Expectation Returns and Household Decision in the Schooling of their Children in Khyber Pakhtunkhwa, Pakistan

January 2017

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A Dissertation Submitted to
the Graduate School of Life and Environmental Sciences,
the University of Tsukuba
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy in Agricultural Science
(Doctoral Program in Appropriate Technology and Sciences
for Sustainable Development)

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Abstract

Classification of the study. The dissertation is consolidated of main studies, the first one is associated on review related to returns to education, UNESCO and World Bank data from South Asian countries, second is delineated on history of educational policies and third is based on in-depth detailed interview of the household, while the fourth is comprised of the household decision model approach about schooling of their children by using the household survey data of Khyber Pakhtunkhwa Pakistan.

The distinctiveness of Study 1. This study is based on the review about the Primary Education and its consequences towards economic trend in South Asian countries. The review of previous researches conducted by different authors in the world show that primary education increases the productivity of the people of a country which can contribute in the income of an individual and hence society, and can also, help in social and health indicators. The recent trend from the World Bank and UNESCO shows that countries did well from the last 15 years in educational opportunities in South Asia due to which youth literacy has significantly increased, which can contribute in the economic development in the region. The review suggested that household decision making towards the schooling of their children depends on the returns to education in that region. The rate of returns is mostly used by the economists to understand the decision making of the households on the schooling of their children. In spite of the returns to education, there are external benefits of schooling which are other non-market education welfares and can improve the health status of households, family income, can reduce household family size, improve quality of life, efficiency in household production, better childcare and political awareness, etc. The GDP and Per Capita income has also increased due to momentous deviations in youth educational attainments. Although there is a significant change in educational attainment and literacy rate, except Pakistan, which has the lowest literacy rate and is far behind the Millennium Development Goals (MDGs), has to improve its policies and achieve all the objectives in the literacy level. The research will give an opportunity to the policy makers to take initiative for further improvement of the targets and goals in education, as it is the basic right of an individual in the world, and for the people of South Asian countries.

The distinctiveness of Study 2. The main purpose of this study was also to investigate why the policies were ineffective to implement in Pakistan. A review of previous literature, research articles and reports on policies has been discussed. The review of different authors shows that of the total at least nine reports were based on the educational policies and only one document was contented, whereas the remaining all of the other approved papers were ineffective to distribute for the public welfares. This is due to lack of funding, political uncertainty and incompatible administration of the public sector. There were many funds and loans granted by plenty of international organizations around the world but all the funds and loans were not properly utilized in to the education related issues due to policies constraints. The contribution of the international communities and their funds must be appreciated and allocated to where it is needed. The government of Pakistan need to take the initiatives to expand the policies and focus on the education sector as Pakistan is far behind the world in educational attainment.

The distinctiveness of Study 3. The in-depth interview of the household in District Peshawar, Khyber Pakhtunkhwa shows that there is extreme poverty in the region due to which households are unable to support their children to go to school. The low level of income of the household and the security and insurgency mainly effect the schooling attainment. While the distance from school to home is also one of the most critical problem for the household. The male children are considered to be the income generator for the family, this is due to their vibrant socio-economic problems, therefore the families are sending their children to workshops to learn some skills and to the agricultural fields to work as family labor. The low quality of education does not attract the households to contribute in the schooling of their, children, on account of deficiency of the well trained and well qualified teachers in the region. The primary practicalities of the household low schooling achievements are due to the educational policies catastrophes in the province Khyber Pakhtunkhwa. The policy makers and government of Pakistan should give prime importance to the foremost complications confronted by household and take a vigorous step to increase the schooling attainment through quality enhancement of education and educational policies in the region.

The distinctiveness of Study 4. The study is based on the household expectations from schooling of their children in Khyber Pakhtunkhwa, Pakistan. Education has a significant role in increasing the productivity and income level of an individual in a society. Household education, income, distance from school, gender discrimination within household and cost of education can affect the expectations from schooling of their children. Present study is focused on understanding on the causes of why households in Khyber Pakhtunkhwa Pakistan do not send their children to school, when free and compulsory public schools are available. Propensity Score Matching Method was applied to the study. The data was estimated through two stage Propensity Score Method. The first stage consisted of probability model, which estimates the propensity score of the characteristics of household. In the second stage each household groups were matched up to predictable households with the similar propensity score values to estimate treatment effect. The literacy rate had a negative effect on schooling completion for the household members under 20 years of age, which means that the alumni from school after completion are unable to even read and understand. There are many dynamic causes, like untrained teachers, lack of facilities, old syllabus, lack of quality of education and the socio-economic family background of the household. But the main delinquency is the failure of educational policies because of inadequate economic structure and political instability since Pakistan came into existence. The current scenario calls for taking initiatives by the government of Pakistan and policy makers to improve the socio-economic condition of individual in the province and also to spread awareness about the importance of schooling in the region. Further investigation will be explored in future to know about the other heterogeneous treatment effect.

Keywords: Schooling completion, propensity score matching, Khyber Pakhtunkhwa.

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Chapter 1 Introduction

1. Motivation

Pakistan is a developing country located in the western part of South Asia with total land area of 770,880 square kilometers. It has 188.93 million populations and it is estimated that 62% of the population is living in rural areas where as 38% is residing in urban area. The GDP with market price (Current US$) is 243.6 billion in the year 2013-14 (World Bank, 2016). As Pakistan is a developing country and 60% of its population depends on agriculture, it is slowly transforming to an increase in share of industry and services sectors in the GDP. The GDP per capita income was 1316.14 (US$) in the year 2015 and the poverty head count ratio at national poverty line is 29.50% while the inflation rate in Pakistan is 8.04%, which is a burden on a large population in the country who live their lives under the extreme poverty. It is also a very big problem that 50% of the country's budget is spent on the national security challenges and a large amount is being spend on the interests on payments of loans from foreign countries in different sectors. A smaller amount of money is invested on infrastructure development to give a push to the economic growth and enable the social sectors to meet basic needs of the people like, health, education, social services and other socio-economic factors (Pakistan Budget Report, 2015). The energy shortage problem is the biggest issue in the country which affect the overall industrial production of the country. The rapid population growth which was 3.2% and more during 1990s and is still above 2.1% per year which create problems in investment in development sector as well as the increase in the unemployment rate of the youth in the country. As the literacy rate of Pakistan is 58%, which is low comparatively to the other parts of the region like China, Sri-Lanka and the bordering neighbor country Iran and India. At present one third primary school age children in Pakistan are out of school, and 42% of its population with age 10 and above are illiterate.

In the 18th Amendment to the constitution, under the Article 25-A, it was included that access to education is the fundamental right of each and every individual child between the age of 5 to 16 years. Due to low public expenditure on education which was 2.59 % of GDP in 2009 to 2.29% in 2010 is very near to the ground to contest the challenges in the field of education. Instead of increasing, the decline in public expenditure of education cannot improve the access to education in Pakistan (Ministry of Finance, 2010).

When we talk about the schooling decision, we need to know about the decision-making process within the household and their related problems. The researchers addressed the question about the household decisions processes and the involvement of children in these discussions. They suggest that the children's expectation substance

for education choices mostly depends on the age of an individual child. In modeling a decision to attend primary, secondary and higher level of education will have obtained different outcomes, in case of those children who finish their high school and want to continue for further enrolment at college level, all the decisions are mostly unilaterally taken by the parents (Dauphin et al. 2008). In many studies the important role of adolescent stage in human life has been discussed. It has multiple tasks involved in it to make plans for future preparation and orientation. Making future plans for the betterment in later adult attainment in adolescent youth makes decisions to choose future expectations (Trempata and Malmberg 2002).Stated in their research about the importance of adolescents in future expectations hypothesis in relation to the significant sub-system around them, whether these expectations are positive or negative (Nurmi, 1991; Seginer, 2008). It is also discussed by the Rogers and others that adolescence in human life is an important time for future expectations where individual takes decisions under the control of their parents (Rogers et al. 2008).

Alexander et al. (2008) stated that the main causes of high rates of drop out of children is leaving the school without acquiring the basic skills. Limited learning opportunities and overcrowded classrooms with insufficient modern tools and inadequate learning materials are some other reasons. Unskilled and untrained teachers do not participate or contribute in schooling enrolment policies. Several authors have emphasized it a very critical point on which little research has been conducted, that is the relationship of involvement of parents in schooling of their child can encourage and motivate to achieve academic goals (Baily et al. 2004).

According to the latest progress report 2014-2015, Education for all, it has been mentioned that 25 million children of aged 5-16 are not attending school in Pakistan. In the same report it is further mentioned that 6.16 million children of age 5-9 are out-of-school in Pakistan (UNICEF 2015). Khyber Pakhtunkhwa which is the province of Pakistan, badly affected by the insurgency and peace has also a very high rate of out of school children. Khyber Pakhtunkhwa is the North West side of Pakistan, the population of Khyber Pakhtunkhwa is 22.2 million, with the land area of 74,521. The population under the age of 15 is 47.2%, with a population of below poverty line which is 38.1%, and the literacy rate of Khyber Pakhtunkhwa is 47.01%, as mentioned in the report (Khyber Pakhtunkhwa Statistics 2009).

The research will help to develop an instrument of assessment that can help to identify key factors in evaluating the susceptibility of a household for their children in schooling. The research will offer insight and information about the schooling expectations of the children in Khyber Pakhtunkhwa, Pakistan. The PSLM data at the house hold level, the research will seek to expand the current knowledge and provide much needed information about the current household dynamics that suppress the children to go to school and making decision in future expectations.

Therefore, this study will explore the sensitivities which are the reasons of children for not participating in schooling. The findings of this study will help to formulate the policies to stream line parent's participation in schooling of their children. The research will focus on household decision towards their children in the participation of schooling for future expectation returns. The research will seek to blend the rights based discourse on children with that of the quality of life based discourse arguing that both discourses seek the same end to support the personhood of the children of the household and recognize their right and self interest in being a primary player in their development.

1.2 Expectations of Returns from Education: Justification

The study will justify the household expectations of returns from education of their children. It will explore some of the issues which are barricades to the household and the children by themselves. This study will explore about the decision making of the schooling of their child and will explore about the earnings from future expectations.

Household decision making and participation in primary and secondary school enrolment is very important because household can play a positive role in reducing the drop out ratio from schools in Pakistan, especially in Khyber Pakhtunkhwa where this ratio is very high comparatively to the other provinces of Pakistan, like Punjab and Sindh. There are different issues related to expectations from education, for example, distance from school, absence of school in the area, inadequate infrastructure, early marriages, taking care of siblings, and high cost of education. The government of Pakistan took the initiative to give free and compulsory education for all, despite race and religion, and many efforts are made to enhance the budget allocation for education sector and to improve the overall literacy rate, in spite of facing economic and socio-political constraints (Govt. of Pakistan, 2003).

Parental as well as children decision making can play an important role in schooling for future expectations, because young children also take decision after completing their higher school education level. The research will attempt to quantify and qualify the needs of and barriers faced by the household in future expectations of their children. This research will then allow for improvements to be made in development programming that specifically addresses the needs of households for the schooling of their children.

1.2.1 Research Objectives

Following are main objectives of this research study:

1. To know about the decision making of household about expectations from schooling of their children.

The household perception and their involvement in schooling of their children can play a significant role in school attainments. Those students whose parents are involved in schooling decision for their children have better academic performances and fewer behavioral problem which has more chances to complete their high school levels than those household who do not take interest in their schooling. Several studies have investigated that household expect from their children to go to school usually based on their socio-economic conditions and parental own educational background (yamano and Jaynes, 2005). This objective is based on the parental or household decision and their expectations from schooling of their children. As schooling is considered to be an investment for the future returns, households decide whether to send their children to school to invest in their skills or it is a long term investment to educate their children with lack of interests.

2. To identify the factors that diversify existing provision in decisions making for children expectations.

Recently number of investigation and analyses showed that household decision making for the schooling of their children is effected by dynamic factors. To know about the factors that affect the schooling of children of the household here we will investigate multiple variables. The main aim of this objective is why household hesitate to send their children to school even though free and compulsory education system is available. As many studies have shown that household participation in school life for their children is strongly associated with high academic performance as well as for reduction in dropout of children from school.

3. To know about the importance of household educational background for the participation of their children in schooling.

Studies have shown that household educational background play a significant role in schooling of their children. Households with high educational background give greater attention to their schooling and they are more likely to investigate the problems faced by their children during their studies comparatively to those household who are not-educated and have very little educational background. Educated parents make efforts to encourage their children to study hard and commit in schooling challenges which they will face in future (Hill and Tyson 2009). When parents are involved in the schooling academic performance teachers also, give much attention to their children

because teachers are coordinated by their parents to know the weaknesses and problems in studies for their children, while illiterate parents do not take interest to yield initiatives for their children. It is also investigated that children schooling attainment is based on the parental involvement in schooling as well as the students have better performance in schooling academic achievements comparatively to those who do not participate in schooling for their children (Zill and Nord 1994).

4. To identify the socio-economic condition of the household and barriers towards schooling.

This objective is based on the socio economic condition of the household in the region which creates hurdles in schooling of their children. Stanley (1969) investigated in his studies that the probabilities of out of schooling or falling behind the school for the diverse family backgrounds, he stated that parents with very little income and education had more chances than those who were illiterate and having no education and income level. Household characteristics of their income is based on a liquidity constraint, as through savings and credit very limited chance is confronted by the household to make it easy for their consumption in different aspects of their livelihood (Beegle et al. 2006). Due to fluctuation in household income and constraints in their budget for livelihood and other necessary conditions of life, household decides to withdraw their children from school or do not allow them to go to school (Jenson 2000 and Yamano et al. 2005).

1.3 Background and Theory

The research can generally be broken down into three primary areas of Empirical research, though of course there are many overlaps in terms of sub groupings and practice. The three primary areas are as follows: The theories relating to living discourses and participation of the child in schooling; and their expectations returns from schooling. The theories relating to gender studies in terms of household discrimination and bias in terms of expectations from their children and finally the theories relating to provision and use of basic services provided to household and their children such as free education services in Pakistan. There is limited literature available in theoretical clarification as to why diverse group of parents have different thinking of expectations from returns to schooling. Different research works have only focused on certain schools instead and data is analyzed rather than going deeper into the research to theorize as why parental decision is important in schooling of their children.

