



RESEARCH PAPER

Pakistan Muslim League (N) Punjab Government's Educational Policies: Implication and Challenges for Sustainable Development Goals-16

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ABSTRACT

The aim of the study is to examine the role of PML-N Punjab government educational policies implications and challenges faces to meet SDG16 (peace, justice, and strong institutions) in Pakistan. Pakistan Muslim League - N maintains a strong hold in Punjab due to its political influence and has strong support. Education is essential to attain sustainable development goals in Pakistan. PML-N introduced many initiatives Prime Minister Youth scheme for laptop, Honahar scholarship to provide financial aid to students. Previous studies create a link between SDG4 and SDG8 (economic growth) with little attention paid to the fact that education is also necessary to attain SDG16 (peace, justice, and strong institutions). The researcher used a Quantitative approach by developing exploratory, descriptive, analytical methods to generalize the results and survey data gathered from 426 respondents from various educators, instructors, and general public who have sufficient knowledge about SDG4. Perceptions about PML-N educational reforms, the efficacy of policies, and their challenges and implementation were evaluated by statistical analysis. The findings reveal PML-N educational policies are contribute to enhance to access quality education SDG4 in Pakistan. But due to Political unrest, insufficient funding, no coherence in policies, are reasons for not effective implementation of educational policies in Pakistan. This study recommends that quality education, transparency, no changes in policies, and government, Pakistan can attain sustainable development goals that are essential for the progress of the country.

Keywords: PML-N, Sustainable Development Goals, Pakistan, Educational Policies, SDG-16 (Peace, Justice, Strong Institution)

Introduction

Pakistan endorsed the SDGs as a member nation in 2015 and has since developed frameworks to implement and localize them. Pakistan's socioeconomic development is greatly influenced by its educational system, which is also essential to reaching the Quality Education SDG4 for Sustainable Development Objectives (SDGs) of the UN. In Punjab, the most populated and politically significant province in Pakistan, Pakistan Muslim League-Nawaz (PML-N) has long maintained a stronghold. The educational landscape of the country as a whole is greatly impacted by the educational policies that the PML-N-led to Punjab Government has introduced and put into place (Ali, et al. 2023). To encourage pupils to read, the government has started the Public Schools Reorganization Program (PSRP), solar-powered charging facilities, early training on artificial intelligence, a laptop distribution program, the Daanish Schools Program, the Honahar merit-based scholarship program, modern science lab facilities and mobile bus libraries, and online textbooks.

The potential for these policies to either help or impede efforts to achieve fair, equitable, and excellent educational opportunities makes the study crucial. The success or

failure of Punjab's educational initiatives directly affects Pakistan's capacity to fulfill its worldwide obligations under the 2030 Agenda for UN Sustainable Development Goals, since Punjab frequently acts as an example for other provinces. The severity of the problem is made clear through taking into consideration several obstacles Punjab's education system faces, including gender disparities, limited infrastructure, low rates of literacy in rural regions, inequality in quality and accessibility, and lack of teacher preparation & training. Political unrest and no continuity in policies make it difficult to attain desired results from policies in Pakistan. The Pakistan Muslim League Nawaz (PML-N) made continuous efforts for quality education, introduced new initiatives, and implemented policy in Pakistan (Fareed, et. al., 2019). But the government did not have a strong plan; ambiguous objectives make it more difficult for proper policy implementation. Pakistan has no proper resources and sufficient funds for educational policies due to its weak economy (Akhtar, et al. 2022). It is crucial to evaluate if these measures offer long-term fixes or address underlying issues in education. Policymakers, educators, and stakeholders will also be better equipped to create resilient, equitable, and effective methods for sustainable education in Pakistan if they have a better grasp of the implications and difficulties of these policies. To intend strong institutions and quality education in Pakistan, the government needs to educate people about the initiatives and create an efficient plan to accomplish policy goals with restricted resources (Akhtar, et al. 2022). Even though achieving these objectives won't be simple, it is achievable with an appropriate combination of government dedication, creative problem-solving, involvement of the private sector, and civil society activism.

