



Examining the Impact of Social Media Campaigns on Adolescents' Educational Development in Pakistan: A Case Study of Kamyab Jawan Program

Faiza Shahzad¹, Dr. Zameer Ahmed², Muhammad Sarmad Atiq³, Aysal Elham⁴ & Sahab Ayaz⁵

¹Riphah International University, Islamabad, Email: Faiza.shahzad95@gmail.com

²Riphah International University, Islamabad, Email: zamiratk2@gmail.com

³Riphah International University, Islamabad, Email: msatiq@gmail.com

⁴Riphah International University, Islamabad, Email: aysalelham@gmail.com

⁵Riphah International University, Islamabad, Email: Sahabayaz04@gmail.com

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Corresponding Author:

Faiza Shahzad

Email:

Faiza.shahzad95@gmail.com

ABSTRACT

Social media has taken the form of a revolutionary digital instrument, changing diverse aspects of society, such as educational development in Pakistan. This study investigated the effect of the Skills for All (Hunarmand Pakistan) campaign on the educational development of adolescents based on a case study of Facebook campaigns initiated by the Kamyab Jawan Program. The study explored outcomes of awareness, motivation, performance, and self-efficacy through the survey methodology, with 35 adolescent respondents. Findings indicated a level of campaign awareness (77.1%) with significant positive outcomes of educational opportunity awareness (82.8%), academic motivation (77.2%), and especially academic self-efficacy (82.9%), but had a moderate positive trend in tangible academic performance (68.6%). Findings show that well-planned social media campaigns can be highly effective in educational development amongst Pakistani adolescents.



Introduction

Social media operates as a strong digital instrument that shapes different parts of society, including education, in today's rapidly evolving digital society. Pakistan has experienced a digital platform expansion, which has changed communication practices and student learning of educational content (Shabbir et al., 2023). The Kamyab Jawan Program, under government direction, uses social media campaigns as a tool to reach young people for empowerment training and vocational education while developing entrepreneurial competencies. These economic and social development campaigns use social media for their primary purpose but simultaneously aid adolescent

educational development through digital literacy growth and collaborative learning platforms that provide academic resources (Batool et al., 2019).

The Kamyab Jawan Program campaign, known as Skills for All (Hunarmand Pakistan) campaign, uses Facebook as its primary channel to maximize its reach and interaction among Pakistani youth. This research adopts the Skills for All (Hunarmand Pakistan) campaign from the Kamyab Jawan Program as a focused case study. The research examines the impact of such social-media campaigns on educational growth among Pakistani adolescents while conducting an extensive review of their design elements and distribution systems, and content delivery methods. The study will analyze changes in three domains, including learning attitudes, school engagement performance, and self-efficacy within participants who were exposed to Skills for All (Hunarmand Pakistan) content. The research findings will establish optimal methods for digital youth interventions throughout this region.

Problem statement

According to Raja (2020), the Kamyab Jawan Program establishes youth empowerment through its broad goals, but its approaches mainly focus on creating job opportunities, entrepreneurial education, and economic development. The educational development of adolescents—a critical component for long-term human capital formation—has not received equivalent attention. Jawed et al. (2023) show that social media works well for political engagement, yet there are uncharted waters regarding its use for adolescent educational improvement through online initiatives. The main hurdle involves determining how social media campaigns create solutions for educational limitations and minimize students' lack of motivation while creating new learning methods. The study seeks to resolve this research gap by investigating the educational effects that result from Skills for All (Hunarmand Pakistan) Facebook campaigns on adolescent students.

Research Objectives

1. To evaluate the effectiveness of various Facebook campaigns under the Skills for All (Hunarmand Pakistan) campaign in raising adolescents' awareness of educational opportunities.
2. To examine the relationship between exposure to Facebook campaigns and adolescent academic motivation improvements.
3. To determine how the Skills for All (Hunarmand Pakistan) campaign impacts the motivation of adolescents towards academic performance.

Research Questions

1. To what extent do Facebook campaigns launched under the Skills for All (Hunarmand Pakistan) campaign effectively increase awareness among adolescents regarding educational opportunities?
2. Examine the strategies of Facebook campaigns that contribute most to promoting adolescent educational development.
3. To what extent does exposure to skills for All (Hunarmand Pakistan) campaigns influence adolescents' motivation toward academic performance?