1.3.1 Present Education System of Pakistan

The Education system of Pakistan is established on the following structure, Pre-Primary, Primary, Middle (Lower Secondary), Secondary, Higher Secondary, and

higher education (University Level of Education). Pre-Primary School children age is 3-4 years, Primary which consists of 1st class to 5th class, and the age of the child is 5-9 years. Middle School (Lower Secondary) includes 6th class to 8th Class and the age of the child is 10-12, while secondary level is from class 9th to 10th. Some diplomas and vocational schools give admission after the secondary class certification, (UNESCO 2012)

Pakistan is far behind in achieving its target in universal primary education despite policy commitment and assurance by the government of Pakistan. Currently Pakistan's Gross Enrolment rate is 85.9% while the goal for Pakistan was to increase up to 100% by the year 2015. 21.4 million children of age 5-9 years are in primary schools, while 68% are already enrolled in schools in which 6.5 million are girls which is 44% and 8.2 million are boys which is 56% (EFA Report 2014). According to the Integrated Household Survey Data the literacy rate 2013-14 has been increased in urban area compared to rural areas.

As the free primary education is provided by the government of Pakistan but there are still out of school children and this is due to lack of parental education in schooling of their children (World Bank 2006). The direct cost on schooling is a big problem, due to which households hesitate to participate in schooling of their children (Kadzamira & Rose 2003). Pakistan is far behind in achieving its goals in the field of free and compulsory education, the research will elaborate the key problems in the country which create hurdles for the household to send their children to schools.

1.3.2 Household Education

Epstein and Jansorn, (2004) stated in their research that house hold participation has a close relationship with the success of schools as well as in the development of a student. Those schools who provide high quality environment in their institution, they involve the parents of the students in direct communication about their children's future expectation from schooling. Parents, teachers and student's participation can improve the educational level of a student in school as well as increase the interest level of the child. The studies stated that the household educational level especially of mothers is very important in the development of a girl child in schooling process than boys because mother motivates the girl child to go to school.

Lloyd et al. (2009) stated that the quality of the education in school is dependent upon the engagement of parents in the school activities. He further stated that as from the studies it is clear that participation in the school of their children, parents with even little background of education participate in school activities. And even those household who have the education level up to 10th have themselves taken interest in the education of their children. Children having different ages and potentials,

combined together in a single classroom, without adoption of appropriate teaching methods, learning and induce to participate in the school.

1.3.3 Household or Family Income

Schultz (1988) in his research showed that the additional years of schooling have a significant effect on individual earnings. He also discussed that education has a major prominence in sustaining income growth. Sen and dreze (1999) stated that educated people are efficient producers and more likely to make knowledgeable choices. Bardhan and Udry (1999) hold that income inequality is the result of lack of attainment of education in poor countries. Considering the link between education and income, access to educational opportunities could prove a sound policy instrument for uplifting a stressed economy such as Pakistan.

Both Coleman (1966) in the United States and the Peaker (1971) in Great Britain, stated in their studies that determining the children's educational achievement family background is important than the school's factors. Their studies set off a dynamic debate about the role of family and school factors in assessing the contributing factor of educational attainments and achievements. This debate was firstly limited to industrialized countries, then later Stephen Heyneman stated in his report "Coleman Report for developing countries" (1976) when he did a research in Uganda, that in determining academic achievement school factors are more important than family background. In following research, Heyneman & Loxley (1983) generalized these findings to other developing countries and they concluded that, "the poorer the country, the greater the impact of school and teacher quality on achievement". These studies are based on family background school factors and educational attainment and achievements.

1.3.4 Gender differences

Future expectations in relationship with gender and demographic variables has also different situations. Parental or household expectations for boys and girls are different, because in Pakistan when we talk about the future expectation from schooling we will discuss from two different angles. First the parents give preference to their boys on girls, because they have different expectations about the girl child as early marriages, and going to another family is one of the main cause in future expectations in schooling for their girl child. Families in Pakistan focus more on boys and their future earnings and future goals comparatively to girls. Because a girl is expected to go to her husband's house and make a family. While on the other hand from boys there are more

expectations than girls for future financial position and better life style (Zeira and Dekel, 2005).

In another study Brown et al. (2006) stated in their research that comparatively to girls, boys have more suspicious expectations of professional income that is why they have more worries for future earnings than girls. But girls also mentioned more habitually anxieties related to future occupation as compared with boys. Early adolescents in the United States are gradually unprotected to a culture of worrying communications about their future expectations.

Hunt and Macleod (2008) described that children who are going to schools are dissatisfied to proceed for getting education, because the extreme poverty and hopelessness stop them to continue with their studies. Mostly the children encompassing a picture of them with the world and thinking about their present situation in the society, demonstrate them to go to school. Gender discrimination in the family and in the society as a whole is the main problem which do not allow girls to live with dignity and make their own decision in future expectations and standard life style in the developing countries.

Hill and Taylor (2004) stated in there research that children can also make decision towards schooling by themselves, while in some research works it has been discussed that parental expectations for future returns also has a strong effect in decision making. Different approaches and theories have been discussed, for example, when we talk about the children problem in sociology we are talking about their childhood and their basic rights towards better expectations in future. While when we research about psychology for the children that is different. In another study useful tool for understanding why families diverge is the conception of intergenerational contracts which conceptualize family relationships as a set of inherent identifications relating to the roles and responsibilities of family members (Ansell 2004).

1.3.5 Early marriages

Mansory (2007) stated that the school dropout is also caused by the early marriages both for girls and boys; he give examples of the situation of girls in Afghanistan and stated that due to early marriage burdens on the young of the region creates hurdles to educate the next generation. The early marriage for girls in a context that when the girl leaves the house of their parents, she moves to another place and discontinue the school due to household labor and in the taking care for her marriage partner, also other members of the family of the husband. Ackers et al. (2001) suggested that family background is also important and one of the main cause of discontinuity in schooling is the low expectations from the schooling of the girls.

Odaga and Heneveld (1995) described in their research that households have the perspectives that it is a wastage of money to send their girl child to school because

parents think that before completing school their girl child is going to be married, due to early marriage it will be useless to send to school, as after marriage of the girl child the parental investment is lost, therefore parents discouraging their female children to go to school.

Sathar and Lloyd (1994a) attributed the discontinuity of girl's education to school distance, if the school distance from home is more than a kilometer, girls lose interest to continue their further schooling, and this is due to the poor communication structure in the rural areas as well as the cultural barriers.

1.3.6 Distance from school

There is the evidence that family feel more afraid to sending their girl child to school instead of boys. In Pakistan parents do not send their girls to go to school if the school is located far from home. Because parents fear to expose their daughters to moral or physical hazards. Even though there exist no high gender differences in primary schooling in Lahore, Pakistan, but in the other part of Pakistan the distances from girl's schools to home has significant negative impacts on their enrolments (Alderman et al. 1996). In this research work we will focus on different factors that affect expectation returns and household decision making in the schooling of their children.
Gertler and Glewwe (1990) described about the distances from schools and the local teachers and their quality which influence students to take interest in their studies. The indirect cost of the communication and transportation system of a child is also a big problem for the parents, who contribute in educating their child from their out-of-pocket charges.

Research from Asia offers many comprehensive studies on the household decision making for their children and the expectations for future goals. The studies have found out that there are number of problems that are concerned about the wellbeing of children in some part of Asia, and a big issue about the gender discrimination in the region. Parent have different way of treating girls than boys and they have different decision making approach in their schooling (Basu 1991).

In Pakistan, according to World Bank data 2012, it has been mentioned that 38.1 million people are living below poverty line, so the parental decision is different in case of their girl child compared to boy child. As researchers in many different literatures have described that investment in educating girl child is a waste of money, some said that they use their girl children for looking after their siblings, while some have described of cultural and religious factors as barriers that stop the girl child. The research will focus on different factors which affect the schooling of the children as well the problems faced by households in the region.

All these arguments and factors are true in the society of developing countries, If the household will be given a chance to give them some little amount of money to

provide education to their children, then the dropout rates can be reduced because due to the financial constraints the household faces problems in the society, where education is considered to be a wastage of money and time for the gender of their child especially girl. There are many factors due to which no proper attention is given to the girls in the school because the households cannot spend the same amount of money on both genders due to poverty constraints.

The literature in vast field mentioned that household participation in schooling is very important, which enhances the student's school performance, and decrease the dropout rate of children to go to school. In Pakistan very little attention has been given to this problem, and very limited discussion available in household interest in schooling of their child. This research highlights the responsibilities and weaknesses of the household in Pakistan. The study classifies the parental income and education level which can affect the schooling of their children in Pakistan. It explores some of the issues which are barricades to the household decision making in schooling of their children. This research also provides an opportunity to policy makers, organizers and authorities in the field of education to make policies and plans in the light of the needs and developments of the society as a whole. The study also explores the literature regarding the behavior of household towards education of their children.

Map of Pakistan

Figure 1 Map of Pakistan

Source Google Map

Map of the Study Area

Figure 2 Map and profile of Province Khyber Pakhtunkhwa

Source Google Map

Khyber Pakhtunkhwa is the North West side of Pakistan, the population of Khyber Pakhtunkhwa is 26.9 million, with the land area of 74,520 km². The population under the age of 15 is 47.2%, with a population of below poverty line which is 38.1%, the Literacy rate of Khyber Pakhtunkhwa is 47.01%, it is revealed that the literacy rate for male is 68% while for female it is 33% of the age group of 10 years and above. mentioned by (Khyber Pakhtunkhwa Statistics 2009).

1.4 Background of the study and DATA

The Household Integrated Economic Survey Data has been conducted since 1963. While in 1990 due to the requirements of a new system of the national accounts the questionnaire was revised to fulfill the deficiencies in the data collection. During the year 2004 the survey was renamed as Pakistan Social and Living Standards Measurement (PSLM) Survey and the same segment of the HIES completed. The PSLM survey is based on all the provinces of Pakistan, and the data is collected on district level in each province. The survey of the year 2013-14 is based on 17989 households and the important information about the households provided, which can be illustrated as follows: It provides information, about household's income, household members and education level, savings, liabilities and consumption expenditure and consumption patterns at national and provincial level with rural and urban areas, the survey is also based on the expenditure of the education on household children. Different factors related to education have been discussed and the data have been collected. Household Integrated Economic Survey included the enumerators both male and female, who collected the data with team approach method. Due to cultural differences the female members collected the data at home from the female members of the households while the male members collected the data from male household members through face to face interview. The questionnaire for the Integrated Household survey data was designed in different parts and sections, the first section of the questionnaire was based on the household information, income of the household and employment status of the household. While the second section was based on the education and profession of the household of both male and female. Section 3 and 4 was based on the health of women and children, while section 6, 7, 8, 9 included the consumption and expenditure land or house owned by the respondent's section 10, 11, 12 were based on agriculture, livestock's and the income and expenditure. The data which is collected through PSLM survey will be used to assist the Millennium Development goal and poverty reduction strategy in Pakistan. The indicators were based on, Education, Health, Water Supply and Sanitation, Population Welfare and Income as well as Expenditure. The universe of this survey were all the urban and rural areas of the Khyber Pakhtunkhwa, Pakistan. The data was based on all the provinces of Pakistan but we have selected the Khyber Pakhtunkhwa province only, where the situation is very difficult. This study explores the causes of drop out and household behavior towards schooling of their children. And will encompass government as well as private schools for both male and female children including the households of the villages where children do not participate in schooling. Due to constraints and time limitations the study was conducted in two union councils of District Peshawar, Khyber Pakhtunkhwa, Pakistan. According to the population senses of 1998, District

Peshawar consisted of 2.26 million. 51% of people of Peshawar District are living in rural side, 49% of people are living in urban area which is the City of Peshawar. Total area of Peshawar city is 1,257 km². According to the statistics of (PSLM 2010-2011), 53% of the population are literate in District Peshawar in which 68% men and 38% women aged 10 years and above are literate. In urban area the literacy rate is 75% for male, 49% for female, while in rural area this literacy rate is 65% for male and 19% for female, for district Peshawar.

Chapter 2 Literature Review related to South Asian Countries

Review of Literature plays an important role in finding the groundwork and explanation of a specific problem. It helps us in doing the research work to reflect on it once more and find out further information of a particular problem, which are hidden and needed to be identified. Literature review is also important to identify the pertinent research procedure and to postulate right analytical framework for the proposed study. Therefore, a brief review of some relevant literature is given in the following section.

2.1 Overview

This research is based on the impact of primary and secondary schooling on the economic development of South Asian countries and how this impact on revolutionary progression. Countries started economic growth through the access to education, as education is the only way to achieve better economic development. According to current population estimation of United Nation (2016), the South Asia has 1,846 (Million) population, which is the 24.8% of the total world population. The population density is 289 Square kilometers and the population of urban area is 34.3%. According to (SAARC) South Asian Association for Regional Cooperation, the seven countries launched the political and economic organization, which included Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka, in December 1985 and Afghanistan Joined the organization in April 2007. The reason was because these countries have the same certain economic and social problems, together with association to, near to the ground level of literacy rate, low quality of education, poor infrastructure, high rate of dropout of school, not proper funding, adverse cultural practices and historical connotation of people with each other (Chanda 2011). The review about Iran is also, discussed because Iran shares border with Pakistan, and has cultural and other geopolitical relationships with Pakistan. India is the most populous country in South Asia, while Pakistan is having the 2nd highest population, according to (World Bank 2016). The United Nations Millennium Development Goals (MDGs), was basically based on the different measurable important targets and goals for those countries who are far behind the developed economies in the world to achieve a sustainable development, in these target areas education is the basic factor for human rights and it's the basic need of an individual in the society. The member countries of the United Nations were pressurized to take part in the universal primary education, reducing the child mortality rate by two-thirds, also to help in maternal mortality rate by three quarters and also to provide safe and clean drinking water for the half of the population of the world (Alston 2004).

It has been discussed that developed economies and those states which are

comparatively wealthier have invested in education because they would either have better powerful institutions or faster economic growth which make it easier for them to spend more on education that's why we assumed that education has the possibility of correlations between education investment and economic growth which is due to opposite causation. The Communist states such as China and South Africa instantly transformed the stratification processes and implemented their educational structured policies in their societies. These policies were strongly implemented and the dramatic change brought in the educational opportunities of the individuals which occurred a major shift in the educational strategies, although during the Cultural Revolution the fundamental unrestricted agenda disturbed the education policies and the well-educated and upper class people lost their liberty of association, in the Post Mao era it was regained by that time (Zhou et al 1996, 1998). Post Mao era, 1994, the Hong Kong, which is industrializing economy, when structured the free and compulsory primary school and provided proper funding to achieve the goal, it showed significant growth in educational opportunities for all children with different socio-economic background.

