



Original Article

A Critical Discourse on Divergent System of Education: Evaluating Youth Engagements for a Secure Pakistan

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Abstract

This study investigated the divergent system of education in Pakistan with a special focus on evaluating youth engagement contributing to a secure Pakistan. Youth engagement activities were explored with respect to economic, social, and political context. The study adopted a descriptive strategy following a qualitative approach. Nine participants from government institutions, private institutions and madrasahs were selected using convenient sampling technique for data collection. Interviews with structured questions were designed to apply the thematic analysis. The findings show that a small segment of private schools understand its significance and engage their students in activities that facilitate them to understand the concepts such as entrepreneurship, business engagements, small and large-scale businesses, and ideas related to such business domain. It was found that only a few public schools responded to promote leadership skills in their respective schools through various classroom practices and school activities. The respondents of madrasahs perceive political engagement of youth by affiliating themselves with a political party. The findings show a mixed response to the political engagement of youth. However, the realization of its significance in the current times has been found among all respondents. In accordance with the social engagement of youth, there seems to be a proper system in place for fostering social skills amongst the students in private schools.

Keywords: critical discourse, divergent system, secure pakistan, youth engagement

INTRODUCTION

Education plays a vital role in protecting the future of generations. Pakistan offers compound systems of education at parallel levels, which are diverse in nature with respect to educational opportunities, curriculum, and instruction. Multiple systems have caused societal imbalance and divided society into classes based on social and economic status (Mathrani, et al., 2022). The education system in Pakistan faces many problems despite towering claims and plans as the system is not founded on a single set of values. Putting things in the context of Pakistan and seeing the prevalent situation within the country, it is significant to say that Pakistan places a comparable value on education for its socio-economic development and success as does the rest of the world (Rehman & Roomi, 2012). Pakistan accepts the fact that education is an effective tool for fostering individual independence, social reconstruction, and long-term economic growth and that it is essential for the development of human resources (Amin & Soomro, 2021). A balanced, unifying, and united educational system produces a responsible community, whereas a disruptive and unbalanced educational system produces a confused, reactionary, and radicalized citizenry.

There are various educational systems, including seminaries and religious Madrasahs, the elite private educational system, and the government education systems (Nazar, et al., 2021). Attention should be drawn of all stakeholders to the issue of how imbalances, extremism, hopelessness, and the radicalization of young people are spreading throughout the society. Educationists should focus on the issues brought about by Pakistan's polarizing educational system.

Basic learning needs are met through quality education, which also improves learners' lives and the quality of life in general (Gist, et al., 2019). Because education is more than just the process of acquiring knowledge and skills, it is also a requirement to operate with a universal approach that fosters personal integrity. One school of thought markedly advocates having a unified education system based upon a single national curriculum applicable to across Pakistan. The question then arises is that by developing a unified educational system with broad consensus on principles, goals, and objectives, will the society be able to address the problem of radicalization.

Pakistan is a cosmopolitan country where people come from different ethnic groups having a variety of cultural and religious beliefs (Marsden, 2008). Since the 1990s, the rate of radicalization in Pakistani society has increased, leading to confrontations between socio-cultural groups and the radicalization of young people. Due to Pakistan's educational system's failure to instill in people the importance of acceptable sociocultural norms; traditional culture and historical truths are fading into obscurity. The radicalization in academia has left the young generation confused and unable to distinguish between right and wrong. Side by side, today's youth is oblivious to the true meaning of competition.

Moreover, due to polarization in every area of life, youth is unaware of even the basic faith-based teachings. This group is also unable to identify role models in their daily lives since they see actions that are contradictory

to words, which causes turmoil among them. Additionally, because the state cannot offer young people enough options for jobs or study, it leaves them exposed to radical impulses and a variety in the educational system contribute to unbalanced and intolerable behavior among the youth. Most studies analyze parallel educational systems, syllabi, and the difficulties that students confront. The traces of divergent thinking and divergent system of education are not eminent in their true sense in Pakistan at a considerable level in the current situation of education prevalent in the country.

Objectives of the Study

The present research aims to exhibit a critical discourse on divergent system of education by investigating the youths' engagements among various institutions, with special reference to political, economic, and social activities. The researchers intend to conclude the effect of such engagements to carve a secure nation.

Research Questions

- What is divergent system of education and its importance?
- How do the diverse systems of education prevail in Pakistani system of education?
- What are the youth engagements with respect to political, economic, and social activities in various institutions of Pakistan?