Research Significance

The Kamyab Jawan Program has traditionally received assessments on economic outcomes, yet this paper broadens academic evaluation by studying educational influences from the program.

Through studies from both socio-economic fields and media research, the author develops a complete youth development framework. Research results should help policymakers develop educational campaigns for social media platforms that efficiently provide content and engage their audience for better academic performance of adolescents. The findings will help modify existing youth programs because they reveal efficient methods along with program obstacles. The research into social media's relationship with education becomes more vital today because Pakistan has a substantial youth demographic alongside advancing digital connectivity. Research evidence demonstrates how educational empowerment through digital campaigns functions as a development catalyst that supports the national development objectives.

Literature Review

Social media has greatly impacted the way adolescents' study educational material and build their academic activities. It has played a helpful role in obtaining the information from different digital platforms.

Pakistan's Social Media Landscape and Educational Context

Abbas et al. (2019) determine that the use of social media in Pakistan has experienced significant expansion through its adoption by youth and university students, which leads to a complicated educational environment. Social media provides higher education students across Pakistan with standardized communication tools that enable the sharing of academic resources while promoting teamwork between students. The widespread adoption of social media platforms transformed Pakistani teenagers into different ways of accessing educational resources while engaging in learning processes. Tariq et al. (2012) demonstrate how social media influences Pakistani students' learning behaviors along with their academic achievements, although proper utilization of these platforms produces positive educational results.

The Skills for All (Hunarmand Pakistan) campaign Overview

Hunarmand Pakistan (Skills for all) is one of the six schemes under the flagship Prime Minister's Kamyab Jawan Programme launched in early 2020 for empowering youth through a focused scheme of skill and entrepreneurship development. The allocation for Hunarmand Pakistan was PKR 30 billion to train about 170,000 young Pakistanis in technical and vocational fields, ranging from AI, web development, to digital marketing for 20 months. The initiative is a part of the National Skills Strategy Task Force, in partnership with NAVTTC, to strengthen Pakistan's human resources on a job market trend basis (Batool et al., 2019).

Social Media in Youth Empowerment and Development Programs

Abbas et al. (2019) consider that social media have emerged as crucial preliminary networks for sharing program information, stimulating stakeholders, and providing an avenue for participants in programs to interact. The United Nations Development Programme reports on Kamyab Jawan notes that alternative messaging campaigns on social media play a critical role in driving inclusive values and disarming the payload of misinformation. Similarly, multi-approach youth support projects have been able to harness Facebook and Twitter to create national environments that empower youth participation and social protection in the region (Ahmad et al., 2019).

Social Media Strategy of the Kamyab Jawan Skills for All Campaign

Raja (2020) states that the social media strategy of the Skills for All campaign is multi-channel, using Facebook, Instagram, and YouTube to reach various youth strata. On Facebook, the official Kamyab Jawan page has been posting regularly the course highlights, the success stories, and the application deadlines, as well as the community management practices, stating that the inquirers

would be replied to within 24 hours. The Instagram (@ehunarorg) supports this with visually rich “story” content—short videos and infographics—showcasing hands-on training sessions and graduate testimonials that have brought high engagement rates with interactive polls and Q&A stickers (Ahmed et al., 2024).

Gaps in the Existing Literature and Future Directions

However, despite nuanced descriptions of program design and social media tools, little in the way of rigorous evaluation studies that would assess the long-term effects of these online approaches on actual skills acquisition and livelihood outcomes. UNDP procurement cancellation for baseline research shines a light on the quality and methodological rigour problem in social media campaign evaluation. In addition, although engagement metrics are easy to report, there is poor literature on the integration of qualitative feedback like participant narratives into strategic pivots, which is a gap for mixed-methods to fill in terms of how social media interventions become actual youth empowerment on the ground (Jamal, 2020).

Methodology

The methodology section explains how the research study will analyse the key aspects through which the Skills for All campaign program promotes education on Facebook and affects Pakistani adolescents.

Population and sample size

A structured questionnaire will be distributed among a purposive sample of 40-45 adolescents who are exposed to the Skills for All campaign, with a target of obtaining at least 20-35 responses in the final analysis.

