same culture (21%), Comfortable with native students (28%), Don’t accept the students of other cultures easily (15%), Like the teachers of same culture (11%), Like to communicate in mother tongue (17%), and Like to sit with the students of same culture (8%). Likewise, the students of “Allied Schools” Like the students of same culture (30%), Comfortable with native students (18%), Don’t accept the students of other cultures easily (25%), Like the teachers of same culture (8%), Like to communicate in mother tongue (14%), and Like to sit with the students of same culture (4%). Furthermore, the students of “Dar e Arqam” Like the students of same culture (16%), Comfortable with native students (34%), Don’t accept the students of other cultures easily (10%), Like the teachers of same culture (19%), Like to communicate in mother tongue (9%), and Like to sit with the students of same culture (13%) (QUAL Analysis 2).

Table 4.60*Problems with respect to the Cultural Diversity*

School System	Themes	Counts	Percentage
The Educators	Not accept other cultures	18	26%
	Language problems	27	39%
	Different diet habits	10	14%
	Weather and environmental differences	6	9%
	Different working habits	5	7%
	Difference in manners	4	6%
Allied school	Not accept other cultures	15	21%
	Language problems	20	28%
	Different diet habits	11	15%
	Weather and environmental differences	8	11%
	Different working habits	12	17%
	Difference in manners	6	8%
Dar e Arqam	Not accept other cultures	16	23%
	Language problems	26	37%
	Different diet habits	10	14%
	Weather and environmental differences	6	9%
	Different working habits	7	10%
	Difference in manners	5	7%

Table 4.60 showed the qualitative analysis of interview data. The teachers were asked about the problems of their students regarding cultural diversity. The analysis showed that the teachers of all the systems pointed out various problems like in “The Educators” Not accept other cultures (26%), Language problems (39%), Different diet habits (14%), Weather and environmental differences (9%), Different working habits (7%), and Difference in manners (6%). Likewise, in “Allied Schools” the problems like Not accept other cultures (21%), Language problems (28%), Different diet habits (15%), Weather and environmental differences (11%), Different working habits (17%), and Difference in manners

(8%). Moreover, in “Dar e Arqam” the problems like Not accept other cultures (23%), Language problems (37%), Different diet habits (14%), Weather and environmental differences (9%), Different working habits (10%), and Difference in manners (7%) (QUAL Analysis 3).

Table 4.61*Solutions of the Problems Related to the Cultural Diversity*

School System	Themes	Counts	Percentage
The Educators	Give respect to other culture	30	42%
	Cultural diversity celebration	13	18%
	Education based on culture	10	14%
	Amalgamate the positive things of all cultures	7	10%
	Inclusiveness	5	7%
	Equal opportunities for the students of different cultures	4	6%
	Punishment for those who promote hatred between different cultures	2	3%
Allied school	Respect for other culture	25	35%
	Cultural diversity celebrations	12	17%
	Education based on culture	10	14%
	Amalgamate the positive things of all cultures	9	12%
	Inclusiveness	11	15%
	Equal opportunities for the students of different cultures	5	7%
Dar e Arqam	Respect for the other culture	19	28%
	Cultural diversity celebrations	20	29%
	Education based on culture	15	22%
	Amalgamate the positive things of all cultures	9	13%
	Inclusiveness	4	6%
	Equal opportunities for the students of different cultures	2	3%

Table 4.61 showed the qualitative analysis of interview data. The teachers were asked about the solutions of the problems regarding cultural diversity. The analysis showed that the teachers of all the systems pointed out various solutions

like in “The Educators” the teachers Give respect to other culture (42%), Celebration of cultural diversity (18%), Culture based education (14%), Amalgamate the positive things of all cultures (10%), Inclusiveness (7%), Give equal opportunities to the students of different cultures (6%) and Punishment for those who promote hatred between different cultures (3%). Likewise, in “allied schools” the teachers Give respect to other culture (35%), Celebration of cultural diversity (17%), Culture based education (14%), Amalgamate the positive things of all cultures (12%), Inclusiveness (15%), and Give equal opportunities to the students of different cultures (7%). Moreover, in “Dar e Arqam” the teachers Give respect to other culture (28%), Celebration of cultural diversity (29%), Culture based education (22%), Amalgamate the positive things of all cultures (13%), Inclusiveness (6%) and Give equal opportunities to the students of different cultures (3%) (QUAL Analysis 4).

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was designed to explore Cultural Diversity in Early Childhood Education and developing an early years learning framework for Pakistan. The study was aimed to find out the cultural diversity in various early childhood Education systems in Pakistan. To explore the similarities related to cultural diversity in early childhood institutions. To search the differences related to cultural diversity in early childhood Education. The study was designed to develop a learning framework of early childhood education with consideration of cultural diversity. in early childhood education. in perspective of cultural diversity.

Respondents of data were preschool students and teachers from the six cultural regions of Central Punjab, Kashmir Region, of Pakhtun Region of Potohor, Region of Sindh, Region of Southern Punjab, of Pakistan. Findings were made on the bases of data collection and analysis of collected data. The sequence of analysis was to identify cultural diversity in sample institutions' students and teachers. With the help of identification of cultural diversity here find preference in cultural diversity in early childhood education. Problems were also found on the bases of cultural diversity in young learners institutions. In the light of findings of cultural diversity in early childhood school students and instructors, preference, problems, and solutions related to existing problems. Learning framework was developed on the basis of these findings and conclusion. Learning framework may be helpful for early years learners with the help of culturally supported healthy learning environment.

5.2 Findings

Findings of the study on the basis of information collected through different research instruments during investigation are as under:

1. It was found that male preschool students were having more culturally diverse than female students. (Table 4.1)
2. It was found that there was no significant difference in the mean score of male students and female students concerning cultural diversity (Table 4.2).

3. It was found that cultural diversity was observed in all school systems like Educators, Dar e Arqam and Allied schools. But in Dar e Arqam school cultural diversity was observed more as compared to other school systems (Table 4.3 & 4.4).
4. It showed a statistical difference among Dare Arqam and The Educators as $p=0.046$. It was also found that the minimum mean difference i.e. .112 found between Allied Schools and Dar e Arqam, while, this mean difference touched to 3.082 in case of The Educators and Allied Schools. It was also established that The Educators and Dar e Arqam showed maximum as well as significant mean difference i.e. 3.194 (Table 4.4).
5. A one-way ANOVA was applied to test the significant difference mean scores of Region of school i.e. Pothohar, Central Punjab, KP and Sindh regarding cultural diversity as observed in students of the respective school systems. It was found that there was a statistically significant cultural diversity with respect to Region of school i.e. Pothohar, Central Punjab, KP and Sindh as $F(3, 190) = 5.976, p = .001$ (Table 4.5). As there was statistically significant difference between the groups Post Hoc tucky test was applied.
6. There were a statistical differences amongst Pothohar and KP as $p=0.021$ and KP and Central Punjab as $p=0.000$. It was likewise found that the minimum mean distinction i.e. .686 found between Pothohar and Central Punjab, while, this mean difference touched to 2.368 in Pothohar and Sindh. Moreover, the mean difference reached to 2.814 in case of KP and Sindh, this difference reached to 3.054 in Central Punjab and Sindh and in case of Pothohar and KP it touched 5.182. It was also established that Central Punjab and KP showed maximum as well as significant mean difference i.e. 5.867 (Table 4.6).
7. A one-way ANOVA was applied to test the significant difference mean scores of age group of early childhood students i.e. 4 years, 5years, 6 years and 7 years regarding cultural diversity as observed in students of the respective school systems. It was found that there was no statistically significant cultural diversity with respect to age group of students i.e. 3 years, 4 years, 5years, 6 years and 7 years as $F(3, 190) = 2.604, p = .053$ (Table 4.7).

8. The descriptive analysis drawn from data collected by early childhood teachers as male Teachers (N=5, M=25.80, SD=1.304) were having more cultural diversity than female teachers (N=92, M=23.85, SD= 6.009). Table 4.8 also showed that there was a 1.95 difference between the mean scores of male and female Teachers. This data showed that male and female Teachers have 1.95 differences in means scores in terms of cultural diversity (Table 4.8).
9. The descriptive analysis represented that the conclusions drawn on the basis of independent sample *t*-test analysis of questionnaire data. Equity of Variances by Levene's Test expressed non-significant results as (sig. = 0.008) so equivalent equal variances were not supposed. The results of the independent sample *t*-test showed a significant mean difference with respect to male teachers (M=25.80, SD=1.304) and female teachers (M=23.85, SD=6.009), ($t(17.538) = 2.281, p = .035$). As the mean score difference between male teachers (M=25.80) and female teachers (M=23.85) was 1.95. This implied that male teachers showed more cultural diversity than female teachers ((Table 4.9).
10. A one-way ANOVA was conducted to test the significant contrast mean scores of type of system i.e. Dare Arqam, Allied and The Educator schools showed cultural diversity as recommended by the instructors. It was found that there was no statistically significant cultural diversity with respect to school systems as $F(2, 96) = .797, p = .454$ (Table 4.10). Table 4.58 showed the qualitative analysis of interview data. The teachers were asked that how they manage the cultural diversity present in their classrooms. The analysis showed that the teachers of all the systems used various management strategies like the teachers of "The Educators" utilized Cultural exercises (24%), Cultural celebrations (22%), No social inclination (18%), Care about social sensitivities (16%), Positive states of mind towards culture (12%), Give space to assorted individuals (7%) and Enjoy with others (1%). Moreover, the teachers of "Allied Schools" used Cultural activities (11%), Cultural celebrations (33%), No social inclination (27%), Care about social sensitivities (20%), Positive mentalities towards culture (5%) and Give space to differing individuals (4%). moreover, the educators of "Dar e Arqam" utilized Cultural

exercises (10%), Cultural celebrations (15%), No social inclination (27%), Care about social sensitivities (21%), Positive dispositions towards culture (13%) and Give space to various individuals (14%) (QUAL Analysis 1).

