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THE RISE OF EDUCATIONAL TECHNOLOGY STARTUPS AND THEIR INFLUENCE ON EDUCATION

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Abstract
This quantitative study investigates the influence of educational technology (EdTech) startups on the education sector in universities located Lahore, Pakistan. With the increasing integration of digital tools and platforms in teaching and learning, EdTech startups have emerged as significant contributors to educational innovation. The study aimed to assess the impact of these startups on students' academic performance, teachers' instructional methods, and the overall learning environment. A structured questionnaire was administered to a sample of 250 participants, including 200 students and 50 teachers, from various educational institutions across Lahore. Data were analyzed using descriptive and inferential statistics. The results revealed a positive correlation between the use of EdTech solutions and improved student engagement, accessibility to learning resources, and instructional efficiency. However, challenges such as digital literacy gaps, infrastructure limitations, and resistance to change were also identified. The study concludes that while EdTech startups are reshaping the educational landscape in Lahore, their long-term success depends on policy support, professional training, and equitable access. Recommendations for stakeholders are discussed to enhance the integration of educational technologies in mainstream education.

Keywords: Educational technology, EdTech startups, Digital learning, Technology Integration

Introduction

Modern educational technology (EdTech) has changed how schools conduct education throughout the world. Educational technology startups newly assume a major role in the transformation of learning environments through digital systems alongside interactive educational tools which enhance educational access as well as individualized experiences (Panicker, 2020). The urban center of Lahore in Pakistan now experiences rising prominence of EdTech startups because educational innovation multiplication combines with expanding mobile connectivity and internet accessibility (Asad & Suleman, 2025). The Pakistani educational system experiences rapid changes in the integration of EdTech. K-12 institutions are moving toward digital systems to solve ongoing educational problems which involve classroom overcrowding and shortages of qualified teachers and differences in standard of schooling. The Pakistani government launched the Presidential Initiative for Artificial Intelligence and Computing (PIAIC) which serves as a fundamental initiative to connect education to technology and develop digital competency among workers (Wikipedia, 2024).

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CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

The focus of Taleemabad Sabaq and Ilmversity startups highlights technology-based learning systems and content platforms which enhance educational quality and outreach across Pakistan (Academia Magazine, 2025). Promising though these developments seem to be there are challenges that exist in the integration of EdTech across Pakistan. A large gap exists between urban and rural areas affecting the distribution of technological instruments and internet services (Hameed et al., 2016). Correct implementation of modern educational technologies at schools remains challenging due to shortages of stable electricity systems and internet services (EDLND, 2025).

The societal unwillingness to approach modern educational and technological methods blocks EdTech adoption throughout Pakistan (Panicker, 2020). The EdTech startup movement has gained significant visibility throughout Lahore because the city contains people from various backgrounds combined with public and private educational systems. The startup companies develop solutions which simultaneously elevate educational quality by enhancing delivery systems and strengthening administrative performance as well as enhancing stakeholder communication connections (Academia Magazine, 2025). Ilmversity enables student performance monitoring in real time while delivering interactive classes that enhance parental and educator support for students. The effect of EdTech needs quantitative evaluation through research to assess its educational performance in classrooms.

Research evaluation of students' academic performance and learning engagement together with outcomes allows scientists to understand EdTech intervention effectiveness (Investigating the Impact, 2022). This research generates important information about both instructor preparation standards and institutional support for digital tools and tool usability (Asad & Suleman, 2025). The majority of EdTech research in Pakistan explores qualitative aspects without sufficient empirical evidence to support policy decisions and educator practices. The research analyzes EdTech startup effects on educational practice in Lahore through quantitative methods. The study gathers data from 250 participants across multiple educational institutions which consist of both public and private settings together with their leadership teams along with their teaching staff and student members. The researcher collects data using structured questionnaires to measure technological practices and student interaction coupled with performance scores and educational quality assessments.