Sampling technique

This research will use convenient sampling, a non-probability sampling method in which participants will be selected based on their availability and willingness to participate in the research. The key variables are measured from a structured questionnaire. The independent variable used was the level of exposure to the Skills for All campaign (frequency of viewing campaign posts). Several dependent variables related to educational development are measured in the questionnaire, including: Learning attitudes changes, awareness of available educational opportunities, school engagement, if any/performance, and academic self-efficacy. Demographic information, gender, and level of education are also taken. In turn, data will be analyzed to explore the impacts of exposure to the social-media campaign on these educational outcomes (DVs) to respond to the research objectives.

Findings

Demographics Character

The survey achieved a response rate of 35 participants, broken down as: 54.3% female and 45.7% male participants. On education levels, a larger proportion (45.7%) of respondents were in the secondary education level, which is followed by 31.4% in the higher secondary level and 22.9% in the undergraduate level. This distribution strives to create appropriate representation at different levels of education while prioritizing adolescents in lower and higher secondary education, which constitutes the major target group of this study.

Table 1: What is your gender?

35% Responses

Female	60%
Male	40%

Table 2: What is your current education level?

35% Responses

Secondary school	28.6%
Higher Secondary School	34.3%
University	37.1%

Campaign Awareness and Engagement

The survey shows that more than three-quarters (77.1 %) of the surveyed people were aware of the Hunarmand Pakistan (Skills for All) campaign, whereas a quarter of respondents did not know the campaign. In terms of engagement frequency, 17.1 % of respondents reported daily engagement with campaign content, 28.6 % reported 2-3 times per week engagement, 22.9 % reported once a week engagement, and 20 % of respondents reported occasional engagement, whilst 11.4% reported never engaging. The most popular forms of engagement were liking posts (71.4% of responses), reading/viewing content (68.6% of responses), sharing of posts (42.9% of responses), commenting on posts (31.4% of responses) and clicking on links for more information (28.6% of responses). 8.6% of respondents said they had no engagement with the campaign. These results point to high awareness in the target audience with a large percentage of the target audience actively engaging with campaign content through different sources of interaction.

Table 3: Are you aware of the Hunarmand Pakistan (skills for all) campaign on Facebook?

35 % Responses.

Aware	71.4%
Not Aware	28.6%

Table 4: How often do you view or engage with posts from Hunarmand Pakistan (Skills for all) campaign on Facebook?

35% Responses

Daily	31.4%
Weekly	25.7%
Occasionally	34.3%
Never	8.6%

Educational Awareness Impact

The survey data shows that the Hunarmand Pakistan campaign has been very effective in educating adolescents about education. More than half of the respondents, 82.8 per cent, said they agreed or strongly agreed that the campaign heightened their awareness of educational stations in the form of scholarships and training programs (37.1 per cent strongly agreed while 45.7 per cent agreed). There were just 11.4% neutral, and a startling 5.7% were in disagreement. There were no respondents who strongly disagreed with this statement, which indicates that the campaign has been effective in promoting information access on educational hearings for the targeted people.

Figure 1: Which of the following actions have you taken on Hunarmand Pakistan (Skills for all) campaign posts? 35 Responses