Lillard and Willis (1994) have also described the similar effect in educational policies in Malaysia. There are many issues in the world related to inequalities but some studies suggested about the racism in India as well as in Latin American region. As a large scale of data set is consistent on inequality in the countries like India and most of the Latin American, where the disparities between races and genders were high and had the assistance of the world bank, Ecuador's (2001), the data consisted on the races inequalities were collected by Nicaragua and Peru (2005) while Argentina and Uruguay plan to collect race data in 2010 census stated by (Stubbs, 2006).

This research is based on the present situation in South Asia in literacy rate and the main reasons that South Asia needs to achieve their targets and goals in the literacy rate. We will explore the previous research in returns of education and will also discuss about the present literacy rate in South Asia. The recent literature stated that it is primary schooling which has significant contribution towards economic development and social benefits, and for the past few decades' countries from developing countries have given less attention. Why primary schooling? Because from different discussion and literature, it has been informed that there is very less opportunity cost during the primary school period and the returns are high as compared to secondary and tertiary level of education. While the cost of higher education is much greater, then lower age schooling, which is not possible for the poor household to send their children to secondary and tertiary level and due to lack of financial resources household is compelled to send their children to work. This research will explain the previous literature in the light of returns to schooling and will also elaborate the World Bank and UNESCO to understand about the present literacy rate of South Asia.

Map of South Asia

Figure 3 Map of South Asia
Source Google Map.

2.2 Conceptual Framework

2.2.1 Definition of Literacy

Literacy can be illustrated as the ability of a person who can read write with understanding, can read every day news statements (UNESCO, 2008). According to this definition by the United Nations, the UNESCO Institute for Statistics collects the data on literacy which is also available in World Bank data set. The literacy statistics are divided into to two groups one that is illiterate while the other one which is Literate one.

2.2.2 Background

According to the EFA report 2008, India has high chance to achieve the Universal Primary Education of MDG by year 2015. In recent report it has been made clear that India has improved the education level of the people who belong to rural areas as well as to the poor economic family background and are unable to support their children especially girl child (Shankar 2008). Similarly, the EFA report for Nepal in 2008 mentioned about the gender parity in MDG 2015 also reached the practice result and achieved the target goals (Benallie et al. 1995). While in case of Pakistan it could not achieve these universal primary education goals by 2015, because without the effort of families, communities and the policy implementers it is not possible to achieve the target to reach up to 88% in literacy rate by the year 2015, while it is 58% which is far behind the universal primary goal achievements. As in their research Barro and Lee (2001) mentioned that the average year of schooling in 1960-2000 has been significantly increased in adult men and women in South Asia except Afghanistan. Bangladesh and Nepal are particularly unassertive in the region. The Increasing literacy rate of India is comparatively better than Pakistan which is rapidly progressing its economy in recent years. Sri Lanka has the better literacy achievements in South Asia with 92.63% literacy rate the best in the region comparatively to India and Pakistan. In case of Gender Parity Index, they further mentioned that there is a big gender gap in the average educational attainment in South Asian Countries such as Afghanistan, Bangladesh, India and Pakistan.

Psacharopoulos and Patrinos (2002) in their research estimated that 27% of average global private return is due to primary education. They also indicate that the contributions of primary education to better natural resource management played an important role in strengthening the economic condition of a state. Porter (1998); Hanushek and Kimko (2000) stated in their research that the association of education is broad- based circulation of information in an economy. Children who not complete

primary education with a large share it can affect the productivity of the labor force in future generation. At the start of the new millennium, adults average rate is just 0.8 years of formal education in Mali and Niger, 1.1 years in Mozambique and Ethiopia, 2.0 years in Nepal, and 2.5 years in Bangladesh (Barro and Lee 2001). Azariadis and Drazen (1990) stated that it has been proved from research that low human capital and human skills are fundamentally inadequate for sustainable economic growth, it is also very important for the global as well for regional economies that for stable democratic institutions and for poverty reduction in an economy education is very important factor, and they were the first researchers who mentioned that those countries who have low human capital accumulation which is lower than six years of schooling will have low returns equilibrium until the level of human capital rises. They mentioned that those countries who have above the threshold, they achieve higher macroeconomic growth path Hanushek and Kimko (2000). Barro (1999) stated in his research about 100 countries that from 1960 to 1995 education has shown rising tendency in the democracy only, both with in the primary schooling and with the participation of male and female in these regions. The data has been gathered from both World Bank Data Base as well as from UNESCO Institute for statistics (UIS). This research is based on South Asian Countries, and their comparison with Pakistan. The data in case of Afghanistan was not available due to which we considered Iran as the border state with Pakistan. This research work is based on the following sections; section 1 is based on the data which shows Geographical background, Population, GDP expenditure on Education, Adult literacy, Primary School Children as well as the Secondary school children drop out. While section 2 is based on data summaries and section 3 is based on the brief description of the data in literacy level of the South Asian Countries. The cross national trends in south Asian countries have been shown in the tables.

Adult literacy rate of South Asian Countries as well as the neighbor country Iran, the highest literacy rate is for Sri Lankan which is 92.63% while the lowest literacy rate is of Pakistan in the region where the literacy rate is 58.63% which is the worst nation in education sector in the region. Pakistan has also, very low female literacy rate which is 45.26% while the literacy rate for the male is 71.50% which is higher than Bangladesh but lower in other countries in the region. The Youth literacy rate in Pakistan is the lowest one which is 72.98% while the highest one is for Sri Lanka which is 98.87% in the year 2015. For India it is 87.9% while in case of Iran the youth literacy rate is 98.18% which is the second highest in the neighborhood of Pakistan.

2.3 Dynamics of Education

2.3.1 Education and Health

Case et al (2002) defined in his work that both developing as well as developed countries has a very strong correlation between better health and schooling, his findings described that each additional year in schooling declined the mortality rate in men in the United States with 8% reduction, while the same result was also found in the European countries. Both in developed countries as well as in developing countries the people with higher education level had better health comparatively to those who were illiterate.

Caldwell (1986) stated that there are many ways in which education may affect health condition of an individual. Education not only improves the income level occupation level or life style of an individual but it also brings understanding of hygiene and sanitation, which encourages their use of health care systems and many other countless ways to protect himself and improve better life standard to live healthier life. Health disparities increases between those people who are highly educated and those who do not have high level of education, when new technologies emerge less educated people cannot properly adopt them.

Dreze and Murthi (2000) finds that the education of women plays a significant role in declining the fertility of a country. The findings of his research in different districts in India where he finds out in a long term over time differences in education and decline in fertility in the selected districts. He further stated that a large Muslim community has the fertility rate for women is 0.2 child because they do not believe in family planning and want to produce more children.

2.3.2 Theories related to Returns to Schooling

Education is an investment in human capital, and is considered to be an investment that is parallel to investment in physical capital. As firms decide to invest in new machineries, this is the case of an individual person when he decides to invest in education to learn more skills, the investment for both human capital and physical capital is included on the current costs, and harvest of future earnings and the internal rate of returns (Schultz 1960).

Psacharopoulos and Patrinos (2002) in their research described the role of education in different countries with the basics of the human capital model, in which they stated that the basic role of education is raising the individual productivity. They have also discussed education at the rate of returns in their empirical research in different countries. Some researchers in 1970 considered education as the screening and

signaling model, which is based on the relationship between earnings and education. Such models indicate the distinctive ability or the productivity of an individual. Brown and Session (2004) explained about these types of models which are related to the individual ability and signaling. The skills and productivity of an individual in developing countries would not have improved so fast as in the recent decade it has been increased due to the educational opportunities in the developing countries. The returns to schooling can be judged from the investment in education (Mincer 1974 & Becker 1975). As there are many non-market benefits of education, while it is making people productive, gives opportunity to earn high wages and eliminate the poverty of a society. The increase in earnings due to education is simply known as the economic returns to education, which estimates both private returns for an individual, society and the social returns for a large number of developed and developing economies. Compared to the private rate of returns social rate of returns is lower due to the public finance cost of education (Haveman and Wolfe 1984a, 1984b).

McMahon (2000a) stated that there are no interpretations for the individualized education which give benefits to the society, which is known as the external benefits of education while in case of higher level of education these externalities have more benefits for the community or the society in the field of research and evaluation. The importance of these externalities is momentous for the investment in education in a society. Psacharopoulos and Patrinos (2004) described in their findings that in developing countries the returns to education is continuously growing as approximately 10% increase can take place with one additional year of schooling. While in other studies the Schultz (2004) estimated that additional year of schooling can increase the returns to education in general. But in some cases its effect is very low, which is a convex pattern in general, but monotonically it does not increase in some countries with an extra year of education, which is generally a convex pattern in returns to education. In case of primary schooling the returns have been decreased due to supply and demand side in some countries, while it has been increasing in terms of South Asia where the educational level is very low. For the last decade education is the evidence of economic growth in several East Asian Economies, which have rapidly shared educational expanding and provide evidence that education is the key factor for the economic development.

2.3.3 Schooling and Income Generation

Psacharopoulos (1994) in his research mentioned all-inclusive set of approximations on the cost-effectiveness of investments in schooling all over the globe. He mentioned that primary education is on the top investment priority in the developing economies which can bring sustainable economic growth and can bring stability in the intuitions with reduction in poverty. The returns to schooling in case of

girls for one additional years is higher than that of boys with increased earnings, up to 12.4% and 11.1% respectively.

Rosenzweig (1995) in his research stated about the differences in returns to primary education during the time of green revolution in India. The areas which were suited Agra-climatically to the use of higher yielding variety seeds, the returns to the primary education increased because those farmers who had up to the primary level of education had adopted the technology very well. And those areas which were climatically not suited for the seeds were not able to increase their income level from Primary education. Breierova and Duflo (2004) in their research work in the Indonesian school building program, they find there were an increase in the labor force with a proportion of primary school graduates, in those areas of the country where the school building efforts were launched, due to which the wages of the older worker went down. The result was expected that whatever is the reason, if the human capital is increased instead of physical capital, which may be the need for the different periods in human capital rather than physical capital that holds down the returns to education.

Lucas et al. (2003) described that children leave their family farm, where all the skills are required for their job on the farm they invest in schooling and learn more skills. He stated the investment in schooling can decline the fertility rates of an economy which can improve opportunities, technological changes in the markets and increase educational attainment to bring socioeconomic changes in the life of every individual. Schultz (1988) in his research showed that the additional years of schooling have a significant effect on individual earnings. He also discussed that education has a major prominence in sustaining income growth. Bardhan and Udry (1999) hold that income inequality is the result of lack of attainment of education in poor countries. Considering the link between education and income, access to educational opportunities could prove a sound policy instrument for uplifting a stressed economy such as Pakistan.

2.3.4 Schooling and its Impact on a society.

Schooling effects the productivity and outcome of an individual as well as of the society as a whole. Some studies suggested that additional years can increase the earnings and productivity of an individual, while those people who have high schooling the returns from schooling is always high, and those who have less schooling their returns will be lower comparatively. Some of the researchers have discussed the schooling as cognitive skills, the schooling increases the cognitive skill of an individual as well as the socioeconomic value of an individual in a society. As it has been discussed by McMahon (2000b) in his research work that education is not only increasing the productivity and economic growth of a society but it can also decrease the fertility rate, population, poverty, the reduction in infant mortality, increase in life expectancy as well as can bring sustainability in political stability.

As Psacharopoulos (1994) described that the highest returns were consistently finding out of the primary schooling, while secondary schooling had slightly dominant the returns to schooling. It was noted clearly that the differences of returns between the primary and secondary level were considered due to the opportunity cost of schooling instead of wages from schooling. In the same study, about that returns to schooling within the countries all around the world, he finds out the women had the higher returns to schooling than men, that is 11.3% where the return to schooling for men while for women it was 1.3% point higher than men in the proposed research work by him. Hanushek and Kimko (2000) stated in their studies that the association of education is broad- based circulation of information in an economy.

Barro (1999) stated in his research about 100 countries that from 1960 to 1995 only education has risen tendency in the democracy both with in the primary schooling and with the participation of male and female in these regions. Heckman et al. (1999) investigated the difference between general and partial equilibrium analysis, in which the demand side of the market for the gross wage distribution changes, due to the offset of any policy change. Card (1999) had explained about his usual idea that the marginal rate of return to additional years of schooling with the marginal cost of the same additional years of schooling equates the optimal schooling level. The data has been gathered from both World Bank as well as from UNESCO Institute for statistics (UIS).

The present research will highlight the different factors that influence the education of an individual in South Asia and a comparative debate will be discussed on Pakistan as well as the other countries in the region. South Asian countries are facing troubles in literacy rate which is the backbone of the economic growth of any country. The research will enhance the key factors due to which people face problems to continue the schooling for their children to go the school.

2.4 Profile of South Asian Countries and literature related to returns to education.

2.4.1 India

Republic of India is the most populous country in South Asia and the 2nd in the world with population of 1311.05 million in the year 2015. It is bordered by Bhutan, Bangladesh, Burma, China, Pakistan and Nepal. New Delhi is the Capital City and the official language of the country is Hindi and English, there are in total 22 official languages in the different states of the country (CIA, World Fact Book 2009). The literacy rate of the country is 72.13%, the female literacy rate is 62.84%, while the male literacy rate is 80.95%, and the 256 million people were Illiterate in the country during the year 2012-15 (UNESCO 2016). The GDP of the country is 1831.78 billion US$ in the year 2009-2012, which is the average of the latest 3 years, while the Per Capita Income

of the country is 1357.43 US$ in the same years. Dreze and Sen (2002a, 2002b) stated in their research about the deviation in economic performance in China and India, previously and afterwards market restructuring ratified in China in 1979. China in 1970 invested in education heavily comparatively to India. At that time, as a result of adult literacy rate of China was (51% for women and 79% for men) which was much higher than Indian adult literacy by 26% for women and 55% for men in the early 1980s. While before and till the 1979 Chinese market reform, India and China both had the same economic growth rates. In 1980 and 1990s china took market reforms, in combination with higher literacy rates, to sustain rapid economic expansion. Barro and Lee (1993) described in their research work that India before the reforms of 1980 and early 1990s had as substantial educational growth but the economic growth of India at that time had many faults. The average of annual growth rate worldwide in the schooling, average years was 2.6% in the era of 1960-1985. During this period India's growth rate of population with schooling, average years were 3.4%. The annual per capita real GDP growth Rate at the same time was over 1.8%, compared to 2.3% of the world average. Thus India at the time was performing well in investment in education despite low economic growth. Duraisamy (1992) stated in his research work that here was 4% increase output value in farm due to farmers' education with 4 years and above in India. Education farmer's increases farm output comparatively to their uneducated counterparts in the same region.