Literature Review

Pakistan Muslim League-Nawaz (PML-N) made audacious promises to improve the curriculum and educational standards, although its accomplishments were still limited. The lack of cooperation between the national and regional governments from 2008 to 2013 created a problem for execution, leading to inequalities among provincial governments. The main challenges to the successful implementation of the curriculum were the issues related to instructor preparation & training, building capacity, and subsequent curriculum modifications. The implementation procedure was hampered by a lack of enough allocation funding. The party pledged to increase educational expenditures, the budgeted amount ultimately fell short of the predetermined standards. Although this study covers all aspects, there was a limitation on the time between 2008 and 2013. Their work can be regarded as a starting point for reforms, emphasizing the value of sustained initiatives and a collaborative approach to raise educational standards nationwide, and especially in the province of Punjab province (Ali, et al.2023).

The expansion of the economy, societal progress, and maintaining culture are all determined by education, which is essential for both personal and national development. Pakistan has struggled to create a successful educational system since achieving independence in 1947, yet the rate of literacy are still poor. The difficulties of post-partition conditions hindered early attempts, including the 1947 National Education Committee. The education system in Pakistan is now dealing with a number of problems, such as inadequate funding, subpar instruction, social and cultural barriers, and significant urban-rural disparities. It came to the conclusion that sociocultural hurdles, poor education, a lack of funding, and uneven policy implementation are major roadblocks to educational policy. The results highlight the necessity of proven strategies and all-encompassing reforms to successfully address these problems (Tasleem, 2024). To accomplish global sustainable development goals for people and the planet, education for sustainable development is regarded as the key topic of discussion in academic institutions, national and international development policies, the corporate sector, and political affairs. The dynamic backdrop of the South, particularly Pakistan, for sustainable development helps to improve knowledge of the relationship between education and sustainable development from its three distinct dimensions social, economic, and environmental. In addition, community engagement, basic

infrastructure, and teacher training can improve and accelerate the attainment of SDG targets. Policymakers can make sound decisions for the accomplishment of educational goals with the help of comprehensive modeling (Khushik, 2021).

One of the developing nations that manages to survive in the modern world despite having few resources is Pakistan. Pakistan is one of the countries in South Asia where Muslims follow their Islamic principles peacefully and also get their independence on the basis of Islam. Quaid-e-Azam Muhammad Ali Jinnah, the country's founder, had a significant impact on the education of Pakistani peoples. Due to the unpredictability of the goals, weak economy, and limited resources, not every stakeholder may gain equally from the policy. Pakistan needs to stabilize their policies for education and infrastructure development. It suggests that the government needs to develop efficient strategies, increase its funds, and educate people about the goals and policies implemented more effectively in Pakistan (Akhtar et al. 2022).

Education is acknowledged as the foundation for societal and financial development by government authorities. Even though Pakistan still continues to face challenges in terms of levels of literacy, school rates of dropping out as well as access to quality education are most frequent in countryside regions. Inequalities between men and women in education endure, with a lower percentage of pupils enrolled for females than for boys, restricting women's long-term financial collaboration. The Pakistani government has made significant dedications toward global sustainable development plans, especially the United Nations (UN) Sustainability Goals (SDGs) and Agenda 2030, which establish targets. To combat worldwide issues like income inequality, poverty, global warming, and ecological destruction. By addressing these concerns, Pakistan will be able to establish a dynamic and fully developed educational framework that satisfies the requirements of its citizens while also promoting country development (Aziz, et al. 2024).

This study examines how the SDGs are prioritized in Pakistan, focuses on institutional and government initiatives to support sustainable development, and considers how the China-Pakistan Economic Corridor, also known as the CPEC, contributes to the advancement of these objectives. To ensure alignment and efficient implementation of SDG initiatives, National, regional, and local authorities should work together more closely (Zeewaqaar, 2024). Punjab has outperformed other provinces in terms of student enrollment as well as academic outcomes as a result of these initiatives, which have significantly improved the province's educational results (Din, Sher, & Ahmad, 2025).

South Asian nations, such as Bhutan, Bangladesh, China, the Maldives, Nepal, Pakistan, India, and Sri Lanka, have social or economic and political barriers, for the Sustainable Development Goals (SDGs). Using information from the World Bank, IMF, WHO, and provided financial data emphasizes the urgent necessity for important measures. Although this study cover all aspect but limited dicussion on Pakistani higher education and the Sustainable Development Goals (SDGs) in South Asian nations. It addresses issues and concentrates on communication, cooperation, governance, and campus outreach. Setting priorities logistical support and high-quality education (SDG 4) is essential in order to meet the Sustainable Development Goals .Good governance and the implementation of structural reforms is necessary for the Sustainable Development Goals to be implemented successfully. The findings serve as a roadmap for South Asian nations as they develop effective economic plans to meet the UN's Sustainable Development Goals by 2030 (Malik, et. al., 2023; Sain, et al. 2024).