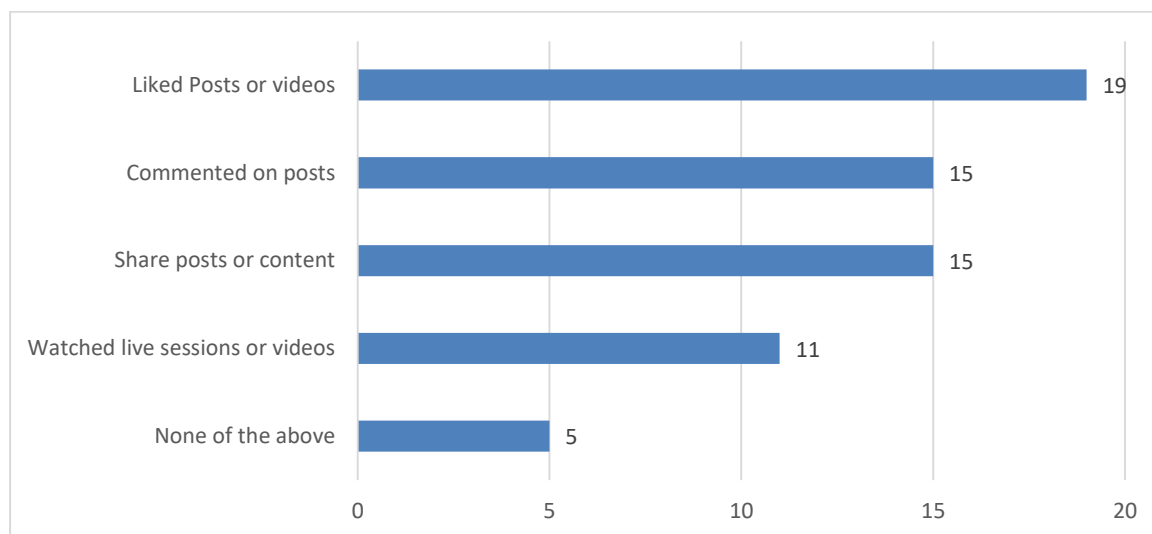
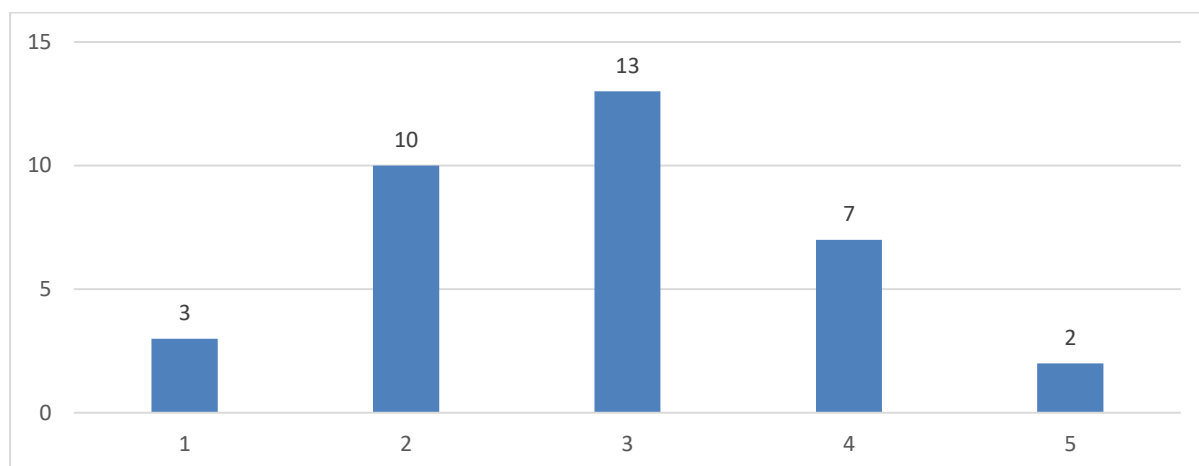


Figure 2: The Hunarmand Pakistan (Skills for all) campaign has increased my awareness of educational opportunities (e.g. scholarships, training programs). (1=Strongly Disagree;.....; 5=Strongly Agree) 35 Responses



Academic Motivation Results

The campaign illustrates an intense positive effect that can be made on academic motivation for the respondents. Considerably, 77.2 % admitted that they were being more highly motivated to succeed in their studies following contact with the campaign content (31.4 % strongly agreed, 45.7 % agreed). Similarly, 74.3% of individuals expressed interest in the campaign, creating a more positive attitude towards learning and school subjects (31.4% agreed very much, and 42.9% agreed). The same is true of the role played by the campaign in motivating higher academic goals; 77.1% of the respondents indicated that the campaign encouraged them to set higher academic goals, and 77.1% (37.1% strongly agreed and 40% agreed) were in favor. Such stable answers on different aspects of academic motivation indicate that the campaign has, in particular, succeeded in boosting adolescents' motivation and will to accomplish educational success.