The research findings will demonstrate both the positive aspects associated with EdTech adoption as well as identify obstacles that hinder its successful application. The successful implementation of EdTech depends on three key factors which are teacher training deficiencies and irregular access to devices coupled with diverse digital literacy levels (Teach Educator, 2025). The research findings will support ongoing initiatives to develop national education policy by delivering tested recommendations about digital learning implementation in cities and semi-urban areas. The ongoing change of Lahore into an educational center makes it essential to grasp the true effects of EdTech startup enterprises. The proper policy framework combined with financial support and multi-stakeholder partnerships can guide EdTech toward transforming Pakistani education into an equal and all-inclusive and effective system (The Express Tribune, 2023). The study works to develop strategies that will strengthen educational resilience by using technology to serve the diverse academic requirements of all students.

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CJSSR
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Vol.03 No.02 (2025)

Statement of the Problem

The worldwide surge regarding educational technology (EdTech) has failed to resolve substantial obstacles in Pakistan's educational system concerning quality education accessibility and educational equity. The city of Lahore hosts public along with private educational institutions which have motivated EdTech startups to create innovative solutions for overcrowded classrooms and teacher shortages and old teaching methods and personalized learning needs. These new companies develop digital platforms together with learning applications as well as online teaching tools to boost teaching efficiency and student academic outcomes. Research about the real effects of these startups has remained understudied mainly because an adequate quantitative assessment is missing.

There is insufficient quantitative data regarding the effectiveness of technological interventions in improving academic performance and reducing educational disparities but anecdotal results show better student engagement and administrative efficiency at the moment. The full potential of educational technology solutions remains limited by problems related to inconsistent internet services combined with the need for pedagogical training and unequal access to computer devices which especially disadvantage middle-class and lower-income educational institutions.

Systematic research that uses data is essential to properly study the effects that EdTech startup activities have on educational results. The study uses a quantitative approach to investigate EdTech effects on students along with teachers and educational institutions operating throughout the Lahore area. The research results will help education professionals alongside policy drafters and technical developers to comprehend both the positive effects and realistic restrictions and logistic challenges of introducing EdTech technology in specific educational situations.

Aim of the Study

The aim of this study is to examine the influence of educational technology (EdTech) startups on the teaching and learning process in educational institutions in Lahore. Specifically, the study seeks to evaluate how the integration of EdTech tools and platforms affects students' academic performance, engagement, and overall educational experience, as well as to assess the perceptions and preparedness of teachers and administrators regarding the adoption of EdTech solutions.

Research Questions

- What is the extent of educational technology (EdTech) startup usage in educational institutions in Lahore?
- How does the use of EdTech tools influence students' academic performance?
- What is the impact of EdTech platforms on students' engagement and motivation to learn?
- How do teachers perceive the effectiveness of EdTech solutions introduced by startups?
- What challenges do educational institutions face in adopting and implementing EdTech solutions?
- Is there a significant difference in the influence of EdTech on education between public and private institutions?

Literature Review

The integration of educational technology (EdTech) has emerged as a transformative force in global education systems, particularly in response to challenges such as accessibility, quality, and equity. In Pakistan, and specifically in urban centers like Lahore, EdTech startups are increasingly

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CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

being recognized for their potential to address longstanding educational issues. This literature review examines the emergence of EdTech startups in Pakistan, their impact on educational outcomes, the challenges faced in their adoption, and the cultural factors influencing their integration.

Emergence of EdTech Startups in Pakistan

This clearly shows a broader trend of using Technology to bridge Educational Gaps and improve the learning outcomes by way of proliferation of Edtech Startups in Pakistan. Startups like Maqsad, AirSchool, Nearpeer, Edkasa, Knowledge Platform and Taleemabad have had an initiative to provide such platforms that support the appetencies of the students for a better learning with an online learning platform, interactive educational content and digital assessment tools. Democratizing education and making them accessible to diverse populations specifically in the sectors of Lahore is the goal (Faheem, 2022).

