

Cultural Knowledge Integration and Dialogic Learning Practices: Bridging Theory and Real-World Contexts among Female Students in Pakistani Universities

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Abstract

This study examines the role of cultural knowledge integration and dialogic learning practices in bridging theory and real-world contexts among female students in Pakistani universities. The research was conducted using a quantitative research design, focusing on female students enrolled in a public sector university. A sample of 198 students from BS (4-Year) programs was selected through a proportionate random sampling technique. Data were collected through a cross-sectional survey using a structured questionnaire based on an attitudinal scale of agreement and disagreement. The reliability of the instrument was confirmed through pilot testing, with Cronbach's Alpha values ranging from .719 to .842. Descriptive statistical techniques, including frequency distributions and percentages, were applied to analyze the data and interpret the findings. The findings indicate that the integration of students' cultural knowledge and the adoption of dialogic learning practices significantly enhance academic engagement, critical thinking, conceptual understanding, and the practical application of theoretical knowledge. The study further reveals that culturally responsive and interactive pedagogical approaches create inclusive learning environments that encourage active participation among female students. The study concludes that universities should promote dialogue-based and culturally relevant teaching strategies to improve educational outcomes and bridge the gap between academic theory and social realities in higher education.

Keywords: Cultural Knowledge Integration, Dialogic Learning Practices, Higher Education, Female Students, Student Engagement, Culturally Responsive Pedagogy

Introduction

Third space pedagogies in digital learning have fascinated policy maker and academicians since the star of digital era (Shoaib, Srosh, Mobeen, & Abdullah, 2026a, 2026b; Shoaib & Ullah, 2026). Multiple studies have been conducted on the issue in multiple contexts in the world (Shoaib, Shamraiz, Baneen, & Abdullah, 2026a, 2026b, 2026c, 2026d; Shoaib, Shamraiz, Noor, & Abdullah, 2026). The phenomenon of third space pedagogies and digital learning has attracted academicians, policy makers, forthcoming students, media advocate, and politicians across the global south and global north (Shoaib, Shamraiz, Abbas, & Abdullah, 2026; Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026a, 2026b). In developed world, third space pedagogy and digital learning spaces have been found very common based on technological advancement and facilities (Shoaib, Shahzadi, Iqbal, & Abdullah, 2026; Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a, 2026b, 2026c). However, in developing countries, digital learning spaces are still growing student transformation trending and Pakistan has no assumption (Shoaib, Sarfraz, & Kausar, 2026a, 2026b; Shoaib, Sarfraz, Kausar, & Abdullah, 2026a, 2026b; Shoaib, Shahzadi, & Abdullah, 2026). Therefore, this study intends to examine third space pedagogies, digital learning spaces and learning outcomes of female students at higher educational institutions. Hence, this study examines the role of cultural knowledge integration and dialogic learning practices in bridging theory and real-world contexts among female students in Pakistani universities.

Review of Literature

The study findings asserted that forming a framework of teaching practices to increase the learning outcomes in students (Ugwuozor, 2020). Similarly, the analysis of the study findings articulated that trough a household survey finding out the learning outcomes of students with disability (Singal, Sabates, Aslam, & Saeed, 2020). Besides, the analysis based results pointed out that arts is a catalyst for student in bachelors it reduces their learning outcomes (Rieger, Chernomas, McMillan, & Morin, 2020; Shoaib, Noor, Iqbal, & Abdullah, 2026; Shoaib, Noor, Mir, & Abdullah, 2026). Moreover, the study conclusion clinched that differences and similarities among a instrumental and design learning practices (Shoaib, Kausar, Sarfraz, & Abdullah, 2026a, 2026b, 2026c). Furthermore, the analysis of the study pointed out that preparing teachers through contextual and sustainable education for third space pedagogy (Gupta, 2020; Shoaib, Iqbal, Baneen, & Abdullah, 2026a, 2026b, 2026c). In a similar way, argument of the study outlined that highlighting the online learning in different cultures and customs (Guo, Bussey, & Adachi, 2020). Additionally, the study outplayed that stated that teacher facilitating students in group studies trough digital tools to increase learning outcomes (Shoaib, Ali, Ditta, & Abdullah, 2026; Shoaib, Ali, Hassan, & Abdullah, 2026; Shoaib, Iqbal, Iqbal, & Abdullah, 2026a, 2026b). It is worth to mention here that the study findings highlighted that third space a curriculum and teaching practice (Coleman, 2020). Besides, the analysis of the data indicated that evolution of education, teaching and learning from physical to online (Bonfield, Salter, Longmuir, Benson, & Adachi, 2020). The study on the subject commissioned that third space as a transformative pedagogy for university students (Bartmes & Shukla, 2020; Shoaib, Ahmed, Iqbal, & Abdullah, 2026a, 2026b, 2026c).