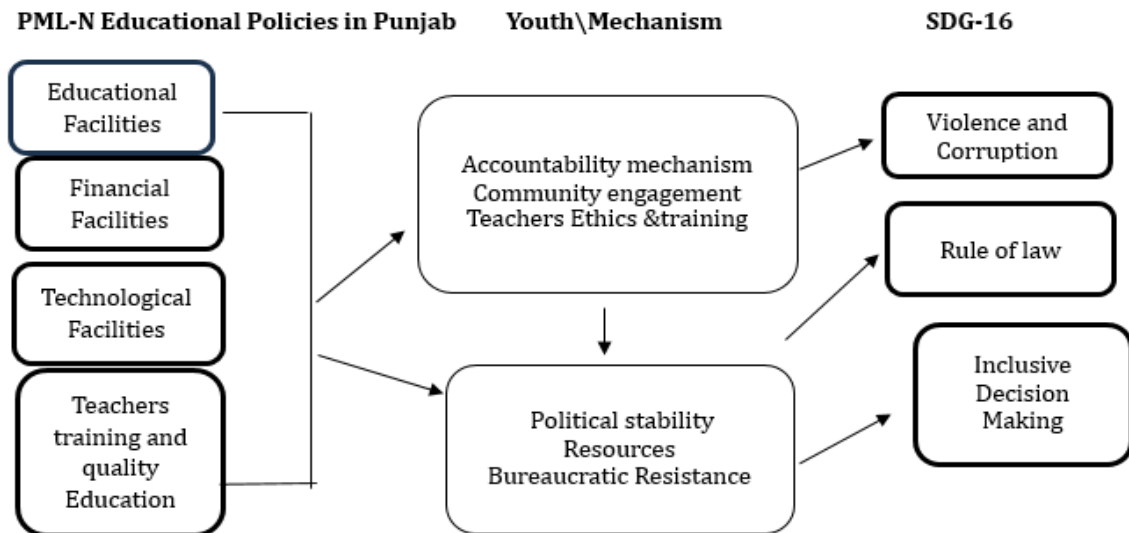


Figure 1 Conceptual Framework

Hypotheses

The following hypotheses were developed to reach the desired results.

- H1: Punjab's education policies have a positive relationship with SDG 16, which helps to foster institutional transparency and reduce corruption.
- H2: Financial facilities have positive relation with rule of law.
- H3: Digital Educational initiatives have a positive relationship with inclusive decision making.
- H4: Institutional accountability mechanism mediate the relationship between PML-N educational policies and strengthen SDG16
- H5: Political instability moderates the relationship between PML-N educational policies and inclusive decision-making to achieve SDG16.
- H6: Teachers training and quality Education mediate the relationship between PML-N educational policies and SDG16.

Material and Methods

This study employed quantities approach, by developing descriptive, analytical in nature. Following the methodology was used in this study:

Population

As this study concentrates on Pakistan Muslim League (N) Punjab Government's Educational Policies: Implications and Challenges for Sustainable development goals -16, the population of this study will be BS, MS/M. Phil, and PhD students, faculty and educational specialist enrolled in in GCWUS University Sialkot and other Universities students.

Minimum Sample Size Formula

To calculate the minimum sample size of this study, the Cochran formula was used, with a 95% confidence level and 5% margin of error, therefore, the minimum sample size was 385.

Procedure of Selecting Sample

Educational specialists, faculty Students of GC or other University who experience some systematic and institutional flaws in educational policies and lack of governance issues in the institutional sector. This include recent Graduates, MS, PHD, students and faculty who are directly experience their policies in educations sectors. Participants were selected based on their accessibility and willingness to complete the survey. A total of 427 people from different institution participate in the survey.

Instrument of Study

The principal data collection tool for this research was a self-completed structured survey. The questionnaire was designed to assess and better understand the relationship between PML-N educational policies to attain SDGs in Pakistan; this study focused on the laws and policies that support enhancing institutional accountability mechanisms to maintain peace, justice, and strong institutions. Using a quantitative research approach, data collected from 427 respondents offer important insights on the viewpoints, challenges, and effectiveness of teen policy solutions.