McMahon (1992) described about the external benefits of education that there are other non-market education benefits which can improve the health status of households, family income, can reduce household family size, improve quality of life, efficiency in household production, better childcare and political awareness, etc. moreover there is the conceptual measurement problems with these external benefits of education which are hard to analyze. Duraisamy (2002) find out that there is a gap between youth and the older age returns in the Primary and Middle level of schooling which is lower for the young people with their age 15-29, while for secondary level it is also the same returns for young people in India. In case of diploma in technical education and the college level education has the highest returns to schooling in the same age from 15-29. The returns to education and its impact on the individual earnings has been discussed by the researchers in imperial analysis and have the arguments that in some cases the returns to education is higher compared to those people who are illiterate. These arguments also suggest that primary education played an important role in the better quality of life of individuals in the Indian society. While some said that primary education returns are not negligible, but are not so much higher as compared to the high level of education in their region. The aim of the present research was to identify the review, about the returns to education for the last few decades and to explore what are these evidence from India about the different levels of education especially in case of primary education and its returns to schooling. Smith and Joshi

(2016) finds out that relative to private and public (govt) schools, focusing only on government schools chain can lead to better attainments in Universal Basic Education (UBE), with more rapid achievements, then depending on private and public schooling (means mixture of schooling). The large scale of network of schooling in China has achieved greater enrollment, graduation, attendance, gender parity and has a higher proportion of tertiary education than India which has the world's largest primary and secondary private school sectors. Instead of encouraging privatization large number of government schools can lead to higher rate of school attainment in developing countries.

Tooley and Dixon (2007) stated that teaching activities in private unaided schools were higher than public schools, while teacher absenteeism was lower in public schools. The household participated in low cost schooling instead of government schools in East Delhi, India. There are three types of schools in India, Government, Schools, and Private schools unaided, and Private Schools aided. The Private schools which were aided consisted of 100% salary were paid by the government of India. Those schools which were Private Unaided were not funded by the government of India and were privately funded. There were two more types of schools in private unaided schools which were known as recognized and unrecognized schools. Recognized were those which fulfill the regulatory requirement of the state and unrecognized were those which did not have a regulatory requirement of the Indian states. From public policy to normative historical approaches, the universal basic education is based on the completion of primary and lower secondary education, which is known as compulsory education (Cohen et al., 2006; Weiner 1991).

In most countries the first 8 to 9 years of an individual person in formal education, are the compulsory schooling which has higher benefits to individual, society and the returns are higher for primary schooling than the returns from higher education (Tilak, 2002). Primary schooling develops general knowledge, skills, socialization and values of an individual. It accelerates demographic effects in the direction of fertility decline and positive relationship with health indicators (Smith et al., 2012; Baker et al. 2011). Hill and Taylor (2004) stated in their research that children can also make the decision towards schooling by themselves, while in some research, work, it has been discussed that parental expectations for future returns also has a strong effect on decision making. The effects of parental involvement in schooling achievement is determined how it could be structured and the involvement in school decision is different across cultural, community and economic contexts across developmental levels. Different approaches and theories have been discussed for example, when we talk about the child's problem in sociology we are talking about their childhood and their basic rights towards best expectations in future. While when we research about psychology for the children that is different. In another useful study tool for understanding why families diverge is the conception of intergenerational contracts

which conceptualize family relationships as a set of inherent identifications relating to the roles and responsibilities of family members (Ansell 2004).

2.4.2 Bangladesh

People's Republic of Bangladesh borders with India and Burma in South Asia, with its population 161 Million, in which 49.52% are female and 50.48% are for male. Bangladesh is world's 7th most populous country, which came into existence in 1947, during British colonial times to India, and was called East Pakistan (World Bank 2016). While in 1971 it became an independent country and its capital city is Dhaka. The official language is Bengali and English and is quite common languages in the country. The literacy rate of the country is 61.55%, the female literacy rate in the country is 58.49%, while the male literacy rate is 64.57% (UNESCO 2016). Its average GDP for the year 2009-2012 is 133.36 billion and per capita income was 785.36 US$, in the same year. 60% of the labor force are in agriculture while 15% is in Industry and 26% are working in the services (World Bank 2016). The Education system in Bangladesh starts from the 5 years of primary schooling. For lower secondary education 3 more additional years, while for secondary it is 2 years from and for higher secondary is also 2 years more. While for University level and higher education is 4, 2 and 3 years for graduation, Masters and PhD, respectively (Alam et al. 2009). Najeeb (2007) estimated that returns from boys' schooling in rural Bangladesh by predetermined child labor earnings (opportunity cost), direct cost of schooling and other option values. He estimated that the returns to education in primary schools were 13.5%, lower secondary education returns were 7.8%, for higher secondary education the returns were 12.9%, while for higher education it was 9.7%. He suggested forming his finding that there is an economic problem for the households to invest in the boy's education, in terms of primary education only. Chowdhury et al., (2002) illustrated that the impressive enrollment rate in Bangladesh comparatively in India and Pakistan also in case of gender parity, which are attributable to the campaigns by government and non-government institutes by reducing the direct cost of schooling and encouraging poor towards enrollment in the schools. However, the decision in investment in primary schooling was a very difficult decision for most rural household. In case of primary education, the returns from primary schooling is higher than the returns from secondary and another level of education. Becker and Tomes (1994) stated that the household decision making towards the schooling of their children depends on the returns to education in that region. The rate of returns is mostly used by the economists for understanding the decision making of the households on schooling for their children. Bangladesh has played a tremendous role in reducing the dropout rate of children from schools in the last few decades. The increase in primary as well as in secondary level of education and its literacy rate, which has been improved in the last

two decades shows that is the sign towards economic development, as the literature shows that education, improves the income level of an individual and the quality of life of the people of a country.

2.4.3 Nepal

Federal Democratic Republic of Nepal has borders with China, India and the Himalayan Mountains and landlocked country. The population of the Nepal in 2015 is 28.51 Million, in which 51.54 % are female and 48.46 % are male and the capital city in the country is Kathmandu. Nepali is the official language of the country, which belongs to the Indo-European Language. The literacy rate of the country is 64.66%, female literacy rate is 55.11%, while the male literacy rate is 75.58% in the year 2012-2015 on average of the 5 years from (UNESCO and World Bank 2016). The GDP of Nepal is 18.85 while per capita income of the country is 615.05 US$ in the year 2009-2012. The education system of Nepal consists of 5 years of primary schooling. 6-8 is consisted to lower secondary schooling, 9-10 for secondary schooling while 11-12 for higher secondary schooling, which is the same with that of India, Bangladesh and other countries of South Asia. Joshi (2014) described in his studies about the public and private schools in Nepal and stated that parental participation in private schools were higher as compared to parents who send their children to public schools, because the parents of private schools was participating in different school activities while public school's parents did not contribute in the concerns of their children. Thapa (2013) and Bhatta (2009) stated in their findings that parental decision making and their returns have not been conducted despite a moment's attention has been given to public and private school relationships and their differences. Dreze and Sen (2013b) studied about the parental decision about the schooling choice and the poor performance of the public schools. They stated that the low quality of the teaching staff and dissatisfaction of the parents to examine the problems and bring improvement in school achievements of their children. However, parent's expectations are very low in the concerns of the problems of their children to give suggestions to the school management. This pessimism is partly due to the fact that even those schools, which are best have big gap between parental participation in school activities and lack of interactions. In some studies, they have suggested that parental participation in schooling decision is mostly dependent on the socioeconomic conditions of the households. But in case of returns to the education, parental decision and their participation in school activities is also very important because when parents know that the quality of education is very low they also have very little expectations from their children to invest in their schools which can cause either drop out of schools or even, parents are willing to participate in schooling of their children, due to which student's stop going to school. Studies suggested that elimination of poverty and increasing economic growth need a high

level of human capital to contribute to the economy of a country, (Barro, 1991; Mankiw et al. 1990). House income in the schooling decision of their children is the prominent part in developing countries. Dynamic factors that affect the schooling of children are the family background and economic situation of households in the developing countries.

2.4.4 Sri Lanka

Democratic Socialist Republic of Sri Lanka, situated in the India Ocean, near India and the country is an Island. The capital city of the country is Colombo. The population of Sri Lanka is 20.88 million, 51.83% are female while 48.17 % are male in the country in the year 2015. The adult literacy rate is 92.63 %, which is the average of the 5 years from 2012-2015, in which 93.63% are male, while for female it is 91.71% in the same year, which is the highest literacy rate in the region in the year 2015. The official language is based on (Sinhala et al. 1988). The GDP of Sri Lanka by the year 2009-2014 was 68.43 billion and the per capita income was 2820.76 US$ in the same years. The education system in Sri Lanka consists of 1-5 years for Junior Secondary level school. 6-9 the Middle school and 10-11 is for senior Secondary School. In these schools Sinhala and Tamil language are the medium of instructions, however there are many other private schools which have English as medium of instructions (Ministry of Education 2012).

The number of students enrolled in tertiary education is very low compared to other developing countries in Sri Lanka. In 2009 the average tertiary enrollment rate for other middle income and high income countries was 23% to 43%. While the present primary level of enrollment rate and the literacy rate in Sri Lanka is appreciable in the region (Jayawardena 2012). Since 1950, the curriculum for the primary and secondary school was revised for many times, several funding agencies, like CIDA, UNICEF, World Bank, funded for the quality of education. But still the quality of education has not improved in Sri Lanka, there is no such a creative approach method to apply for the primary and secondary school children to improve the quality of education. Due to poor quality of teaching and curriculum system the primary and secondary education level could not improve the quality of education, that's why students are weak in cognitive skills and are unable to compete in the society, there is a very big gap in technological skills, and high quality of education (Jayaweera 2010). Literature from Sri Lanka shows that the returns of education depend on the technical skills and quality of education, which for the last few decades has been revised, but there are still deficiencies in the eminence of education, which affect the life of the people. The high literacy rate in Sri Lanka is the best evidence of improvement in literacy rate, but the quality of education should be improved, but India and Bangladesh have also

deficiencies in their education level but returns from schooling can play an important role with high quality of education.

2.4.5 Afghanistan

The Islamic Republic of Afghanistan with its population around 30.55 million in the year 2015 and is situated in the landlocked area with its bordering with Pakistan and Iran. Persian, also called as Dari and Pashto are the two official languages of the country. The GDP of Afghanistan in the year 2009-2012 was 20.51 billion and its per capita income is 417.06 US$, in the same years. As Afghanistan has insurgency for the last 4 decades the data in case of literacy level in Afghanistan is mostly missing. The latest literacy rate in the 2016 according to UNESCO, statistics, is 38.2%, while the literacy rate for female is 24.2% and for Male it is 52%, which is the lowest one in the region. This is due to war and terror for the last few decades, extreme poverty, lack of school buildings, communication problem, adverse cultural practices, lack of teacher's availability and many more problems in the state. In the constitution of Afghanistan article 43, free and compulsory education is the right to every Afghan citizen. The education system of Afghanistan is as follows. The Primary School 1st grade to grade 6, and the ages of the children 7-12, Lower secondary School is grade 7 to 9 and the ages of the students are 13-15. Higher and Upper Secondary school, which is 10-12 grades and the age of the students will be 16-18.

Mansory (2007) stated that the school dropout is also caused by the early marriages both for girls and boys; he described about the girl situation in Afghanistan and stated that due to early marriage burdens on the young of the region creates hurdles to educate the next generation. The early marriage for girls in a context that when the girl leaves the house of their parents, she moves to another place and discontinue the school due to house labor and working for the taking care of her marriage partner, also other members of the family of the husband, also suggested that family background is also important and one of the main causes of discontinuity in schooling is the low expectations from the schooling of the girls. Burde and Linden (2009) described in his research work with a sample of 31 Villages in rural North West of Afghanistan with 1500 children. The program improved the gender disparities in the present situation and also increased the enrollment rate. She stated that distances from schools is one of the main problem in Afghanistan, where most people live in rural areas and schools are available far from the villages due to scattered population pattern.

Karlsson and Mansory (2007) stated in her estimation from rural Afghanistan that enrollment falls for every mile around 16% point that children must travel to school. The gender gap in the study area has also dropped in the region. Many findings suggested that at supply side about the educational institutions in rural area in developing countries are very scarce, due to long distances from homes to schools is

the main issue in rural areas because families sometimes send their children up to 10 kilometers and more (Kristiansen, 2006). School attainment in rural villages in developing countries requires significant funds, transportation, arrangements of hostels or house nearest to the school and most important time wasting, for such a long distance. On the demand side the rural areas in developing countries have very low returns of education usually number of opportunities for skilled workers is very low, as rural areas are mostly based on agriculture communities the opportunity cost for children will be very high (Jafarey and Lahiri 2005; Schultz 2004).

2.4.6 Iran

Iran is situated near Pakistan and Afghanistan, the total land area of Iran is 1,628,550 square kilometers and its population is 79.11 million, in which 50.35% are male and 49.65% are female. The GDP of the country is 587.21 in the year 2009-2012 while the average for the GDP per capita income is 6830.68 for the same years and the literacy rate was 86.85 for the years 2012-2015, in which adult male literacy rate was 86.85%, in which 91.19% were for male while 86.85% was for female. The youth literacy rate for Iran was also better in the same years which was 98.18% for both sexes (UNESCO 2016, World Bank 2016). The fertility decline in Iran has changed the future benefits of the country. The greater investment in primary potential education will exist for decades or more as the children today will be adults in the future and it will have greater fruits in today's lower fare. Primary level students will be stabilized to 6 million, while the numbers of lower secondary level will decline from 4.4 to 3.7 million and 4.2 to 4.1 million will be the decline for the secondary level of education. This will further improve the quality of education and both governments of Iran and families will invest more in education. But giving job to, nearly a million adults every year will be a challenge for Iran in the labor market (Salehi, and Egel 2007).