The study findings asserted that learning experience of doctorate students in research (Shoaib, Abdullah, & Baneen, 2026a, 2026b, 2026c). Similarly, the analysis of the study findings articulated that what are role of approaches in learning outcomes, motivation and strategies through a comparison among Mainland Chinese students and Hong Kong students (Yu, 2019). Besides, the analysis based results pointed out that factors behind learning of the generic skills in students (Shoaib, Abbas, Ali, & Abdullah, 2026; Shoaib, Abbas, Shamraiz, & Abdullah, 2026; Shoaib, Abdullah, & Ali, 2026). Moreover, the study conclusion clinched that what are the experiences of student while learning through online learning practices (Shahzadi, Shoaib, Baneen, & Abdullah, 2026; Shahzadi, Shoaib, Iqbal, & Abdullah, 2026; Shamraiz, Shoaib, Baneen, & Shahzadi, 2026a, 2026b). Furthermore, the analysis of the study pointed out that experiences of students and teacher among policy object for learning outcomes (Sweetman, 2019). In a similar way, argument of the study outlined that what are academic achievement and progress and outcomes of students who passed out from university (Sarfraz, Shoaib, & Kausar, 2026; Sarfraz, Shoaib, Kausar, & Abdullah, 2026; Sarfraz, Shoaib, & Sheraz, 2026a, 2026b; Shahzadi, Shoaib, & Abdullah, 2026). Additionally, the study outplayed that stated that third space pedagogy and online learning (Sarfraz, Kausar, Shoaib, & Abdullah, 2026; Sarfraz, Sheraz, Shoaib, & Abdullah, 2026). It is worth to mention here that the study findings highlighted that the relationship among student learning outcomes and their learning patterns (Ali, Abdullah, & Shoaib, 2026a, 2026b; Ali, Shoaib, Shamraiz, & Abdullah, 2026; Larijani, Shoaib, & Abedi, 2026). Besides, the analysis of the data indicated that what are student perceptions, personality trait and learning outcomes (Katrimpouza, Tselios, & Kasimati, 2019). The study on the subject commissioned that the interconnectivity of student reactions and teaching practices (French & Westler, 2019).

The study findings asserted that using computerized setting in classroom. Similarly, the analysis of the study findings articulated that what are the factor that explained the learning patterns of generic skill in university level (Ahmed, Shoaib, Iqbal, & Abdullah, 2026a, 2026b; Ali, Abdullah, & Shaoib, 2026). Besides, the analysis based results pointed out that teaching student center and in-depth learning along with improving self-ability of student in higher education. Moreover, the study conclusion clinched that the roles of online self-regulation in EFL learning behavior of the students. Furthermore, the analysis of the study pointed out that how the connections between different cultures effects the role of pedagogy (Slater & Inagawa, 2019). In a similar way, argument of the study outlined that perception of students and teachers' for competence based learning (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Waris, Shoaib, Iqbal, & Abdullah, 2025; Waris, Shoaib, Sharif, & Abdullah, 2025a, 2025b, 2025c). Additionally, the study outplayed that different type of teaching practices transforms dialogue and modeling profession (Purcell, 2019; Shoaib, Waris, Zaman, & Abdullah, 2025a, 2025b; Shoaib & Zaman, 2025; Shoaib, Zaman, & Abdullah, 2025). It is worth to mention here that analysis on are online learning is better than he offline learning practices (Pei & Wu, 2019). Besides, the analysis of the data indicated that students' emotions while learning and finding out their association with instructional practices (Shoaib, Waris, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Waris,