11. A one-way ANOVA was conducted to test the significant difference mean scores of Teachers Academic qualification i.e. SSC, HSSC, Graduation, Masters, M Phil, PhD regarding cultural diversity as observed in the respective school systems. It was found that there was no statistically significant cultural diversity with respect to academic qualification of Teachers as $F(2, 96) = .905, p = .408$ (Table 4.11).
12. A one-way ANOVA was conducted to test the significant difference mean scores of professional qualification i.e. ECE, B Ed and M Ed regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to professional qualification of teachers as $F(2, 96) = 1.710, p = .187$ (Table 4.12).
13. A one-way ANOVA was conducted to test the significant difference mean scores of Teaching Experience i.e. below 1year, 1 to 3 years, 4 to 6 years, 7 to 10 years and more than 10 years regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to Teaching experience of teachers as $F(4, 96) = 1.098, p = .363$ (Table 4.13).
14. A one-way ANOVA was conducted to test the significant difference mean scores of students cultural background i.e. Punjabi, Kashmiri, saraki, Pakhtun, Sindhi and Pothori below regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to students cultural background of teachers as $F(5, 96) = 1.362, p = .246$ (Table 4.14).
15. A one-way ANOVA was conducted to test the significant difference mean scores of Teachers Salary i.e. under 10000, 10000 to 20000 and above 20000 regarding cultural diversity as suggested by the teachers. It was found that there was statistically significant cultural diversity with respect to salary of teachers as $F(2, 96) = 4.964, p = .009$ (Table 4.15).
16. The descriptive analysis results disclosed that there were a statistical differences between below 10000 salary and 10000 to 15000 salary as $p=0.009$ and below 10000 salary and more than 15000 salary as $p=0.023$.

It was also found that the maximum mean difference i.e. 4.676 found between salary below 10000 and 10000 to 15000 while, this mean difference touched to 4.538 in salary below 10000 and more than 15000. Moreover, the mean difference reached to .093 in case of 10000 to 15000 salaries and more than 15000 salaries (Table 4.16).

17. A one-way ANOVA was conducted to test the significant difference mean scores of region of school i.e. Pothohar, Central Punjab, Southern Punjab, KP and Sind regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to school regions of teachers as $F(4, 96) = 1.730, p = .150$ (Table 4.17).
18. A one-way ANOVA was conducted to test the significant difference mean scores of student's parents Educational level i.e. Uneducated, Under SSC, SSC, HSSC, Graduate, Masters and M Phil/PhD regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to students parents education as $F(4, 96) = 1.804, p = .135$ (Table 4.18).
19. A one-way ANOVA was conducted to test the significant difference mean scores of students parents financial position i.e. Less than 10000, 10 to 20 thousand, 20 to 30 thousand, 30 to 40 thousand, 40 to 50 thousand and more than 50 thousand regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to students parents economics status as $F(3, 96) = .663, p = .577$ (Table 4.19).
20. The descriptive analysis of male and female students showed that male students ($N=5, M=20.40, SD=2.881$) were having more cultural diversity than female students ($N=92, M=20.04, SD= 4.676$). Data analysis also showed that there was a 0.36 difference between the mean scores of male and female students. This data showed that both male and female were almost equal in terms of preferences regarding cultural diversity (Table 4.20).
21. The descriptive analysis represented the conclusions drawn on the basis of independent sample *t*-test analysis of questionnaire data. Equality of Variances by Levene's Test expressed vital results so equal variances were

supposed. The results of the independent sample t-test showed a significant mean difference with respect to male teachers ($M=20.40$, $SD=2.881$) and female teachers ($M=20.04$, $SD=4.676$), ($t(.168) = 95$, $p = .867$). As the mean score difference between male teachers ($M=20.40$) and female teachers ($M=20.04$) was $.36$. This implied that male teachers showed more cultural diversity than female teachers (Table 4.21).

22. A one-way ANOVA was applied to test the significant difference mean scores related to type of school system i.e. the educator, allied school and Dar e Arqam preferences regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to type of school system of teachers as $F(2, 96) = .124$, $p = .883$ (Table 4.22). Table 4.59 showed the qualitative analysis of interview data. The teachers were asked about the preferences of their students regarding cultural diversity. The analysis showed that the students of all the systems showed various preferences like the students of “The Educators” Like the students of same culture (21%), Comfortable with native students (28%), Don’t accept the students of other cultures easily (15%), Like the teachers of same culture (11%), Like to communicate in mother tongue (17%), and Like to sit with the students of same culture (8%). Likewise, the students of “Allied Schools” Like the students of same culture (30%), Comfortable with native students (18%), don’t accept the students of other cultures easily (25%), like the teachers of same culture (8%), Like to communicate in mother tongue (14%), and Like to sit with the students of same culture (4%). Furthermore, the students of “Dar e Arqam” Like the students of same culture (16%), Comfortable with native students (34%), Don’t accept the students of other cultures easily (10%), Like the teachers of same culture (19%), Like to communicate in mother tongue (9%), and Like to sit with the students of same culture (13%) (QUAL Analysis 2).
23. A one-way ANOVA was applied to test the significant difference mean scores of Teachers scholarly capabilities i.e. SSC, HSSC, Graduation, Masters, M Phil and PhD in inclinations with respect to cultural diversity. It was found that there was no statistically significant cultural diversity with capability of educators as $F(2, 96) = 2.159$, $p = .121$ (Table 4.23).

24. A one-way ANOVA was conducted to test the significant difference mean scores of Teachers professional qualification i.e. ECE, B Ed, Med Related preferences regarding cultural diversity. It was found that there was no statistically significant cultural diversity with respect to professional qualification of teachers as $F(2, 96) = 2.200, p = .116$ (Table 4.24).
25. A one-way ANOVA was conducted to test the significant difference mean scores of Teaching Experience i.e. below one year, one to three years, four to six years, seven to ten years, and more than ten years related Preferences regarding cultural diversity. It was found that there was no statistically significant cultural diversity with respect to Teaching Experience of teachers as $F(4, 96) = .575, p = .682$ (Table 4.25).
26. A one-way ANOVA was conducted to test the significant difference mean scores of students cultural background i.e. Punjabi, Kashmiri, Saraiki, Pakhtun, Sindhi and Pothori preferences regarding cultural diversity as suggested by the teachers. It was found that there was statistically significant cultural diversity with respect to cultural background of students related to their teachers as $F(5, 96) = 2.548, p = .033$ (Table 4.26).
27. The descriptive analysis results disclosed that there were a statistical differences between cultural background Punjabi and Sindhi students as $p=0.022$. It was also found that the minimum mean difference i.e. .300 found between Saraiki and Pakhtun. It was also established that Kashmiri and Sindhi showed maximum mean difference i.e. 4.774 (Table 4.27).
28. A one-way ANOVA was conducted to test the significant difference mean scores of Teachers' salary i.e. below 10000, 10000 to 20000 and More than 20000 related Preferences regarding cultural diversity. It was found that there was no statistically significant cultural diversity with respect to salary of teachers as $F(2, 96) = 2.440, p = .093$ (Table 4.28).
29. A one-way ANOVA was conducted to test the significant difference mean scores of student's cultural region i.e. Pothohar, Central Punjab, Southern Punjab, KP and Sind of their school location related preferences regarding cultural diversity as suggested by the teachers. It was found that there was statistically significant cultural diversity with respect to region of school of teachers as $F(4, 96) = 3.489, p = .011$ (Table 4.29).

30. The descriptive results disclosed that there were a statistical differences between preferences regarding cultural diversity between the students belong to pothohar region and khayber pakhtun khwa region as $p = .994$. It was also found that the minimum mean difference i.e. .800 found between cultural background pothohar and khyber pakhtun khwa region students. It was also established central punjab and sindh region students showed maximum mean difference i.e. 3.964 (Table 4.30).
31. A one-way ANOVA was conducted to test the significant difference mean scores of students' parents educational level i.e. Uneducated, Under SSC, SSC, HSSC, Graduate, Masters and M Phil/PhD related preferences regarding cultural diversity as suggested by the teachers. It was found that there was no measurably critical social assorted variety as for preschool guardians instruction as $F(4, 96) = 2.340, p = .061$ (Table 4.31).
32. A one-way ANOVA was conducted to test the significant difference mean scores of students' family economic status i.e. Less than 10000, 10 to 20 thousand, 20 to 30 thousand, 30 to 40 thousand, 40 to 50 thousand and more than 50 thousand related preferences regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to economic status of parents of students as $F(3, 96) = .173, p = .915$ (Table 4.32).
33. The descriptive analysis cleared that male preschool students ($N=5, M=18.40, SD=2.881$) were having more cultural diversity than female students ($N=92, M=20.04, SD= 4.019$). Table 4.33 also showed that there was a 1.64 difference between the mean scores of male and female students. This data showed that male and female Teachers have 1.64 differences in means scores in terms of cultural diversity (Table 4.33).
34. The descriptive analysis represented the conclusions drawn on the basis of independent sample *t*-test analysis of questionnaire data. Equality of Variances by Levene's Test expressed vital results so equal variances were supposed. The results of the independent sample *t*-test showed a significant mean difference with respect to male teachers ($M=18.40, SD=2.881$) and female teachers ($M=20.04, SD=4.019$), ($t(95) = -.900, p = .371$). As the mean score difference between male teachers ($M=18.40$) and female teachers ($M=20.04$) was 1.64. This implied that female teachers

had more problems regarding cultural diversity than male teachers (Table 4.34).

35. A one-way ANOVA was applied to test the significant difference mean scores of type of system i.e. the educator, allied and dar e araqam related regarding problems of cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to type of school system of teachers as $F(2, 96) = .560, p = .573$ (Table 4.35). Table 4.60 showed the qualitative analysis of interview data. The teachers were asked about the problems of their students regarding cultural diversity. The analysis showed that the teachers of all the systems pointed out various problems like in “The Educators” Not accept other cultures (26%), Language problems (39%), Different diet habits (14%), Weather and environmental differences (9%), Different working habits (7%), and Difference in manners (6%). Likewise, in “Allied Schools” the problems like Not accept other cultures (21%), Language problems (28%), Different diet habits (15%), Weather and environmental differences (11%), Different working habits (17%), and Difference in manners (8%). Moreover, in “Dar e Arqam” the problems like Not accept other cultures (23%), Language problems (37%), Different diet habits (14%), Weather and environmental differences (9%), Different working habits (10%), and Difference in manners (7%) (QUAL Analysis 3).
36. A one-way ANOVA was conducted to test the significant difference mean scores of Teachers scholastic capabilities i.e. SSC, HSSC, Graduation, Masters, M Phil and PhD issues with respect to social assorted variety identified with instructors scholarly capability as. It was found that there was statistically significant cultural diversity with respect to academic qualification of teachers as $F(2, 96) = 6.225, p = .003$ (Table 4.36).
37. The descriptive analysis Results disclosed that there were a statistical differences in problems regarding cultural diversity between the teachers academic qualifications of MS/M Phil and Graduation as $p = .$ It was also found that the minimum mean difference i.e. 1.740 found between Teachers having MS/M Phil and Graduation academic qualification. It was also established that academic qualification MS/M Phil and Masters showed maximum mean difference i.e. 4.090 (Table 3.37).