Figure 3: After seeing Hunarmand Pakistan (skills for all) content, I feel more motivated to do well in my studies. (1= Strongly Disagree;....; 5= Strongly Agree)

35 Responses

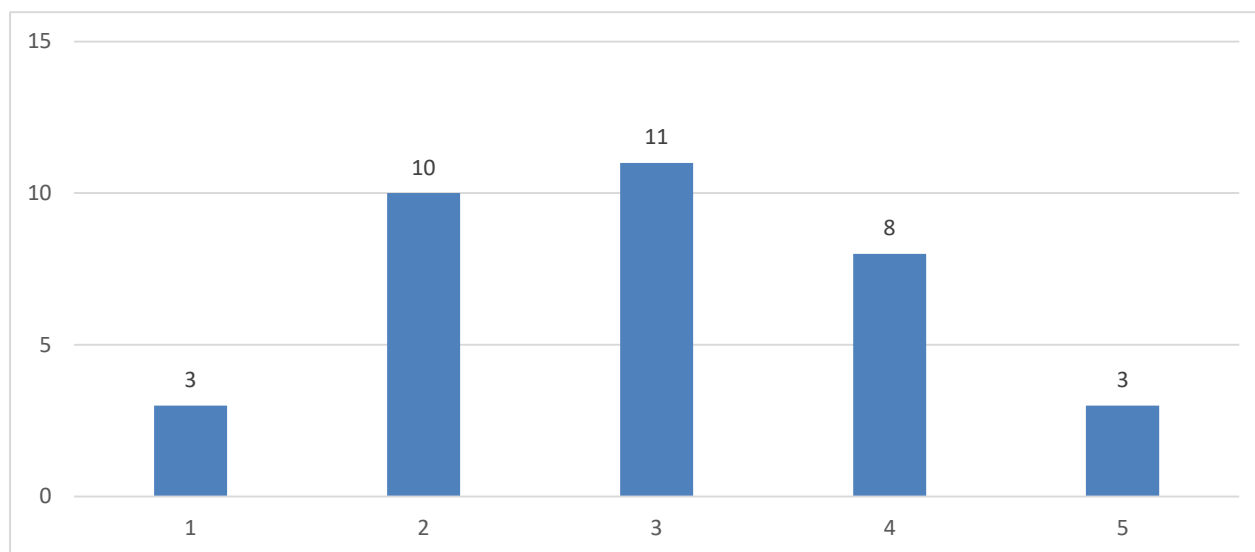
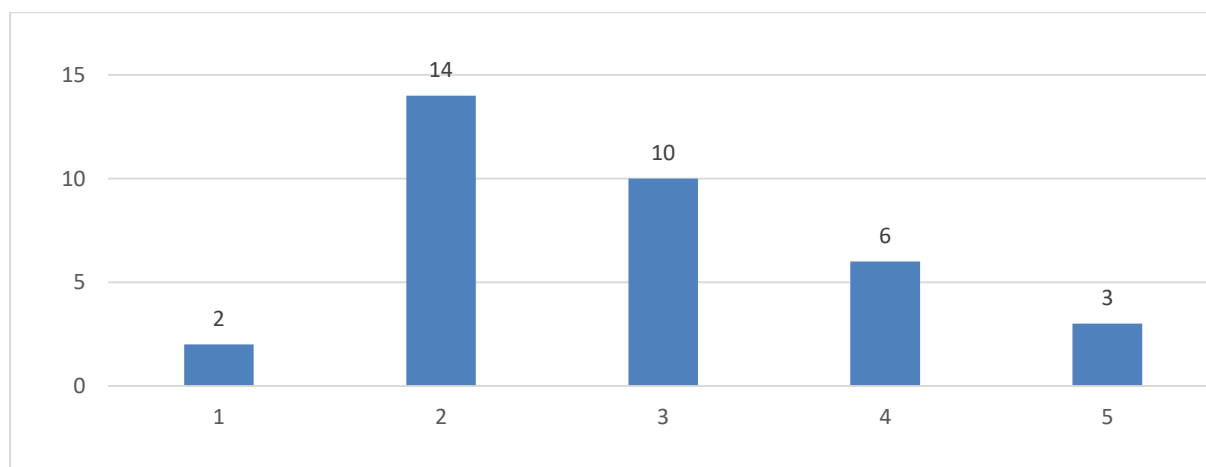


Figure 4: My attitude toward learning and school subjects has become more positive due to the Hunarmand Pakistan (Skills for all) campaign. (1= Strongly Disagree;....; 5= Strongly Agree)

