

**Generation Gap in Educational Institutions & Its Impact on Academic & Social Well-Being of Learners; A Case Study of Pakistan**

**Agha Salman<sup>1</sup>, Muhammad Azhar Ali<sup>2</sup>, Khalida Nauman<sup>3</sup>, Dr. Syed Yasir Zaheer<sup>4</sup>, Noor Ilahi<sup>5</sup>**

<sup>1</sup> Ph.D Scholar, University of Karachi.

<sup>2</sup> Ph.D Scholar, University of Karachi.

<sup>3</sup> MPhil scholar, Emaan Institute of Management & Sciences

<sup>4</sup> Ph.D in HRM, Emaan Institute of Management & Sciences

<sup>5</sup> PhD scholar, Emaan Institute of management & Sciences

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**Abstract**

Generation gaps hold greater importance in every walk of life such as marriage, family system and as well in educational settings. In Pakistan, the involvement of age difference between teachers and students is becoming an unsolved dilemma and require special attention for conduct of studies and possible solutions and recommendations extract from those studies. This research paper involves qualitative approach to explore and resolve this dilemma of not keeping of age difference between students and teachers and how the age difference is affecting overall the educational and social well-being children. To draw inferences in contrast to set hypothesis, the study conducted include review of topic relevant literature and case studies. After thorough analysis of relevant literature and regional case studies, the set hypothesis are said to be accepted and some suggestions are also recommended to lead this study for future implications.

**Introduction**

Generation gap is a big problem in educational sector that is creating difficulties in institutions of Pakistan. (Xu, 2023) studied, "Previous studies on cohort differences in attitudes toward migrants have yielded mixed results, highlighting the need for further comparison. This research examines generational gaps in attitudes toward migrants in Hong Kong and Shanghai, providing a comparative perspective on this issue. According to some studies, younger people are often more receptive to immigrants than older ones, but other studies have found the opposite.

This implies that the particular local circumstances in which migrants reside may influence how various generations view them. The study draws on comparable data from the Shanghai Urban Neighborhood Survey and the Hong Kong Panel Study of Social Dynamics. it examined attitudes toward migrants in Hong Kong and Shanghai using the "two systems" concept in one country. They discovered a stark difference between Shanghai's and Hong Kong's views on migrants. In Shanghai, younger individuals were more accepting of migrants than older people, whereas in Hong Kong, younger people were more hostile. Notably, within the same nation, attitudes toward migrants of the same ethnicity differed across generations. The more positive views of younger cohorts in Shanghai (born after 1960) toward migrants may be attributed to factors such as higher education levels and increased life happiness, compared to older cohorts (born before 1960). The comparatively more hostile sentiments toward immigrants in Hong Kong may be linked to identity issues. Research on generational gaps suggests that these differences in identity can help explain the varying views toward migrants across generations.

The historical contexts of Hong Kong and Shanghai provide valuable insights into their development as major trade and migration hubs. Following the Treaty of Nanking in 1842, both cities became key links between China and the West. Hong Kong, under British rule, and Shanghai, as a Treaty Port, underwent distinct economic and social transformations, with colonialism and foreign trade driving their growth into global commerce and cultural centers. (Tsang & Yeh, 2016)

Hong Kong's economic growth accelerated in the 1970s, driven by rapid industrialization and export-led growth, earning it a spot among the "Four Asian Tigers." In contrast, Shanghai's economic transformation gained momentum in the 1990s, particularly with the development of the Pudong New Area, establishing itself as a major financial and commercial hub. Scholars have noted that the unique trajectories of these cities were shaped by differing governance models and integration into the global economy. (Ng & Wu, 2015)

## **Research Method**

### **Objective/s**

A Case Study, primarily focused on case studies analysis and published research on generation gap in educational institutes in Pakistan, and stresses upon its impact on educational & social well-being of learners in Pakistan.

### **Hypothesis**

The study tends to be qualitative, the hypothesis established to check the strength of keeping the generation gap in educational environment; thus, the hypothesis in this regard will be as follows:

H0: Generation gap between teachers and students is very essential for the Academic & Moral Well-being of learners.