38. A one-way ANOVA was conducted to test the significant difference mean scores of Teachers professional qualification i.e. ECE, B Ed, Med and others (please specify) students cultural background i.e. regarding to problems related to cultural diversity in professional qualification of teachers. It was found that there was no statistically significant cultural diversity with respect to professional qualification of teachers as $F(2, 96) = .942, p = .393$ (Table 4.38).
39. A one-way ANOVA was conducted to test the significant difference mean scores of Teaching experiences i.e. below 1 year, 1 to 3 years, 4 to 6 years, 7 to 10 years, and more than 10 years regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to teaching experience of teachers as $F(4, 96) = 1.620, p = .176$ (Table 4.39).
40. A one-way ANOVA was conducted to test the significant difference mean scores of preschool social foundation i.e. Punjabi, Kashmiri, saraki, Pakhtun, Sindhi and Pothori problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to cultural background of students as $F(5, 96) = 2.256, p = .055$ (Table 4.40).
41. A one-way ANOVA was conducted to test the significant difference mean scores of Teachers salary i.e. below 10000, 10000 to 20000 and More than 20000 problems regarding cultural diversity. It was found that there was no statistically significant cultural diversity with respect to salary of teachers as $F(2, 96) = .241, p = .786$ (Table 4.41).
42. A one-way ANOVA was conducted to test the significant difference mean scores of region of school i.e. Pothohar, Central Punjab, Southern Punjab, KP and Sind problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to region of school of teachers as $F(4, 96) = 2.490, p = .059$ (Table 4.42).
43. A one-way ANOVA was conducted to test the significant difference mean scores of students' parents education level i.e. Uneducated, Under SSC, SSC, HSSC, Graduate, Masters and M Phil/PhD problems regarding cultural diversity as suggested by the teachers. It was found that there was

statistically significant cultural diversity with respect to parents' educational background of students as $F(5, 96) = 1.362, p = .246$ (Table 4.43).

44. The descriptive analysis results disclosed that there were a statistical differences between parents education in problems regarding cultural diversity between under matric and graduate education of parents as $p = .901$. It was also found that the minimum mean difference i.e. .901 found between SSC and Graduate educational level of parents. It was also established that HSSC and Graduate level of education of parents showed maximum mean difference i.e. 8.036 (Table 4.44).
45. A One-way ANOVA was conducted to test the significant difference mean scores of students' parents economic level i.e. Less than 10000, 10 to 20 thousand, 20 to 30 thousand, 30 to 40 thousand, 40 to 50 thousand and more than 50 thousand problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to students parents economic status as $F(3, 96) = .720, p = .542$ (Table 4.45).
46. The descriptive analysis was cleared from that male preschool ($N=5, M=24.60, SD=6.348$) were having less cultural diversity than female students ($N=92, M=28.02, SD= 5.855$). Analysis also showed that there was a 3.42 difference between the mean scores of male and female students. (Table 4.46).
47. The descriptive analysis represented conclusions drawn on the basis of independent sample t -test analysis of questionnaire data. Equality of Variances by Levene's Test expressed vital results so equal variances were supposed. The results of the independent sample t -test showed a significant mean difference with respect to male teachers ($M=24.40, SD=6.348$) and female teachers ($M=28.02, SD=5.855$), ($t(95) = 1.268, p = .208$). As the mean score difference between male teachers ($M=24.40$) and female teachers ($M=28.02$) was 4.38. This implied that female teachers had more ideas to solve problems related to cultural diversity than male teachers (Table 4.47).
48. A one-way ANOVA was applied to test the significant difference mean scores of type of system i.e. the educator, allied school and dar e arqam

solutions of the problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to type of school system of teachers as $F(2, 96) = 2.106, p = .127$ (Table 4.48). Table 4.61 showed the qualitative analysis of interview data. The teachers were asked about the solutions of the problems regarding cultural diversity. The analysis showed that the teachers of all the systems pointed out various solutions like in “The Educators” the teachers Give respect to other culture (42%), Celebration of cultural diversity (18%), Culture based education (14%), Amalgamate the positive things of all cultures (10%), Inclusiveness (7%), Give equal opportunities to the students of different cultures (6%) and Punishment for those who promote hatred between different cultures (3%). Likewise, in “allied schools” the teachers Give respect to other culture (35%), Celebration of cultural diversity (17%), Culture based education (14%), Amalgamate the positive things of all cultures (12%), Inclusiveness (15%), and Give equal opportunities to the students of different cultures (7%). Moreover, in “Dar e Arqam” the teachers Give respect to other culture (28%), Celebration of cultural diversity (29%), Culture based education (22%), Amalgamate the positive things of all cultures (13%), Inclusiveness (6%) and Give equal opportunities to the students of different cultures (3%) (QUAL Analysis 4).

49. A one-way ANOVA was conducted to test the significant difference mean scores of Teachers’ academic qualification i.e. SSC, HSSC, Graduation, Masters, M Phil and PhD solutions of the problems regarding cultural diversity. It was found that there was no statistically significant cultural diversity with respect to academic qualification of teachers as $F(2, 96) = .232, p = .794$ (Table 4.49).
50. A one-way ANOVA was conducted to test the significant difference mean scores of Teachers’ professional qualification i.e. ECE, B Ed, Med and others (please specify) below solutions of the problems regarding cultural diversity. It was found that there was statistically significant cultural diversity with respect to professional qualification of teachers as $F(2, 96) = 4.804, p = .010$ (Table 4.50).

51. The descriptive analysis results disclosed that there was a statistical differences between Teachers professional qualifications in solutions of the problems regarding cultural diversity between B. Ed and M. Ed professional qualification of teachers as $p =$. It was also found that the minimum mean difference i.e. 1.267 found between M. Ed and None professional educational level of Teachers. It was also established that B. Ed and M. Ed level of professional education of Teachers showed maximum mean difference i.e. 4.493 (Table 4.51).
52. A one-way ANOVA was conducted to test the significant difference mean scores of Teaching experience of Teacher i.e. below 1year, 1 to 3 years, 4 to 6 years, 7 to 10 years, and over 10 years beneath arrangements of the issues in regards to social decent variety. It was discovered that there was no measurably critical social assorted variety regarding Teaching background of instructors as $F(4, 96) = 1.073, p = .375$ (Table 4.52).
53. A one-way ANOVA was conducted to test significant difference mean scores of preschool education social foundation i.e. Punjabi, Kashmiri, saraki, Pakhtun, Sindhi and Pothohari underneath with respect to arrangements of the issues related social decent variety as proposed by the educators. It was discovered that there was no measurably critical social decent variety as for social foundation of preschool educators as $F(5, 96) = .280, p = .923$ (Table 4.53).
54. A one-way ANOVA was conducted to test the significant difference mean scores of Teachers' salary base compensation i.e. below 10000, 10000 to 20000 and More than 20000 below solutions of the problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to salary of teachers as $F(2, 96) = .036, p = .965$ (Table 4.54).
55. A one-way ANOVA was conducted to test the significant difference mean scores of school location i.e. Pothohar, Central Punjab, Southern Punjab, KP and Sind below solutions of the problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to region of school of teachers as $F(4, 96) = .353, p = .841$ (Table 4.55).

56. A one-way ANOVA was conducted to test significant difference mean scores of parents' training i.e. Uneducated, Under Ssc, Ssc, Hssc, Graduate, Masters and M Phil/PhD below solutions of the problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to parents education of students as $F(4, 96) = 2.572, p = .053$ (Table 4.56).

57. A one-way ANOVA was conducted to test the significant difference mean scores of guardian's financial status i.e. Under 10000, 10 to 20,000, 20,000 to 30,000, 30,000 to 40,000, 40,000 to 50,000 and more than 50,000 below solutions of the problems regarding cultural diversity as suggested by the teachers. It was found that there was no statistically significant cultural diversity with respect to economic status of parents of students as $F(3, 96) = .631, p = .597$ (Table 4.57).

5.3 Discussion

The study was aimed at to identify cultural diversity in early childhood education. Early childhood education is very important phase of child/learners life. In this stage throughout development of child occurs. Cultural is mostly influence child's grooming. The very basic things in learning are related to bring up of a learner in community/society. Impact of cultural behavior like habits, dressing, thinking, eating directly influences learning priorities and preferences. In the study it was tried to find out cultural diversity in learners at early childhood level in specific areas. In these areas what are the basic preferences of learner in learning especially relevant to cultural diversity. In these preferences what are the problems learner face in teaching learning process. To identify in learners with the help of students observational checklist, teacher's questionnaire and interview for early childhood teachers were basic assessment tools for the study. The study was aimed to develop learning framework early which was based on cultural similarities, cultural differences with the help of cultural diversity at early childhood education level.

Data collected from cultural regions was analyzed statistically. With the help of findings conclusion were drawn and cultural based early childhood learning framework was developed which may support cultural based education and helpful for diverse learners in right directions. Supportive environment at

early childhood level is necessary for healthy learning environment. Culture is important in learning, grooming and generation building. Culture directly influences on children's growth and development with family, community and society practices. Children learn through cultural practices, event celebrations, cultural festivals and other activities exist in society. These practices may support or differ with educational/ learning activities. There was a need to collaborative cultural supportive model for learners overall development at preschool level. So the development of cultural learning framework may be supportive for learner's complete development with the help of cultural values and practices.

