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FREIREN DIALOGIC PEDAGOGY FOR FOSTERING CRITICAL THINKING AT TERTIARY LEVEL

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Abstract

Education is the process of transformation. Social, economic, and political transformation becomes only possible when learners are encouraged to debate and dialogue through which their critical consciousnesses are developed and they are enabled to challenge the status quo. Pakistani educational system is the perpetuation of a colonial system that could not equip the masses with critical thinking, and a culture of debate, dialogue, and discourse could not flourish. Furthermore, Pakistani educational landscape has been dominated by rote learning, distortion of historical events, parroting of facts and most importantly monologic, narrative and authoritarian pedagogical practices have suffocated reasoning, critical thinking and dialogue. In order to mend the educational system of Pakistan by dismantling its passiveness and foster critical thinking Dialogic Pedagogy proposed by Paulo Freire (1972) is very relevant. Dialogic pedagogy stimulates cognitive processes through explanation, reasoning and asking questions as teachers and students critically interrogate, express and listen each other point of views and thus critical minds are developed. The current study investigates relationship between Freiren dialogic pedagogy and critical thinking at tertiary level. Proportionate stratified random sampling technique has been used to collect data from a sample of 400 graduate scholars from nineteen departments and institutes of Social Sciences and faculty of Arts and Humanities, University of Peshawar through questionnaire. The results of the study show that there is a significant positive correlation between dialogic pedagogy and critical thinking. The study recommends that dialogic pedagogy may be employed to arouse critical thinking of students.

Key words: dialogic pedagogy, Paulo Freire, critical thinking, monologic teaching, rote learning, banking model of education.

INTRODUCTION

Dialogic pedagogy is a teaching-learning process in which dialogue and interaction are emphasized. It creates a learning environment in which students and teachers are engaged in meaningful conversations, share their perspectives, and thus collectively construct knowledge (Kim, 2023). Dialogic pedagogy encourages students to present their insights, ask questions, and actively participate in classroom activities, enhancing their academic performance and developing essential skills for navigating complex and diverse social contexts (Omodan, 2023). Paulo Freire (1921-1997) was one of the most influential educationists, theorists, and philosophers who challenged the traditional educational system by calling it authoritarian and anti-dialogic as it ignores the students' perspectives. On the contrary, he emphasized on dialogic approach, which is more democratic and egalitarian and which places dialogue in the central position of the teaching/learning process (Rodrigues Da Costa, 2024).

Freire believes that through dialogic pedagogy, students do not remain passive recipients of information, but instead they are actively involved in debate, discussion, and discourse. For active participation in dialogue, students must think critically on the topic being discussed, analyze others' perspectives, and articulate their own viewpoints. This process helps them evaluate the provided information critically and respond with logical argument and thus their critical thinking skills are developed (Cui & Teo, 2023).

Key words: Dialogic Pedagogy, Freire, Critical thinking, Banking system of education.

REVIEW OF LITERATURE

Freire's critique of neoliberal educational system

Freire (1970) critiques the neoliberal educational reforms which are responsible for the continuation of capitalistic structures and capitalism in education. The neo-liberalism use education and school and media as tools of propagating neoliberal thinking which are devoid of humanity as it considers human being as commodity who is prepared keeping in view the market economy. Thus, capitalistic education could not equip the masses with empowerment and liberation as it is based on exploitation and through it the gulf between the oppressors and oppressed is further widened (Davies & Bansel, 2007). He further argues that these reproduction theories are losing grounds because they support social inequalities by maintain and supporting the current socioeconomic structure in order to maintain dominant capitalistic rhetoric in the

contemporary societies. The capitalistic educational systems are based on the orientation of capital making which widens the social class division. Therefore, he felt the need of a radical educational theory which may equip the learners' praxis and critical thinking by enabling them to understand reality, promote social transformation, and ultimately challenge and change the oppressive structures in society (Chatelier, 2015).