### **Data Collection Technique**

- Secondary data (Internet, books, journals and articles), case studies of domestic and international educational institutes.
- Some debate assistance from educationists to infer any point of conclusion.

### **Literature Review**

(Neuman, 2022) Studied, "Culture and the gender gap in choice of major: An analysis using sibling comparisons", said that this study explores how cultural factors influencing gender roles contribute to disparities in the selection of academic majors. Using an epidemiological approach combined with sibling comparisons, the research reveals that the gender gap in STEM fields is smaller in countries where women are more inclined than men to pursue STEM majors. A similar pattern emerges when examining choices in male- and female-dominated fields. As per findings cultural beliefs significantly influence these outcomes. To bring equilibrium to gender segregation in education, the study suggested the need to shift perceptions for gender roles in academic and career choices. The findings suggest the reduction in gender disparity in STEM and male-dominated fields is primarily driven by a decline in men's interest in traditionally male-oriented majors, rather than a significant increase in women's participation. This indicates the need of further policy initiatives, especially those aimed at improving workplace dynamics encouraging more women to enter STEM and similar fields may require. (Nkansah, 2024) Opined, the question of support systems for First-Generation Students (FGS) in Ghana's higher education highlights the growing number of FGS and the unique challenges they face, including social, economic, and civil obstacles. This emphasizes the need for a comprehensive examination of existing support systems, particularly within the African context, to better address the needs

of FGS. This phenomenological study explored the types of support accessible to FGS in Ghanaian higher education, utilizing theories of social and cultural capital along with ecological frameworks. The research involved two focus group discussions with eighteen FGS participants and in-depth interviews with two institutional leaders. The findings indicated that the main sources of support for FGS were sporadic assistance from parents, siblings, teachers, and neighbors. However, the support offered by higher education institutions and government agencies was found to be inadequate, ineffective, and highly competitive, worsening the difficulties faced by FGS. The study recommends fostering collaboration among FGS, their families, government officials, and charitable organizations to develop a comprehensive support system throughout their academic journey. Instead of applying generalized support initiatives for all students, the study suggests that governments and higher education institutions should implement structural changes and provide tailored interventions specifically designed to address the needs of FGS.

(Mausethagen, 2023) studied, “Beyond the research–practice gap: Constructing epistemic relations in teacher education” as the paper makes a conceptual addition to the body of knowledge regarding the connections between professional practice and research in teacher education. Policymakers and practitioners in many nations stress the need of research-based and professionally relevant teacher education. However, the epistemic links between professional practice and research-based knowledge have received little conceptual attention. To investigate how such relationships might be comprehended, we provide the idea of epistemic relations. In order to analytically define three facets of epistemic relations—relationships between various knowledge resources, relationships between various knowledge generation processes, and the implications of epistemic relations for student teachers' learning—we take a social practice-based approach to knowledge. Finally, we look into the pedagogical ramifications for teacher preparation.

(Luthra, 2024) studied, “Explaining the attainment of the second-generation: When does parental relative education matter?” as to better understand the unexplained variation in educational outcomes among children of immigrants, researchers increasingly argue that standard educational transmission models fall short. These models often overlook the concept of immigrant selectivity, which refers to the extent to which immigrants differ from non-migrants in their countries of origin. The immigrant selectivity hypothesis is commonly assessed using measures of parents’ “contextual” or relative educational attainment, which reflects their position within the educational hierarchy of their home country. However, findings based on this proxy have been inconsistent. This study identifies three key conditions necessary for using educational selectivity as an indicator of relative social positioning among immigrant children. Using data from a large UK household panel survey, we test these conditions with both adult and youth samples. It has also been examined through comparative data on relative education from earlier studies conducted in Italy, France, and the United States. By bringing together these varied sources, it has been identified that situations where the three conditions apply and where they do not, providing evidence from the UK and other contexts. Lastly, it is suggested in contrast with available guidelines, for utilizing relative education as a measure of social status in cross-national research and critically assess how immigrant selectivity impacts the educational outcomes of second-generation individuals. (Omaish, 2022) studied, The article titled “Knowledge Gaps Among Students Entering Higher Education in Non-Regime North of Syria: Causes and Possible Solutions” highlights the significant challenges faced by the education sector since the Syrian conflict began in 2011. Issues such as widespread displacement, the destruction of educational facilities, and the migration of teachers and university staff have severely affected the quality of education at all levels, from primary school to university, as noted in several UN reports released between 2015 and 2019. Students are entering higher education with significant knowledge gaps in mathematics and science, hindering their academic progress. This research explores the nature and causes of these gaps among university entrants and proposes strategies to address them. Conducted at two universities in northwestern Syria, the study reveals that students face considerable discipline-specific

