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## An Observational Study on the Battle for Success: Education and Opportunities

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### ABSTRACT

The mission of achievement has long been intermixed and intertwined with access to the availability of opportunities and quality education. In the view of this observational study, there is a complex dynamics between educational achievement and the ways it creates towards personal, social and professional success. Illustrations on societal patterns, real life experiences and comparative context, this paper observes how education serves both as a potential gatekeeper and foundational pillar in the quest for success. The literature analysis of the study highlights the inequalities in access to quality education because of systematic inequality, socioeconomic status and geography showing that all individuals have not the same starting point of quest for success. Furthermore, this study highlights how opportunities ranging from resources, scholarships and guidance to career exposure are unfairly disseminated, sometimes strengthening the existing hierarchies. In the context of qualitative observations and secondary data, this paper show the importance how social and moral support and motivations toward educational learning is impactful to outcomes as important as formal credentials. Education opens doors while success depends on joining and availability of factors including time, strength, ability and opportunity. This paper believes that opportunity gaps and ensures equal access to resources promote lifelong learning. In the context of argument, it clears the consideration of success metrics beyond academic achievement alone. This paper frames a wide range of discussion on how individuals counter structural challenges in their quest for progress and

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development. Education must be more powerful tool for both as a tool morality and a tool of strength and empowerment.

**Keywords:** Education, Success, Learning Outcome, Opportunities

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## INTRODUCTION

Pursuing success has long been associated with acquiring education since it is often regarded as the primary path to both professional and personal achievement. Since formal education equips people with the skills, knowledge, and certifications necessary to find a stable job and advance in their careers, it has long been viewed as the key to economic mobility (Schultz, 2023). Modern discourse challenges this conventional wisdom, arguing that alternatives to formal education, such as skills-based employment, entrepreneurship, and vocational training, may be just as beneficial, if not more so, in achieving success.

In today's rapidly evolving job market, employers are giving more weight to skills, adaptability, and real world experience than to degrees (World Economic Forum, 2024). For instance, Berkshire Hathaway CEO Warren Buffett emphasizes that the value of higher education mostly depends on the individual and values natural aptitude and practical experience above prestigious degrees when evaluating applicants (Hyatt, 2024). Many people may discover that alternate routes, such as apprenticeships and business beginnings, are more reliable than traditional university education, according to the Social Mobility Commission (Ferguson, 2024). Furthermore, the rise of online learning and digital platforms has increased information accessibility for everybody, allowing individuals to acquire in-demand skills outside of the traditional classroom (OECD, 2024).

Despite these advancements, formal education is still required to foster critical thinking skills, intellectual capacity, and structured learning environments all of which some other pathways might not offer. In addition, professions like law, engineering, and medicine continue to demand extensive education and certification. However, as sectors become more dynamic, the increasing focus on lifelong learning and skills-based employment suggests a paradigm shift in how success is defined and attained. The dynamics of Pakistan socioeconomic settings are reflected in the complex relationship between education and opportunity. Education has long been considered as a way to success but recent studies suggest that usefulness is weekend when relevant opportunities are not available.

The education system of Pakistan is overstressed and outdated rote memorization at the expense of practical abilities resulted in graduates skills falling lack of abilities and short of what companies needed, claims Ayesha Hassan (2024). This divergence leads to high rates of unemployment among educated youth and it is highlighting the need for a gap shift to skill based education.

In the same way, Fatima S. Attarwala (2025) noted in her discussion 'illusion of success through education' that the economy cannot encourage the increasing number of graduates despite the expansion of the number of universities that

provides degrees. The lack of practical experience and overstock workforce intensify the unemployment among educated people.

The initiatives that seek to offer multiple opportunities outside of the outdated educational pattern containing the transgender focused curriculum development of the Culinary and Hotel Institute of Pakistan and Gilgit Baltistan Girls Football League. Such programs nurture empowerment and social inclusion by providing opportunities to underrepresented groups to develop their skills and self-confidence of doing.

Lastly, even while education is still an important part of human success and growth in changing of Pakistan's socio-economic environment depends on matching it with skill development and real world chances. This shifting point required a careful analysis of the characters that education and other skill based options play in achievement. A well rounded paradigm combines formal education with skill development and practical experience can be the best way to both personal and professional success. Finally, the understanding how education and opportunities work together to empower success needs a broad discussion that considered socio-cultural pressures, personal objectives and economic trends.

#### **LITERATURE REVIEW**

Education and opportunities has a high connection in defining major role in determining success on both an individual and social level. Opportunities permit people to put their efforts of knowledge and skills, they get through educational institutes to good use. According to the context of Pakistan and linking recent the research reports, this review of the literature observe complex relationship between education and opportunity in order to show a comprehensive perspective.