Learning frame work was base on three main components

Input ----- Process----- outcomes

Throughout the teaching learning process, activities may be organized on the base of culture with the help of value base learning to take care about cultural sensitivities. Knowledge may be delivered as input research base learning approach with the help of attractive activity base innovative learning.

In the result of these sorts of inputs, the process of learning may be based on latest updated teaching methodology with the help of using innovative approach. With the help of healthy learning supportive set of purposeful activities it may be happily acceptable for all existing cultures. In this regard it is necessary to consider all differences and similarities relevant to different cultures. Salad cultural approach is more effective that performing together without losing identity of every individual. With the help of these considerations learning framework may be useful for lifelong learning.

Learning institutions were aimed to produce good human beings and healthy nation without any discrimination. So the outcome in the result of these activities may be that the institutions and education system may be able to produce good humans with excellent positive thinking approach. With the help of students involvement in purposeful activities students may learn with multi dimensional approach and out of box thinking approach. Enquiring mind may help learners to think creatively for purposeful existing applicable teaching learning activities. Result oriented outcome of Teaching learning process may be more motivate

learners with the help of full attention. When learner analyzes things with critical thinking process than strong observational skill may occur and lifelong learning start in education. In this way W----- H-----w and other resembling approaches are used. Like What -----How-----Why. Likewise, other approach of 5Ws+H may be used for effective learning. These all basic learning approaches may perform more effectively when multi cultural interaction approaches are used. Interaction of learners from different cultures promotes learning, develop self confidence of learner and build strong and healthy cultural background with positive approach.

Early year learning framework may be helpful for learners to celebrate cultural diversity in their institutions and society. Learning framework may be helpful to develop healthy learning environment with multi cultural activities in learning, playing, celebrating cultural events and other unity base community activities. These cultural activities promote multi cultural activities and promote positive cultural values. These cultural activities promote education and build healthy and balanced nation.

The current study revealed that cultural diversity exists among different regions of preschool learners. It was concluded that every region has its specific customs, traditions, and culture depending upon its location temperature, environment, landscape, language, religion, aesthetics, and concept of good and bad. Although with time, the world is progressing towards a multi-cultural society, but this new multi-cultural society will have to care about the culture of all ethnic groups (Garcia & Garcia, 2012).

This particular study revealed that preschool learners were culturally diverse during different age groups. The same has been elaborated by Ng and associate (2012) and Durand (2011). They explained that the preschool learners of different age differ based on their liking disliking, individual differences, and cognitive approach. With the growing age, pre learner's interest changes, variation occurs among their liking and disliking. But we cannot say that pre learner of a specific age group has a specific culture. Variations exist in the culture of a preschool learner of a specific age group. They also elaborated that parents, teacher and educational institute are the prominent factors which influence the culture of pre learners.

The above discussion shows that the results of the current study have a close resemblance to the studies conducted earlier. But the uniqueness of the current study is that it had covered all aspects of the cultural diversity of preschool learners and the researcher has tried to fill the gaps existing in previous studies related to the cultural diversity of preschool learners.

The purpose of study was to identify cultural diversity in early childhood education. In existing school systems there was significant cultural diversity found on the basis of students gender, location of school and their age according to finding 1 to 7 & objective 1. On the basis of existing cultural diversity there were cultural similarities were explore and difference were also find in learners of early childhood education according to finding 1 to 7 & objective 2&3. On the base of these cultural aspects there was requirement of cultural learning frame work that was suggested through this research study objective 4.

Educational experts support the unique and individualized values, strengths, and potential of each child and family. Effective early childhood education professionals give value to cultural differences, linguistic, abilities, and individual differences while studying about growth of preschool learners (Baldock, 2010).

The research was conducted to acknowledge cultural diversity among early year learners. Early education guidance has vital importance during learners early year's life. Culture is commonly having an impact on the infant's grooming. Result of cultural conduct like behaviour, way of dressing, way of eating, way of living, and way of thinking, lifestyle, affects priorities or preferences among young ones. In the current study, it has been attempted to search out cultural diversity in early age schooling.

According to the purpose of research study there was significant cultural diversity find in early childhood teachers on the basis of their gender, the school system in which they are working, their academic and professional qualification, experience of teaching, their student's cultural background, their salary package, their school location, parents education and their economic level according to finding 8 to 19 & objective 1.

The current study resulted that male preschool learners are more culturally diverse than females. The result of this study resembles the study of Bang (2015) who also resulted that male preschool learners show more cultural diversity. He stated that

culture, learning, the natural world, and development are interlinked, and learner's intellectual social and moral development is affected by the natural world.

Cultural similarities were also explored in preferences regarding cultural diversity on the base of their gender, the school system in which they are working, their academic and professional qualification, experience of teaching, their student's cultural background, their salary package, school location, parents education and their economic level according to finding 20 to 32 & objective 2.

Cultural differences were found in problems related cultural diversity on the basis of their gender, the school system in which they are working, their academic and professional qualification, experience of teaching, their student's cultural background, their salary package, school location, parents education and their economic level according to finding 33 to 45 & objective 3.

The current study revealed that different preschool systems affect the culture of pre learners. Educational institutes play a key role in designing and developing of a culture. Every school system has a specific culture and this institute adopts specific measures to transmit this culture. Lansford and associates (2016) state that pre learner's educational institutes are the hub of culture and developer of traditions. They explain that educational institutes are changing agents and introduce refined culture and traditions to preschool learners.

Existing cultural diversity in early childhood education provide consideration about cultural similarities and differences. Similarities need to given preference. Differences need to consider as strength of individual learner. Individual difference related to cultural diversity give strength to teaching learning process and support healthy learning environment. To develop an early childhood learning framework the suggested solution of the problem related to cultural diversity were given on the basis of gender, the school system in which they are working, their academic and professional qualification, experience of teaching, their student's cultural background, their salary package, school location, parents education and their economic level according to finding 46 to 57 & objective 4.

5.4 Conclusions

The accompanying conclusions were drawn on the bases of discoveries of findings:

1. The descriptive analysis of data demonstrated that both male and female preschool students have no cultural diversity on the base of gender (Finding 1-2 Objective 1).
2. Cultural diversity was found in preschool students on the bases of educational system in which they are studying. (Finding 3-6 Objectives 1).
3. There was no cultural diversity found in preschool students on the base of their age contrast (Finding 7 Objective 2).
4. There was cultural diversity in teachers on the bases of gender as male educators have more cultural diversity than female teachers (Finding 8-9 Objective 3).
5. There was no cultural diversity found in preschool educators on the bases of their educational system in which they are instructing, their scholarly capability of instructor's and proficient capability of educators, their showing knowledge and social foundation (Finding 10-14 Objective 2).
6. There was likewise cultural diversity in preschool instructors on the bases of their pay package (Finding 15-16 Objective 3).
7. There was no cultural diversity on the bases of preferences of preschool teachers in preschool students with respect to their region where school located, their parents qualification level and the economic level of their parents (Finding 17-19 Objective 2).
8. With respects to preferences of preschool teachers related to cultural diversity male students have more cultural diversity than female preschool students on the result of descriptive analysis independent sample t-test (Finding 20-21, Objective 3).
9. The descriptive analysis showed that there was no difference on the base of type of school system, teacher academic qualifications, teacher's professional qualifications and teaching experience of preschool teachers with respect to preference related cultural diversity (Finding 23-25, 28, Objective 2).
10. In the light of descriptive analysis cultural region where school located and preschool students cultural background where different in the result of preferences related cultural diversity (Finding 26-27, 29-30, Objective 1).
11. There was also found that family economics status and parents educational level not create cultural diversity preferences (Finding 31-32, Objective 2).

12. The descriptive analysis explained that female early childhood educators have more problems linked to cultural diversity (Finding 33-34 Objectives 1 & 4).
13. The descriptive analysis also clarify that school system, professional qualification of preschool teachers, teaching experience, students cultural background, teacher salary, region where school located and family economic status of students was not problematic in cultural diversity (Finding 35, 38-42, 45 Objectives 1,2 & 4).
14. With the help of descriptive analysis it was clear that teacher's academic qualification, professional qualification, parent's educational level and family economic status were the problems regarding to cultural diversity (Finding 36-37, 43-44 Objective 3).
15. Descriptive analysis showed that that female preschool teacher and girl's preschool students have more ideas than male teachers and boys students for the solutions of problems regarding cultural diversity (Finding 46-47 Objectives 1&4).
16. Instructor's expert capabilities contributed in solutions of problems identified with cultural diversity in preschool teaching learning process (Finding 51-52 Objectives 1& 4).
17. The descriptive analyses showed that school system, teachers academic qualifications, teaching experience, students cultural background, teachers salary, cultural region where school located, students parents education and family economic status no more contribute in solutions regarding problems related cultural diversity (48-49, 52-57 Objectives 1,2 & 4).

5.5 Recommendations

The following recommendations/proposals are forwarded for the quarter concerned on the basis of findings and conclusions:

1. Quality Education

It is recommended that for the achievement of the goal towards quality education early childhood education might be prioritized in policy perspective in Pakistan. The input of early childhood teachers may be given proper space in policy perspective related to cultural diversity. Due to learning preferences in age appropriate era as concluded in research

study and mentioned in review of related literature the activity base learning may be promoted with full equip materials.

2. Cultural diversity

The recommendation might be considered to take care about cultural diversity in curriculum guidelines. In teachers a training and professional development program that is needed to ensure about take care of cultural diversity.

3. Cultural Similarities and differences

Educational activities specifically on the stage of early childhood required to organize on the bases of cultural similarities preferences and differences. It is recommended that take care about cultural difference and similarities. As mentioned in cultural theories and concluded from findings that cultural supportive environment promote healthy learning and cultural biased activities negate healthy learning out comes. It is also recommended that school management teachers have to completely aware with implantation approach about cultural preferences.

4. Outcome base learning

It is recommended that the activity calendar of educational activities for ECE design with inclusion of cultural priorities and preferences. Outcome base cultural supportive school activities promote healthy community with core cultural values.

5. Roadmap for ECE

It is also recommended that cultural base road map affiliate students with their institution, family, community and country in national context. For that purpose learning activities required to complete belongingness with existing cultural activities. A recommended cultural base learning frame work might be followed in early childhood educational teaching learning process by all stake holders.