Section I was used to provide background data to the respondents. This included respondents' belong to which programs, course of study and their part affiliation .The demographic information helped to facilitate subgroup analysis and ensure that there was an accurate representation in the response sample.

The purpose of Section II was to gauge how respondents perceive the current performance of PML-N educational policies in Punjab. Alongside these aspects, respondents indicated which SDG they believe would be the most impacted by the challenges of the rule of law with special attention to **SDG-4 (Quality Education)** and **SDG-16** and whether they believe there is equal access to justice within the current legal system, particularly for students, teachers, and marginalized communities in Punjab's public education sector. A combination of categorical (yes/no/maybe) responses was utilized to collect the necessary information.

In section III they were 12 statements grouped into five categories where each represents a theme as outlined below:

1. PML-N Educational Policies in Punjab
2. Financial Facilities
3. Technological facilities
4. Quality of Education link to SDG-16
5. Challenges and Suggestions

Respondents indicated their level of agreement with each statement using a three-point scale: A = Agree, DA = Disagree, N = Neutral.

Reliability and Validity of Tools

The reliability and validity of a research tool is crucial for improving the quality of the study and their four categories of research tools: construct, criteria, predictive, and content. Expert opinion typically determines both face validity and content validity. The initial version of the instrument was created with the study's requirements in mind. In the second stage, the questionnaire's items were combined and a plain form was created.

Table 1
Reliability Statistics

Cronbach's Alpha	N of Items
.777	14

Table 2
Case Processing Summary

		N	%
Cases	Valid	427	100.0
	Excluded	0	.0
	Total	427	100.0

A List wise deletion based on all variables in the procedure

Data Analysis Techniques

Two methods were used to analyse the questionnaires from the desire sample. First, the mean score was calculated for each statement in the questionnaires. Second, the arithmetic mean and standard deviation of the intended sample were determined by analysing the respondents' questionnaires to determine Pakistan PML (N) Punjab Government's Educational Policies: Implication and Challenges for SDG-16.

Results and Discussion

Demographic information

Table 3
Program

	Frequency	Percent	Mean	Std. Deviation
BS	342	80.1	1.218	.4766
MS	78	18.3		
PHD	3	.7		
Post Doctorate	3	.7		
Total	427	100.0		

Table 3 shows that 80% respondent's had a bachelor's degree, 18 %respondent had a master's degree and 7% respondent had a PHD and Post doctorate degree. This implies that the respondents had enough education to offer well- informed on educational issues and governmental policies.

Table 4
Course of Study

	Frequency	Percent	Means	Standard Deviation
BBA	241	56.4	1.925	1.4022
Political Science	87	20.4		
Physics	41	9.6		
Environmental-Science	27	6.3		
English	12	2.8		
Education	12	2.8		
Biotechnology	6	1.4		
Total	427	100.0		

Table 4 show that 56% respondents belongs to BBA ,20% respondent belongs to Political science 9% respondents belongs to Physics ,6 % respondent belong to Environmental science, 3% respondents are belongs to English and Education ,

Biotechnology .This implies that respondents have enough knowledge about SDGS ,educational policies and economy.

Table 5
Party Affiliation

	Frequency	Percent	Mean	Std. Deviation
	1	.2	1.756	.8260
PML-N	210	49.2		
PTI	111	26.0		
Any other	105	24.6		
Total	427	100.0		

Table 5 show that 49.2% respondent belong to PML-N and 26% respondent belong to PTI, and 24% respondents belong to any other parties PPP or any religious party. This study implies where the survey is conduct that PML-N party has impressive performance is consistent with its political dominance in the Punjab area.

Table 6
Awareness about Scholarship/Free Laptop Scheme

	Frequency	Percent	Mean	Std. Deviation
YES	354	82.9	1.169	.3749
NO	72	16.9		
Total	427	100.0		

Table 6 show that yes respondent are 82.9 %and No respondent are 16.9%. Majority of the people answer yes that they have high level of awareness of PML-N government initiative .only a few people say no. This study implies that PML-N governmental initiative has been widely publicized in Punjab region and has a significant impact on the community of Punjab.

