

A Comparative Analysis of Educational Barriers Between Pakistan and Malaysia

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INTRODUCTION & AIM

Higher Education Crossroads: Comparing Student Barriers in Pakistan and Malaysia



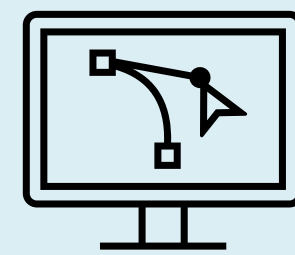
The Unified Front - Shared Global Challenges

This study provides a comparative analysis of primary educational barriers faced by higher education students in Pakistan and Malaysia to identify friction points for systemic improvement.

Theoretical Framework:

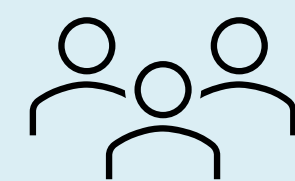
- **Human Capital Theory (HCT):** frames education as an investment aimed at enhancing employment and income prospects.
- **Bronfenbrenner's Ecological Systems Theory:** categorizes structural barriers across microsystem, mesosystem, exosystem and macrosystem to capture diverse structural influences.

METHODOLOGY



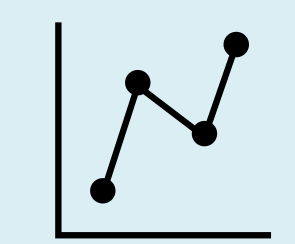
Design:

Cross-sectional, mixed-methods survey enabling a synchronic comparisons between Malaysia and Pakistan.



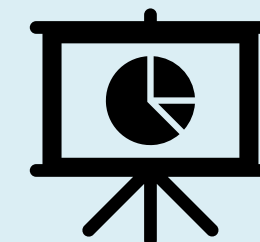
Participants:

102 undergraduate and graduate students participated via purposive and snowball sampling through WhatsApp groups.



Analysis:

- **Quantitative:** Likert-scale items analyzed using frequency distributions and descriptive statistics.
- **Qualitative:** Inductive thematic analysis (open-coding and theme clustering) for open ended responses.

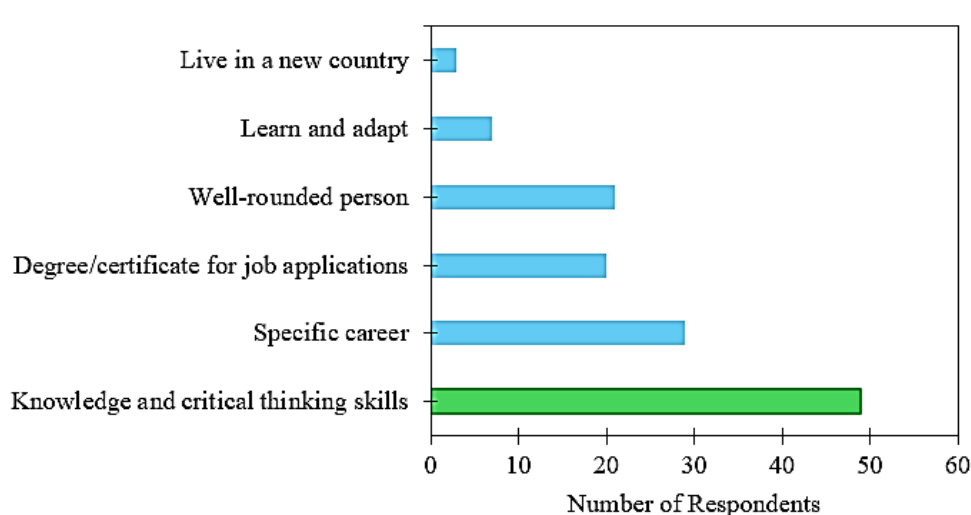


Theoretical Mapping:

Bronfenbrenner's levels structured barriers, while Human Capital Theory (HCT) interpreted student motivations.

RESULTS & DISCUSSION

Primary purpose of education



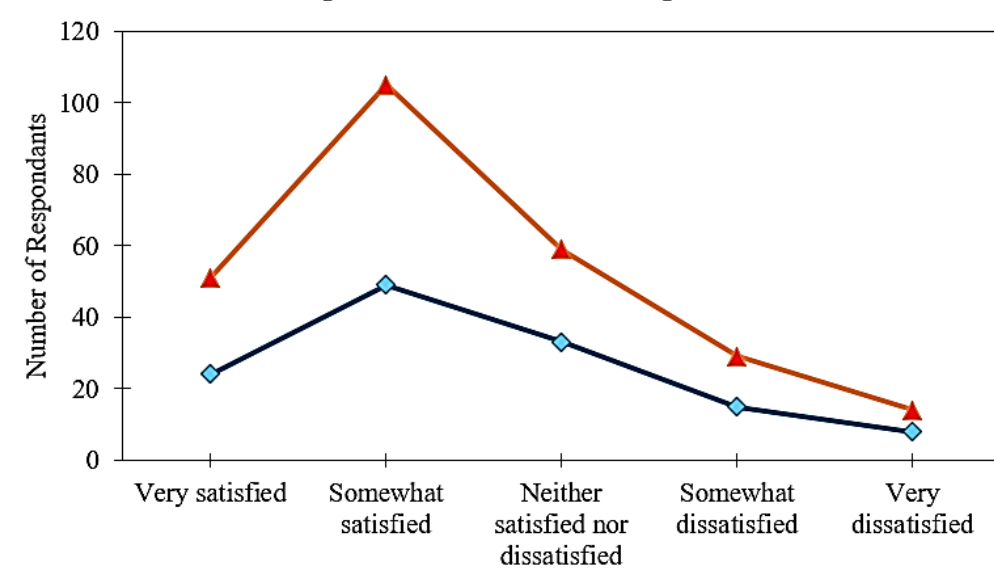
Results displayed students believe primary purpose of education is to be **teach knowledge** and **critical thinking** skills.