Government Initiatives Supporting EdTech

Pakistani government has realized the EdTech potential and launched initiatives for digital learning. Based on these manifestations, the Presidential Initiative for Artificial Intelligence and Computing (PIAIC) as one of the Government First Initiatives, will facilitate education, research, and business opportunities in AI and computing to transform the fields of education and research in Pakistan. This is the same as DigiSkills.pk which is an online training programme for digital literacy and freelancing skills to the population which further supports technology in education (Wikipedia, 2024). There have been often conducted empirical studies on the impact of EdTech on educational outcomes in Pakistan. For example, Qazi, Sharif and Akhlaq (2024) studied the barriers and facilitators of the e-learning used in higher education institutions under the context of the COVID 19 pandemic. Through their findings, it suggests that e-learning is indispensable during health emergencies but relies on good infrastructure, training, and volunteer mindset in the education community and among the students. In addition, the study further highlights the necessity for the government to be supporting essential infrastructure and training for carrying out e-learning.

Challenges in Adopting EdTech

Various obstacles stop EdTech from gaining widespread use and achieving its full performance potential in Pakistan. The adoption of educational technology by female college teachers in Punjab is restricted by three main factors including inadequate technological infrastructure and insufficient training and concerns about data security according to Ansari, Waris, and Zara (2024). To achieve confidence in technology use among both teachers and students we need complete policies and infrastructure and training systems. The present situation of technology substantial obstacles to Pakistani educational institutions seeking remote education implementation according to Iqbal and Campbell (2021). The analysis reveals problems in internet accessibility as well as the shortage of local e-learning solution providers and insufficient government policies for education technology development. Digital divide problems in Pakistan make EdTech solutions less effective because only 35% of people accessing internet services.

Cultural Factors Influencing EdTech Integration

The success of learning technology implementation and use heavily depends on cultural factors. According to Hameed et al. (2016) Pakistan's cultural divisions shape how students both learn and

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CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

view computer-based training methods. The researcher believes e-learning platforms need to integrate cultural elements to strengthen both participant involvement along with educational returns. Panicker (2020) examines Indian educational technology implementation barriers by showing how cultural dimensions especially uncertainty avoidance and power distance affect students' technology adoption processes. The findings demonstrate that cultural factors must receive priority attention in the process of creating and deploying successful EdTech solutions throughout Pakistan. Equal access to education stands as one of the essential factors for implementing EdTech solutions. Equity-driven educational technology works to develop learning spaces which serve different academic requirements thus providing better access to marginalized groups and disabled children. At present Pakistan faces three primary obstacles to equal EdTech implementation because of infrastructure limitations and digital competency gaps along with cultural barriers. Developing inclusive digital learning solutions demands unified action among the government and educational institutions together with technology developers (Teach Educator, 2025).

Theoretical Framework

Learning technology implementation achieves success and use according to the diversity of cultural variables. Hameed et al. (2016) describes Pakistani cultural diversification which affects student perceptions of computer-based training techniques and their learning practices. The researcher supports e-learning development through cultural implementation because it will enhance participant engagement and educational output. Panicker (2020) investigates hindrances in Indian educational technology implementation through an examination of cultural variables which impact student technology adoption behaviors particularly uncertainty avoidance and power distance dimensions. Cultural elements require top priority during EdTech solution creation and deployment in entire Pakistan. Educational technology implementation requires equal access to education as a fundamental factor. Educational technology with equity principles establishes diverse learning environments which give underprivileged groups and children with disabilities better educational access. Current obstacles to equal EdTech implementation exist in Pakistan as a result of insufficient digital competence and infrastructure and cultural issues. Government entities along with educational institutions and technology development teams need to unite efforts to establish inclusive digital learning solutions (Teach Educator, 2025).