Table 7
PML-N Educational Policies on Corruption Reduction

	Frequency	Percent	Mean	Standard Deviation
Agree	189	44.3	1.92	.892
Disagree	84	19.7		
Neutral	153	35.8		
Total	427	100.0		

Table 7 show that Agree respondent are 44.3% and disagree respondent are 19.7% and neutral respondent are 35.8 %. Majority of the respondents are given response to agree that statement that concerning PML-N Punjab education policies reduce corruption in educational sector.

Table 8
Students, Teachers, Parents Are Referred While Policy Making In Punjab

	Frequency	Percent	Mean	Standard Deviation
Agree	162	37.9	2.09	.920
Disagree	63	14.8		
Neutral	201	47.1		
Total	427	100.0		

Table 8 show that 37.9 %respondent are agree and 14.8 %respondent are disagree and 47.1% respondent give response to neutral. Majority of give response to neutral. This study also implies that students, Teachers and parents are also referred while policy making in Punjab.

Financial Facilities

Table 9

Criteria for Scholarship

	Frequency	Percent	Mean	Std. Deviation
Yes	213	49.9	1.70	.781
No	129	30.2		
Prefer not to say	84	19.7		
Total	427	100.0		

Table 9 show that 49.9 % respondent are gives response to yes , 30.2% respondent are say to No and 19.7% respondents are prefer not say. Majority of the respondents are given response to yes that they are meet the criteria for scholarship.

Table 10
PML-N Providing Funds for Educational Sector

	Frequency	Percent	Mean	Std. Deviation
Agree	195	45.7	1.96	.934
Disagree	54	12.6		
Neutral	177	41.5		
Total	427	100.0		

Table 10 show that 45.7 % respondent are given response to agree, 12.6%respondents are given response to disagree and 41.5% respondent are neutral. Majority of the respondent agree that providing fund by PML-N are utilize to their educational sector.

Table 11
Students not Perform Well Due To an Emergency

	Frequency	Percent	Mean	Std. Deviation
Agree	360	84.3	1.27	.650
Disagree	18	4.2		
Neutral	48	11.2		
Total	427	100.0		

Table 11 show that 84.3% respondent are given response to agree, 4.2%respondents are given response to disagree and 11.2 % respondent are neutral. Majority of the respondent agree that some students could not perform well due to an emergency (like a family issue, any death, or a load-shedding issue). That's the reason students sometime cannot perform well in their exam so, they could not meet the criteria for scholarship and laptop scheme and other things. Sometime students face issue and could not perform well due to uncertainty in their life and had negative impact in their lives.

Table 12
Personally Experienced or Witnessed Any Issue

	Frequency	Percent	Mean	Std. Deviation
Yes	255	59.7	1.40	.491
No	171	40.0		
Total	427	100.0		

Table 12 show that 59.7% respondent are given response to yes, %r40.0 respondents are given response to No. Majority of the respondent say yes that they personally experienced or witnessed are issue that they hindered their academic performance and could not perform well and did not meet the criteria for a scholarship/laptop.

Table 13
Support to Their Merit-Based System

	Frequency	Percent	Mean	Std. Deviation
Agree	255	59.7	1.61	.813
Disagree	81	19.0		
Neutral	90	21.1		

Total	427	100.0
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Table 13 show that 59.7% respondent are given response to agree, % 19.0 respondents are given response to disagree and 21.1% respondents are neutral. Majority of the respondents are agree and are in support with their merit-based system.

Table 14
Criteria for the Free Laptop Scheme

	Frequency	Percent	Mean	Std. Deviation
Agree	222	52.0	1.66	.768
Disagree	126	29.5		
Neutral	78	18.3		
Total	427	100.0		

Table 14 show that 59.0% respondent are given response to agree, % 29.5 respondents are given response to disagree and 18.3% respondents are neutral. Majority of the respondents are agree and say that they meet criteria for laptop scheme. This study implies that respondents have that enough GPA that they meet the merit for laptop scheme.

Table 15
Internet for Academic Purposes or Misuse

	Frequency	Percent	Mean	Std. Deviation
Agree	306	71.7	1.49	.812
Disagree	33	7.7		
Neutral	87	20.4		
Total	427	100.0		

Table 15 show that 71.7 % respondent are given response to agree, 7.7 % respondents are given response to disagree and 20.4% respondents are neutral. Majority of the respondents are agree that students use the internet not only for academic purposes but also misuse digital media as well. This study implies that respondents are agree with that students also misuse their digital media and also misuse laptop they receive from government for their academic purpose.