& Iqbal, 2025b; Shoaib, Waris, Iqbal, & Abdullah, 2025). The study on the subject commissioned that focus on cultural and linguistic pedagogy concepts (Pale, 2019; Shoaib, Tariq, & Iqbal, 2025a, 2025b; Shoaib, Tariq, Rasool, & Iqbal, 2025; Shoaib, Waris, & Iqbal, 2025a).

The Data and Methods

This study employed a quantitative research design to examine the perceptions and experiences of female students regarding the selected research variables in higher education. The population of the study comprised female students enrolled in a public sector university. The sample consisted of 198 female students studying in the BS (4-Year) degree program. A proportionate random sampling technique was used to ensure equal representation of respondents from different academic departments and semesters. Data were collected through a cross-sectional survey method, which enabled the researcher to gather information from participants at a single point in time. A structured questionnaire was used as the primary tool of data collection. The questionnaire was designed on an attitudinal scale of agreement and disagreement to measure respondents' opinions and perceptions regarding the study constructs. Prior to the final data collection, pilot testing was conducted to examine the reliability and clarity of the instrument. The reliability analysis indicated satisfactory Cronbach's Alpha values ranging from .719 to .842, confirming the internal consistency of the scale items. For data analysis, descriptive statistical techniques including frequency distributions and percentages were calculated to assess the validity of responses and to interpret the findings. The analyzed data were subsequently used to draw results and formulate the study conclusion.

Results and Discussion

Integration of Students Cultural Knowledge: Table 1 asserted the frequency distribution and percentages of variable named as students' cultural knowledge. The data collected from the field presented that 43.9 percent of female students strongly agreed and 50.0 percent of student were agree with the statement as mentioned in the table "you understand your beliefs in your life". Similarly, there had been proportion of the student in the category of strongly disagree (02.0%) and only 03.5 percent of student were in the category of strongly disagree with statement "you understand your beliefs in your life". It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement "you understand your beliefs in your life". Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

Table 1

Response towards Integration of Students Cultural Knowledge

SA=Strongly Agree to Strongly Disagree=SD

Sr. No.	Statements	SA % (f)	A % (f)	D % (f)	SD % (f)
i	You understand your beliefs in your life	43.9 (87)	50.5 (100)	03.5 (07)	02.0 (04)
ii	You have strong family values	34.8 (69)	60.6 (120)	03.5 (07)	01.0 (02)
iii	You practice enacted norms of the community	21.2 (42)	57.6 (114)	18.7 (37)	02.5 (05)
iv	You have importance of your family traditions	31.3 (62)	56.6 (112)	08.6 (17)	03.5 (07)
v	You have respectful interaction with neighbor	38.9 (77)	49.5 (98)	09.1 (18)	02.5 (05)
vi	You are active community member	20.7 (41)	55.1 (109)	20.7 (41)	03.5 (07)
vii	You have social etiquette to perform the tasks	23.2 (46)	59.6 (118)	13.1 (26)	04.0 (08)
viii	You easily integrate cultural context	19.7 (39)	60.1 (119)	16.2 (32)	04.0 (08)