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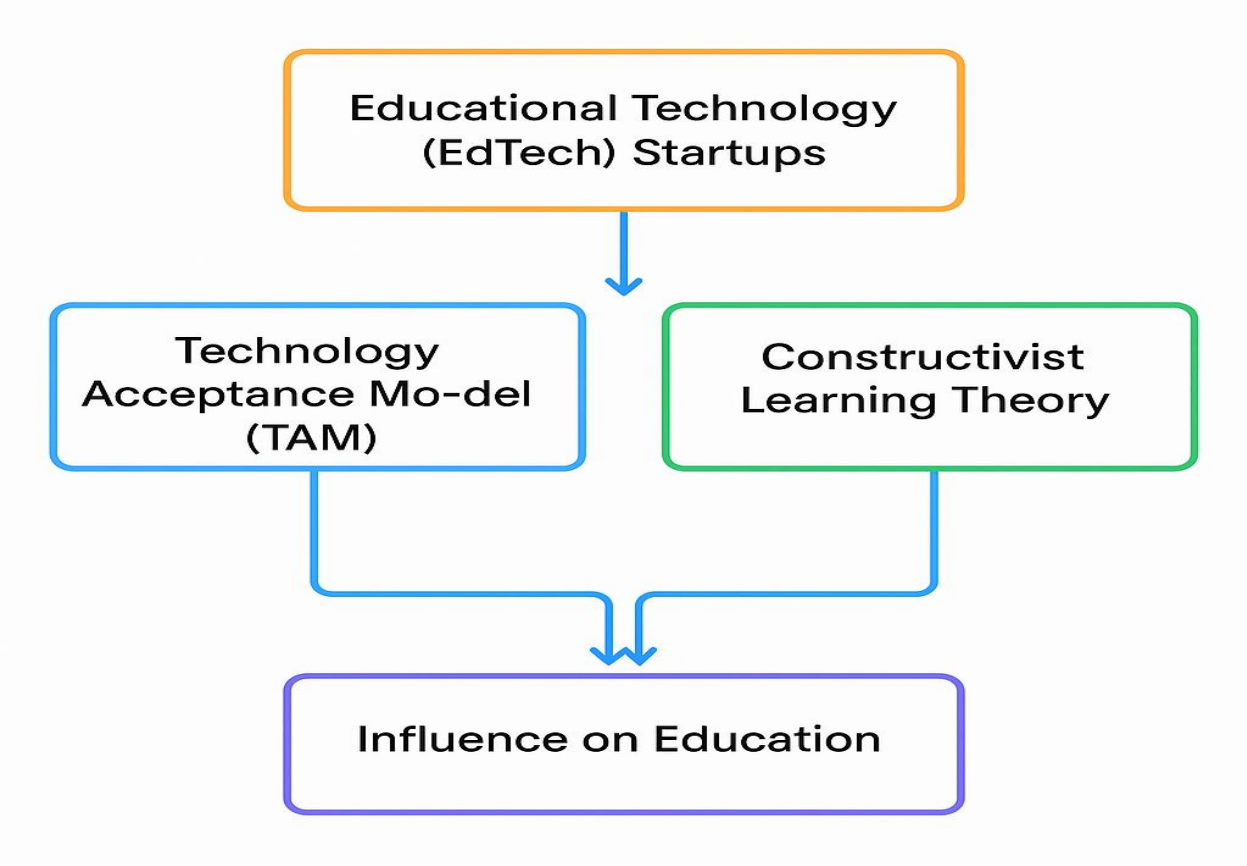
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

Conceptual Framework



Research Methodology

The study conducted quantitative research to understand how educational technology startups affect educational processes throughout Lahore's institutions. This research examined EdTech adoption levels together with its academic outcomes for students and teacher experiences of its operational success. The research included 250 participants who consisted of 200 university students together with 50 educational staff members working in both public and private educational facilities. A stratified sampling design protected the inclusion of various educational backgrounds along with diverse types of institutions operating within Lahore. The research instrument included a structured questionnaire that enabled participants to self-administer it for

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

collecting information about EdTech utilization patterns and their reasons for use and benefits along with challenges while examining quality education impacts.