Table 16
Digital Systems Help To Address Students' Grievances

	Frequency	Percent	Mean	Std. Deviation
Agree	342	80.1	1.37	.756
Disagree	12	2.8		
Neutral	72	16.9		
Total	427	100.0		

Table 16 show that 71.7 % respondent are given response to agree, 7.7 % respondents are given response to disagree and 20.4% respondents are neutral. Majority of the respondents are agree that students use the internet not only for academic purposes but also misuse digital media as well.

Table 17
Digital System Improved Transparency in Grading

	Frequency	Percent	Mean	Std. Deviation
Agree	321	75.2	1.43	.782
Disagree	27	6.3		
Neutral	78	18.3		
Total	427	100.0		

Table 17 show that 75.2 % respondent are given response to agree, 6.3% respondents are given response to disagree and 18.3 % respondents are neutral. Majority of the respondents are agree that digital system improved transparency in grading and

minimum chance of corruption. This study implies that respondents are agree with that digital system have enhanced transparency.

Table 18
Digital Planning Work Smooth for the Education Department

	Frequency	Percent	Mean	Std. Deviation
Agree	312	73.1	1.47	.811
Disagree	27	6.3		
Neutral	87	20.4		
Total	427	100.0		

Table 18 show that 73.1% respondent are given response to agree, 6.3% respondents are given response to disagree and 20.4 % respondents are neutral. Majority of the respondents are agree with that digital planning, administration, and work are smooth for the education department.

Table 19
Quality of Education Helps to Meet SDG-16

	Frequency	Percent	Mean	Std. Deviation
Agree	288	67.4	1.56	.844
Disagree	39	9.1		
Neutral	99	23.2		
Total	427	100.0		

Table 19 show that 67.4 % respondent are given response to agree, 9.1 % respondents are given response to disagree and 23.2% respondents are neutral. Majority of the respondents are agree with that the quality of education makes our institution strong and meets SDG16. This study implies that our quality of education SDG4 helps to make more about peaceful societies and building effective institutions.

Table 20
PML-N Promote Diversity, Equity, and Inclusion in Education

	Frequency	Percent	Mean	Std. Deviation
Agree	249	58.3	1.73	.905
Disagree	45	10.5		
Neutral	132	30.9		
Total	427	100.0		

Table 20 show that 58.3 % respondent are given response to agree, 10.5 % respondents are given response to disagree and 30.9 % respondents are neutral. Majority of the respondents are agree with that initiatives by PML-N are in place to promote diversity, equity, and inclusion in education. Overall mean score is 1.73 and their standard deviation is .905 indicate considerable variation in response .This study implies that majority acknowledge the presence of such initiative by PML-N like scholarship, financial aids, and women empowerment centers to support women's and so other initiative.

Table 21
Teaching Skills and Abilities

	Frequency	Percent	Mean	Std. Deviation
Agree	228	53.4	1.78	.893
Disagree	66	15.5		
Neutral	132	30.9		
Total	427	100.0		

Table 21 show that 53.4% respondent are given response to agree, 15.5 % respondents are given response to disagree and 30.9 % respondents are neutral. Majority

of the respondents are agree with that that teachers receive continual guidance and support from the government to develop their teaching skills and abilities.

Table 22
Hurdles That Affect the Quality of Education

	Frequency	Percent	Mean	Std. Deviation
Agree	345	80.8	1.32	.686
Disagree	27	6.3		
Neutral	54	12.6		
Total	427	100.0		

Table 22 show that 80.8 % respondent are given response to agree, 6.3 % respondents are given response to disagree and 12.6 % respondents are neutral. Majority of the respondents are agree with that political interference, corruption, and bureaucratic hurdles affect the quality of education.

Table 23
Budgetary Restrictions and Underfunding

	Frequency	Percent	Mean	Std. Deviation
Agree	270	63.2	1.69	.928
Disagree	18	4.2		
Neutral	138	32.3		
Total	427	100.0		

Table 23 describes that a large number of respondents agree that financial limitations have a strong impact on the proper implementation of policies. Budgets and funds are essential for the effective implementation of educational policies. Pakistan faces difficulties with insufficient funding for education and financial limitations. 4.2% of respondents disagree with this statement, while 32.3% of respondents give a neutral response that monetary limitations and lack of funding have an impact on policy implementation.