35 Responses



Academic Performance Effects

The effect in terms of academic engagement and performance is positive but considerably less powerful than the metrics used for awareness/motivation. Concerning active class participation, 65.7% of the respondents believed that they participated more actively in class after following the campaign (20% strongly agreed and 45.7% agreed). Similarly, 68.6% of respondents also found to reported improvement in school performance measure indicators like grades, attendance, and homework completion due to the existing motivation of the campaign (strongly agree- 25.7% and agree 42.9%). Although these are the majority of responses reporting positive effects, they are slightly below the observed effects on awareness and motivation. This pattern implies that attitudinal changes are easily a norm, but their actualization into actual behavior change and performance facilitation may necessitate further time or mechanisms.

Figure 5: The Hunarmand Pakistan (Skills for all) campaign has inspired me to set higher academic goals for myself. (1=Strongly Disagree;.....; 5=Strongly Agree) 35 Responses.

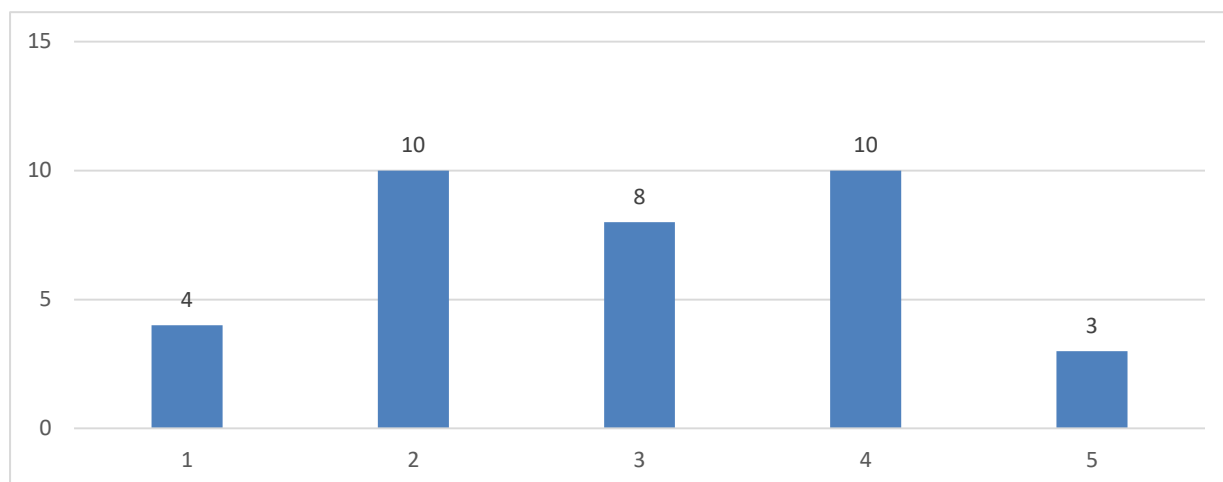
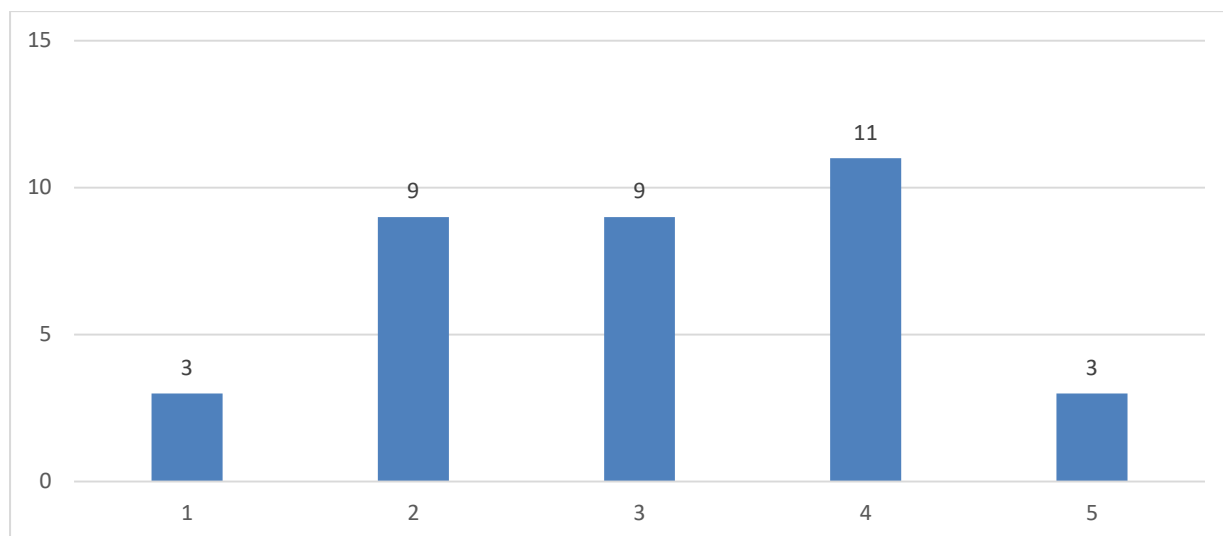