6. Learning framework

The suggested learning framework provides the true directions to upgrade and promote learning process as a whole in cultural supportive context. In the light of research study directions cultural diversity base learning environment is very important for ECE learners to prepare them for life. Recommended learning framework promotes healthy learning.

5.6 Learning Framework for ECE

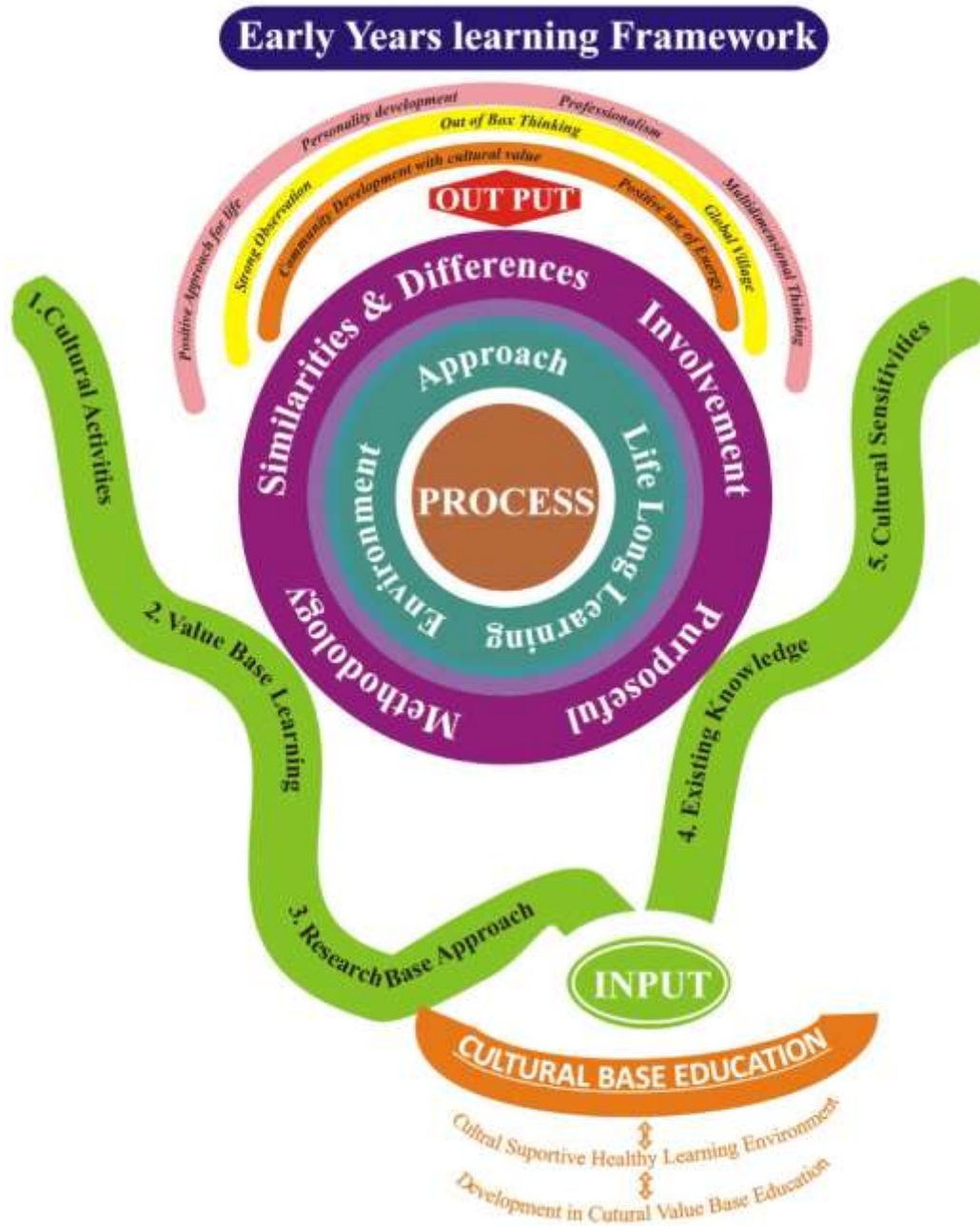


Figure 5.1 Learning Framework

Description of Learning Framework

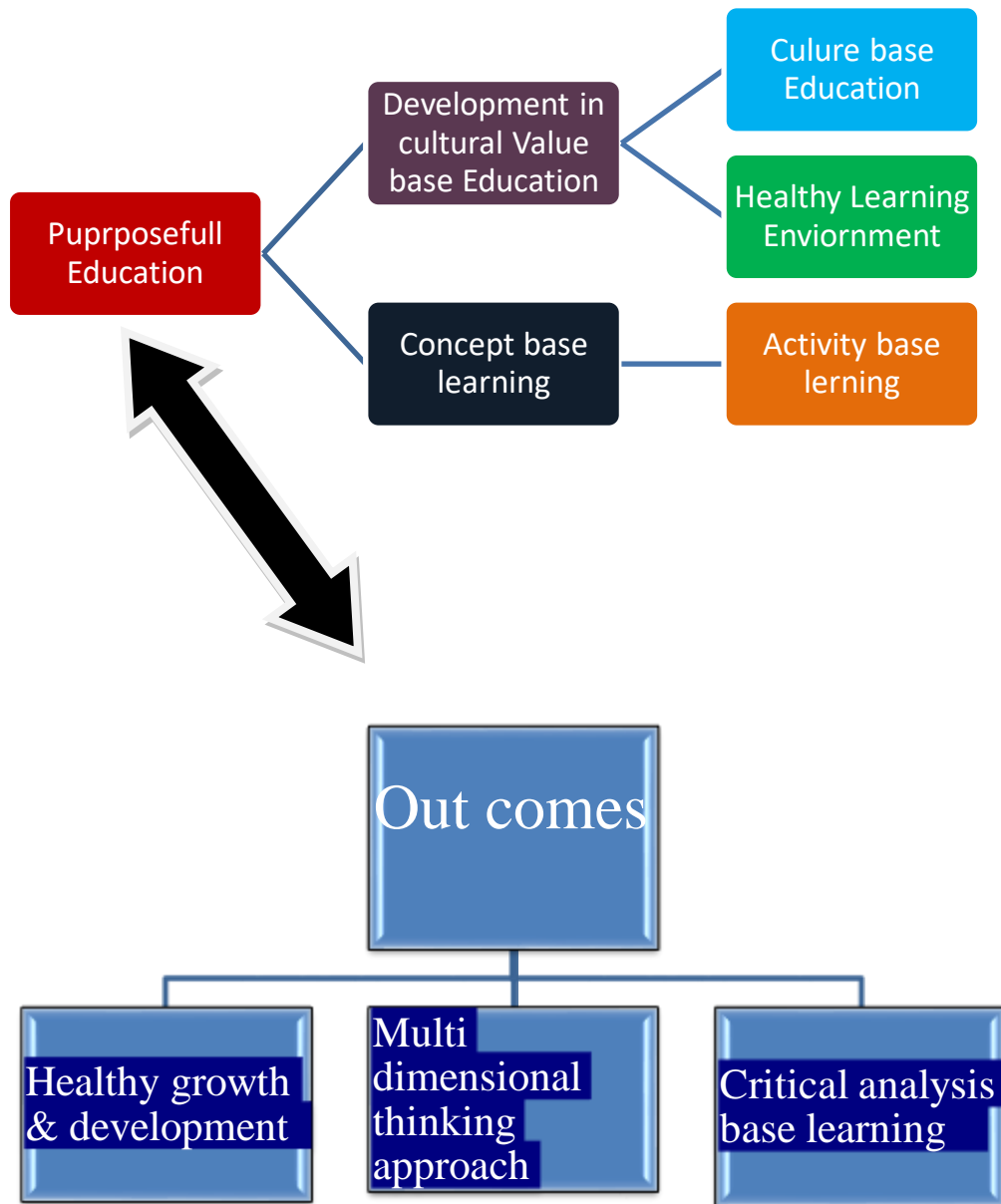


Figure 5.2 Description of Learning Framework

Input

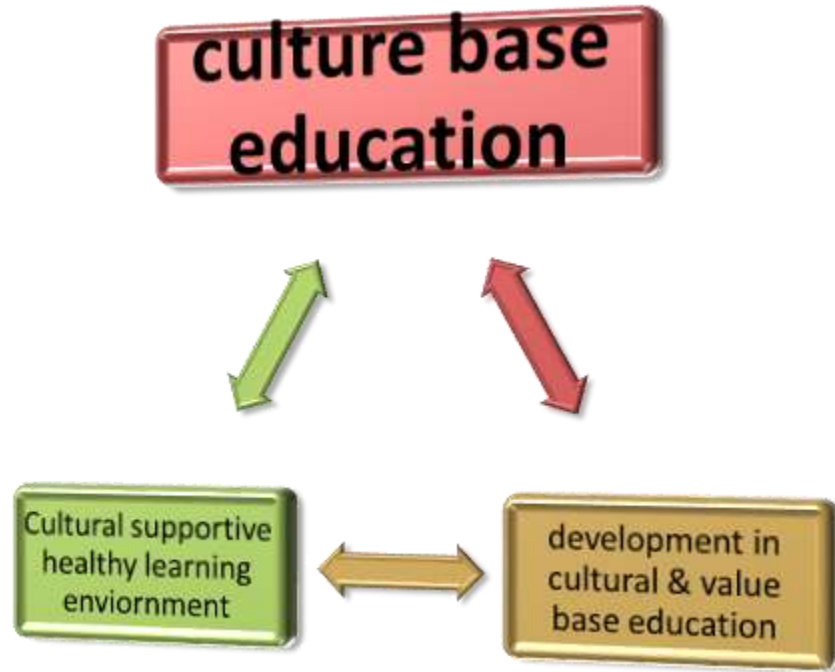


Figure 5.3 Input Model 1

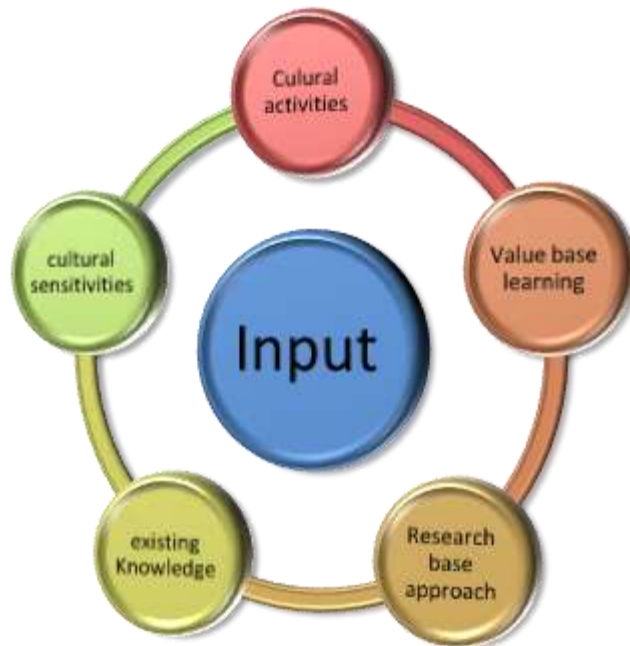


Figure 5.4 Input Model 2

Process

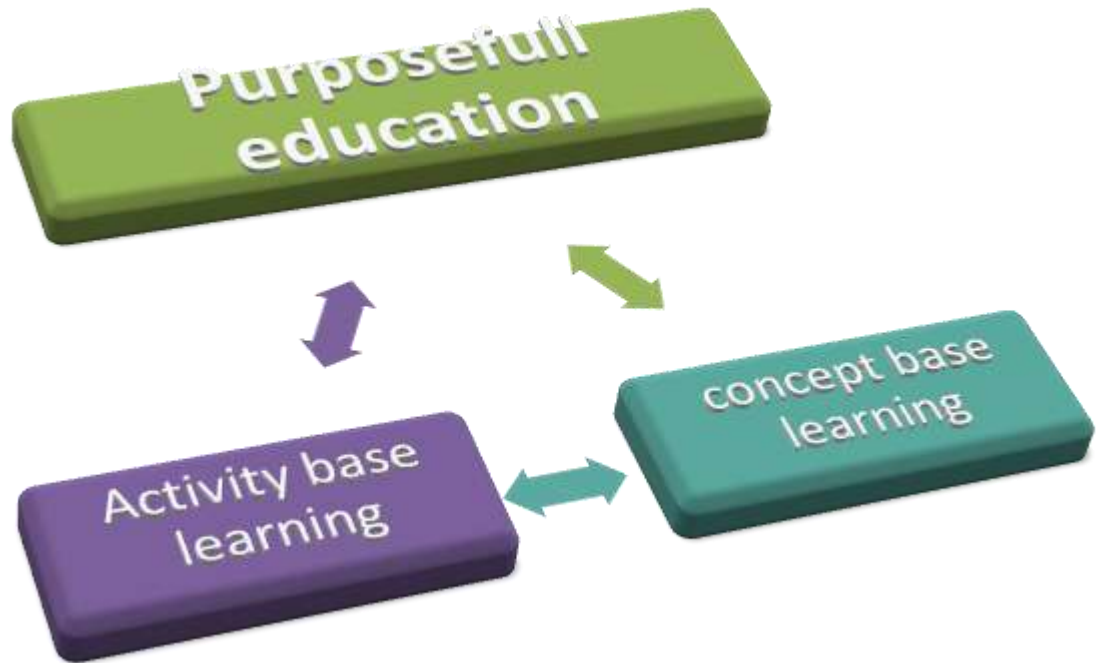


Figure 5.5 Process Model 1



Figure 5.6 Process Model 2

Out comes

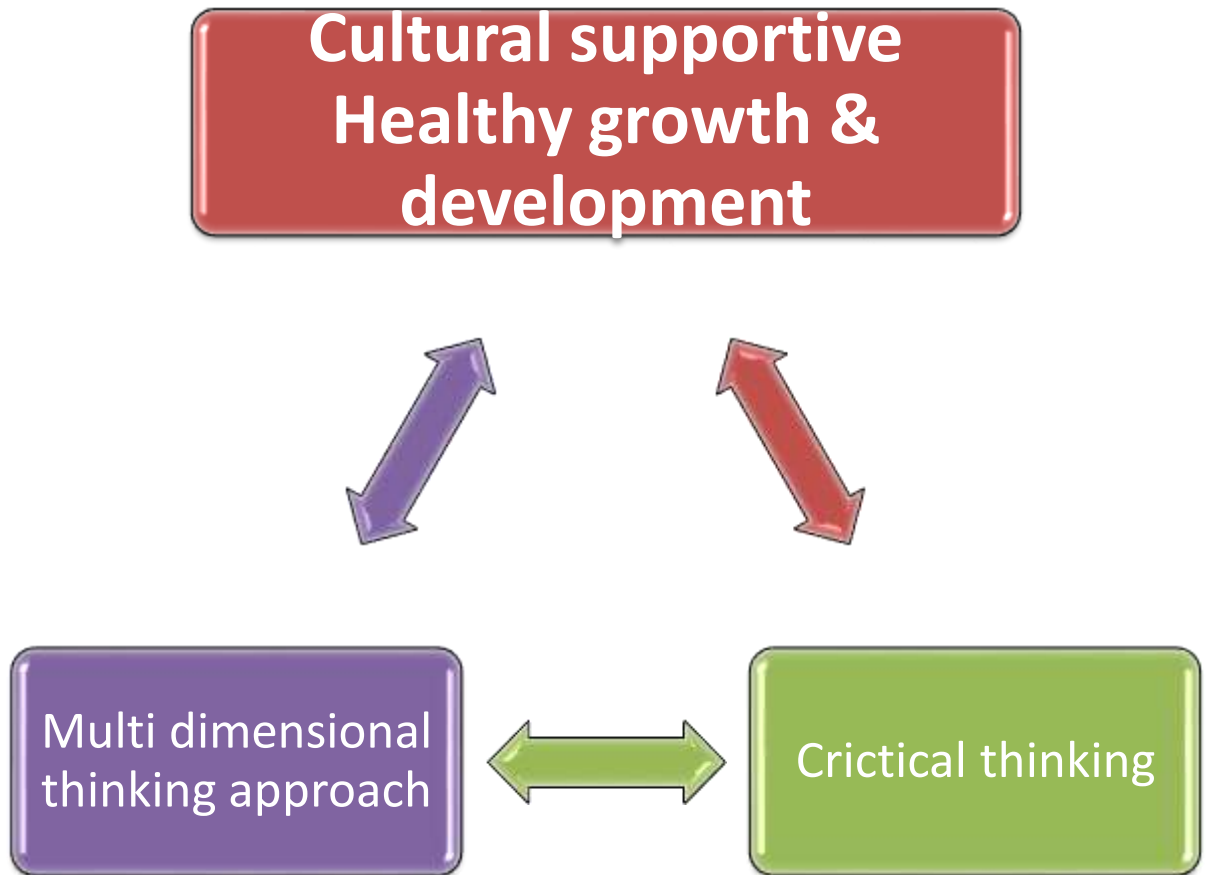


Figure 5.7 Outcome Model 1



Figure 5.8 Outcome Model 2

A) Input

Proper input may be responsible for good base in line of getting good results. So in the light of study framework we may be able to give our learner proper input in case of below given parameters our ECE model may perform better to build healthy learners with the help of healthy learning environment (Introduction, p 1).

After age of nine years, racial status of mind tends to remain the comparable except if the kid has a groundbreaking practice (Aboud, 1988). Before that, in any case, we have a superior probability to enable youngsters to create positive contemplations about their racial and social independence. We, too, can challenge the juvenile reasoning that is ordinary of particularly youthful youngsters. That is basic since this kind of reflections can prompt bias (York, 1991).

➤ **Cultural base activities in learning**

Learning activities organized and arranged according to the culture that exists in the geographic area in which school is located and cultural activities are in practice in the area. The important thing in this context is that the students may be aware already from these cultural activities. The art is that how beautifully the experts may connect these practices with teaching learning process make them to learn the strong base outcome and result oriented activities (Finding 4.1 to 4.9, Qual 1 F 1.2, Review of related literature p 22, Objective 1).

Youngsters develop their distinction and states of mind all through practices with their bodies, network conditions, and their subjective formative stages (Derman-Sparks, 1989). As these three issues associate, youth and youngsters advancement through certain phase of racial and social mindfulness.