Children leave their family farm, where all the skills are required for their job on the farm they invest in schooling and learn more skills. He stated the investment in schooling can decline the fertility rates of an economy which can improve opportunities, technological changes in the markets and increase educational attainment to bring socioeconomic changes in the life of every individual (Lucas et al. 2003). The present education system, and its institutes did not provide the right incentives to the people in the labor market because the market is too rigid and the education system is very competitive that's why the labor market face many problems to persuade the individual in a variety of skills, which is the main requirement of economic growth (Salehi and Kamel 2006). Many researchers in the review of literature have discussed that the increasing education reduces the fertility rate, which increases the quality of education system instead of quantity. Mostly in developing countries the budget constraint occurs which make a reduction in the expenditure on government Institution

due to the high population (Becker, 1962). Iran has focused on the quality of education as well improving its literacy rate in youth, which is the highest one in the region. The returns to education for the individual families of Iran will be much improved and will contribute to their country's economy. At present Iran has the highest GDP per capita and is still investing the education which will further improve its labor market.

2.4.7 Pakistan

Pakistan is a developing country located in the Western Part of South Asia with a total land area of 770,880 square Kilometers. It has 188.93 Million populations and it is estimated that 62% of the population are living in rural areas where is 38% of its population living in urban areas. The GDP with market Price (Current US$) is 243.6 Billion in the year 2013-14, (World Bank 2016). As Pakistan is a developing country and 60% of its population depends on agriculture is slowly transforming to an increasing in share of industry and services sectors in the GDP. The GDP per capita income is 1316.14 (US$) in the year 2015 and the poverty headcount ratio at national poverty line is 29.50%, while the core inflation rate is average 8.04% from 2010 until 2016 (State Bank of Pakistan 2016) which is a burden on a large population in the country who live their lives under the extreme poverty. It is also a very big problem that 50% of the country's budget is spent on the national security challenges and a large amount is being spent on the interests on payments of loans from foreign countries in different sectors. A smaller amount of money is being spent on infrastructure development to give a push to the economic growth and enable the social sectors to meet basic needs of the people like, health, education, social services and other socioeconomic factors (Pakistan Budget Report 2015). The energy shortage problem is the biggest issue in the country which affect the overall industrial production of the country. The rapid population growth, which was 3.2% and more during 1990s and is still above 2.1% per year, which created problems in investment in development sector as well as the increase in the unemployment rate of the youth in the country. As the literacy rate of Pakistan is 58%, which is low compared to the other part of the region like China, Sri-Lanka and the boarder neighbor country Iran and India, as at the present situation in Pakistan one third primary school age children are out of school, and 42% of its population by age 10 and above are illiterate.

The researchers addressed the question about the household decisions, processes that how far children are involved in their own decision making in schooling. In many studies it has been discussed about the adolescence stage of human life which play an important role. It has multiple tasks involved in it to make plans for future preparation and orientation. Making future plans for the betterment in later adult attainment in adolescent youth makes decisions to choose future expectations (Trempata and Malmberg 2002). About the importance of adolescents in future expectations

hypothesis in relation to the significant sub-system around them, whether these expectations are positive or negative (Seginer, 2008). While it is also discussed by the Rogers and others of that adolescence in human life is an important time for future expectations where individual takes decisions and under the control of their parents (Rogers et al., 2008). Parental decision making play in important role in the schooling of their children, therefore without household contribution in elimination of drop out of school is impossible in any society. Low fee private schools can potentially make progress claimed by the supporters of privatization. The evidence from countries such as India, Pakistan and Nigeria have shown that the low fee private schools have contributed in universal basic education while in a different study mentioned by him about Haider Abad India, and discussed that the lower fee schools have a very low quality that's why it is does not meet the parental demand (Tooley and Dixon 2007). The enrollment rate about the private schools in Pakistan has shown a significant role in primary schooling and witnessed a large number of private schools which increased 75% enrollment rate in these schools since 1993. The enrollment rate of Pakistan is far lower than other part of South Asian countries (Andrabi et al. 2008).

If education is reduced to private good like to make it personal returns only for an individual, then the universal basic education will be not possible because the basic education will be under supply and inequality may also occur in education investment (Stiglitz, 1999). The same problem has taken place in Pakistan, on many occasions the educational programs were futile due to no proper execution for the accomplishments of desired objectives. The failed mega projects and programs were followed, Social Action Program (SAP-I & II), the Girls Primary Education Development Project (GPEDP), the Primary Curriculum Reform projects, etc. The key elements of these programs were to drive the education policies in Pakistan and to make the literacy attainment possible, which included, reduction in student dropout, quality improvement in schools, equity and access to education and improvement in adult literacy rate. Pakistan should focus on the primary education which can play an important role in the returns of an individual as well as can increase the economic growth, the World Bank and UNESCO data shows that South Asia has played an important role in improving the literacy rate in the region, but there is still deficiencies between the countries, while Pakistan is behind all the countries in South Asia due to which Pakistan need to improve its policies and achieve its targets in the Millennium Development Goals.

Chapter 3 History of Educational Policies in Pakistan

3.1 Introduction

Since the independence 1947 when Pakistan came into being the quality and quantity of education could not improve comparatively to the other parts of the world. The rationale in the education sector of Pakistan is not yet eliminated from the system there are many dynamic issues, like gender disparity, vulnerability, deficiency in enrolment rate, lack of school's infrastructure, untrained teachers, not fully developed roads and communication systems to the schools, and political and socio-economic failure of the government of Pakistan due to deficiency of funds. The planning in education sector is mostly tragic but if there are some fruitful projects launched by the government of Pakistan, those projects could not reach to their fulfillments and were cancelled due to political interference and lack of financial management (Education Sector Reforms, 2007). The recent world conference on Education for All, addressed the development of education and the allocation of new resources for the education sector reforms all over the world. The multiplicity of restricted conditions, complication of technical issues, improper allocation of financing education sector and the failure of the target achievements in the education sectors were taken into the consideration (McLaughlin, 1987). Financial support to any project or program is an initial step towards the success of the system of education sector, which require a proper monitoring and evaluation support. If the implementation orders are clearly and accurately transmitted but there is lack of financial resources the problems occurred in the implementation of the project or any program (Saleemi 2010). Therefor for a well-designed education policy the allocation of budged is important with well-planned monitoring system before developing a policy. The resource obtainability must be mentioned by the policy makers to give a successful shape to the policy. These resources are based on quality and trained staff, proper financial support for the program, building, equipment and proper material availability for the working people in policy operation. Without these resources and proper planning, the targets through policies cannot be achieved and the beneficiaries will be directly effected through weak policy management. Memon (2007) mentions numerous of barriers faced by the education sector of Pakistan, which has been discussed by many researchers, policy makers and writers, but there is still a wide gap in regional and gender disparities in Pakistan. The insufficient and incomplete school infrastructure, the tough and not friendly syllabus at schools, untrained teachers,

not proper allocation of funds for primary school sector, a large amount of fund is spent on the higher education, and poor labor market, insufficient jobs. This section is based on the review about the history of educational policies of Pakistan and its failure. The first section of the paper is based on the history of educational policies, the second section is concerned about the failure of these educational policies, the third section is based on the contribution of the international organizations and the last section of the paper is based on the conclusion of the study.

3.1 Historical back ground of Educational Policies in Pakistan

For a predictable timeframe educational policies of every country has conceptual importance for future plans in improvement in social norms and values of a society and developing the life standard of an individual. Pakistan as Islamic republic focuses on Islamic ideologies and philosophical thoughts, where 1400 years ago, the ideology of Islam is to give quality education to each and every individual of the society, which is an essential element for socio-economic development of a person. Mostly the educational policies since its independence are based on the teachings of Islam in modern school system and also, provided the options for minorities in the country. The aim of the educational policies was based on the educational indicators, to eliminate the illiteracy, increase the schooling attainment at all levels and provide training and technical institute to improve the deficiencies in the educational sector. Therefore, this will result in a productive, skillful creative and confident individual, who will have technological skills and will contribute to the economic development of the country, which is the fundamental right of an individual in a society. Education is an investment in human capital. The quality and high skills for productivity is a result of systematic reforms, with the gradual time requirement, which defines the quality of the system. The mechanism of the quality of education of a country is the implementation of the policy formulation, formation, planning and the evaluation of the project (Hallak, 1995). For this purpose, plenty of educational policies were introduced in different stages, since the country came into being, the main goals of these policies were determined as follows,

3.2 Background

Main goals of the education policies

1. Accountability and assessment measures for the better academic achievements of all the students with the help of standard reforms in national education system.
2. The establishment of province wise finance system for education which will be based on predictability, adequacy, equity and accountability.
3. Hiring high quality well trained and well qualified teachers and their viability in schools to build the skillful and effective educational support to the students in the schools.
4. Making of leaders for each school who will support all the students through instructional effective leadership under the management of school authorities and school governance system.
5. To ensure that all the provinces or states must have easy access to free and compulsory education including pre-school and full day kindergarten for every child of the state.
6. Also the availability of all the citizens of the country and their accessibility to every post-secondary in both practical and physical assessment.

The table below shows the period of educational policies and its implementation in comparison with the main goals. The historical background of these policies shows that due to financial and political instability these policies could not implemented due to which the educational sector is badly affected for the last several years.

Table 3.1 Educational policies in Pakistan since it came into existence

Period	Policy	Features	Goals of Policies					
(year)	(Name)	Objectives	1	2	3	4	5	6
1947	National Education Conference	Scientific Research and Technical Education Adults and Women Education University Education Committee Primary and Secondary Education Committee Primary, Secondary and University Education	O	O	O			
Failure due to Financial Budget		Objectives	1	2	3	4	5	6
1959	National Commission for Education Policy	The three years degree program Elimination of Illiteracy Grants for University & Religious education	O	O	O	O		
Failure due Financial Constraint		Objectives	1	2	3	4	5	6
1970	New Education Policy	Importance on conceptual coordination. Highlighting on science and technology Regionalization of scholastic administration. Special focus on girl's education up to grade 5	O			O	O	
Failure due to Bangladesh		Objectives	1	2	3	4	5	6
1972 to 1980	National Educational 1972	Universal education promotion. Equal opportunities for women Give preference to the people with disabilities. Projects for personality development. Social economic needs of society and curriculum. Integrated Science and technical education.	O	O	O			O
Implementation was successful			1	2	3	4	5	6
1979	NEP, Policy Program 79	To Attain universal enrolment for both boys and Renovate or recover 17,000 current primary schools To open new primary school 13000 To establish some 500 mosque schools for boys Provide tools and equipment's to 12,000 current To supply free text books on primary School level.	O	O		O	O	O
Failure due Financial Constraint		Objectives	1	2	3	4	5	6
1992	National Education Policy	The establishment of non-formal education center. 100% literacy rate achievement for some districts Establishment of model schools for both sexes Introducing social services for the students. Introducing the evening shift to reduce dropout	O	O	O			
Failure due Financial Constraint		Objectives	1	2	3	4	5	6
1998 to 2010	NE. Policy 1998 to 2010	Improve, skills and productivity through trainings Deeni madaris and modern school will be provided with same curriculum Quran obligatory from grade 1 to grade 8. Translation of the verses of Holy Quran will be			O	O	O	
Failure due to Political			Source: Prepared by Author for the present study					

3.3.1 National Education Conference: 1947

The first conference about the National Education Policies was held in the year 1947, in Karachi. The chairperson Education Minister of the country Fazal ur Rahman of the conference addressed to the hall and made Committees to work with the recommendation of guidelines mentioned by the state. He proposed three dimensions of education, social, spiritual and vocational. The committees were based on the following Sub-Committees according to the need of the country.

i. Scientific Research and Technical Education Committee
ii. Adult Education Committee
iii. University Education Committee
iv. Primary and Secondary Education Committee
v. University Education and Primary and Secondary Education
vi. Women's Education Committee
vii. Committee for scheduled caste and backward classes education
viii. Cultural Relations Committee

There were different meetings by the members of the committees on the special focus on cultural contacts, scientific research, university education and technical education. Also some meetings were held on primary, secondary and women's education (Education Policies Report 1947). The report was based on the first 5 years' plan, in which it was mentioned that teachers will be recruited and proper training will be given to make 500,000 literates as at that time a large number of urban population was illiterate so, this program was only focused on the urban area, there were no rural area targets at that time. This strategy could not be applied appropriately due to the large number of the immigrants to the organizational units and there were some administrative problems as well due to which the project was failed to continue.

3.3.2 National Commission for Education Policy 1959

In 1959 the president of Pakistan general Mohd Ayub Khan formulated National commission on education, the commission was based on the 10-year free compulsory education with equal rights for both boys and girls. The main recommendations of this commission were based, compulsory primary education for all, character building of an individual child, main focus on science and technical education, national language as medium of instruction, the three years' degree program, elimination of illiteracy, three stages religious education, establishment of university grants, the internal and external evaluation of examination system. The commission was based on positive

education policies but could not implemented due to the condition of the country under the martial law system and the commission failed (Memon 2007).

3.3.3 The New Education Policy 1970

The president of Pakistan once again announced that the government would give proper attention to social sectors and will focus on the problems in the education sector of Pakistan. A new educational policy was developed and the public comments were also heard. The previous proposal which was mentioned earlier was revised with some addition related to the problems. In march 1970 the new educational policy was implemented and they started to further continue their goals towards the betterment in the field of education.

Features of the 1970 New Education Policy: 1970

i. Importance on conceptual coordination.
ii. Highlighting on science and technology education.
iii. Regionalization of scholastic administration.
iv. The Plan designed for free and compulsory universal enrolment for grade 5 by the year 1980 with special focus on girl's education attainment.

At that time 90% of the 100 million illiterate people were living in the rural area and it was mentioned that this time rural people will also be focused to increase the literacy rate and eradicate illiteracy. The literacy rate in 1970 was 21.7%, the rural literacy rate was 14.3% while the urban literacy rate was 41.5%. the female literacy rate was 11.6% while the male literacy was based on 30.2%. while the literacy rate of female in rural area was 4.7% (Kaiser Bengali 1999). Due to the war with India and the East Pakistan separation and the collapse of the military government this education policy could not be implemented.