Additionally, Higher Education is mostly seen to be associated with high socio-economic mobility and employment prospects worldwide. The recent research challenges indicates this point, supporting that a college degree is not a guarantee of success. In the view of The Social Mobility Commission of United Kingdom argue that an unnecessary prominence on higher education may hide the other practical professional choices like entrepreneurship and education. The deputy chairman of the panel, Rob Wilson, highlights the importance of multiple pathways to success and the vital impact that families and society have on achievements of children.

Furthermore, the workers in England are mostly overqualified for their jobs which highlights the mismatch between educational attainment and demand of labor market reportedly the Organization for Economic Co-operation and Development (OECD). This scenario highlights the complexity level to align educational achievements with market workforce demands in order to enhance individual satisfaction and productive development.

The interrelation between education and opportunities shows unique and complex challenges not only in Pakistan, but all over the world. According to the stats, an estimation of 26 million children between the ages of five and sixteen are not enrolled in school, which is also a matter of high concern. This issue is more apparent in rural areas and among women, to perpetuate the inter-generational

inequality. The educational system of Pakistan has to be come under-fire for its outdated curriculum and structure which gives more importance on memorization than on creative thinking, critical thinking and practical skills. The Author, Ayesha Hassan is in favor of shifting toward skill based practical education that combine the vocational and technical trainings in order to minimizing the gap between education and employment opportunities.

In the next, the experimental observational study helps to understand this association. Shakil et al. (2024) viewed into the connection among education, trainings and the earning abilities of young professionals in Pakistan. The reports shows that education and practical trainings significantly promote the earning capabilities with academic success serving as a key progressive factor. However, institutional barriers such as a lack of funding for educational infrastructure and a mismatch between training programs and labor market demands keep this potential from being fully realized.

### **Materials and Methods**

This study was conducted with a scoping observatory review of comparative study among education and opportunities describing the theme of quest for success in Pakistan. Observatory review is recommended in settings where there is limited evidence on a subject as it allows a broader coverage of topic. We searched different electronic databases from the beginning of their timeframes including 'The Dawn, The Times, Educational Psychology Review and World Economic Forum' and also searched grey literature which included unpublished literature and reports for relevant literature. Database was searched until May 2025.

### **RESULTS AND DISCUSSION**

The findings of this observational study shows a consistent and strong connection between access to educational opportunities and available opportunities for success. Socioeconomic conditions draw the picture of access to quality education, learning environment and a high sense of confidence and opportunities in career growth. The findings indicated that only educational attainment did not guarantee for success, multiple factors like personal commitment, networking, social capital and mentorship play pivotal roles in quest for success outcomes. The findings of study reveal that individuals with higher level of education have had greater access to the diverse advanced training programs, professional roles and leadership positions. It means education play a role of pathway, not only knowledge capital but expanding and shaping the individuals socioeconomic status.

In the next, discussion of the study highlights the role of poor and unequal educational infrastructure in continuing the cycle of hindrance. Access to quality education has a structural phenomenon; urban participants have better schools, exposure to competitive environments and more extracurricular options while rural participants often struggled with insufficient facilities and limited options. This rural-urban gap reflects structural inequalities that educational policies have to yet fully address. Interestingly, the study also found that participants engaged in skill development and lifelong learning, regardless of their formal educational level were

able to adapt and find gateway to success. This indicates the personal commitments and resilience can partially compensate the systematic limitations.

### **Suggestions and Recommendations**

Numerous initiatives aim to bridge the gap in education and opportunity in Pakistan. For instance, the cooking & Hotel Institute of Pakistan began providing a free six-month cooking education to transgender individuals, a minority group that is often excluded from professional employment. This program enhances participants' employment prospects and social integration by equipping them with professional skills.

Several policy adjustments are required in Pakistan to balance education and opportunities. Above all, curriculum reform is necessary to shift from memorization to a more dynamic approach that fosters critical thinking, creativity, and employable skills. Students should be provided multiple employment opportunities and would become more employable. Students must be encouraged and equipped to counter real world issues. Public and Private partnerships can play an important role in minimizing the gap between employment and education by associating and promoting the collaboration among academic institutions and employments.

Furthermore these partnerships can support more smooth transitions from school to workforce by helping to match fruitful and productive training programs according to the needs of labor market. Comprehensive and environment friendly education policies are very necessary to increase enrollment and retention, especially among underprivileged areas and girls in order to improve open and fair access to education as theme "Education for all". In the end education is required a greater funding for enhancement of infrastructure, learning resources teacher preparations and strengthening the governing bodies of institutions. Pakistan may improve the quality of education by restructuring the system and increasing public funding for education. It may create a mechanism that excellently links education with opportunities. Education and opportunities would promote both individual and societal development.

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