➤ **Values base learning environment**

Values are always very important in the growth of any nation or country. These values provide strong base to build any human being. The basic purpose of education is to build a human being and if a learner is strongly connected with basic values at pre primary level so he may learn the code of life with proper ethics. These codes of life help him/her throughout the life to perform from better to the best. So the practice of value based learning environment is helpful to perform strong base educational background (Qual 1, F 1.2 p 27, F 2.7 p 58).

The environment is best portrayed as those things which man is differing, and which can "advance or frustrate, fortify or hinder, the attributes of a living being" (Dewey).

➤ **Consideration sensitivities like culture etc**

In this context salad ball model is very useful that everyone has to keep his/her identity to perform in practical life and when any factor affects his/her identity so he/she may not be able to perform properly. We have so many sensitivities existing in our cultural life. For example on the bases of race, language, cost, geographic area, life style and economics level etc. So the salad ball cultural model gave the space to everyone to keep his/her identity and perform free and frequently. The important thing in this context is that to take extra care of these sensitivities for healthy learning environment at pre primary level (F 4.1 to 4.9, Review of related literature p 31).

Kids can likewise perceive sentiments of disfavor and pride at this age, and they know about prejudice adjacent to their own gathering. They are able to relate to, and they are engaged with picking up in regards to the world. It's the perfect time for giving them exact data so they create out of "preschool" techniques for considering (York, 1991).

➤ **Research base approach learning**

Latest learning approaches may be responsible for the progress and success of educational system we may be able to provide cultural base healthy learning environment and our learner can learn with the help of more effective knowledge. In this context, teacher may be aware with the latest researches and update his/her existing knowledge. Professional development courses and workshops may be helpful to revise and update the existing approaches to latest research oriented knowledge (F. 4.20 to 4.30, Review of related literature p 41).