Table 24
Beyond Merit: Aid For Deserving Students

	Frequency	Percent	Mean	Std. Deviation
Agree	324	75.9	1.36	.686
Disagree	51	11.9		
Neutral	51	11.9		
Total	427	100.0		

Table 24 demonstrates that 75.9% of respondents agree that the government provides monetary assistance and access to technology to all students, not just on a merit basis. These are essential for deserving students to get updated knowledge. If they are not performing well due to any reason, they need government support to provide technological facilities and aid. The government needs to identify those students who do not have a well-settled background and provide laptops to get updated knowledge and fulfill higher studies. 11.9% of respondents disagree with this statement, while 11.9% give a neutral response.

Table 25
Ethnic Groups Involved In Decisions about Education

	Frequency	Percent	Mean	Std. Deviation
Agree	315	73.8	1.48	.428
Disagree	18	4.2		
Neutral	93	21.8		
Total	427	100.0		

Table 25 show that 73.9 % respondent are given response to agree, 4.2 % respondents are given response to disagree and 21.8 % respondents are neutral. Majority of the respondents are agree with that various ethnic groups must be represented and involved in the procedures that lead to decisions about education.

Table 26
One-Sample Statistics

		N	Mean	Std. Deviation	Std. Error Mean
16	QE	427	1.6870	.66006	.03194
	CS	427	1.4619	.57494	.02782
	TF	427	1.4397	.50178	.02428
	FF	427	1.6136	.59189	.02864

Table 27
One-Sample Test

		Test Value = 2							
	t	f	d	Sig. (2-tailed)	Mean Difference		95% Confidence Interval of the Difference		
							Lower	Upper	
E16	9.800	-	26	4	.000	.31304	-	-.3758	-.2503
S	19.338	-	26	4	.000	.53806	-	-.5927	-.4834
F	23.074	-	26	4	.000	.56030	-	-.6080	-.5126
F	13.491	-	26	4	.000	.38642	-	-.4427	-.3301

The results of the one-sample T-test showed that the test value (t) for each of the four measures (QE16, CS, TF, and FF) is significantly lower than the neutral midpoint (2) on the Likert scale. Each of the four measures had a very low p-value ($p < .001$), and all 95% confidence intervals for each mean difference were lower than 0; thus suggesting that respondents' mean responses are significantly less than two. In relation to a 1 through 3 response scale (1 = disagree, 2 = neutral, 3 = agree) it can be stated that: Disagree. Based on the statistical analysis above, each of the four measures (QE16, CS, TF, and FF) provides evidence that the mean responses are all less than the neutral value of two; therefore, respondents are, on average, in disagreement with the items conceptualized by these four measures. The two measures that deviated most from the neutral value were TF (mean difference = -0.560) and CS (mean difference = -0.538). Neutral. There is no evidence that respondents provided a neutral mean response on any of these four measures by producing a mean score of two. Agree. There is no evidence of agreement by respondents on any of the four measures since each of the means was less than two.

To summarize, all four measures produce statistically significant evidence to reject the longitudinal significance of neutrality (mean = 2) for the total population. The longitudinal total population estimate for all four measures suggests that the mean scores of all of the measures from the respondents indicate disagreement with each of the proposed measures.

Discussion

The overall analysis exhibits that some people has shown biasness towards the PML-N government. It is also observed that some students double crossed by receiving the laptop from the PML-N laptop scheme but in actual they are against their political party and oppose them in every possible way. Some respond in positive remarks that this happen on merit based and some critically deny that that laptops are not given on merit base. They are given on priority base. This analysis has shown that our education sectors needs to enhance their

system and clear misconception about that. Government need to find those students who has shown active participation throughout their academic career and reward them. Those students who did not get any scholarship or laptop they show negative point of view regarding government.

Policy coherence and continuity are necessary to make the education system strong. Pakistan has to stabilize and standardize education policy so that it doesn't fluctuate with each election.

Digital systems help to work smoothly for the education department.

Ethnic groups, students, teachers, and parents are involved and they have their opinions and suggestions regarding educational policies implementation hurdles. Government need to upgrade their educational environment by technological and financial basis.