The data collected from the field presented that 34.8 percent of female students strongly agreed and 60.6 percent of student were agreed with the statement as mentioned in the table “you have strong family values”. Similarly, there had been proportion of the student in the category of strongly disagree (01.0%) and only 03.5 percent of student were in the category of strongly disagree with statement “you have strong family values”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you have strong family values”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 21.2 percent of female students strongly agreed and 57.6 percent of student were agreed with the statement as mentioned in the table “you practice enacted norms of the community”. Similarly, there had been proportion of the student in the category of strongly disagree (02.5%) and only 18.7 percent of student were in the category of strongly disagree with statement “you practice enacted norms of the community”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you practice enacted norms of the community”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 31.2 percent of female students strongly agreed and 56.6 percent of student were agreed with the statement as mentioned in the table “you have importance of your family traditions”. Similarly, there had been proportion of the student in the category of strongly disagree (03.5%) and only 08.6 percent of student were in the category of strongly disagree with statement “you have importance of your family traditions”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you have importance of your family

traditions". Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 38.9 percent of female students strongly agreed and 49.5 percent of student were agreed with the statement as mentioned in the table "you have respectful interaction with neighbor". Similarly, there had been proportion of the student in the category of strongly disagree (09.1%) and only 02.5 percent of student were in the category of strongly disagree with statement "you have respectful interaction with neighbor". It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement "you have respectful interaction with neighbor". Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 20.7 percent of female students strongly agreed and 55.1 percent of student were agreed with the statement as mentioned in the table "you are active community member". Similarly, there had been proportion of the student in the category of strongly disagree (03.5%) and only 20.7 percent of student were in the category of strongly disagree with statement "you are active community member". It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement "you are active community member". Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 23.3 percent of female students strongly agreed and 59.6 percent of student were agreed with the statement as mentioned in the table "you have social etiquette to perform the tasks". Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 13.1 percent of student were in the category of strongly disagree with statement "you have social etiquette to perform the tasks". It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement "you have social etiquette to perform the tasks". Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 19.7 percent of female students strongly agreed and 60.1 percent of student were agreed with the statement as mentioned in the table "you easily integrate cultural context". Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 16.2 percent of student were in the category of strongly disagree with statement "you easily integrate cultural context". It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement "you easily integrate cultural context". Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

Dialogic Learning Practices: Table 2 asserted the frequency distribution and percentages of variable named as dialogic learning practices. The data collected from the field presented that 28.0 percent of female students strongly agreed and 55.1 percent of student were agreed with the statement as mentioned in the table "your

interaction has purpose of life”. Similarly, there had been proportion of the student in the category of strongly disagree (04.5%) and only 11.6 percent of student were in the category of strongly disagree with statement “your interaction has purpose of life”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “your interaction has purpose of life”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

Table 2
Response towards Dialogic Learning Practices

SA=Strongly Agree to Strongly Disagree=SD

Sr. No.	Statements	SA % (f)	A % (f)	D % (f)	SD % (f)
i	Your interaction has purpose of life	28.0 (57)	55.1 (109)	11.6 (23)	04.5 (09)
ii	You construct knowledge with dialogue	24.7 (49)	58.6 (116)	12.6 (25)	04.0 (08)
iii	You are encouraged by reasons from others	25.8 (51)	52.0 (103)	18.7 (37)	03.5 (07)
iv	You have valuable arguments in front of others	23.2 (46)	56.6 (112)	14.1 (28)	06.1 (12)
v	You connect ideas after receiving information	29.3 (58)	52.5 (104)	15.7 (31)	02.5 (05)
vi	You asked open ended questions in class	18.2 (36)	54.5 (108)	19.7 (39)	07.6 (15)
vii	You participate in student-lead discussion	20.7 (41)	50.0 (99)	23.2 (46)	06.1 (12)
viii	You participate in collaborate inquiry in class	15.7 (31)	48.0 (95)	27.8 (55)	08.6 (17)