➤ **Latest existing knowledge**

Likewise in pervious step the training department may strongly be connected with research and development. Research & development base training program may motivate the teachers to learning and deliver their best. Use of E learning may be helpful in this context. We may utilize the available resources more and more. In this age we always have to update our information and knowledge. So teachers may connect with latest researches and available

guidelines for providing best existing knowledge to our learners in effective way (F 4.33 to 4.45).

B) Process

The second important thing is process; if proper input may be given then the existing process plays a prominent role in the developmental process. For the strong base early childhood education the process may be in these lines to prepare healthy learners (F. 4.46 to 4.57).

➤ **Latest methodology**

The use of latest learning approach may extend the teaching learning process in lifelong learning. The treatment with latest existing equipment is necessary in this regard. Latest teaching methodologies guide the educator to convey the knowledge and information in proper way. In every developmental process, method is very important with the help of necessary steps with logical order, like from where to start the lesson and how to continue, how to build background of the study, which steps are necessary in lesson, how to continue and end or conclude the lesson (F. 4.46 to 4.57).

➤ **Innovative approach**

Without innovative approach the teacher may not able to explain the implementation of lesson. With the help of research and development the teacher may be able to know the learners and develop innovation in the daily lessons (F. 4.46 to 4.57).

➤ **Complete involvement**

The level of interest of learner tells the effectiveness of educational activities at any stage but preschool education is very essential to keep interest of learners and motivate them time to time. If the educator develops interest of learners they involve completely. The success mostly depends on the involvement of students (F. 4.46 to 4.57).

➤ **Purposeful activities**

With the help of set of purposeful activities teacher may involve learners more. These activities may be matched to the age level of learner, their class level, their culture, subject need, and requirement of overall growth & development of learner. Sometimes the selection of improper activities negates the learning environment. So the careful selection of objective oriented activities completes the required purpose (F. 4.46 to 4.57 Review of related literature p 44).

➤ **Supportive environment**

The other important factor is to provide environment which may support the whole process. If the environment may not supportive the equipment and expertise, it may not be enough to fulfill the learners needs (F. 4.4 to 4.19).

➤ **Acceptable with all differences**

Individual differences may be considered importantly. Every child is unique and may be given special attention. We may not treat every learner with same way, methodology, or instrument. In this salad ball model cultural approach are very important that everyone has to keep his/her own identity (Objective 3, F. 4.11 to 4.19 Review of related literature p 95 to 98).

➤ **Strong consideration of similarities**

There are lots of similarities in every individual. These similarities may be considered positively (Objective 2 F. 4.11 to 4.19, Review of related literature p 95 to 98).

Request youngsters talk with their families about axioms that are customary in their way of life or traditions that they have in their family. Pick one wide point, for example, love, birthday celebrations, occasions, or event. Graph the reactions to perceive how assorted societies express comparable thoughts. Kids may likewise be entranced to think about the unique names they apply for their grandparents (Williams, 1989).

➤ **Positive and purposeful use of differences**

Similarities and differences are important in the development of learner. The use of purposeful activities with positive approach these differences make the learners more unique (Objective 3 & 4. F. 4.11 to 4.19, Qual 3, Review of related literature p 95 to 98).

In the Anti-Bias Curriculum (1989), Louise Derman-Sparks expresses, "The objectives are to help youngsters' mindfulness that their racial independence does not adjust, to enable them to perceive that they are a piece of an extensive gathering with related qualities (not "various" from every other person) and to encourage their desire to be precisely their identity."

➤ **Lifelong learning approach**

Life skill base learning makes learners responsible and prepares them for life. The basic approach is to prepare the children for life. They can face the challenges with problem solving approach. They may be successful if they are fully prepared for life (F. 4.11 to 4.19, Qual 3).

C) Outcome

Objective oriented and result oriented input give strong base to process of learning. If process of learning is in proper dimensions in given lines then expected outcome may be better and result oriented. Education is lifelong learning process that provides directions for thinking, performing and taking decisions. Early childhood, education prepares the child for life. That is strongly conducted for the building of complete development with moral values and other necessary components (Qual 1 F. 4.58, Figure 2.13 p 100).

➤ **Excellent Human with positive approach for practical life**

Educational institutions are providers of good human beings. The basic approach might be in positive directions. The thinking approaches prepare learners for practical life. Learners may perceive with the practices existing in surrounding. Community and institutions play prominent role for human development. As we commonly define education as positive change in human behavior. This change may be possible with culture based education, with strong

interactional approach in diverse communities and individuals. Institutions are responsible to prepare the child/learner for practical life with positive thinking and performing approach (Qual 2 F. 4.59, Figure 2.3 p 51).

➤ **Overall personality growth and development**

The other aspect of life is personality development of learner. Growth and development are strongly conducted with overall personality. The model for early childhood education may perform for overall personality development of learners to build balance individual and healthy nation (Qual 2 F. 4.59, Figure 2.3 p 51).

➤ **True professionalism with inclusiveness**

Professionalism is very important for practical life. Commitment and dedication present the professionalism in any individual's life. Overall success and progressive attitude is strongly connected with professionalism (Qual 4 F. 4.61, Review of Related Literature p 44, 45).

➤ **Multi dimensional thinking approach**

Connected to previous steps multi dimensional thinking approach is a basic thing for learners. In life every issue has different perspectives and possible solutions or options. In almost every situation learning opportunities are hidden. With multi dimensional thinking approach the learner or teacher may be in position to decide the best possible option. This approach gives decision power to learner and teacher in write directions (Literature review p 131Qual 4 F.4.61).

➤ **Out of box and beyond the boundaries thinking approach**

Diverse cultural performing approach may able an individual to think out of box and generate new innovative ideas. These approaches bring more innovation in performance. The ultimate and possible solution of problems can be found in this way (Review of Related Literature p 49, 50, 52).

➤ **Critical analysis**

In scientific approach the learner may be able to analyze things critically. The learner may be prepared to analyze and validate the results or conclusions.

Good comparative analysis made the learner to think critically and choose the right options (Review of Related Literature p 37, 42, 49).

➤ **Strong observational skills**

Strong and healthy observation prepare confident learner. The very first step in learning is observation. If an institution, existing education system, learning model and teacher may be able to develop strong observational skills, they may prepare the confident learner (Review of Related Literature p 19, 20, 22).

➤ **Proper understanding and implementation of world global village concept**

The current age is the age of information technology and E learning. So the early childhood education may be universalized. The awareness about existing educational innovations is important. The information may be outdated due to latest research base information so the existing model for ECE may be connected with E learning web portals, educational, research and development sites. Existing education system related persons like ECE teacher and other stake holders may refresh/update knowledge and information time to time (Review of Related Literature p 26, 31, 33, 40).

➤ **Healthy and balanced life for community development with the help of strong cultural values**

Communities are strongly conducted with cultural influenced values. So education system may not bypass these cultural values. In early childhood education culture based education may strongly be connected with values and value based education may help to build balanced personalities of learners. These balanced personality development indicators build healthy nation and help to minimize and reduce crimes or terrorism etc (Objective 4, Figure 2.10 p 60 Review of Related Literature p 35, 38, 43).

➤ **Positive use of energy and thinking and ability**

In educational psychology and child development theories the directional and positive uses of energy guidelines are given. Individual differences and

special needs of children may be considered at any stage but at early childhood level. It is very important to prepare the child psychologically, emotionally, cognitively strong. The teachers at early childhood/ preschool level may aware to use of these theories and practices (Review of Related Literature p31, 35, 44).

5.7 Further research

The research may create a vacuum related to existing area of cultural aspects influence on teaching learning process. There are many possible areas related to diverse thinking for the innovative improvement in purposeful learning. Here below some mention examples for extended further research work.

- Cultural diversity at elementary level
- Cultural diversity at secondary level
- Cultural diversity in higher education
- Multi cultural institutional problems and precepts
- Impact of cultural diversity on affective learning
- Affect of multi cultural environment on teaching learning process.
- Cultural diversity in advance education: issue and prospects.

The investigation might reach out to rudimentary, auxiliary and advanced education level.

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APPENDIX - A

OBSERVATIONAL CHECK LIST FOR PRE-SCHOOL STUDENTS

Name of student: _____ Institution name: _____

Age: _____ Gender: _____

Region: _____

Instructions:

Please click appropriate box. (Note): Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).

Sr.	Statements	1	2	3	4	5
	Student prefer to					
1	Sit with respect to racial groups.					
2	Do group activities by forming identical racial groups.					
3	Use mother tongue in the class.					
4	Participate in social activities in the classroom.					
5	Respect cultural values of others.					
6	Value the other ethnic groups/students in the classroom					
7	Show moral support to other students in the classroom					
8	Behave well with other class fellows.					
9	Show their sense of belonging with their culture.					
10	Respect other fellow beings.					
11	Show positive attitude towards learning.					
12	Help other students.					
13	Share their lunch/eatables with other class fellows.					

QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

Demographic variables:

Name: _____ Gender: _____

Region: _____

Name of Institution: _____

Academic Qualification: _____ Professional Qualification: _____

Teaching Experience: _____

Mother language majority of students: _____

Medium of Instructions: _____

Economic status (yearly Income): _____

Cultural Region: (1) Pakhtun Region (2) Potohar Region (3) Central Punjab

Region

(4) Southern Punjab Region (5) Sindh Region (Urban) (6) Sindh Region

(Rural)

Parents Professional Background of maximum students:

Parents' educational background of maximum students: (1) Educated (2)

Uneducated

1) Metric

2) Graduate

3) Masters

Syllabus followed:

Average monthly fee:

Instructions: Please click appropriate box. (Note): Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).

Sr. No.	Statements	1	2	3	4	5
Cultural Diversity						
1	I am surprised when members of certain ethnic groups contribute to particular school activities.					
2	The displays and frequently used materials within students show different ethnic groups or customs.					
3	There is a relationship between Cultural diversity and students' performance.					
4	Students respect cultural values of other students.					
5	Cultural values are practiced in the class room by the students.					
6	Students show their sense of belonging with their culture.					
7	Students show better performance by competing with the students of other ethnic groups.					
Preferences in Cultural Diversity						
1	My culture is different from some of the children I teach.					
2	It is important to identify the ethnic group of the children I teach.					
3	I would prefer to work with children whose cultures are similar to mine.					