LITERATURE REVIEW

Importance of Divergent Thinking

Divergent thinking is seen as an important component of creativity since it increases the likelihood that an individual would come up with a novel and original idea (Gerwig, et al., 2021). Undoubtedly, both individuals and businesses view creativity as a strength in the profession.

Divergent thinking is the procedure of coming up with multiple distinct answers with the goal of resolving an issue. Contrary to convergent thinking, which is methodical and rational, divergent thinking is spontaneous and unstructured. When applying convergent thinking, we follow logical procedures to select the best possible solution. By employing divergent thinking, we look for fresh choices rather than only selecting from the predetermined options. Divergent thinking is mostly centered on creativity, while convergent thinking is more grounded in logic. Divergent thinking is primarily used to solve open-ended situations in which creativity plays a crucial role.

Divergent thinking exercises demand participants to produce as many target-related responses as they can, and the target loosely restricts the choices of potential answers. Contrary to divergent thinking, convergent thinking necessitates narrowing the scope of each conceivable solution, necessitating a search process that is severely confined (Chermahini, 2011).

According to research, kids who are taught to think divergently from the start are likely to be more imaginative both now and in the future. According to a 2012 Cornell University study, divergent thinking boosts performance and increases language proficiency. Positive and energizing moods are stimulated by divergent thinking (Davis, 2009).

Divergent thinking among management students can potentially have a few advantages. Because more and more employers are looking for workers with this skill, the necessity to create a teaching methodology that encourages divergent thinking in pupils has grown significantly. Because firms increasingly place a higher value on abilities than knowledge, its significance has grown. Divergent thinkers are more likely to discover new opportunities, look for cutting-edge explanations or solutions, are more customer-focused, simpler to teach, and have a broader perspective.

One of the biggest issues to consider in Pakistan is the prevalent educational system. It is required to examine Pakistan's diverse educational system, the effects it has on young people and the country's rising radicalization. Multiple systems are causing societal imbalance and dividing society into classes based on social and economic status. There are three different education systems operational in Pakistan that have distinct features. These systems offer different types of treatment to the content they teach, cater to different socio-economic groups, and propel the focus of the learner towards a certain philosophy propelling them to take their career and professional decisions. These systems are General Certificate of Education (GCE) Ordinary Level, Islamic Seminaries (Madrasah system), and Matriculation system. These school levels are highly based on the socio-economic backgrounds of the people. All three systems have their idiosyncratic

curriculum, content, textbooks, assessment criteria, teaching methodologies, and philosophies.

General Certificate of Education (GCE) Ordinary Level

A subject-based system known as O-level (Ordinary-level) is offered as a component of the General Certificate of Education (GCE). It is a British system that was copied in Pakistan and is regarded as being genuine. It serves population that are thought to be socio economically wealthy (Riaz, 2014). The assessments are locally conducted under the supervision of the British Council and the papers are set and marked according to the UK standards. The medium of instruction and assessment is English and both students and teachers need to be at a high proficiency level to be in this system. The O-Level system of education covers only 2 to 3% of the students that are enrolled in Pakistan as it is expensive as compared to the other two systems. The other reason for fewer enrollments in the O-level system is that the medium of instruction is English and due to its challenging and difficult curriculum, most parents are unable to provide home guidance and professional support, which is expensive. The O-level system is followed by A-level (Advanced Level), which is equivalent to a high school certificate course.

Matric System

Matriculation, sometimes referred to as the matric system in Pakistan, is the name given for ninth and tenth grades (Latif, 2009). The government has established a locally created curriculum in public schools, which is followed by private schools serving the country's middle class and lower middle class. The schools under matric are target masses because of their easily comprehensible curriculum for both teachers and learners. It results in the issuance of a Secondary School Certificate (SSC) followed by a Higher Secondary School Certificate (HSSC) to become qualified for higher education (tertiary level). The matric system enrolls 82% of the total numbers of students.

Madrasah System

A madrasah is a place where religious education is provided. It is a method of education that is specifically intended to impart religious knowledge using the Holy Qur'an (Rahman & Bukhari, 2006). The Madrassa curriculum according to them is called 'Dars-e-Nizami'. It has an eight-year program divided into six levels, each being supposedly equal to corresponding levels in the mainstream matric system. The Dars-e-Nizami curriculum includes subjects of Holy Quran, Hadith (text containing sayings of Prophet Muhammad (PBUH) and descriptions of his daily life, Tafseer, which includes explanation of the Holy Quran, Fiqh, expansion of the code of conduct expounded in Quran, and Arabic and Persian Literature.