knowledge gaps due to war, displacement, and socio-economic challenges. The research recommends an integrated institutional approach, considering psychological, social, economic, and educational factors, with support from relevant organizations. These findings offer valuable insights for academics, institutions, and policymakers to improve outcomes for university students in crisis-affected contexts.

### **Effects of Generation Gap on Various Aspects of Life**

Various case studies pointed out differential effects of generation gap on various aspects of life which are as under:

#### **i. Social Aspects**

Social and religious practices are the mainstream of a personality. Personality reflects when these values are exhibited from the personality. Generation gap primarily effect the sociality of a person in family especially the gap between teacher and students in terms values, beliefs etc. (Nelson, 2016) the gap intent the younger to disobey, showing dis-interest in teachers views. Change in lifestyle and westernization also effect students for showing dis-interest. (McCrindle, 2006) but this effect is controllable through counseling at proper time and giving priorities to bringing of change in mix-cultural environment.

#### **ii. Educational Life**

As per discussed earlier, westernization is the root cause of variation in life style and thinking pattern of a personality. Eastern perspectives are completely inverse of western perspectives of delivering knowledge whereas, the knowledge and technological gap also assist in promotion of life style hunt in place of knowledge and skills hunt for students. (Freire, 2020) This is due to too much influence of westernization in student's life.

#### **iii. Monetary Aspect**

Monetary needs fulfillment holds a greater importance in human life. But there is a difference of use of monetary means between old and young people. Old people often consider money as only the mean to fulfill their basic needs but as far as younger are concerned they consider it as a part of life style, involving too much materialism in their life values which bring obstacles and hurdles in their social structure of life. (Hämäläinen, 2019)

#### **iv. Technology Usage**

Change of technology is very consistent in past few decades and its involvement in educational standards and utilization is a must part to adopt. For instance, during Covid-19 pandemic, the education was completely dependent on online learning which involves online means of deliverance such as google meet etc platforms but the problem with such platforms were not the technology but its utilization by elder people. (Albirini, 2016) Youngsters are more updated with the change in technology as far to elder people. Two things that let them stay outdated 1) fulfillment of life needs already. 2) no willing for career development further.

### **Findings**

In lieu of set hypothesis, the findings from the available case studies and literature, following point of inference has been extracted and interpreted. Keeping in view, the socio-economic condition of the region and value system in families and educational institutions:

- Westernization is considered as the root cause of age and knowledge difference between teachers and students. Therefore, especially the age difference should be maintained in educational institutes for quality and experiential learning.

- Behavioral and disciplinary misconduct has the grass roots in knowledge gap between teachers and students especially, the advancement in technologies and its usage in educational environment.
- Old traditional and combine family system also empower the adversities of generation gap between teachers and students especially, when the age difference between teachers and students is very minimal. Therefore, age difference should be maintained to preserve traditional settings and values.
- As far as misconduct and disciplinary conduct is concerned, it strongly involve the nesting and parenting. A parenting inclusive of too much favoritism in life values and no check and balance for rewarding and punishment drive the youngsters towards breaching of family values.

## Suggestions

Beside the broad spectrum and nature of the study, it is conducted on qualitative priorities and findings are drawn from case studies and available literature and study is regional bound and only considered the regional settings, value system and socio-economic conditions and somewhere cross cultural conditions. Therefore, it is recommended to conduct the study on quantitative priorities which might bring outstanding results that are not covered in this study due to limited time duration for the conduct of this study.

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