Banking system of education

Freire (1970) calls the traditional education system as banking system of education in which the information is deposited in the minds of students. He further states that in banking model of education students passively receive the contents from teachers which they repeat, memorize and reproduce. Freire (1970) says that education is not the name of pouring in the knowledge in the minds of students as something is poured in empty vessels (Kalsoom et al., 2020). According to him knowledge is co-constructed through the mutual collaboration of teachers and students. In contrast to the banking model, he advocates problem-posing model in which students and teachers learn together from each other through dialogue (Kerkhoff, 2022). To Freire (1970) dialogue is a process in which human beings encounter with each other in order to name the world. Freire (1970) wants a system of education in which the oppressed and downtrodden masses not only receive education but it also serves a tool for their emancipation and empowerment. He proposes dialogic pedagogy in which the students and teachers actively pursue learning through dialogue, debate, discussion and discourse about the sociopolitical realities (Misoczky, 2023).

Dialogic pedagogy and humanization

Freire (1970) thinks that without considering students' insights in classroom setting the process of teaching and learning becomes dehumanize. In order to create a more just and humane society educational system needs to be reformed and which is possible only dialogic approach is followed. In this way learning becomes a collaborative process in which the teacher becomes facilitator rather than depositor who promotes autonomy and fosters an environment of dialogue. Paulo Freire (1970) emphasizes that the absence of dialogue in education hinders transformation, perpetuates injustices, and thus stops individuals for becoming complete human beings (Tuleikytė, 2022). Freire (1970) envisions equalitarian and reciprocal relationships between

teachers and students which are essential for genuine social equality and transformation of learning process. The absence of dialogue in classroom is also a form of oppressive structure which reinforces hegemonic design by limiting the ability to challenge the dominant narratives and transform realities (Raga, 2023).

Education as political act

Freire (1970) considers that education is a political act as he believes that whether the teacher agrees or not but all forms of education are political. Paulo Freire (1970) believes that education perpetuates political beliefs, values, myths and views about world. To him education has always been used as tool by the elite to elude the common masses from getting their rights in order to maintain status quo (Ural & Nefayaz, 2024). He argues that teacher is a political liberator who plays crucial role in making the students aware about the social reality and ending the oppressive structures from society through the use of dialogue .Therefore, the most important role in the emancipation of oppressed classes is played the teacher (Rodrigues Da Costa, 2024).

Elements of Freiren dialogue

Dialogue is the central component of Freiren dialogic pedagogy as it is the dialogue which empowers the individuals to engage in reciprocal exchange of ideas and experiences which not only entice them to challenge the power dynamics but it also cultivates in them critical thinking (Shih, 2018). Dialogue helps the oppressed to reclaim their voices, encounter the dominant narratives, and collectively envision just and equitable society (Keriapy & Tafonao, 2022). Freiren dialogue has five central elements; love, humility, humour, hope, and faith.

1. Love

Love is not sentimental or romantic in Freiren dialogic pedagogy but it rather a profound commitment of humanization. It is to affirmation of humanity of others who are engaged in dialogue by considering them subjects rather than objects. Love in dialogue manifests as a deep respect for the others' perspectives, insights, and experiences. Love inspires learners to critically evaluate social reality and thus actively participate in the process of transformation (Tania, Ramalho, 2022).

2. Humility

According to Keriapy & Tafonao, (2022), Freire (1970) considers humility as prerequisite for initiation of dialogue, because it relinquishes the concept sole knowledge

holder by embracing the concept that knowledge is collectively and collaboratively constructed. In order to overcome the authoritative tendencies prevalent in traditional system of education, humility in dialogue is essential (Chambers, 2019).

3. Hope

In order to face adversity, hope is a powerful tool which sustains human beings. Freire (1970) is of the view that hope is not merely optimism but it is a commitment of collective action which leads to social transformation. Hope in dialogue motives to bring about change as dialogue is not possible in an environment of hopelessness (Syamprasad, 2018).