The Pakistani educational system has greatly divided the country and even waded deeply into its cultural foundations. The inevitable results of this fragmented educational system are the growing sectarian division (Carter & Caton, 2022). As a result of the nation's current polarized educational system, there has been a significant social division on political, social, and economic grounds, cutting deeply into the nation's ideological and social foundation and paving the way for further divisions on linguistic and regional grounds, which can potentially harm the social fabric and cohesion of the community. Additionally, because the state cannot offer young people enough options for jobs, it leaves them exposed to radical impulses and a variety in the educational system resulting in unbalanced and intolerable behaviorism among the youth. Most studies analyze parallel educational systems, syllabi, and the difficulties that students confront. The traces of divergent systems of education are eminent in Pakistan at a considerable level in the current situation of education.

Guilford (1962) invented the phrase 'divergent thinking' to refer to the procedures of breaking down a subject into its basic components and then keeping pace with as many original innovations feasible in the shortest amount of time. Such a method of thinking necessitates creativity, flexible thinking, and intellectual risk-taking that can be channeled into brainstorming with a variety of workable solutions to difficult issues or circumstances. The new viewpoints are then shared with the group so that the participants can instruct and learn from one another. Hargrove and Rice (2015) emphasize that divergent thinking supports learning and incorporates a range of skills, including the ability to produce numerous novel and distinct ideas in a situation that are largely unrestricted and promote in-depth investigation and understand of a problem that can be viewed from multiple perspectives.

Divergent thinking is a cognitive process that is considered a reasoning practice that entails having unusual and unanticipated responses. The process comprises critical thinking, synthesis, interpreting, analysis, investigating, speculating, comparing, classifying, generalization, evaluation, induction, and deduction. This kind of thinking makes learners more creative and enhances their creativity (Magistretti, et al., 2021). For self-reliance and becoming independent in the learning process, the learners need to be creative and divergent

thinkers. The basic motive of an education system is to develop self-reliant learners who are autonomous in planning their learning by seeking multiple solutions to the same problem. Knowledge ought to come from resolving problems independently. Creativity and divergent thinking are part of the problem-centered approach to the teaching and learning process.

It is a known fact endorsed by many that creativity and divergent thinking are integral in problem-solving and for learners to acquire these qualities, it is a prerequisite to have what Cuoco, et al., (1996) have explained as habits of mind-persisting, managing impulsivity, listening with empathy, thinking flexibly, thinking about thinking, striving for accuracy, questioning, applying past knowledge to new situations, thinking with clarity and precision, gather data through senses, creating, imagining and innovating, responding with wonderment and awe, taking responsible risks, finding humor, thinking independently, remaining open to continuous learning. This sheds light upon the subtle explanation of what divergent thinking refers to. The brain with its innate ability of thinking in diverse ways generates ideas beyond inadmissible potential that lead in divergent directions (Runco, 2008). What is most likely to result are creative and original ideas. In contrast to divergent thinking, convergent thinking restricts focus on the ideas that are figured to be the best possible solution to a particular problem.

An education system that adapts divergent thinking as an eminent component of its teaching-learning process may integrate divergent thinking in several ways. Divergent thinking encourages students to embrace creativity – the students are fortified to work interdependently and be creative in bringing a range of ways to complete a certain task. They are allowed to use their creative imagination to bring more vibrance to the given task. Their creative ideas receive appreciation from other groups and teachers. Divergent thinking gives opportunities to students to formulate a range of questions that involve real-world situations and they have the liberty to ask these questions to their teachers and look for the answers through printed and electronic mediums. Divergent thinking fosters a creative environment that supports learners' creativity and allows them to bring up their ideas and can put them to reality. Writing off an idea is formally forbidden as teachers encourage learners to go beyond boundaries and tap into their imaginations in creating something unique that belongs to them only. This also leads to inquiry-based learning which necessitates learners on evidence-based and research-based work, which gets validated and is considered reliable. Divergent thinking is the key domain of creativity that envisages creative attainments (Sowden, et al., 2015). It is indeed an eminent consideration that divergent thinking encourages several standpoints and many possible ways to solve a problem or accomplish a task.