Figure 6: I participate more actively in class since following the Hunarmand Pakistan (skills for all) campaign . (1= strongly disagree5 =strongly agree) 35 Responses.



Self-Efficacy Improvements

The most clearly visible positive effect of the campaign seems to be that related to academic self-efficacy. Remarkably, 80 % of respondents reported having gained more confidence to solve problems in school subjects after the campaign (34.3 % strongly agreed and 45.7 % agreed). More impressively, 82.9% of respondents also said to were more confident about their capabilities to achieve academic goals owing to the campaign (40% strongly agreed while 42.9% agreed). This was a significant increase in self-efficacy, and this is an important psychological backing and can play a big part in long-term educational development and achievement among the adolescents who will be the beneficiaries of this campaign. The emergence of such confidence and faith in a person's academic ability is a strong predictor of persistence regarding educational involvement and success.

Figure 7: My performance in school (grades, attendance, homework completion) has improved as a result of the motivation from the Hunarmand Pakistan (Skills for all) (1= strongly disagree5 =strongly agree)

35 Responses

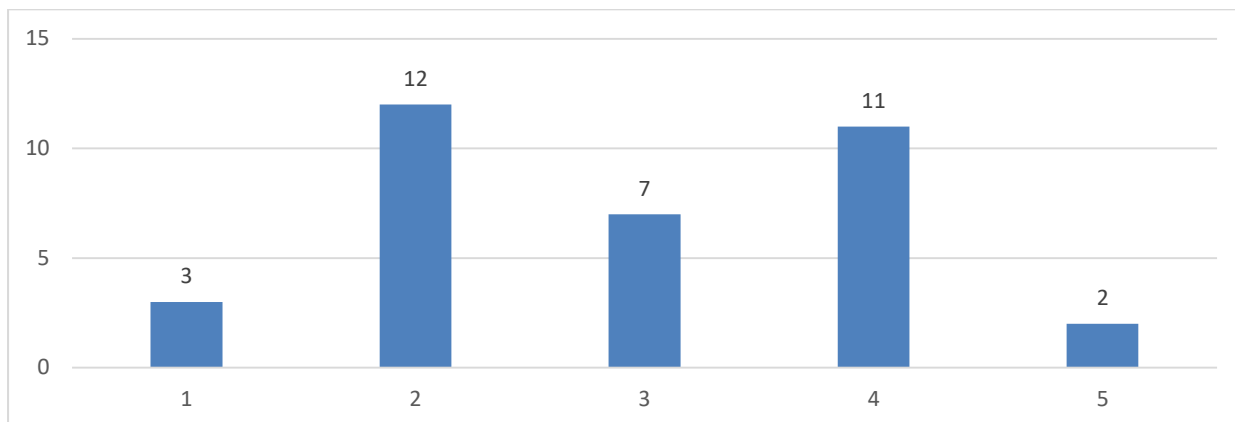
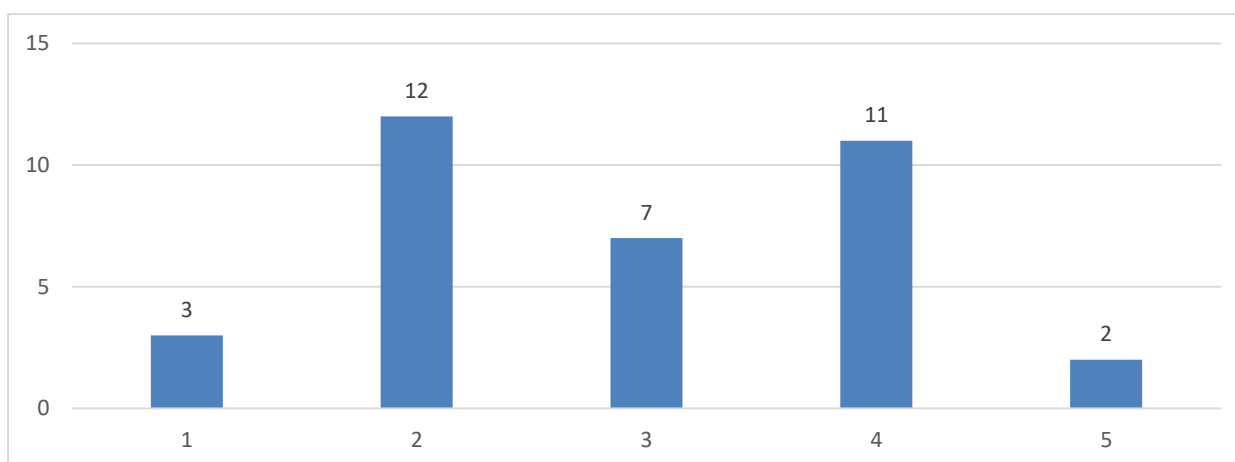