3.3.4 The Education Policy 1972 to 1980

The national education policy was announced by Zulfiqar Bhutto on 29th March 1972, this was a revolutionary policy for the philosophical declarations in the field of educational development.

Objectives of the policy of 1972 to 1980:

The main purpose of this policy was that with in a shortest possible time with the help of universalization of elementary education and to eliminate the illiteracy and a enormous adult programs for adult education.

i. Universal education promotion.

ii. Equal opportunities for women with special provision of facilities.
iii. Give preference to the people with disabilities.
iv. Projects for personality development.
v. Social economic needs of the society on the basis of curriculum.
vi. Integrated Science and technical education.
vii. Nationalization of all the educational institute province wise.
viii. The support of the private school systems

The strategy was focused on the construction of 61,000 new class rooms primary schools, 150,000 teachers were to be given trainings, and to give employment opportunities to the 75,000 teachers through national literacy policy. In 1972 the first phase of the program was launched free education up to grade 8 was decided and all the public and private schools were focused to universalize the education system in Pakistan. In 1972 the 2nd phase was introduced and the free and compulsory education was further extended to the grade 10. This policy was based on many problems but it was a better approach in the direction of educational development policies. Due to many reasons this policy could not achieve all its goals but it continue for several years till 1977. Later on the conversion took place in the universal basic education and it became agro technical studies.

3.3.5 Educational Policy 1979 and its implementation program

The policy was adopted for the universal enrolment for the age group of (5-9) by the year 1986-87. The aim of this policy was to bring positive change in the indigenous institutions attainment and enrolment rate and bring educational development in the country.

To provide quality fundamental education and increase the literacy level of all citizen with in the country especially the young, without the differences of their caste, creed and faith for the individual productivity and increasing the socio-economic condition of an individual. The adult education program was also implemented to fulfill the requirements for literacy achievements total 10,000 were introduced (Ministry of Education 1999). This program was designed to increase the literacy rate from 24% to 35% by the year 1983 and to further launch the program to increase the literacy rate up to 100% by the year 2010.

The main purpose of this policy

i. To Attain universal enrolment of boys by the year 1987 and of girls by the year 1992.
ii. Renovate or recover 17,000 current primary schools
iii. To open new primary school 13000

iv. To establish some 500 mosque schools for boys
v. Also to provide tools and equipment's to 12,000 current schools
vi. To supply free text books to all the students at primary level.
vii. Directions of funds for large scale primary schools.
viii. Repairing of primary schools launching programs.
ix. Mohalla girl's schools, training workshops and school for mothers to be trained.

This policy could not be implemented due to lack of financial assistance and the program was not properly planned and failed.

3.3.6 National Education Policy 1992

A large number of educational conferences were held all over Pakistan almost all the provinces in the country. In these conferences large number of educational administrators and educationists participated and were consisted of primary, secondary and tertiary level of education. In 1991 the federal education minister conducted a conference in Islamabad in the capital of Pakistan which was attended by scientist, professors and teachers and also, newspaper editors and lawmakers. The aim of this conference was to discuss about the dynamic problems faced by Pakistan in the field of educational development. The universal primary education was the main purpose of the conference to increase the enrolment rate in schools and reduce the dropout rate from schools.

Objectives of the program

i. The establishment of non-formal education center for the NGOs.
ii. 100% literacy rate achievement in some selected districts all over Pakistan
iii. Establishment of model schools for both male and female
iv. Introducing social services for the students.
v. Introducing the evening shift to reduce dropout rate.

Issues related to the program

i. At various district level the participation rate is very low.
ii. The progress for universal primary education is far behind the achievement rate
iii. The drop out at primary level is so high which is 50%.
iv. Female educational attainment is very low.
v. The issue of medium of instructions.
vi. The system has not accused to the participations made due to the quality of public instructions.

vii. The deficiency in the curricula, text book which are not easy to self-learning.
viii. The lowest literacy rate in the region.
ix. Lack of adult literacy institutes in past.

This program failed to be implemented due to the political instability and lack of the interest of the political leaders (Shakoor and Azeem 2011)

3.3.7 National Education policy 1998 to 2010

In the year 1998 the Prime Minister of Pakistan decided to make new policies for education. The Ministry of Education designed the new educational policy in the year 1998. The 1973 constitution, article 25 is consisted of the following rights for the citizens of Pakistan, that all the citizens of Pakistan have equal protection of law and equal rights. On the basis of sex there will be no discrimination. This policy was focused to the following objectives,

Features and Objectives of the program

i. According to the teaching of Islam to train and educate each and every individual. The education will increase the productivity and skills of an individual.
ii. Deeni madaris and modern school will be provided with curriculum in the basics needs of education at national level.
iii. Quran by reading will be the obligatory section from grade 1 to grade 8.
iv. Translation of the verses of Holy Quran will be taught.

Problems and Issues.

v. The present literacy rate is 39% which will be increase to 55% in the first 5 years plan while will reach to 70% by the year 2010
vi. Purposeful literacy and level of productivity of the rural women of age 15 to 25 will be increased.
vii. Working children will be provided with basic education.
viii. The adolescents of year 10 to 14 will be re-enrolled who missed the school earlier to give them a chance to get better education.
ix. The present inequalities will be declined to the half by year 2010.

3.3.8 National Education policy 2009-2015

The national education policy 2009 was formally accepted by the cabinet by 19th April 2010, and it was based on the Inter Provincial Education Minister Conference

(IPEMC), which was included all the provinces of the country, (Khyber Pakhtunkhwa, Panjab, Sindh, Baluchistan, and other Parts like FATA and Gilgit Baltistan) it was decided in the conference that according to the 18th amendment the provinces will be provided their own part for financing the education problems (UNESCO 2009). The policy of 2009 is based on the review of the previous policies and is decided for improved appointment of policy execution for the development of education sector. The latest education policy 2009-2015, has been based on the issues addressed by the International Institute for Educational Planning (IIEP) established by UNESCO and its framework, which is addresses equity, quality, structure, management, administration, financing, curriculum, planning techniques and modern approaches. The policy is also based on proper monitoring and evaluation process. However, the policy implementation is limited due to its frame work for development and the financing problems, with the view point of political instability and the targets for economic growth, this policy could not achieve all the targets for educational development and the desired targets for the sustainable development goal (SDGs) (Ahmad et al., 2009).

3.4 Failure of the Education Policies

The research conducted by different authors and their discussions highlighted the main causes for the failure of the educational policies. Sattar and Rizwan (2012) stated in their studies that the failure in policy making for the field of education is due to the lack of institutional development and proper planning in the region. There are number of constraints in the education sector of Pakistan and this is due to the political instability, inadequate distribution of power among the political leaders, which cause social political and economic instability in the country. Since 1947 when Pakistan came into existence there is continues failure in the education reforms and policy making. Chaudhry (2005) stated that there were plenty of education of policies implemented by the government of Pakistan for the rationale of eradicating the literacy rate and to provide the quality of education the people of Pakistan. But because of multifarious of problems all the reforms were unsuccessful due to socio-economic and political instability in Pakistan. Sattar (2012) described that the inadequate funding, lack of political commitment, insufficient infrastructure and development and inappropriate budget distribution are the main causes of weakness in non-implementation of educational reforms in Pakistan. The government of Pakistan must take the initiatives to improve the policy and focus on the education sector as Pakistan is far behind the world in its education. Before designing the policies for the education sector the policy makers and political administration must see the past experiences in the failure of their policies, they must ensure the budget allocation and proper monitoring and evaluation cell should be developed to monitor the whole project. There were many funds and

loan granted by the Unicef, World Bank, USAID and the United Kingdom, but all the funds and loans were not properly utilized in to the education related issues, due to deficiencies in other sectors the funds were transferred to many other projects and the political instability and insurgency was the main reason for Pakistan's poor educational policies and its failure and weakness. Today 25 million children in Pakistan of primary age have never been to schools and Pakistan has the weakest position in education sector in South Asia, it has to focus the education sector because in future Pakistan will face many challenges for its future generations. The government must address this issue through conferences and seminar and awareness programs among the people of the society of both individual and collective level.

3.5 The Initiatives Taken by the International Community

Foreign funds for supporting the education sector in Pakistan played a significant role both multilateral and bilateral aid for education has been received by the government for the last few decades while in 2002 the aid to education was 20 million (USD) which was increased up to 432 million (USD) in the year 2012. Currently Pakistan is in the top ten countries who receives the foreign aid for education, the main reason for that large amount of donation by international community is the security and geopolitical importance of the country (Malik and Rose 2015). The international community's understanding of the childhood rights and its issues played a significant role in educational development in the regional problems as well as in the individual country's policies and objectives for educating their children. Plenty of international conferences have been conducted in support of children's basic education problems. The United Nations General Assembly, UNICEF, WHO, UNFPA, UNESCO, World bank and other international organizations have all developed different plans and program, have focused different issues related to the educational attainment and have given proper attention, both financially as well as practical enactment for the eradication of the global out of school children issues. Despite the number of international and local organizations are involved in making the policies and implementations for the schooling attainment, there is still a big gap in the schooling attainments and the targets that have been determined by the international community and the regional organizations.

According to UNESCO (2016), the recent effort by the Education for All, which encompassed six goals and focused the learning requirements of all children, youth and adult in the year 2015. It was the global commitment for all the children, youth and adults to deliver excellent elementary education. The program was launched at World Conference in 1990 by Word Bank, UNESCO, UNICEF and UNDP, it was decided to

universalize the primary education and to eliminate illiteracy by the end of 2015, which was based on the following goals.

1) It was constructed on the disbursing of early childhood care and compulsory education for those vulnerable children who are in need to the accessibility of education.
2) The ensuring of free and compulsory primary education for all children, especially for girls and those children who have difficult circumstances,
3) Give an insurance to the young people and adults to learn appropriate learning and life skills programs.
4) 50% improvement in adult literacy especially for women by the year 2015 was the area.
5) The target was the gender equality by the year 2015 and to eliminate the gender disparity.
6) To improve all the education quality level by the year 2015.

The UNESCO and the OECD has unforgettable efforts in collecting and analyzing the statistics related to educational development all over the world. These international bodies have their own regional offices in developing countries and have the concerns related to the educational divisions. Their main emphasis is working with the ministry of education of the countries worldwide and collecting the statistical data, related to enrollment rates in schools, literacy rates of the population of all ages, number of institutions, teachers, graduates and the expenditure as % of GDP on education. Also, the UNESCO Institute of Statistics (UIS), which was established in 1999, has also brilliant effort in providing the up to date statistical data information about the educational concerns which is much helpful for the policy making processes (Yuto Kitamura 2009). It is uncommon that children are accessed as they are the key stakeholders and basic facilities are to be provided for them. It need to be identified through a statistical finding, which is not possible without the relevant data about the problems faced by the child in the same region (Hill and Dixon 1999). Therefor countries all over the world using the statistical data indicators related to education, which is much informative especially for the developing countries in making their policy evaluation and is essential for improvement in reforms and policy implication. The international donor agencies and their efforts are significantly important for the developing countries. In spite of billions of dollars of donations, funds and loans for educational development Pakistan was unable to implement a successful educational policy to achieve the targets in educational attainment. The continuous failure in educational policies since Pakistan came into existence has created numerous of challenges for the socio-economic development of the country.

Chapter 4 Literature Review about the study area

The chapter 4 is about the review of literature related to the previous research has done by the other researchers in the field of school decision making in Pakistan and other developing countries. In the first and second chapter of this research we discussed about the factors that affect the schooling decision making of the household and the literacy rate of South Asian countries. This chapter of literature review is related to the rationale and to inclusive research meditation along with sub research questions and is based on the relevant findings in the empirical research work. This section is divided into numerous sub-parts, and these sub-parts will be discussed in individual sections. Before 1947 Pakistan was the part of India, which was under the rule of British government, on 14th August 1947 Pakistan came into being. Islamabad is the capital of Pakistan, while Pakistan is a federation of five Provinces, Khyber Pakhtunkhwa, Punjab, Sindh, Baluchistan, Gilgit Baltistan, Azad Jamu and Kashmir, Federally Administered Tribal Areas, which is situated near the border of Afghanistan and closed to Khyber Pakhtunkhwa. According to latest United Nations 2016 current population estimation Pakistan has 192.76 million populations, which is the equivalent to 2.57% of the total population of the world and is in number 6 in the world's population ranking, with its population density 250 per Kilometer Square. The research is based on the education system, policies and dropout rate from schools in Pakistan. Due to instability and war and terror situation at the border with Afghanistan, Pakistan has faced numerous problems in its peace and development projects. Since the existence of the country, the education sector could not achieve its targets and goals due to the bad educational policies and lack of financial resources, although developed economies contribute very well in changing its educational development projects but due to miss management and political instability, it could not achieve success in its projects. The table below show the population of 5-9 years' age children who have never been to school.

Table 4.1 Shows the region wise out of school children in Pakistan (Primary School Age)

Region wise Out of School Children in Pakistan (Primary School- Age)			
Classfication	Male	Female	Total
FATA	44,323.00	149,768.00	194,091.00
KP	58,163.00	424,250.00	482,413.00
Punjab	1,520,812.00	1,647,954.00	3,168,766.00
Sindh	88,106.00	1,096,208.00	1,184,314.00
Balochistan	267,066.00	296,147.00	563,213.00
GB&AJK	313,403.00	127,200.00	440,603.00
Total	2,291,873.00	3,741,527.00	6,033,400.00
Source: National Education Management Information System Pakistan NEMIS 2013			

4.1 Household Income, Accessibility and Schooling Choice

The circumstantial of the research is based on the expectations returns from schooling and the parental decision making in increasing educational opportunities for their children in Pakistan. As other parts of the developing economies for the last few decades are struggling hard to achieve their targets in educating their children, a large number of private and public schools have been established in rural as well as in urban areas in these developing economies (Andrabi, et al. 2008).

The empirical research investigations have suggested that the impact of schooling attendance of poor household families is likely due to the budget constraints of the households. These effect comes mostly in those households who have credit constraints and are not in a position to fulfill all their requirements (Jacoby 1994). The accessibility of private schools in rural as well as in urban areas of Pakistan has increased for the last two decades and school availability and school choice is now easy for the household to send their children to school. Parental decisions in the girls schooling is still a big issue in Pakistan due to adverse culture effects (Alderman et al., 2001). In India people making decision to send their girl children to private schools when there is no availability of public schools because the female teachers are teaching to the children, due to which their parent feel ease that female teacher is safer to teach children in the school, as in the rural areas in India the low cost female teachers are available (Holmes et al. 2003, Lloyd et al. 2005).