Students of creativity have long been interested in how divergent thinking relates to other cognitive abilities. Vincent, et al., (2002) investigate in their study the relationship between intelligence, expertise, and divergent thinking. In a sample of 110 military leaders, divergent thinking was discovered to have special effects on creative problem-solving that could not be explained by IQ or experience. It is examined what these connections meant for comprehending how divergent thinking, intelligence, and expertise affect creative problem-solving and performance.

Another interesting study conducted by Palmiero, et al., (2014), gives a new angle to divergent thinking and its range of effectiveness. According to the study, the growing age of people see its effects on divergent thinking as well. Aging affects cognition in various ways. However, it is uncertain how much aging affects divergent thinking. In this study, the verbal and visual versions of the Torrance Test of Creative Thinking (Hebert, et al., 2002) on the performance of younger and older adults were compared. The findings demonstrated that adults are just as capable of diverse thoughts as younger participants, but produce fewer visual thoughts. Given that older persons may still come up with innovative ideas and improve the environment around them, this finding has significance for active aging.

It is still unclear though, whether divergent thinking reduces over time as people age. In a study by Palmiero, et al., (2014), two divergent thinking exercises were given, the complete drawing exercise assessed visual ideational fluency, flexibility, and originality; the different applications for cardboard boxes exercise assessed verbal ideational fluency, flexibility, and creativity. The findings showed that all aspects of verbal and visual divergent thinking peaked in the young adult group (20–35 years), steadied in the middle-aged adult group (36–55 years), and then began to decline in the young adult group (56–75). It's interesting to see that although diminishing, all components were still present. Except for visual ideational fluency, which was higher in the young old group, the old group, and the oldest-old group than verbal ideational fluency, verbal and visual divergent thinking were shown to be present in equal amounts across age groups. These findings provide credence to the notion that diverse thinking does not progressively deteriorate with age. The findings have significant implications for active aging because older adults can still retain some verbal

and visual diverse thinking. The findings also provide credence to the notion that divergent thinking does not progressively deteriorate with age. The data have significant implications for active aging, that is, divergent thinking may be encouraged in aging to prevent cognitive loss, given that older persons can keep verbal and visual divergent thinking to some level.

By the end of the 20th century, educational philosophers had already argued that students of all ages need to engage in higher-order thinking that is diverse, flexible, and creative to keep up with the rapid changes and innovations occurring in educational settings (Daniel & Bergman-Drewe, 1998). Looking at the educational settings, the teachers remain one of the central foci and without them, the educational framework is not complete (Donehower, et al., 2020). They need to be effective and creative. Creative teaching is said to be effective teaching in the teaching-learning interface. According to Morais and Azevedo (2011), teachers who are creative and found to be effective, dare to experience modern approaches and ideas that are quite different from the traditional ways of teaching. Such teachers are inclined toward learner autonomy and self-confidence (Yasmin & Sohail, 2017). Looking at the importance of teachers and teacher education from this perspective, Zach and Ophir (2020) did a study in the area of teacher education. This study assessed how student teachers evaluate simulation's potential value to teacher preparation programs and looked at how simulation influences divergent and reflective thinking in student teachers. A simulation course was taken by 23 Israeli STs in physical education. They created teaching-learning conflict scenarios and participated as volunteers or actors in these films and discussions. Content analyses were done, and it was found that student teachers improved their ability to think creatively and critically, and they also learned how to do it on their own. They were able to feel, think, and behave truthfully as they learned how to be more open-minded and they were able to provide several solutions for contentious situations. Student teachers expanded their repertoire of actions that were successful in integrating thoughts and feelings into learning-teaching situations. They also exhibited divergent and reflective thinking.

The extensive use of social media through smartphones has influenced people in many ways, but the effects on people's thinking ability, creativity, and divergent thinking require to be probed further. Social networking sites and smartphones are now ubiquitous sources of amusement, communication, and diversion. The use of social media and smartphone addiction has been related in the past to decreased executive functioning, less rewarding social connections, and poorer mental health. But whether there is a connection between using social media and creativity is not widely understood. Upshaw, et al., (2022) investigated the relationships between divergent thinking, actual creative achievements, active and passive social media use, and smartphone addiction. The findings show that higher levels of originality and diverse thinking is linked to much less frequent active social media use (expressing thoughts and opinions, creating material, etc.) and lower levels of self-reported smartphone addiction. On the other hand, real-world creative successes was linked to often use active social media platforms. Both diverse thinking and actual creative achievements were not linked to passive social media use (e.g., general browsing, and seeing others' material).