The questionnaire employed close-ended statements using a five-point Likert scale which operated between “strongly disagree” and “strongly agree” for accurately gauging responders' attitudes and perceptions about EdTech integration. A group of respondents matching the main population took part in a pilot test that helped improve the validity and reliability of the measurement tool. Expert suggestions were integrated into the final instrument design. Research data was collected in different ways by using either internet or direct personal contact according to which method worked best for participants. This study protected both the ethical rights of participants by enforcing researcher confidentiality and voluntary participation.

The study purpose was explained to respondents. A dedicated program called Statistical Package for Social Sciences (SPSS) processed the organized data after data collection. General patterns and trends received descriptive analysis treatment by means of means, frequencies and standard deviations. The statistical assessment included three inferential methods which combined correlation evaluation with independent sample t-tests and regression analysis to determine research outcomes and platform-educational relationship connections. This research utilized a methodology design which established a systematic method to determine the measurable effects that EdTech startups had on university education in Lahore. The research examined educational technology from the perspectives of students and faculty members to develop a balanced evidence-based analysis about opportunities and constraints in developing countries.

Data Analysis and Results

Table 1

Demographic Characteristics of Participants

Variable	Category	Frequency (n)	Percentage (%)
Participants	Students	200	80%
	Teachers	50	20%
Institution	Public Universities	150	60%
	Private Universities	100	40%
Gender	Male	120	48%
	Female	130	52%
Age Group	18–25 years	180	72%

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ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

Variable	Category	Frequency (n)	Percentage (%)
	26–35 years	50	20%
	36+ years	20	8%

The study data in Table 1 shows that students from university organizations formed an 80% majority while teachers composed the remaining 20% segment. The research population contained an equal breakdown of students enrolled in public institutions (60%) and private institutions (40%) across all of Lahore. The participant sample included 52% female respondents who predominantly belonged to the 18–25 age bracket making up 72% of the total (Table 1). The data shows that the study's findings mainly relate to younger students and teaching personnel at Lahore universities but the survey may have omitted older educational staff members who numbered 8% at age 36 and up.

Table 2

Frequency and Purpose of EdTech Usage

Purpose of EdTech Use	Students (%)	Teachers (%)	Overall (%)
Accessing online courses	75%	60%	70%
Digital assessments/quizzes	50%	70%	55%
Collaborative learning (e.g., LMS)	65%	80%	70%
Supplementary learning resources	85%	75%	80%
Research and academic projects	40%	90%	55%

On Table 2 we see which EdTech instruments Pakistani universities within Lahore currently employ. Students employ educational technologies mainly for additional learning materials and digital classes (85% and 75% respectively) and educators use them predominantly for research purposes as well as digital assessments (90% and 70% respectively). The adoption rate for collaborative Learning Management Systems (LMS) reaches 70 percent combined between both groups which demonstrates the increasing use of interactive learning approaches. Students exhibit lower interest in using EdTech for research (40%) which indicates limited exploitation of these resources for academic work possibly because of their insufficient training and knowledge.

Table 3

Perceived Benefits of EdTech (5-Point Likert Scale)

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

Benefit	Mean (Students)	Mean (Teachers)	Overall Mean	Std. Deviation
Improved accessibility to resources	4.2	4.5	4.3	0.8
Enhanced student engagement	3.9	4.1	4.0	0.7
Flexibility in learning/teaching	4.0	4.3	4.1	0.6
Better academic performance	3.7	3.9	3.8	0.9
Time efficiency in instruction	3.5	4.4	3.9	0.5

The perceived advantages of EdTech technology received significant agreement among all participants according to Table 3 data from both student and teaching populations. The highest average score (4.3) went to accessibility of resources which surpassed flexibility in learning (4.1) and engagement measures (4.0). The educators marked EdTech as highly effective for time management with a mean score of 4.4 while their student counterparts rated it at 3.5. This difference indicates how EdTech helps teachers optimize lesson preparation and assessment processes. Academic performance scores a 3.8 on average while teacher engagement came out higher at 4.0 in this study suggesting EdTech creates student motivation but may need more time to improve grades according to the results.