4. Faith

To Freire (1970) faith is not necessarily religious but is the belief on the human power and capacity to bring transformation. Faith in dialogue provides foundation for action and critical reflection as it allows creating supportive environment where learners can fully explore their potentials and develop refines their thinking patterns (Shih, 2018)..

5. Humour

Humour in dialogue is used as a tool to challenge the dominant narratives and create more inclusive culture in classroom. Humour, according to Freire (1970) , can be used as defuse conflict, and relax the minds by reducing tension which consequently paves ways for open and critical dialogue (Shih, 2018). .

CRITICAL THINKING

The concept of critical thinking is multifaceted as there are different approaches to critical thinking. Philosophical approach emphasizes on the attributes and traits of critical thinkers rather than certain actions and behaviors. On contrary, the psychological approach focuses on specific skills that the individuals can master and apply them across various situations and contexts. In educational perspective, critical thinking covers the gap of theory and practice by considering it both skills as well as attributes. In educational tradition the concept of critical thinking has heavily been influenced by Benjamin Bloom's taxonomy of cognitive skills (Solodikhina & Solodikhina, 2023). The Delphi panel (1990) defines critical thinking as skills like interpretation, analysis, evaluation, inference, and self regulation. Interpretation is the understanding of

information provided whereas analysis is breaking the complex information into parts for the sake of understanding. Evaluation includes relevance and credibility of information, evaluation is the articulation of thought process clearly. Similarly inference is drawing evidence based conclusions and Self-regulation is the monitoring of one own cognitive process (Barbashina, 2022).

Freiren Dialogic Pedagogy and Critical Thinking

The pedagogy advocated by Freire (1970) is dialogic in nature because it emphasizes on the importance of dialogue and active participation in the process of teaching and learning. Freiren dialogic pedagogy involves critical reflection, action, and transformation in education and emphasizes that knowledge is constructed through the active participation in a democratic classroom environment (Sergio et al., 2023)

By emphasizing on dialogic approach, Freire shifts away from traditional authoritarian approach to an egalitarian and democratic classroom ethos where both the teachers as well as learners collaboratively analyze and solve issues and thus advanced cognitive abilities of students are developed. Freire concept of conscientization focuses on the developing critical consciousness which empowers the individuals to critically analyze sociopolitical contexts and brain positive societal change. Freiren dialogic pedagogy fosters critical thinking by exposing learners to challenging learning environment, fostering creativity, and collaborative construction of knowledge (Nayak, 2023). Dialogic pedagogy promotes critical consciousness by challenging the dominant narratives, questioning oppressive structures, and reforming the realities. Freire (1970) opines that through dialogic approach critical thinking is developed as in dialogue individual are engaged in discussions which deepen their knowledge, broaden their perspectives, and transform social realty which leads to empowerment and social justice (BENDRAOU, 2024).

PROBLEM STATEMENT

The educational system of Pakistan has its roots in the British colonial system. The educational system is authoritarian and monologic as it predominantly passed on rote learning and passive reception of knowledge. Question in classroom is considered as symbol of disobedience, culture of dialogue, debate and discourse could not flourish due to which the critical thinking skills do not develop. Pakistani educational system is plagued with anomalies like cramming, falsification of historical events, parroting of contents, out dated syllabus and most importantly dictatorial

pedagogical practices which have suffocated reasoning, dialogue and critical thinking. Paulo Freire's (1970) dialogic pedagogy which centers on dialogue, critical thinking, empowerment, and active participation can be a better alternative to the conventional pedagogies as dialogic pedagogy encourages students to co-constructors of knowledge, explore diverse perspective and engage thoughtfully with complex societal issues.

OBJECTIVES

1. To know the relationship of dialogic pedagogy and critical thinking at tertiary level.
2. To measure the effect of dialogic pedagogy on critical thinking at tertiary level

RESEARCH QUESTIONS

1. Is there any relationship of dialogic pedagogy and critical thinking at tertiary level?
2. Is there any effect of dialogic pedagogy on critical thinking at tertiary level?

