

EFFECTS OF PROVINCIAL DIFFERENCES UPON MASTERS' ACADEMIC PERFORMANCE IN PAKISTAN

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Received: 08.05.1991

Accepted: 24.08.1991

ABSTRACT

The study was conducted to find out the provincial effects on academic performance of education students in Punjab University, Pakistan. The major objective was to predict a student's GPA at master's level in his own provincial group. The results will be useful to democratize admissions at the Institute of Education and Research. An attempt was made to demonstrate the relative importance of different admission factors for separate groups. Intermediate score emerged as significant predictor ($p < 0.05$) for both groups. Among the biographical factors age and time intervened between baccalaureate graduation to master's entry were significant predictors for Punjab's group academic performance. When the master's performance of both groups was compared no significant difference was found.

Educationists are always concerned with educational equity or democratic admission, which is defined as, equal access to gain entry into quality curriculum. It has also been defined equal access to learning. Admission decision makers when scrutinize the application forms, reject those who do not fulfill the minimum criteria or standards set by the institute and allow admission to those who fulfill the standards. Punjab University, Pakistan a reputed institution for higher learning attracts students from all over the country. Due to the lack of resources it cannot accommodate every one who applies for admission. Considering the equal chances to quality education, the quota has been fixed in the form of the reserve and nomination seats. The admission criteria re-