Table 4

Challenges in EdTech Adoption

Challenge	Mean (Students)	Mean (Teachers)	Overall Mean	Std. Deviation
Lack of digital literacy	3.8	4.0	3.9	0.9
Technical infrastructure issues	4.1	4.3	4.2	0.7
Resistance to change (traditional mindset)	3.5	4.2	3.8	1.0
Cost of EdTech tools	3.9	3.7	3.8	0.8
Internet connectivity problems	4.4	4.0	4.2	0.6

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CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

The adoption barriers for EdTech are listed in Table 4. The most prevalent obstacles impeding education technology implementation in Lahore involve infrastructure challenges (4.2) and difficulties with internet connectivity (4.2). Student resistance to change received less concern than teachers expressed (4.2 compared to 3.5) possibly because teachers demonstrate traditional and longstanding tendencies in teaching methods. The problems related to expensive tools (3.8) and insufficient digital literacy skills (3.9) magnify the adoption challenges because organizations need to resolve pricing issues and provide training for equitable stakeholders.

Table 5
Correlation Between EdTech Usage and Academic Performance

Variable	Pearson's (r)	p-value	Interpretation
EdTech use × Student grades	0.45	0.001	Moderate positive correlation
EdTech use × Engagement	0.52	0.000	Strong positive correlation

The findings in Table 5 demonstrate that students who spend more time using EdTech achieve better grades (r = 0.45) in their studies. The level of engagement presents a stronger connection (r = 0.52) to EdTech than academic performance (r = 0.45) indicating that EdTech directly improves participation thus secondarily affecting learning results. These results match global trends yet stress the requirement for specific intervention strategies which will enhance the academic advantages of EdTech.

Table 6
Regression Analysis – Predictors of EdTech Adoption

Predictor	Beta (β)	t-value	p-value	Significance
Digital literacy	0.32	3.12	0.002	Significant
Institutional support	0.41	4.05	0.000	Significant
Infrastructure adequacy	0.28	2.78	0.006	Significant
Resistance to change	-0.19	-1.95	0.052	Not significant

The results from Table 6 demonstrate that institutional support together with digital literacy prove to be the most significant factors for EdTech adoption (β = 0.41 and β = 0.32) therefore resistance to change remains statistically insignificant (p = 0.052). Sustainable EdTech integration requires top-down efforts which should include policy changes funding opportunities together with training

ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

programs. The study finds infrastructure adequacy to be significant (β = 0.28) since it emphasizes the need for trustworthy internet and hardware systems.

Discussion

The investigation demonstrates that educational technology startups apply growing impact on Lahore's higher education system in Pakistan with some remaining barriers obstructing complete adoption. The research findings display positive EdTech acceptance among educational participants since worldwide surveys show EdTech improves learning access and engagement levels and boosts teaching effectiveness (Selwyn, 2019). The study establishes infrastructure constraints together with employee resistance to innovation as critical barriers which require solution for achieving sustainable and fair educational technology integration. The data in Table 2 shows that universities in Lahore are increasingly adopting digital practices through their wide adoption of EdTech tools for supplementary resources, online courses and collaborative learning. The adoption of Learning Management Systems (LMS) and online platforms as reported in Means et al. (2020) studies shows their effectiveness for flexible and student-led learning. The adult education sector shows significant student involvement with digital resources at 85% because this indicator represents advancing student-managed learning processes across the poles of the future education system (Dhawan, 2020). Teachers use EdTech tools for research and assessments according to Table 2 which confirms its ability to optimize academic workflows based on literature about developing countries and faculty technology adoption (Alam & Agarwal, 2021).