The income of the household who depends on agriculture is affected due to the seasonal fluctuations in their production. India as neighbor of Pakistan had been investigated by Jacoby and Skoufias (1997), they stated in their research work that insured ex ante small farm households were inadequately had problems in their income stability which affected the schooling of their children. They also found that the households of small farm who were sending their children faced constraints in the credit markets, due to which sometimes with a few storage opportunities failed to sustain their family likelihood requirement, these constraints for the households with small agriculture farm again had negative impact on the schooling of their children.

Kruger (2007), she investigated about the households who were practicing in coffee production. She shows that income shocks in the rural households caused more work for the boys and girls with middle income while poor households withdrew their children from school and those who were richer their children did not leave their schools. Her study showed the importance of substitutional effects in the stage of income constraints for the households. In such stages the consequences for schooling may be adversely effected and the opportunity cost rises.

4.2 Household level of education and goals of education for All (EFA).

Education for All consisted of six goals which was focused to meet the learning requirements of all children, youth and adult in the year 2015. It was the worldwide promises for all the children, youth and adults to distribute outstanding elementary education. The world conference 1990 by Word Bank, UNESCO, UNICEF and UNDP, was based on to universalize the primary education and to eliminate illiteracy by the end of 2015.

1) It was shaped on the disbursing of early infantile care and obligatory education for those helpless children who are in need to the availability of education.
2) The ensuring of Free and compulsory Primary education for all children by the year 2015, especially for girls and those children who have difficult circumstances.
3) Give an insurance to the young people and adults to learn appropriate learning and life skills programs.
4) 50% improvement in adult literacy especially for women by the year 2015 was the goal.
5) The target was the gender equality by the year 2015 and to eliminate the gender disparity.
6) To improve all the education quality level by the year 2015 (UNESCO, 2010).

Parental decision making in schooling of their children can be improved through counseling by the school teachers, parent-teacher's committees, and their meetings in school. Children also must be aware of the schooling decision by their children so that they will be motivated to go to school and take participation in schooling, where free public schools are available in the area (Epstein, 1995).

4.3 Availability of School and School distances

In this research work we will focus on different factors that affect expectation returns and household decision making in the schooling of their children. As in Pakistan the public institutes are different for male and female, due to cultural disparities in the society, while in private schools there is co-education and female teachers are preferred to work in these schools because the low cost of female teacher's workers beneficial for private schools in rural villages, which reduces the distance from school and can make handiness in the area (Andrabi et al., 2008).

Gertler and Glewwe (1990) described about the distances from schools and the local teachers and their quality which influence students to take interest in their studies. The indirect cost of the communication and transportation system on a child is also a big problem for the parents, who contribute in educating their child from their out-of-pocket charges. Sathar and Lloyd (1994) described that girls drop out of schools is mostly

dependable on the school distance, if the school distance from home is more than a kilometer, girls do not take interest to continue their further schooling, and this is due to the poor communication structure in the rural areas as well as the cultural berries.

4.4 School type and household decision making

Research suggests that government-subsidized training program is the evaluation of labor economics. An area of investigation which is called education production is based on long practice of demanding to launch fundamental relationship between features of classroom environment and children learning achievements. The question based on education production is discussed that it is the input which produce learning, by prearranged cost. The author mentioned in his research the one of the most expensive school inputs is the smaller class size, because more teachers for small class size is needed which makes it expensive, while for higher achievements small class size is important (Krueger 1999).

Lower income families or uneducated parents and their capabilities in decision making about the schooling of their children is an important issue in the region. Parents can't take a decision due to lower budget and financial problems that is why they need to access to the nearest school, due to lower educational background they cannot make decision in quality of schooling, that why the private schools who have lower fee structure in the village take advance and enroll their children (Alderman et al., 2001). The research related to Pakistan the findings shows that both illiterate and literate parents know about the quality of school and attendance of teachers (Andrabi et al. 2007). According to Stieglitz investment in human capital in maximization of utility function of the household he attempted many investigations to understand the real problems for investing in human capital (Stiglitz 1960). For assessment of the household decision making, he classified the research into two broad groups, the first group consisted of the unitary household model while the second group consisted of a tyrannical household head or assuming the same preference structure for all household members (Thomas 1990).

4.5 Household expectations and returns to schooling.

Parents decision making and the return expectation in case of gender is different. From the assumption of household model, we can observe that parents are altruistic in their commitment towards their children. Parents in terms of human capital accumulation and consumption care about the present and future expectations (Emerson & Souza 2002). It is also discussed in some research studies that parents have special preference and sympathies with the same gender, life father spends more time during work with his son while mother spends time with her daughters while doing work at home (Thomas and Perry 1994). In another research by Souza is stated that mother's education has negative

relationship with daughters schooling while spending time at home and helping her mother in domestic labor work while father has the same relationship with his son, they further explained in a study in Brazil that parents who do not participate their children to work which increase the school appearance of boys than girls and a gender discrimination with in the house takes place (Emerson and Sousa 2002). The evidence in case of female household head also suggests that women give preference to schooling of their children with equality while in case of male counterparts the equal opportunities are lower.

4.6 Data for the research

This research is based on the Household Integrated Economic Survey (HIES) of Pakistan which was based on the 2013-14.

4.6.1 Brief History of the Household Integrated Economic Survey (HIES).

The Household Integrated Economic Survey Data has been conducted since 1963. While in 1990 due to the requirements of a new system of the national accounts the questionnaire was revised to fulfill the deficiencies in the data collection. During the year 2004 the survey was renamed as Pakistan Social and Living Standards Measurement (PSLM) Survey and the same segment of the HIES completed. The PSLM survey is based on all the provinces of Pakistan, and the data is collected on district level in each province. The survey of the year 2013-14 is based on 17989 households and the important information about the households provided, which can be illustrated as follows, its provides information, about household's income, household members and education level, savings, liabilities and consumption expenditure and consumption patterns at national and provincial level with in rural and urban areas, the survey is also based on, the expenditure of the education on household children. Different factors related to education have been discussed and the data is collected.

4.6.2 Data Collection Methods

Household Integrated Economic Survey consisted of the enumerators both male and female, who collected the data with team approach method. Due to cultural differences the female members collected the data at home from the female members of the households while the male members collected the data from male household members through face to face interview.

4.6.3 Questionnaire Design

The questionnaire for the Integrated Household survey data was designed in different parts and sections, the first section of the questionnaire was based on the household information, income of the household and employment status of the household. While the second section was based on the education and profession of the household of both male and female. Section 3 and 4 consisted of the health of women and children, while section 6, 7, 8, 9 consisted of the consumption and expenditure land or house owned by the respondent's section 10, 11, 12 are about agriculture, livestock's and the income and expenditure.

4.6.4 Aim of the PSLM Survey Data 2013-14

The data which is collected through PSLM survey will be used to assist the Millennium Development goal and poverty reduction strategy in Pakistan. The indicators were based on, Education, Health, Water Supply and Sanitation, Population Welfare and Income as well as Expenditure.

4.6.5 Universe of the Survey Data:

The universe of this survey were all the urban and rural areas of the Khyber Pakhtunkhwa Pakistan. The data was based on the all provinces of Pakistan but we have selected the Khyber Pakhtunkhwa province only, where the situation is very difficult.

4.6.6 Sampling Frame:

Pakistan bureau of statistics divided the city and town into enumeration blocks, while each enumeration block is comprised of 200-250 household on the average with boundaries and maps.

4.6.7 Stratification:

Large sized cities in urban areas have population of five hundered thousand have been treated as independent stratum. Each of the cities have been further sub-stratified into low, middle and high income groups. While the remaining cities and towns within each administrative division have been grouped together to establish an independent stratum. Khyber Pakhtunkhwa, Punjab and Sindh provinces and their rural districts were considered as independent stratum, where Baluchistan province and administrative division is treated as stratum.

Chapter 5. Causes of Dropout (The case of an in-depth Interview)

5.1 Introduction

Since 1947 when Pakistan came into existence there is continues failure in the education reforms and policy making. Chaudhry (2005) specified that there were plenteously of education reforms accomplished by the government of Pakistan for the rationale of eliminating the literacy rate and to deliver the quality of education the people of Pakistan. But due to abundant problems all the reforms were unsuccessful because of socio-economic and political instability in Pakistan. The educational problems were not solved by the government of Pakistan and neither the policies were implemented properly due to which today Pakistan has the lowest Literacy rate in South Asia, high dropout from schools. The present study is focused on dropout issue from primary and lower secondary school in Khyber Pakhtunkhwa Pakistan. The household participation in primary and secondary school enrolment is very important because household can play a positive role in reducing the drop out ratio from schools in Pakistan, especially in Khyber Pakhtunkhwa where this ratio is very high comparatively to the other province of Pakistan, like Punjab and Sindh. There are different issues of being of out of schools, for example, distance from school, absence of school in the area, inadequate infrastructure, social barriers like cultural and religious believes, unpaid family labor, taking care of siblings, cattle grazing, high cost of education. The government of Pakistan took the initiative to give free and compulsory education for all, despite race and religion, as too many efforts are made to enhance the budget allocation for education sector and to improve the overall literacy rate, in spite of facing economic and socio-political constraints (Govt. of Pakistan 2009).

Alexander et al. (2008) stated that the main causes of high rates of drop out of children is that they are leaving the school without acquiring the basic skills. Limited learning opportunities and overcrowded classrooms with insufficient modern tools and inadequate learning materials. Unskilled and untrained teachers, do not participate or contribute in schooling enrolment policies. It has been described by several authors that it is a very critical point on which a very little research has been conducted, as the relationship of involvement of parents in schooling of their child can bring courage and motivation to achieve academic goals (Baily et al. 2004; Marjoribanks,

2005). Therefore, this study will explore the sensitivities which are the reasons of children not participating in schooling. The findings of this study will help to formulate the policies to stream line parent's participation in schooling of their children. The research will focus on household behavior towards their children in the participation of schooling.

5.1.1 Main factors that effects child's schooling

Students drop out consist of geographical issues, weak institutional governance, socio-cultural barriers, lack of parental interest in educating their children. Pakistan has a scattered population pattern, where schools are at long distances from the homes of children. Due to poor communication structure and lack of roads facilities to the school creates hurdles for children both in hilly as well as in plain areas. Weak institutional governance is also one of the main factors; there is no proper monitoring and evaluation procedure to see the outputs of the governmental as well as private schools. The rigid examination system and untrained teacher with poor skills is also one of the main factors that create drop out of the students from the schools. The socio economic status of an individual household also creates hurdles in providing education to their children. Oakes and Rossi (2003) stated that the socioeconomic status is an important variable which represents a feature of social structure in a society as a whole. (William, 1987) reported that the households where both parents of a child are educated, they achieve socially and economically, promotion to a higher level of achievements for their children. They also encourage their children to work very hard by providing the atmosphere of support and encouragement. They also help their children develop comparatively high motivation than non-educated households. It is also made cleared that the socio-economic status of a child is determined by the education, occupation as well as the income level of their parents (Jeynes, 2002).

The factors which stop a child to go to school are sometimes related to the child's poor health and malnutrition and deterrence towards studies. Socio-economic condition of the household who faces extreme poverty, compel their children to work as a labor. He further explained that teacher's skiving from the school, distance of the school from home and poor educational background of the family of the child as other factors (Halai, 2011).

5.2 Problem Statement

The literature in vast field mentioned that household participation in schooling is very important, which enhances the student's school performance, and decrease the dropout rate of children to go to school. In Pakistan very little attention has been given to this problem, and very limited discussion available in household interest in schooling of their child. This research will enhance the responsibilities and weaknesses of the household in Khyber Pakhtunkhwa. Scott-Jones (1995) in his research stated that parental or household involvement can play an important role in the education attainment of a child, which is the critical issue for in research related to schooling. Literature findings support the existence of a positive relationship towards household participation in educational success of the child.

5.3 Justification

This study will justify the problems based by households due to failed educational policies in Pakistan. The households who do not send their children and those who are sending their children to school. The study will also identify the socio-economic problems of the households due to lack of attention towards better educational policies. This study will also give a glance to the history of educational policies and the literature related to the main causes of the failure of these polices.

5.4 Objectives

The objectives of this study is based on the following,

1. To know about the perception of household about the schooling of their children.
2. To know about household socioeconomic factors that influence dropout of pupils from schools.
3. To identify, the main reasons that create problems towards schooling of their children.

5.5 Methodology

The research methodology was based on face to face interview, which is widely used to extend and supplement the knowledge about the individual behavior, thoughts and feelings. Through the process of face to face interview the interviewer collects usually, detailed information related to the issues of the household they face. There are 5 types of Interviews for research,

1. Brief Survey Interview,
2. Extensive Survey
3. In-depth interviews
4. Monologue, narrative, etc
5. Case study

This research was based on the In-depth interview from the household the questionnaire was developed by the author to conduct a face to face interview and a voice recorder was used by the interviewer to ask detailed questions related to educational back ground of the household.

5.5.1 Universe of the Study

According to the population senses of 1998, District Peshawar is consisted of 2.26 million. 51% of people of Peshawar District are living in rural side, 49% of people are living in urban area which is the City of Peshawar. Total area of Peshawar city is 1,257 km². According to the statistics of (PSLM 2010-2011), 53% of the population are literate at District Peshawar in which 68% men and 38% women aged 10 years and above are literate. In urban area the literacy rate is 75% for male, 49% for female, while in rural area this literacy rate is 65% for male and 19% for female, for district Peshawar.

5.5.2 Individual Sample Frame and sample size

A purposeful sample selection was taken. We selected those household members who were both sending and not sending their children to school. We also, selected those children who left their early primary schooling and were working in workshops or other shops. The number of household members were very limited; this is due to the time constraints. The selection of the sample was based on households from the two union councils, we selected four households for an in-depth interview from the two of the Union Council. A total 7 respondents were selected and a face to face interview was conducted.