4	The parents' views related to the school are preferred to be included in the school's yearly program planning.					
5	A child should be referred for testing if learning difficulties appear to be due to cultural differences.					
6	I would like to join an organization that emphasizes getting to know people from different cultural areas.					
Problems in Cultural Diversity						
1	I am uncomfortable in settings with people who speak non-standard language.					
2	I am uncomfortable in settings with people who exhibit values different from my own.					
3	I experience frustration when conducting conferences with parents whose culture is different from my own.					
4	Parents know little about assessing their own children cultural preferences.					
5	Getting to know someone of another race is generally an uncomfortable experience for me.					
6	In a classroom with as many racial group, problems might be due to the use of ethnic jocks by the students.					

Solutions of the Problems in Cultural Diversity					
1	The solution to communication problems of certain ethnic groups is the child's own responsibility.				
2	When correcting a child's spoken language, one may role model without any further explanation.				
3	There are times when the use of non-standard language may be ignored.				
4	I include every student by scheduled rotation of work assignments.				
5	There are times when racial statements should be ignored.				
6	It is necessary to include parents' input in ongoing program planning.				
7	School administration may revise curriculum annually.				
8	Open debates/ conferences should be arranged before the implementation of new curriculum.				

INTERVIEW FOR PRE-SCHOOL TEACHERS

Name: _____ Education

System: _____

Q. 1. Do you think that cultural diversity is there in your institute? If yes than how you manage cultural diversity in your class?

Q. 2. Have you any preferences for the preschool students related to the cultural diversity? Please elaborate.

Q. 3. Do your preschool students feel problems due to the cultural diversity? Please elaborate.

Q. 4. How do you solve the problems of the students related to the cultural diversity? Please elaborate.

Reviewed By Salma Ali Manager ECD**Profile:**

I am an experienced professional, graduated from Aga Khan University Institute for Education Development, Karachi in 2010. I have done my M.Ed. in Teacher Education and completed my research study in ECED focusing high scope approach. I have more than 14 year's relevant experience as a Teacher-to-Teacher Educator, Master Trainer, Program Officer ECD&E, and Education Specialist.

Currently, I am working with Hashoo Foundation in the capacity of Manager ECD. My prime responsibility is to provide technical support to the ECD team, design curriculum, develop assessment tools, organize educational conferences, donor liaising, proposal writing. I have successfully led a Summer Schools & Kids Fun Days project in Government Primary Schools in Swabi, Charsadda, and Mardan (June 2019-August 2019).

I served as a UNICEF consultant for ECD & ELDS in Khyber Pakhtunkhwa (July 2018-June 2020) and developed early learning standards for ages 3-5. Besides that, I enriched the ECE Master Trainers manual and Teachers Reading Handouts and Teacher Guide (ECE classes one-year lesson plans along with activity sheets and assessment tools).

in 2019 as a PARWAAN ECE expert, I trained Sargodha University, IER University Peshawar, and Home Economic College Peshawar University Faculty on ECD & ECE and provided technical support in developing ECD Diploma Program.

In 2017 I designed Pre & post-natal program (pregnant mothers, newly couples, and children 12 months to 3 years) that was implemented in Smart Village Project implemented in Gilgit-Baltistan.

In 2017-18 I led Punjab Skills Development Fund Early Childhood Development Project in Hashoo Hunar Association Rawalpindi and Lahore region and established an ECD teacher training center in Gilgit and Chitral region.

Since 2016 I am a visiting faculty of Allama Iqbal Open University Post Graduate Diploma in ECD.

In 2011, I was selected by Plan Pakistan as an expert teacher to implement Plan Pakistan ECE Curriculum in one of the community based ECE centers in slum areas in Islamabad.

Endorsement Remarks

A very thorough study made on social diversity and their existences in instructional frameworks at early childhood level that will help the practitioners create a favorable learning environment. A holistic approach has been followed that nicely covered all the essential areas of teaching and learning processes supported by relevant and current research findings. The study addresses the challenges caregivers/preschool instructor's faces in term of level of education, remuneration, relevant experience, similarities, and differences of cultural diversity in Pakistan. Moreover, future research intervention areas in the same topic has been captured precisely that can certainly support the educational world to deal with such challenges with critical and creative way

Reviewed By Jamia Ara Principal The Educator (A Project of Beacon House) Islamabad**Profile:**

Working as a Training and Research consultant with CUP, Muslim Hands and other national institutions

Worked as a Training and Research consultant with MIED Islamabad Pakistan:

Designing and Planning Training Courses, Workshops for ECED teachers, communities and relevant stakeholders

Conducting Short Courses for different for government officials

Capacity Building sessions for MIED Teacher Educators

Involved in evaluation and impact studies of MIED's Programmatic Activities

Report Writing

Modification of Training Manuals design and implementing school improvement programs

Worked in College of Education Chitral

Serve as faculty in research and school organization in M.Ed and B.Ed classes

working as a Professional Development Trainer (PDT) at Professional Development Center Chitral (PDC-C)

Conducted Early Childhood Education and Development programs for KG and Nursery class teachers

Conducted an action research on **'How can I help an Early Childhood Education Development (ECED) teacher to create a joyful learning environment in her nursery class in a private school in Chitral?'**

Involved in planning and implementation of Early Childhood education and Development (ECED) certificate course at AKU-IED Karachi

Five year experience in planning and implementation of Early Childhood (ECED) workshops in Professional Development Center Chitral

Endorsement Remarks

A First eight years in a child's life play a very important role in building child's future. This is the period where overall development occurs. At this age, children adopt different values and habits which affect their whole life. That's why caring for a child is considered the most precious yet most challenging and exigent responsibility of parents, caregiver, curriculum developers and the educators who select the area for research.

The research demonstrates that the diverse cultural environment created by the caregivers, ensure that all the students see their culture reflected in the curriculum, classroom setting, and available teaching and learning materials.

The study reflects some of the helpful features for instructors to overcome the issues/challenges occur in ECD classrooms. Along with that some crucial aspects of child's learning been discussed that is more comprehensive, easy to adjust in educational environment, and grasp basic concepts, on which the advance concept can be easily build on.

I agree with the researcher that productive use of multicultural environment in child's education that helps more in creating secure and child friendly environment. Respect of the individual association grooms individual personally, socially and academically. Thus implementation of the suggested approach will definitely bring upon positive changes in education sector of Pakistan,

The under discussion study will open more horizons for future researchers to look into in detail and dig out some more crucial aspects of early childhood education and development

Date	Name	Designation	Experience
21 march	Anam Saleem	SENCO/Social Psychologist	11 years

I am working SENCO/Social Worker/ Social Psychologist for SOD/POD Student of Determination in SHEIKH KHALIFA BIN ZAYED ARAB PAKISTAN SCHOOL, ABU DHABI UAE

Working as **SENCO/Social Worker/ Social Psychologist** for SOD/POD Student of **Determination** in **SHEIKH KHALIFA BIN ZAYED ARAB PAKISTAN SCHOOL, ABU DHABI UAE** from 21st Nov, 2019 till now.

☐☐ Worked as **Research Officer** in Research & Development Department of **DAR-E-ARQAM SCHOOLS GUJRAT REGION, PAKISTAN** since 27th April 2014 till 30th Nov, 2016.

☐☐ Worked as an **English teacher & English Coordinator** at primary level at **KIDS GALAXY HIGH SCHOOL GUJRAT, PAKISTAN** since 17- 09-2010 till 08-04-2014.

☐☐ Worked as **Science Teacher** for 2 Months in **THE CITY SCHOOL GUJRAT, PAKISTAN.**

PROFESSIONAL DISTINCTIONS

KHDA approved Training course on “**DEVELOPMENT AND IMPLEMENTATION OF EFFECTIVE INDIVIDUALIZED EDUCATION PLAN (IEP)**” from **Pulse Center LLC. Dubai.**☐

☐☐ **KHDA** approved Training course on “**DIFFERENTIATION OF INSTRUCTION**” from **Sunshine Learning Difficulties Center, Dubai.**☐

☐☐ **International Certificate Course** on “**CORE SKILLS DEVELOPMENT IN EARLY YEARS**” from **ECDF, Dubai.**☐

☐☐ **EXPO 2020 SCHOOL PROGRAM ONLINE WORKSHOP** on bringing Expo 2020 Dubai to E-classrooms.☐

☐☐ **Plan** and formulate aspects of research and development proposals of different **Teacher’s Training and Co curricular projects.**

☐☐ **Planning and Designing of Workbooks for pre-primary** and booklets of summer holidays.☐

☐☐ **Curriculum designing of pre-primary** for new launching program.☐

☐☐ **Course designing and training of teachers** (Pre-primary, primary, middle) as Master Trainer on following topics:☐

1. Creative Writing 2. Multiple Intelligence

3. Effective use of Writing Board. 4. How to teach Pre-primary Students

☐☐ **Question Papers making.**☐

☐☐ **Monitoring and evaluating teachers** of different campuses of the region.

WEBINARS/ SEMINARS

Organizing and report writing of managerial meetings and record keeping of all projects.☐

☐☐ “**Ministry of Health and Prevention Mental Health UAE Conference**” webinar by **MOHAP.**☐

☐☐ **Nisai Education Trust** Webinar series on “**How school can mitigate for the impact of ‘lock down’ on children with additional needs**”☐

RESEARCH DISTINCTION

Write Research Thesis on “**Relationship between Marital adjustment and Locus of Control among Female School Teachers**” in 2010.

International Publication on “**A Comparative Study on Montessori and Kindergarten Systems of Education**” by **LAP (LAMBERT Academic Publication, Germany)** as Co-writer.

Remarks

- ❖ The study on cultural diversity with its learning frameworks for early years will support the teachers to build a supportive learning environment. The interactive approach has been followed that covered almost the areas of teaching and learning related to cultural diversity. The findings of the study concluded the expected outcome of the study.
- ❖ The study will be supportive to explore cultural diversity and take care about similarities of culture.
- ❖ Study will also give the opportunity to learners and educators to adjust with their cultural differences in early childhood settings.
- ❖ The existing framework of study covers the areas of early childhood according to objectives of the study.
- ❖ The framework fulfills the requirements of learners with respect to healthy learning through cultural diversity.