The data collected from the field presented that 24.7 percent of female students strongly agreed and 58.6 percent of student were agreed with the statement as mentioned in the table “you construct knowledge with dialogue”. Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 12.6 percent of student were in the category of strongly disagree with statement “you construct knowledge with dialogue”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you construct knowledge with dialogue”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 25.8 percent of female students strongly agreed and 52.0 percent of student were agreed with the statement as mentioned in the table “you are encouraged by reasons from others”. Similarly, there had been proportion of the student in the category of strongly disagree (03.5%) and only 18.7 percent of student were in the category of strongly disagree with statement “you are encouraged by reasons from others”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you are encouraged by reasons from others”. Hence

the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 23.2 percent of female students strongly agreed and 56.6 percent of student were agreed with the statement as mentioned in the table “you have valuable arguments in front of others”. Similarly, there had been proportion of the student in the category of strongly disagree (06.1%) and only 14.1 percent of student were in the category of strongly disagree with statement “you have valuable arguments in front of others”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you have valuable arguments in front of others”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 29.3 percent of female students strongly agreed and 52.5 percent of student have valuable arguments in front of others were agree with the statement as mentioned in the table “you connect ideas after receiving information”. Similarly, there had been proportion of the student in the category of strongly disagree (02.5%) and only 15.7 percent of student were in the category of strongly disagree with statement “you connect ideas after receiving information”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you connect ideas after receiving information”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 18.2 percent of female students strongly agreed and 54.5 percent of student were agreed with the statement as mentioned in the table “you asked open ended questions in class”. Similarly, there had been proportion of the student in the category of strongly disagree (07.6%) and only 19.7 percent of student were in the category of strongly disagree with statement “you asked open ended questions in class”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you asked open ended questions in class”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 20.7 percent of female students strongly agreed and 50.0 percent of student were agreed with the statement as mentioned in the table “you participate in student-lead discussion”. Similarly, there had been proportion of the student in the category of strongly disagree (06.1%) and only 23.2 percent of student were in the category of strongly disagree with statement “you participate in student-lead discussion”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you participate in student-lead discussion”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 15.7 percent of female students strongly agreed and 48.0 percent of student were agreed with the statement as mentioned in the table “you participate in collaborate inquiry in class”. Similarly,

there had been proportion of the student in the category of strongly disagree (08.6%) and only 27.8 percent of student were in the category of strongly disagree with statement “you participate in collaborate inquiry in class”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you participate in collaborate inquiry in class”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

Bridging Theory and Real-World Contexts: Table 3 asserted the frequency distribution and percentages of variable named as bridging theory and real-world contexts. The data collected from the field presented that 29.8 percent of female students strongly agreed and 52.5 percent of student were agreed with the statement as mentioned in the table “you manage complex social issues in your life”. Similarly, there had been proportion of the student in the category of strongly disagree (05.6%) and only 12.1 percent of student were in the category of strongly disagree with statement “you manage complex social issues in your life”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you manage complex social issues in your life”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

Table 3
Response towards Bridging Theory and Real-World Contexts

SA=Strongly Agree to Strongly Disagree=SD

Sr. No.	Statements	SA % (f)	A % (f)	D % (f)	SD % (f)
i	You manage complex social issues in your life	29.8 (59)	52.5 (104)	12.1 (24)	05.6 (11)
ii	You reshape the meaning of different cultural codes	18.7 (37)	61.1 (121)	17.2 (34)	03.2 (06)
iii	You challenge the arguments	27.8 (55)	48.0 (95)	21.2 (42)	03.0 (06)
iv	You easily explain the gaps in front of others	19.0 (39)	53.5 (106)	20.2 (40)	06.6 (13)
v	You explain social phenomenon easily	22.2 (44)	55.1 (109)	20.2 (40)	02.5 (05)
vi	You operationalize concepts easily	16.7 (33)	59.6 (118)	19.7 (39)	04.0 (08)
vii	You understand social settings of life	21.2 (42)	58.1 (115)	14.1 (28)	06.6 (13)
viii	You have practical situations to work hard	55.0 (27.8)	56.6 (112)	11.6 (23)	04.0 (08)