Conclusion

Pakistan is still trying to achieve sustainable development goals that are a necessary and urgent requirement to overcome difficulties in our education system. Difficulties still exist today as Pakistan made policies to make a national plan to combine with an international framework like Agenda 2030. Pakistan's devoted their participation to the worldwide development agenda for our bright future. State must to have to safeguarding the right of education which is granted by their constitution.

Pakistan has many obstacles like frequent policy changes, bureaucratic hurdles, administrative inefficiencies, corruption, lack of continuity, and underfunding. Pakistan tries to make institutions strong and provide quality education to reach SDG16, peace, justice, and strong institutions. It is crucial to overcome these obstacles to develop educated, engaged, and active citizens in Pakistan. PML-N took many initiatives for education and to attain peace, justice, and institutions. But their initiatives and policies face challenges that are not implemented properly in Pakistan. The Punjab province is comparatively better in educational facilities. The Punjab government needs to enhance their policy implementation and their continuity for Pakistan's progress.

According to analysis, the PML-N government is overall successful for providing infrastructure development, implementing policies, providing financial aid, and promoting technological advancement in the Punjab region as compared to other parties. The Punjab province is the main economic hub and has industries that provide maximum GDP for country progress in Pakistan. Whenever the PML-N government came into power, they introduced policies and reforms for education. Education is the main element by which a country boosts its economy and does not rely on foreign aid and debt. In the future, the PML-N government has to take more initiative for Punjab to attain SDG4 (quality education) and SDG16 (peace, justice, and strong institutions) in Pakistan.

Recommendation

The following strategic ideas are put out to help Pakistan overcome the obstacles it confronts in implementing the SDGs:

Policy Coherence and Continuity

The process that helps every system overcome obstacles is the policy. The process of resolving educational difficulties is referred to as education policy. Pakistan need to Boost Planning and Policy Frameworks for progress. Make national planning integrate the SDGs.

Include SDG targets in national development plans for areas such as affordable electricity, healthcare, schooling, clean water, security, harmony, and financial stability.

Ensure Accountability for All Departments

Pakistan needs to ensure accountability for all departments to attain SDG16 (peace, justice, and strong institutions). Accountability is necessary to reduce corruption in Pakistan. Educational funds are sometimes misused because of no accountability at the local level. The government needs to ensure accountability and check \balance at the grassroots level of leadership for Pakistan's progress.

Foreign Investment& Global Supports for SDGs Implementation

Utilize foreign investment and support from worldwide organizations to attain the SDGs in Pakistan. Collaborative efforts can yield the financial as well as technical capacity needed for the achievement of goals of SDGs.

Enhancing Educators Quality &Teacher Training for International Level Literacy in Pakistan

For future development, Pakistan's sustainability needs to enhance the quality of educators and teacher training. Teachers' updated knowledge and techniques for learning are necessary to make education easy for students. By getting quality education, which is not just based on the RATA system, students' abilities to meet international standards can be boosted, and they can easily compete at the international level of literacy.

Create structure for Prioritization

Pakistan need to Establish organized mechanisms for ranking and prioritized targets from the Sustainable Development Goals according to their importance, effect, and accessibility of resources.

Annual Report to Check Progress

To ensure openness and monitor progress, annually release updated information on SDG development is necessary for Pakistan. Pakistan needs to clarify their goals and objectives for educational policies.

Political Stabilization

In Pakistan Long-term progress is halted, and instability is created by the frequent policy changes. Pakistan needs to stabilize their police, which are not changed by any election or new government. Political parties should agree on a set of fundamental long-term education goals based on national plans such as Pakistan's Agenda 2025 and as a preferable course of action for SDGs. We have to establish a strong framework for policy that can be modified throughout time without being abandoned every few years. The government needs to ensure no interference from politicians and bureaucrats in education. Sometimes politicians use student unification for their support of political propaganda.

Stakeholder's Involvement in Punjab Education Policymaking

Students, teachers, and parents were also referred to while making policy for education in Punjab. Students' concerns are considered when new policies are generated. Religious minorities and ethnic groups are also referred to while policymaking. Collaboration and cooperation are required for all stakeholders to enhance the institution's atmosphere and enable them to effectively accomplish their learning objectives in Pakistan.

Digital & Technological Advancements

Digital & technological advancements are essential for Pakistan to get updated knowledge and maintain peace, justice, and strong institutions. Digital planning and administration help to address student grievances about grading. Digital systems improved transparency and helped to make strong institutions in Pakistan.

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