SIGNIFICANCE

In order for reform educational system of Pakistan Freiren dialogic pedagogy is very relevant which would not only empower the students to challenge the oppressive power structures but their critical consciousness would also be developed which could solve the complex issues of Pakistan. The current study has addressed the main issues of Pakistani educational system as the culture of dialogue and critical thinking are missing in it. The current academic hollowness can only be mended if dialogic pedagogy is implemented which will help to produce critical minds who could lead the country in right direction.

THEORETICAL FRAMEWORK

The current study is based on the humanistic approach of Paulo Freire (1970) which a belief on the inherent worth and dignity of every individual. Freire (1970) believes that education is a process which should cultivate the potential of each individual by enabling him/hem to become truly human. He thinks that in classroom such an environment may be created which can foster growth, critical consciousness, and transformation Raga (2023).

The fundamental component of Freiren humanistic approach is dialogue because he believes that people becomes human being when they involved in dialogue. The dialogic process is not only a method of communication but it is rather a practice of mutual respect, empathy, and solidarity which is essential for promoting critical thinking and allows the learners to explore and challenge

different perspectives. It is through the dialogic process that teachers and students are engaged in meaningful, respectful, and collaborative exchange of insights (Ricci, 2023).

Freire (1970) is of the view that developing critical thinking through dialogue is important for students because they recognize the underlying power structures and oppression in society. Freire (1970) has profound belief on human empowerment and he asserts that empowerment starts from classroom where the teachers provide opportunity to students to share their perspectives, insights and experiences. According to him when in classroom setting you listen someone attentively, you value him/her arguments, and encourage him/her to present his/her view ...it is humanistic approach (Torre et al., 2017).

CONCEPTUAL FRAMEWORK

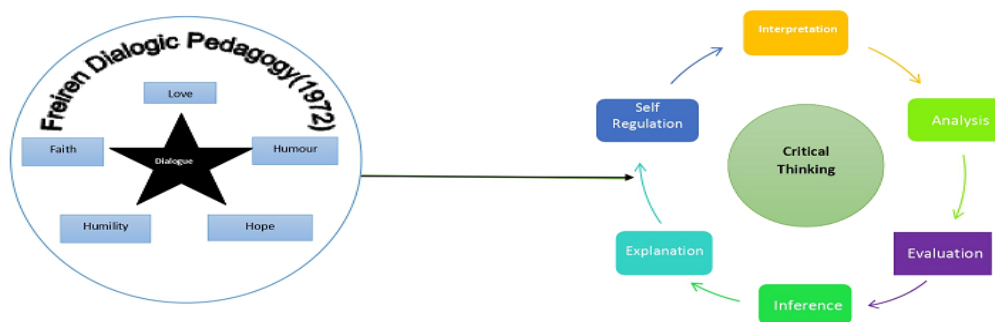


Fig: 02 Theoretical Framework

The current study has two variables i.e. Freire's dialogic pedagogy, and Critical thinking. Freire's dialogic Pedagogy which has five dimensions which are love, humility, faith, hope and humour and similarly Critical Thinking has six dimensions which include interpretation, analysis, evaluation, explanation, self-regulation and inference.

METHODOLOGY

Research Design

Correlational research design has been used for the current study. Correlational research design is non-experimental research design which aims to investigate relationship of two variables.

Primarily correlational design is descriptive in nature which investigates whether and to what extend a relationship exists between variables (Seeram, 2019).

Population and sampling

The population of the study was the graduate scholars of Social Sciences Departments and faculty of Arts and Humanities at the University of Peshawar. In order to get data proportionate stratified random sampling technique was utilized. There are 1027 graduate scholars in the said departments and institutes therefore, as per Raosoft sample size formula the sample size was 400 graduate scholars. Proportionate stratified random sampling technique was used in order to ensure that each sub group may be given representation in the sample the same proportion as in population which leads to accurate and reliable results.