METHODOLOGY

Research Method and Design

Descriptive qualitative research with case-study design was used for this study. This is a research methodology that involves an in-depth exploration of a single case, or a small number of cases, to draw conclusions about the underlying phenomenon being studied. This method is useful for understanding the motivation and experiences of individuals as well as uncovering complex relationships between variables.

Population and Sampling

The population of present research comprised the institutions governed by the government, private sector and Wafaq-ul-Madaris. Convenient sampling technique was used to select the participants of this study. The sample size comprised of 09 which included 03 institutions each from Government, Cambridge, and Madrasa system of education.

Research Instrument

Typically data are collected by using interviews, participant observations, focus groups, and document analysis. This method is often used in studies of organizations, individuals, and communities, and it is an effective way to gain a deeper understanding of a particular phenomenon. For the present study a structured interview protocol was prepared. The interview questions were designed to get information about youth

engagements. The activities were related to social, economic, and political engagements at different types of institutions.

Data Collection and Analysis

The data were collected through personal interaction in face-to-face interviews and analyzed through thematic analysis. There were three themes based on economic, social, and political activities for the youth.

RESULTS & FINDINGS

The findings showed varied responses on the divergent system of education that further reflects the political, social, and economic engagements of youth for a secure Pakistan. The three systems of education; private (Cambridge), public (matric), and religious seminaries (madrasahs) show a diverse perception of the political, social, and economic engagements of youth. It also reflects their understanding of the prevalent education systems and some of the issues dominant in the context of Pakistan's education.

Regarding information on systems of education in Pakistan's context, the respondents from the private sector could only divide the education systems into two domains; private and public schools – the first one for the populace that can afford their children to go to a paid educational facility and the later for the populace that have financial constraints and can send their children to a free education facility offered by the government. It was important to note that the offerings of Islamic education by religious seminaries were not read as another strong system of education ubiquitous in Pakistan. This shows how segregated the private sector is from the rest of Pakistan's context as it shows a limited perception of education. The private sector considers O/A levels, Aga Khan Board, and the Matric system as their choices according to the kind of economic group they are serving in.

The high-end schools of the private sector offer O/A Levels as it is the most expensive among the rest. The response from the public sector shows a complete understanding and acceptance of diversity in the systems of education present in Pakistan. The respondents considered the presence and effectiveness of the public-matric system, private -high-end, and low-end schools offering both matric, Aga Khan, and O/A Levels systems, and the religious seminaries that is the madrasah system. The public sector only offers a Matric system in all public schools. The respondents from the madrasahs see a cross-cut divide between Pakistan's education system; an Islamic education system offered by them, and the modern education offered in the rest of the schools either public or private. Madrasahs have their own curriculum and syllabus based on Islamic preaching taken from the Holy Quran and Sunnah.

Economic Engagement

Economic engagement of youth begins from the mere understanding of its significance in their later life to the practical understanding of the ways through which they could be engaged in such activities is important. However, this could primarily be done in the most structured way through the educational institutions they belong to. The findings show that a small segment of private schools understand its significance and engage their students in activities that facilitate them to understand the concepts such as entrepreneurship, business engagements, small and large-scale businesses, and ideas related to such business domains. Whereas, some private schools, especially mediocre and low-end schools do not have any such program that engages their students in any such financial assistance activities.

The public schools on the other hand do not have any such programs for youth and see economic engagement as a structured program that could be offered separately on a large scale. They also believe that such economic engagement and awareness programs should be industry specific which gives a particular skill to learn and earn in a certain field or industry. Nevertheless, public schools have integrated some important skills such as critical thinking, problem-solving, and project-based learning in their curriculum, updated teaching methodologies and classroom practices that may further assist youth to prepare themselves to become wiser for economic engagements in their practical life. According to the madrasah sector, certain institutions provide their students with a good deal of possibilities and transferrable skills that would support them succeed later in their life at their workplaces. However, in certain institutions, the madrasah sector is improving slowly since no government subsidies are provided and because there is little to no knowledge of it.

Social Engagement

In accordance with the social engagement of youth, there seems to be a proper system in place for

fostering social skills amongst the students in private schools. They believe in the significance of social interaction of people to have a more diversely integrated, multicultural, and adaptive society. The schools, arrange social engagements such as exchange programs, students' week, sports, prom night, dancing classes, picnics, discussion forums, fun galas, and many other. The public schools also show a vivid understanding of the significance of social engagement of youth through structured facilitation and activities. Inter-school and public events are also held in such schools so that students may have an opportunity to interact with people outside of their home environment. It is important to note that the madrasahs feel the significance of the social engagement of youth, especially in the current times where being a part of the global community is essential for better socio-economic indicators. They concurred that efforts were made to provide their students with resources for meaningful social interaction matched with established religious regulations. They contend that character development in madrasahs focused on educating students on appropriate Muslim social behavior.