Figure 8: I feel more confident in my ability to solve problems in my school subjects after following the Hunarmand Pakistan (Skills for all) campaign. (1= strongly disagree5 =strongly agree)

35 Responses.



Discussions

The Hunarmand Pakistan campaign succeeded in raising educational awareness among 82.8% of adolescent respondents, indicating highly aligned communication strategies. But, 17.2% neutral or negative responses suggest improvement areas for wider outreach. Noninteractive engagement (71.4% likes, 68.6% views) was higher than interactive engagement (31.4% comments, 28.6% looking for information). With 46% engaging at least 2 X a week, 11.4% never engaging despite awareness, the need for content improvement tailored for certain audience segments is evident. Efforts by the organizers had a positive impact on academic motivation (77.2%) and learning attitudes (74.3%), and the importance of Facebook propaganda in terms of enhancement of adolescent academic motivation was confirmed. Reduced effects on measurable performance indicators (65.7-68.6%) indicate that attitudinal shift is lacking from behavioral shifts.

The significant impact of the campaign on increasing academic purposes (77.1%) constitutes an important link between motivations and performance, activating a vital mechanism of transforming

motivational changes to factual academic improvements. The greatest impact was in academic self-efficacy (80-82.9%), indicating a cascading impact model where campaigns influence first awareness and attitudes, then affect self-efficacy, and finally result in behavioral and performance change. Though highly successful in creating awareness, motivation, and self-efficacy, the inclusion of overt guidance regarding methodology and skills of academics would strengthen the conversion to actual results in academics. The special value of the success of the campaign towards fostering self-efficacy in such a resource-limited educational context of Pakistan is evident.

Conclusion

This research studied the effect of social media campaigns, that is, the Skills for All (Hunarmand Pakistan) Campaign under the Kamyab Jawan program, on adolescents' educational development in Pakistan. The findings provide good indications of positive effects in different aspects of educational growth. In its efforts, the campaign showed remarkable success in creating awareness regarding educational opportunities (82.8%), increasing academic motivation (77.2%), increasing learning attitude (74.3%), and increasing academic self-efficacy (over 80%). Although this had a slightly lower effect on tangible academic performance metrics (65-68%), this provides evidence of a model of cascading effect whereby attitudinal changes influence behavioral outcomes. The research emphasizes the efficacy of a focused social media campaign in resolving educational development challenges in low-resource environments. Future campaign strategies should have more interactive aspects of engagement and offer practical academic methodologies that will enable the actual conversion of enhanced motivation to observable performance outcomes. These results offer designers and policymakers useful guidance to mobilize the digital platform in the effort to educate adolescents for empowerment in Pakistan and comparable underdeveloped situations.

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