Data collection tool

Data was collected from graduate scholars through five likert scale close-ended questionnaire. The questionnaire had three parts: Part-A dealt with demographic information, Part-B was comprised of 51 items self-developed questionnaire on Freiren Dialogic Pedagogy (FDP), whereas Part-C was a questionnaire of critical thinking Payan-Carreira et al. (2022) with 60 items adapted from with permission. All the three parts of questionnaire having 111 items were translated in to Urdu that the participants might get clarity regarding the contents of questionnaire.

Data collection procedure

Data was collected from 400 graduate scholars of Social Sciences Departments and faculty of Arts and Humanities at the University of Peshawar. It worth mentioning that the 40 graduate scholars from whom data was collected for the purpose of pilot study were not included in these in the sample size of 400 graduate scholars.

Validity and readability of Data collection tool

Validity is the accuracy of the measuring instrument whereas reliability refers to the consistency of consistency of measuring tool. For assessing the validity and reliability, pilot study was conducted in which 40 participants participated. Since Part-B of the questionnaire on Freiren dialogic pedagogy was developed by the researcher with constant consultation of the research supervisor and afterwards was sent three experts in the field who validated and their proposed suggestions were incorporated. For reliability the part research of research questionnaire was

measured using Cronbach’s alpha which showed .84 indicating that it was reliable. Part-C of the questionnaire on critical thinking was adapted from Payan-Carreira et al. (2022) which was standardized questionnaire with Cronbach's alpha 0.81.

DATA ANALYSIS

Data was collected from respondents and was analyzed using SPSS-25. For measuring the relationship between Freiren Dialogic Pedagogy and Critical thinking Pearson Correlation technique was used and similarly for the effect of Freiren Dialogic Pedagogy on Critical thinking learner regression was used.

Results and Discussion

Relationship between FDP and Critical thinking

		FDP	CT
FDP	Pearson Correlation	1	.663**
	Sig. (2-tailed)		.000
	N	400	400
CT	Pearson Correlation	.663**	1
	Sig. (2-tailed)	.000	
	N	400	400

The result on the relationship between Freiren Dialogic Pedagogy (FDP) and Critical Thinking (CT) reveals that there is a strong positive correlation between them with a Pearson correlation coefficient of 0.663. The result shows that with the enactment of Freiren Dialogic Pedagogy (FDP), Critical Thinking (CT) skills of learners are enhanced. Since the p-value is 0.000 which indicates that the correlation is statistically significant as it is below the conventional threshold of 0.05. This significance confirms that the observed relationship between the two variables is highly unlikely to have occurred by chance. With a sample size having 400 graduate scholars for both variables, the results are robust and suggest a meaningful link between Freiren Dialogic Pedagogy and critical thinking

Regression

Effect of Freire Dialogic Pedagogy on Critical Thinking

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.663 ^a	.439	.438	.53671	311.631	.000 ^b

The regression analysis measuring the effect of Freirean Dialogic Pedagogy (FDP) on Critical Thinking (CT) provides several key significant insights. As it is evident from the value of R that there is a strong positive correlation between Freirean Dialogic Pedagogy and Critical Thinking. Similarly from the value of R Square is 0.439 which implies that approximately 43.9% of the variance in Critical Thinking can be explained by Freirean Dialogic Pedagogy, reflecting a substantial impact. Moreover, Adjusted R Square value of 0.438 indicates that this explanatory power remains consistent even when accounting for the number of predictors and sample size. As shown in the table that the Standard Error of the Estimate is 0.53671, which measures the average distance of the observed values from the regression line, providing an indication of accuracy of the model. The value of F Statistic of is 311.631 and most importantly, p-value is 0.000 which confirms that model is statistically significant. Overall, these results confirm that there is a significant and substantial effect of Freiren Dialogic Pedagogy on enhancing Critical Thinking.