Outcome of Education



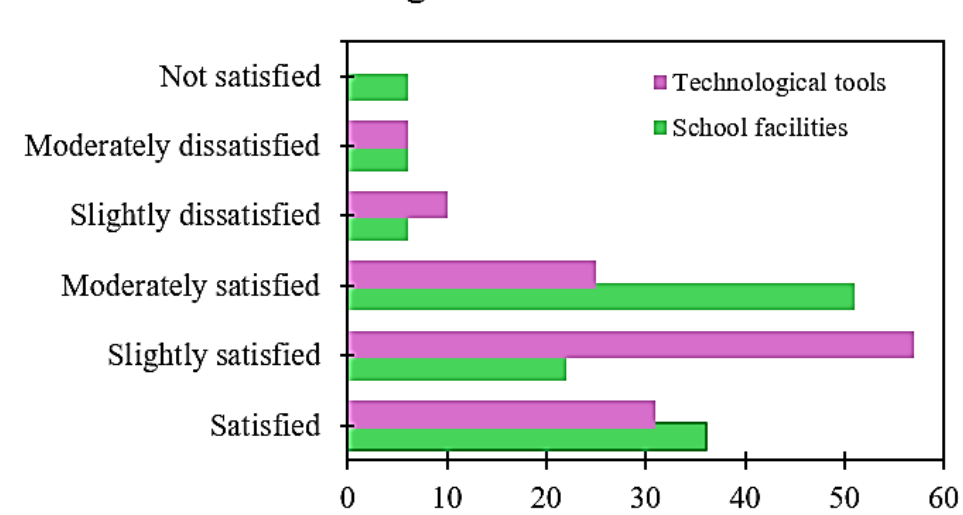
Expected outcome of students from education is inclined towards getting **high salary** and least on self fulfillment.

Learning satisfaction and Teaching Methods



On an average students are not satisfied with teaching and learning methods.

Usage of Facilities

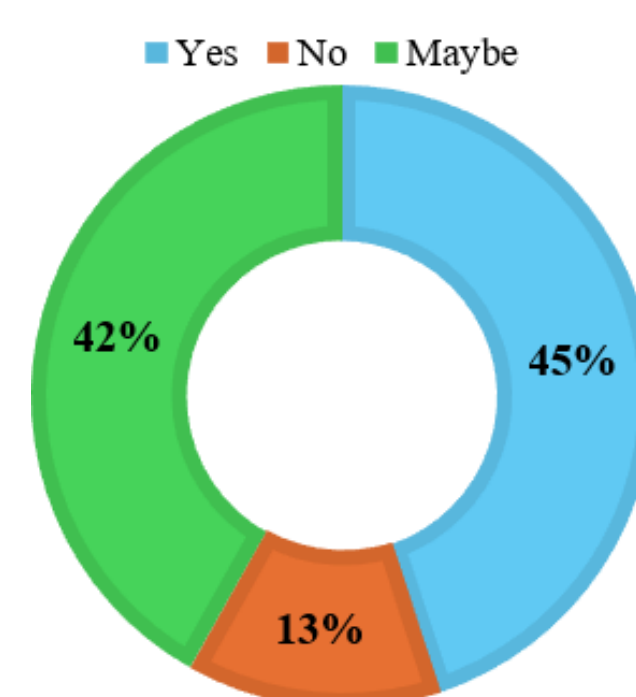


Participants did not show complete satisfaction in school facilities and integration of technological

- Top barriers for Pakistan are identified as **rote memorization** and **rigid structures**.
- Malaysia identifies **lack of personalization** and **industry misalignment** as their core challenges, and advocates for hybrid work-study models.

	PAKISTAN	SHARED UNIFIED FRONT	MALAYSIA
MACRO (Societal)	Dismantle Exam Credentialism	75% Demand PBL / Market Skills	Implement Hybrid Work-Study (48 students)
EXO (Structural)	---	Mitigate Financial Burden (66 students)	Correct Industry Misalignment
MESO (Institutional)	Overhaul Outdated Grading (42 students)	---	Adopt Competency Progression
MICRO (Direct)	Eliminate Rote Memorization (44 students)	Alleviate Mental Health Strain (49 students)	Increase Personalization (40 students)

ACHIEVING FUTURE CAREER WITH CURRENT QUALITY OF EDUCATION



Shared Challenges:

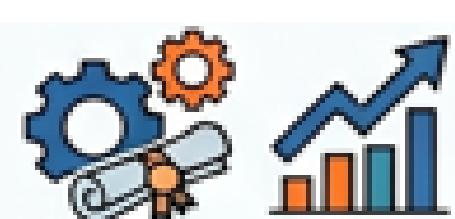


(n=66) education costs



(n=49) mental pressure

FUTURE WORK/ SOLUTION



PRIORITIZING MARKET RELEVANT SKILLS

Respondents from both the countries demand **competency-based progression** to improve employment and income prospects.

CONCLUSION

- Pakistan should prioritise **competency-based progression** over exam-focused structures.
- Malaysia should advance **personalised learning** and hybrid work-study integration to align academic outcomes with **industry demands**.
- Data from the collected responses highlights that meso and micro level **institutional reforms** will fail unless aligned with macro level demand for active, **market relevant education**.