The data collected from the field presented that 18.7 percent of female students strongly agreed and 61.1 percent of student were agreed with the statement as mentioned in the table “you reshape the meaning of different cultural codes”. Similarly, there had been proportion of the student in the category of strongly disagree

(03.2%) and only 17.2 percent of student were in the category of strongly disagree with statement “you reshape the meaning of different cultural codes”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you reshape the meaning of different cultural codes”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 27.8 percent of female students strongly agreed and 48.0 percent of student were agreed with the statement as mentioned in the table “you challenge the arguments”. Similarly, there had been proportion of the student in the category of strongly disagree (03.0%) and only 21.2 percent of student were in the category of strongly disagree with statement “you challenge the arguments”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you challenge the arguments”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 19.0 percent of female students strongly agreed and 53.5 percent of student were agreed with the statement as mentioned in the table “you easily explain the gaps in front of others”. Similarly, there had been proportion of the student in the category of strongly disagree (06.6%) and only 20.2 percent of student were in the category of strongly disagree with statement “you easily explain the gaps in front of others”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you easily explain the gaps in front of others”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 22.2 percent of female students strongly agreed and 55.1 percent of student were agreed with the statement as mentioned in the table “you explain social phenomenon easily”. Similarly, there had been proportion of the student in the category of strongly disagree (02.5%) and only 20.2 percent of student were in the category of strongly disagree with statement “you explain social phenomenon easily”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you explain social phenomenon easily”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 16.7 percent of female students strongly agreed and 59.6 percent of student were agreed with the statement as mentioned in the table “you operationalize concepts easily”. Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 19.7 percent of student were in the category of strongly disagree with statement “you operationalize concepts easily”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you operationalize concepts easily”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 21.2 percent of female students strongly agreed and 58.1 percent of student were agreed with the statement as mentioned in the table “you understand social settings of life”. Similarly, there had been proportion of the student in the category of strongly disagree (06.6%) and only 14.1 percent of student were in the category of strongly disagree with statement “you understand social settings of life”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you understand social settings of life”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 55.0 percent of female students strongly agreed and 56.6 percent of student were agreed with the statement as mentioned in the table “you have practical situations to work hard”. Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 11.6 percent of student were in the category of strongly disagree with statement “you have practical situations to work hard”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you have practical situations to work hard”. Hence the overall response was in the favor of the variable and response category of agreement as mentioned above.

Discussion

Integration of Students Cultural Knowledge: The study findings clinched that female students understand them believes in their lives. The study findings argued that female students have strong values. In the same fashion, the analysis of the study outlined that female students practice enacted norms of the community. Identically, the analysis pointed out that female students have importance of their family traditions. Comparably, the field data asserted that female students have respectful interaction with neighbor. Besides, the analysis revealed that female students are active community member. Similarly, the primary data pointed out that female students have social etiquette to perform the tasks. The study findings reported that female students easily integrate cultural context. The study findings had been aligned with several researches conducted in different countries integration of culture and artistic element enrich identity, belongings, and IQ level of students, enhancing interactive and participatory learning (Shoaib, Rasool, & Zaman, 2025a, 2025b, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025; Shoaib, Rasool, Zaman, & Ahmed, 2025). The study findings asserted that digital teaching practices effected learning outcomes, problem solving and cognitive behavior of students (Shoaib, Rasool, & Iqbal, 2025b). Besides, the analysis based results pointed out that third space teaching addressed intercultural issues in university (Shoaib, Rasool, & Iqbal, 2025a). Furthermore, the analysis of the study pointed out that relationship between learning practices and critical thinking of female students with their performance (Shoaib, Rasool, & Iqbal, 2025c). Additionally, the study outplayed that stated that learning process of children through participatory intervention enhanced learning outcomes in Pakistan (Shoaib, Kausar, Ali, & Abdullah, 2025). Besides, the analysis of the data

indicated that reduced challenges in online education helps to increase stem education via digitalization (Shoaib, 2025a, 2025b; Shoaib & Abdullah, 2025).