CONCLUSION

The analysis of results on the relationship between Freiren Dialogic Pedagogy and Critical Thinking reveals that there is a strong positive connection between the two variables. This confirms that if Freiren Dialogic Pedagogy is implemented in classroom setting, there would be notable improvement critical thinking skills of students. Furthermore, relationship is statistically significant, which indicates that the observed effect is unlikely to be due to chance. The study of Otávio et al., (2024) reveals that as education is the other name of dialogue which not only helps in the construction of knowledge but also fuel the development of critical thinking. Similarly the study of Rachid & Bendraou, (2024) also confirm that dialogic approach helps students to articulate thoughts and enable them to challenge the existing beliefs and notions and resultantly their analytical and critical skills are developed.

Similarly, the insights from the regression analysis also reinforce these findings. The results from regression indicate that a substantial portion of the variation in critical thinking can be attributed to the use of Freiren Dialogic Pedagogy. This suggests that Freiren approach, which emphasizes on dialogue in classroom setting, has a meaningful impact on enhancing critical thinking skills and abilities among students. The accuracy of model and significance underscores the effectiveness of integrating Freiren Dialogic Pedagogy in educational settings. The study of Olga et al., (2024) also in line with current study which affirms that dialogical method develop critical consciousness which help the individual to make thoughtful decision in the complex situation. Similarly Otávio et al., (2024) also approves that through dialogic pedagogy the process of conscientization or critical thinking is activated which empower the students to analyze the social realities and ultimately they bring social change.

Overall, the study highlights the importance of Freiren Dialogic Pedagogy as an effective approach for fostering critical thinking in classroom. The evidence supports the integration of dialogic teaching methods as proposed by Paulo Freire significantly enhance critical and

analytical skills of students which are considered essential for their academic and professional growth.

IMPLICATIONS OF THE STUDY IN THE PAKISTANI CONTEXT

The current study on Freirean Dialogic Pedagogy (FDP) for fostering Critical Thinking at the tertiary level provides significant implications for the educational landscape in Pakistan. As Pakistani educational institutions is the perpetuation of colonial system therefore, it is grappled with the numerous challenges and cultivating critical thinking skills among students, can be possible through the adoption of Freirean Dialogic approach.

Firstly, as the study suggests that the through implementation of Freirean Dialogic Pedagogy significantly enhance critical thinking skills among students. This is particularly pertinent for Pakistani educational system, where traditional rote-learning methods, memorization and parroting dominate. By the integration dialogic approach of Paulo Freire, in which students are encouraged to engage in questioning assumptions, challenge the dominant narratives, and develop independent thought processes. This shift could enable them to reach to realities but would also address the current gap in critical thinking skills, which is crucial for their academic success.

Secondly, since the main linchpin of Freirean Dialogic Pedagogy is dialogue therefore, by the integration of dialogic approach participation of students in the learning process is highly increased. Keeping in view the context of Pakistan, where educational practices are often dominated hierarchical, monologic, and lecturer-centered; this pedagogical shift could democratize and humanize the classroom environment. By fostering an atmosphere of mutual respect, love, hope, faith and collaborative learning, students are more likely to feel valued and hence they are motivated to contribute, enhancing their overall educational experience.

Furthermore, the application of Freirean Dialogic Pedagogy in Pakistani educational system could align with national educational reforms aimed at improving teaching quality; improve critical skills and student outcomes. As the country focuses on improving its education system to meet global standards, incorporating pedagogical approaches that promote critical thinking can support these objectives. Freirean Dialogic Pedagogy can also serve as a model for preparing students for the demands of the modern world because this approach can help them to activate their thinking and cognitive abilities.

Finally, implementing Freirean Dialogic Pedagogy approach is zero-cost approach because it requires only a paradigm shift in which the positions of teachers and students are altered and these are the students who talk mostly. What it requires is that a supportive and caring classroom environment where students insights are perspectives are welcomed. It is against the intimidating approach in which fear is created among students in classroom which ultimately hampers dialogue.