The evaluation of EdTech benefits (Table 3) shows connectivity enhancements (Mean=4.3) and student involvement growth (Mean=4.0) which validates modern literature about education democratization through distance learning access (Zhao et al., 2022). The survey results indicate academic performance received a lower score of 3.8 compared to other variables demonstrating that technology usage alone fails to produce superior academic results. According to Kirkwood and Price (2014) EdTech only creates value from pedagogical integration which means it works best in harmony with standard excellent teaching techniques. Teachers seem to value automated grading and planning through technology but students do not equate these efficiency improvements with better learning outcomes according to their assessment (Table 3). The research establishes multiple obstacles which impede EdTech adoption even though it presents several advantages (as shown in Table 4).

The study confirms that Mexican universities face two major EdTech barriers which match similar research on low-resource educational systems (Unwin et al., 2020). These barriers include unreliable internet connectivity (Mean=4.2) and insufficient technical support. The lack of reliable power supply and broadband connectivity in Pakistan creates more problems for educational institutions (Qazi et al., 2021). Teachers' resistance to change scored 4.2 points on the scale which conflicts with Rogers' (2003) theory about innovation diffusion rates due to organizational slow speeds of technological integration. The implementation of training programs stands as a necessary remedy because educational staff members demonstrate unwillingness mainly because they lack expertise according to Ertmer and Ottenbreit-Leftwich (2013). The digital literacy knowledge deficit (averaging 3.9 on the scale) presents problems mainly to disadvantaged students since they did not receive previous technological training.

Digital learning opportunities become limited when Warschauer's "digital divide" concept results from social economic discrepancies between individuals (2003). Students and institutions located in less resourced settings struggle to pay for EdTech tools (Mean=3.8) because of the associated

ISSN E: 3006-1466
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CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

costs which threaten educational equity (Selwyn, 2019). Systemic interventions are necessary to prevent EdTech from making educational inequalities worse because the current barriers exist. Research by Tamim et al. (2011) receives validation through the positive academic performance relationships (r=0.45, Table 5) with EdTech usage. EdTech creates higher levels of student engagement than improvements in grades according to the relationships between these variables (r=0.52).

The major difference shows that institutions should prioritise creating educational experiences through technology instead of trusting it to raise test scores independently. Institutional support together with digital literacy emerge as the primary variables (β=0.41, β=0.32) that lead to successful EdTech implementation according to regression analysis results. Government aid for infrastructure as well as required teacher training demonstrate the importance of adopting top-down policy initiatives for EdTech implementation according to Al-Fudail & Mellar (2020). Resistance to change displayed a minimal impact on the findings (p=0.052) possibly due to educators observing real improvements over time compatible with the Technology Acceptance Model (Davis, 1989).

Recommendations and Future Directions

To maximize EdTech's potential, stakeholders should prioritize:

1. Government and the university have to work hand in hand to improve internet connectivity and give subsidized devices to students from the poor areas.
2. Digital literacy and pedagogical strategies for technology integration should be considered new topics in the professional development programs.
3. Therefore, all EdTech startups should try and create low cost or offline solutions for inclusivity
4. Local, state, and national education policies should ensure adoption of EdTech, provide funding and accountability mechanisms.

Conclusion

This study confirms that EdTech startups are reshaping education in Lahore, but their impact is mediated by systemic challenges. While students and teachers recognize the benefits of digital tools, infrastructure gaps, resistance to change, and affordability issues limit their transformative potential. Future research should explore longitudinal effects of EdTech on learning outcomes and the role of public-private partnerships in scaling solutions. By addressing these barriers, Pakistan can harness EdTech to create a more inclusive and innovative educational ecosystem.

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CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.02 (2025)

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