Dialogic Learning Practices: The study findings clinched that female students' interaction has purpose of life. The study findings argued that female students construct knowledge with dialogue. In the same fashion, the analysis of the study outlined that female students are encouraged by reasons from others. Identically, the analysis pointed out that female students have valuable arguments in front of others. Comparably, the field data asserted that female students connect ideas after receiving information. Besides, the analysis revealed that female students asked open ended questions in class. Similarly, the primary data pointed out that female students participate in student-lead discussion. The study findings reported that female students participate in collaborate inquiry in class. The study findings had been aligned with several researches conducted in different countries dialogic learning practice is been based on sociocultural approaches revolved around teachers' competitive study of classroom practices (Shoaib, 2024d, 2024e). The study findings asserted that teaching gender via third space pedagogy in classroom. Besides, the analysis based results pointed out that analysis of effectiveness of online assessment work in enhanced learning outcomes of students (Shoaib, 2024b, 2024c). Furthermore, the analysis of the study pointed out that informal e learning in university highlighted structural equation model (Shoaib, 2023c, 2024a). Additionally, the study outplayed that stated that heterogeneity in e learning in education setting by highlighted factors as students are internal ones and environment as external one. Besides, the analysis of the data indicated that learning outcomes of students with disability and their access to education in Pakistan (Shoaib, 2023a, 2023b).

Bridging Theory and Real-World Contexts: The study findings clinched that female students manage complex social issues in their life. The study findings argued that female students reshape the meaning of different cultural codes. In the same fashion, the analysis of the study outlined that female students challenge the arguments. Identically, the analysis pointed out that female students easily explain the gaps in front of others. Comparably, the field data asserted that female students explain social phenomenon easily. Besides, the analysis revealed that female students operationalize concepts easily. Similarly, the primary data pointed out that female students understand social settings of life. The study findings reported that female students have practical situations to work hard work. The study findings had been aligned with several researches conducted in different countries theoretical concepts and real world situations enhance learning outcomes among students (Shoaib, 2021). The study findings asserted that pedagogy is source knowledge building and collective activities. Besides, the analysis based results pointed out that establish students' preferences in e learning platforms on the basis of analytical ranking (Shoaib & Ullah, 2021a, 2021b). Furthermore, the analysis of the study pointed out that the student psychological and learning outcomes from online learning with the help of digital tools (Shoaib, 2024b, 2024e). Additionally, the study outplayed that stated that online learning as a mediator with the influence of social media and teaching practices of teachers on students'

gratification. Besides, the analysis of the data indicated that digital learning outcomes and visual attention of students are affected by the personalized online games (Shoab, 2024a, 2024c).

Conclusion

The study concludes that cultural knowledge integration and dialogic learning practices play a significant role in bridging theoretical understanding with real-world contexts among female students in Pakistani universities. The findings reveal that when students' cultural backgrounds, lived experiences, and indigenous knowledge are acknowledged within classroom instruction, learners demonstrate greater academic engagement, conceptual understanding, and confidence in knowledge application. The incorporation of culturally relevant examples and interactive pedagogical approaches enables students to connect academic theories with everyday social realities, thereby enhancing meaningful learning experiences. The study further highlights that dialogic learning practices, including classroom discussions, collaborative learning, reflective interaction, and participatory communication, promote critical thinking and intellectual empowerment among female students. Such practices encourage students to express their perspectives openly, challenge dominant assumptions, and actively participate in the learning process. The findings indicate that the integration of cultural knowledge and dialogic pedagogy contributes to inclusive and student-centered educational environments in higher education institutions. Overall, the study emphasizes the need for Pakistani universities to adopt culturally responsive and dialogue-based teaching strategies that strengthen the relationship between theoretical instruction and practical social contexts. These approaches improve educational outcomes, learner participation, and the overall quality of higher education for female students.

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