Political Engagement

The findings show a mixed response to the political engagement of youth. However, the realization of its significance in the current times has been found among all respondents. The private sector has shown a relatively low and passive role of schools in political engagement as only a few vouch for the activities such as mock UN sessions or have a student council that is elected through a structured and well-defined electoral system and it works around the wellbeing of the students. The responses from the public schools show similar responses as they do not have their focus on the engagement of youth in such political activities to keep youth abreast with a democratic electoral system. Only a few public schools have responded to promote leadership in their respective schools through various classroom practices and school activities. The respondents of madrasahs perceive the political engagement of youth as affiliating themselves with a political party. They believe that via teachings and appropriate training, their educational process prepares students for political engagement and leadership.

Discussion

The divide in Pakistan is evident through many socioeconomic indicators as there are numerous socioeconomic indicators that show that Pakistan dissents in many terms (Qadeer, 2006), and this study has underscored this subtle divide in the diverse systems of education prevalent here in Pakistan. The three systems of education precisely cater to different segments of society based on their socioeconomic backgrounds (Rahman, 2004). The fragmented society's perceptions could be spelled through the responses of the schools regarding the importance of economic, political, and social engagements of youth (Fuller, 2014). The need to have structured programs for such engagements was felt to be needed to bridge the fragments in society. It is evident that a small segment of the educational setup in Pakistan is aware of the significance of the economic, political, and social aspects of life essential for students to learn during their time in the primary to secondary levels in schools (Latif, et al., 2015). The private sector takes the students as their clients; therefore, they are to bring maximum profit. School-level education in Pakistan has become a flourishing industry through private sector schools (Steiner-Khamsi, 2016). The internationally driven thematic areas are in demand by the parents and are taken as central focus by the private sector schools to be fulfilled. In this regard, any new and exciting activity that is found is integrated despite its need for and importance of the context of the Pakistani society. The public sector schools are bound for the limitation of the national curriculum and school syllabus that they follow. Therefore, public sector schools have shown their passivity in initiating anything that is out of their structured syllabus (Shah, 2022). The system is not aligned with the current requirements of preparing students for life. Their focus is to prepare students for examinations based on the traditional rote-based ways of teaching. The religious seminaries are at another tangent where they prepare the students for life hereafter (Qadir, 2011). So, find many important aspects of learning to be irrelevant and insignificant for their students.

To achieve sustainable development for greater economic success, social cohesion, and political awareness for future generations, it is essential to integrate such concepts as part of the national curriculum cross geographical locations (Khushik & Diemer, 2018). The motivation in this regard may also vary in living contexts, experiences gained, and learning undertaken in different segments of society in accordance with other socioeconomic factors.

For the sustainable economic, political, and social engagement of youth in countries such as Pakistan, the role of educational institutions right from the primary to tertiary levels is of central focus (Sas, et al., 2020). Educational institutes, especially schools, need to educate, train, and prepare students to become masters of their own economic, political, and social engagements. Despite several challenges and hurdles in this process,

today's educated youths' inspiration to be self-reliant and independent is highly valuable for their unmatched endeavors into sustainable economic, political, and social engagements. The subtle or evident basic divide in the society because of the different education systems prevalent in Pakistan must overcome such differences and work in coherence within the system to direct youth toward a healthy and prosperous society.

CONCLUSION & RECOMMENDATIONS

In the current world, the presence of technology in every walk of life is undeniable. The integration of technology in industries, domains of work, socio-economic activities, and education is inevitable. Through internet services, the world has been introduced to a new form of media which is social media which connects people to all possible things happening around the world.

To achieve financial, political, and social sustainability and growth in a developing nation like Pakistan, it is crucial to develop sustainable economic, political, and social pathways and educate the educated masses on how to do so by being independent in making their own informed decisions while still being accepted and integrated into the global economy, political landscape, and social interactions in the world.

The present research has highlighted a significant problem in the field of education in Pakistan. Since the research approach is qualitative in nature with a small group of individuals, the findings of the study may not be generalized to the population. The researchers suggest addressing the issue on large sample with quantitative approach to draw conclusions the issue under study.

Competing Interest

The authors have declared no competing interest.

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