CONTRIBUTION OF THE STUDY

The instant study on has made several noteworthy contributions to the field of education, particularly within the Pakistani context:

1. Enhanced Understanding of Pedagogical Approach:

The study enriches the understanding that how Freirean Dialogic Pedagogy, a widely acknowledged approach, can be applied to foster critical thinking skills. By exploring this approach in the context of Pakistani Educational System, the

study provides valuable insights into how dialogic approach can be effectively utilized to foster critical thinking skills of the students.

2. Contextual Relevance:

It contributes to the body of knowledge by adapting and applying Freire's principles of dialogic pedagogy within the unique cultural and educational setting of Pakistan. This contextual relevance helps bridge the gap between global pedagogical approaches and local educational approaches, offering a tailored approach that addresses specific challenges faced by Pakistani educational system.

3. Practical Implications for Teaching:

The study provides actionable recommendations and practical implications for all stake-holders and institutions. By highlighting the potential benefits of Freiren Dialogic Pedagogy, it offers practical guidelines for integrating dialogic pedagogy into classroom practices. This approach includes fostering student engagement, encouraging critical inquiry, and shifting from traditional memorization and rote learning to more interactive and collaborative learning methods.

4. Foundation for Future Research:

By establishing a foundation for understanding the impact of Freiren Dialogic Pedagogy FDP on fostering critical thinking, the study paves the way for further research and exploration in this area. It encourages scholars to explore additional aspects of Freire's dialogic pedagogy, such as its effects on different disciplines, diverse student populations, and long-term outcomes etc. This can lead to a broader exploration of innovative teaching approaches and their effectiveness in educational setting.

5. Support for Educational Reforms:

The study aligns with ongoing educational reforms aimed at improving the quality of education in Pakistan particularly in twenty first century. It provides empirical evidence supporting the adoption of Freiren Dialogic Pedagogy enhance critical thinking, thus contributing to the national agenda of reforming and modernizing educational practices to better prepare students for twenty first century skills.

6. Understanding of realities and challenging assumptions:

The study highlights the importance of dialogue which enable the students to understand social realities and thus they are also to challenge status quo and prevailing assumptions.

RECOMMENDATIONS

1. Integrate Freiren Dialogic Pedagogy into Pakistani Curricula:

For fostering critical thinking educational institution in Pakistan should integrate Freiren Dialogic Pedagogy into their curricula to foster critical thinking skills. by adopting this approach, which mainly focuses on dialogue, collaboration, and active student participation, can transform out-dated, traditional and monologic

based on rote-learning environments into more dynamic and reflective learning spaces.

2. Awareness regarding Freiren Dialogic Pedagogy:

There is need to develop awareness in all stake-holders regarding the importance of Freiren Dialogic Pedagogy which not only encourage the down trodden masses to get education as their insights are valued in dialogue but it has zero financial implications for a developing country like Pakistan.

3. Encourage Collaborative Learning Practices:

For the integration of Freiren principles in classroom setting there is need to create frameworks for various disciplines which may promote collaborative learning techniques. For this purpose, group activities, peer review processes, and class discussions that encourage students to engage critically with each other, enhancing their analytical and problem-solving skills are needed to be designed.

4. Foster a Culture of Critical Inquiry:

Cultivate a culture of critical inquiry and intellectual curiosity should be cultivated within Pakistani Educational system. Students should be encouraged to question assumptions, explore diverse perspectives, and engage in thoughtful discussions that challenge conventional ideas and practices and thus the cogitative abilities may flourish.

5. Support Research and Local Innovations:

As the current study was carried at tertiary level , at University of Peshawar, therefore, there is need of research on the application and impact of Freiren Dialogic Pedagogy within various educational settings in Pakistan. For this purpose local scholars should investigate that how pedagogical approaches can be adapted to different disciplines and educational contexts.

6. Need for further research

Since the current study is quantities in nature and the data was collected from graduate scholars from social sciences and arts and humanities in University of Peshawar therefore there is need of further research at school and college level classrooms that how Freiren Dialogic Pedagogy can be implemented there. Moreover, qualitative and mix method approach from perspective of other stakeholders like teachers, principals, administrators should be carried out.

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