5.5.3 Instrumental structure of the study

The nature of this study is qualitative therefore, questionnaire was developed in the light of the objectives of the study. A semi-structured was designed in the scenario of the household problems and the barriers that stop them from participation of their children in school. The questionnaire was developed in open ended questions and was given a proper structure. This give respondents' broad choices to give their responses.

5.5.4 The structure of the in-depth interview.

A total 4 households were selected for interview and three children were selected to ask open ended questions related to education and their perceptions about the schooling, problems they faced and what are the critical issues due to which the children and the household is not interested in the schooling in Daag Union Council Khyber Pakhtunkhwa, Pakistan.

Table 5.1 shows the number of Government and Private Schools in District Peshawar.

Number of Government and Private Schools in District Peshawar.							
Classification	Government School				Private School		Total
	Boys				Co-Education		
Gender	Primary	Lower Secondary	High School	H. Secondary	Primary	Lower/high Secodary	
Boys	646	81	74	18	0	0	819
Girls	413	66	40	8	0	0	527
Mixed	0	0	0	0	250	588	838
Total	1059	147	114	26	250	588	2184
Source: District education department Peshawar, (2011-12)							

Table 5.2 shows the profile of the selected union councils and total number of schools.
Source: Education Department Peshawar (2014-15)

Classification		Government School						Private School			Total
		Boys			Girls			Co-Education			
Name of UC	Total No. HH	Primary	Lower Secondary	High School	Primary	Lower Secondary	High School	Primary	Lower Secondary	High	
Dag Lara	4000	6	1	1	4	1	0	1	4	4	18
Gharri Sher Dad	4250	11	1	1	10	0	0	3	5	7	31
Total	8250	17	2	2	14	1	0	4	9	11	49

Map of the Study Area for Author's Own Survey Data

Figure 4 Map of Distritic Peshawar
Source: Google Map

5.6 Detailed Discussion about Household perception of schooling for their children.

The table 5.3 is based on the questionnaire for the In-depth interview. A semi-structure open ended questionnaire was designed, which was based on a total 10 questions for the Household, while 8 questions were based on Child perception. The main purpose of the designing of this questionnaire was to understand the In-depth situation of the household decision for the schooling of their children and the to know, why there is still a large number of out of school children in Pakistan?

The table 5.4 shows about the demographic characteristics of the household. A total 4 numbers of households were selected for In-depth Interview and the mean age of the household was 46.25 and the standard deviation was 7.25. while the mean monthly income of the household was, 12,000 Pakistani rupees the households were selected from two rural villages of Peshawar, namely Dag lara and Gharri Sher Dad. The household were Illiterate and were mostly belong to the agriculture.

Table 5.5 shows the demographics characteristics of the child in each village, a total 3 children were interview, due to time constraints the number of respondents, were only 3 and an In-depth interviewed was taken from these children. These children list their school in 3, 2, and 1 and their ages were 14, 12 and 13 respectively. The further discussion about the children who, left the schooling is discussed below.

The table 5.6 is based on the household perception about the schooling of their children. The Household1 responded that the large number of the household family size and the low level of Income has the main effect on low level of schooling attainment in case of their girl children. While only their boys are attending the school. Therefore, the poor households have different decision making between the genders, the household, who faces extreme poverty, and still making decision for the schooling of their children, they give preference to their boys on girls. The Household 2 and Household 3 has the same situation both of them are not sending their children, has the low level of income and large family size. While in case of household 4, they are also, not sending their children and faces extreme poverty.

The table 5.7 shows about the main reasons that effect the household decision for the Schooling of their children. The household 1, 2 and 3 stated that, the cost of education as tuition, fee, uniform, books, transportation and other fee for a large household is one of the main problems faced by the household in these two villages. They also, responded that due to financial constraints, they are interested in their children to work in workshops and other type of skillful work, to support their family. The household 4 said that there are no job opportunities for the people who are highly qualified. The household give us the example of their own cousins, who were graduated but did not find any job opportunity to work participate in the labor force. Therefore, he responded that he is not welling to send his children

to school, because education need much of investment and he is unable to fulfill the requirement to a large number of family members who are facing extreme poverty.

The table 5.8 shows the child involvement in work. This is due to low level of income children are earning to support their family. Household prefer mechanic workshop than schooling for their children. Because the household want to cash their opportunity cost. All the four Household responded that even a very little earning of their children can support the burden of the large family size of the household. Although household has a positive response towards education and has much awareness about the importance of education. But due to insufficient jobs in the market and low level of the quality of education, has compelled the household to not send their children to school. The household are interested in learning skills for their children so, that in future their children can earn enough money, with their skills by making their own workshops, tailoring and other shops. As the household told that 50 and 80 Pakistani rupees a day is much supportive for their family, while as time spent the child will be able to learn some skills and then will start its own work after a few years. Therefore, they responded that, if they will invest on the schooling cost of their children they will have, very little returns from these schoolings. Because the low quality of education in Pakistan, has very less effect on individual earnings.

The table 5.9 shows, that if the household will be paid by the government of Pakistan, what would be their desired amount? and as the household is still interested to re-send their children to school? The household said that if the government will pay some education cost, they will be able to re-send their children to go to school. The Household said that she stopped her girl children to go to school, because due to large family size, it was not possible for the household to support all his family members. When we asked about the desired cost on education the households have different view, the household1 said that, if the government will pay around 5,000 Pakistani Rupees, per month per child she is interested to send her children to school. Because she believes that she will give quality of education to her children, the schools which has well trained and well qualified teachers. While the Household2 said that her desired amount of education is 1,500 Pakistani, rupees per child per month and she says, it can fulfill all the requirement of her children. While the Household3 and 4 responded for 2,000 (PRs) and said that this desired amount will fulfill their requirement of getting quality of education. Therefore, the government should launch some programs to help the poor households, to support the schooling of their children.

The table 5.10 is consisted on the household response about cultural, religious, peace and security problems. The findings of the study suggest that all the household responded that there is no, cultural or religious problems for their families to send their children to school. The only problem is peace and security, threats. This research shows that due to the mobilization and other awareness programs, held in Pakistan, through media and non-profit organization

has improved the thinking level of the household, and the household responded that they don't have any kind of cultural or religious problems, to send their children. While the only problem in the region is due to the peace and insecurity in the region. All the household members, said that the recent attack on Army Public School has frightened them for the schooling attainment of their children. While their children also, have the fear to go to school. One of the household responded that although the peace and security problem has been increased up to a certain level, there is still a terror and fear in the region.

The table 5.11 shows, that which type of school the household will prefer for their child. The two household responded that they will prefer the school near to home and to provide quality of education for their children. They responded that teachers must be high qualified, well trained and would have sufficient level of education. To improve the reading and writing skills of their children. The respondents also, give preference to those schools which are near to their home and can reduce the fear of traveling for the long distance. While the other two household members said that they only prefer the shortest distance from school.

The table 5.12 is based on leaving school decision and currently the activities of the child. The child 1 is Waqas, 14-year boy. He responds that the main reason of leaving the school was that his father was died and there were no one to feed his other family members, while going to school it took a lot of time. Therefore, he left the school now, he is working in a workshop and daily he is earning 50 rupees, which is a big support for his poor family condition. The second child was Abdullah and he said that it was his own decision that he left the school. His parents were unable to support the schooling cost of all his brothers and sisters, therefore he decided to leave the school and work. Now he is working and supporting his family. Third child is Asmat and he is 13 years old he left the school in 1st class and now working. He said that the school was at a distance and he has to pay transportation cost. It was difficult for his father to fulfill all his cost while going to school, therefore he left the school and now working in a workshop and supporting his own family.

The table 5.13 shows that how was the teacher behavior while going to school and who were much supportive in his studies during school days. The child 1 and child 2 said that the teacher behavior was very friendly and was always taking care of them, both of them were participating in school activities. The first child said that he was interested to continue his studies but due to poor socio economic condition he was unable to work. The second child said that the teacher behavior was too much bad with the child therefor he left the school and now supporting his family. He said that his elder sister was supporting during his studies and was participating the schooling activities but he left the school due to strict behavior of the teacher.

Table 5.3 The Instrumental structure for the In-depth Interview	
Questionnaire (Household Perceptions)	
Question 1	Please Explain the demographic characteristics of your family.
Question 2	How many children of your family are going to school and not going to school?
Question 3	Is cost of education effect your children's school? If yes please explain in detail.
Question 4	Is your Child involved in working and helping your family? Please Explain
Question 5	If you will be paid what would be your desired amount of money per child a month?
Question 6	What is the distance from school? and Can you afford in case, the school is far?
Question 7	Do you face any cultural barriers while sending your children to school? Please Explain?
Question 8	Do you have religious or peace and security problem? Please Explain?
Question 9	What type of school you will prefer? Did you visit the school of your Child?
Question 10	What is your thinking about schooling attainment for you Child? Please Explain.
Questionnaire (Child Perceptions)	
Question 1	Please Explain the demographic of yourself and your family. Please Explain
Question 2	Whose decision was it that you left the school? Please Explain
Question 3	Did you face any kind of, cultural, religious, or other problems while going to school?
Question 4	What are you doing while not going to school? Please Explain
Question 5	Are you earning some amount of money while not going to School?
Question 6	How was the teacher behavior while when you were going to school?
Question 7	Who was much supportive in your studies at that time? Please Explain?
Question 8	Please Explain in your own view in detail, why you lift the school? and Reasons?

Table 5.4 The Demographic Characteristics of the Household

Classification	Age	Education	Profession	Monthly Income (Rs)
Household 1	35.00	Primary	Cleaning House	12,000.00
Household 2	49.00	Illiterate	Agriculture(Daily Wages)	7,000.00
Household 3	46.00	Illiterate	Agriculture	15,000.00
Household 4	55.00	Illiterate	Agriculture (Daily Wages)	14,000.00

Source: The In-depth Interview for Household Survey Data 2016

Table 5.5 The Demographic Characteristics of the Child

Classification	Age	School Type	Class last Attended	Currently Doing
Child 1	14.00	Government	3.00	Cars Workshop
Child 2	12.00	Government	2.00	Tailoring
Child 3	13.00	Private	1.00	Bike Workshop

Source: The In-depth Interview for Household Survey Data 2016

Table 5.6 Explanation for Household perception about Schooling of their children.		
Classification	Household's Own Discussion	Findings
Household 1	*Fariha is one of the household in District Peshawar. She is 35 years of age and is a working lady, she is illiterate and her monthly salary is 12,000. She told us that she has 6 children and 4 of her children are going to school. Her elder child is a girl and she lift the school in the 5th class, due to low income and currently her age is 15. Her 2nd child is a boy and he is studying in government school in 6th class, the 3rd one is her daughter she also, lift the school due to health problem in class 2nd while the 4th child is a boy and he is studying in the 2nd class.*	✓ The Large Number of the household ✓ Low level of Income ✓ Low schooling in in case of girls ✓ Only boys are attending school
Household 2	*The respondent said that she is illiterate and her husband is also, illiterate and working in the school as gate keeper. The total salary of her husband is 8,000 and doing his duty at night, while at day time he is working in a field on daily wages, but still he has lower income which hardly become 15,000 a month. The total number of children of the household is 7.*	✓ Household is illiterate ✓ Low level of Income ✓ No Child is attending schooling.
Household 3	*The interview was taken from the household wife she, have 6 children and her husband is working in field as a daily wage, she told that she said the elder of their kids is her daughter she is 14 years old but did not go to school. She lifts the school in second class. The respondents said that the income of her husband is very low which is only 7,000 a month which very much difficult for her to support all the food, clothing and other expenses.*	✓ Low Income level ✓ Family Size is large ✓ No child is attending schooling
Household 4	*The respondent is the head of the household and he is 55 years old. By profession he is a farmer and his average monthly income is 14,000. He has 7 girls and 2 boys, the eldest are his daughters all the daughters are not going to school, boys also, lift their schooling in 2nd and 3rd classes, because he had to support his family therefore he needed the help of his son to work with him in the field.*	✓ The Large Number of the household ✓ Low level of Income ✓ Both girls and boys are not attending the schooling
Source: The In-depth Interview for Household Survey Data 2016		

Table 5.7	Main Reasons that effect Household Decision for the Schooling.	
Classification	Household's Own Discussion	Findings
Household 1	*She told that her first child has 5,000 cost for books, uniform, shoes once a year, the feeding and other stationary cost is also, 1,000 per month and the transportation cost is 1500 Pakistani rupees, per month per child to go to school because the school is far away from her home. Fariha live in a rented house and must pay 2,000 rupees per month.*	✓ High Cost of Schooling ✓ As Uniform ✓ Books ✓ Admission ✓ Feeding Cost ✓ Transportation Cost ✓ Household house rent
Household 2	*The respondents respond to the interviewer that, I could have some facilities and could have a little amount of money to fulfill all the requirement of my children while going to school, I could definitely send my children to attained the school. She said that she doesn't face any cultural berries to send her children but the insurgency and insecurity in schools also, stops me to not send my children. She said that she had enrolled her children in public school, but the school were at a long distance due to which they were unable to make a transportation fee for their children and they stop their children to go to school.*	✓ Cost of Schooling ✓ Distance from home to school. ✓ The transportation cost was also, one of the main reason.
Household 3	*The respondent told that her all 6 children are not going to school, because she told that she cannot afford the schooling. Her younger two children are boys and they are also, not going to school, therefore they decided to send their children to motor workshops.*	✓ Cost of Schooling is the main reasons therefore their kids lift the school.
Household 4	*He said that I wanted to send my children to school but the children were not interested in schooling, therefore I decided to engage them in the field work as well as to work with electrician to learn electric motor binding and learn some skills. He said that I have some educated cousin they finished their graduation but they were unable to find some job, that's why I also, did not force my children to go to school, because I knew that in future there is no opportunity for jobs both in public and private sectors for an educated worker.*	✓ No, Job security or Job assurance by the government, ✓ High Cost to invest on education. ✓ And very little returns.
Source: The In-depth Interview for Household Survey Data 2016		

Table 5.8	Household response about the Child's involvement in working	
Classification	Household's Own Discussion	Findings
Household 1	*Her food cost is also, higher than her income therefore she sends her boys for part time work. One boy is working in meat shop while the other boy is working with the hotel near by their home. Due to poor socio-economic condition Fariha is unable to support her all children to go to school, and her husband is sick due to kidney problem, and cannot work to fulfill all the requirement for their children and to send her children to school, but the only problem is their income.*	✓ Due to Poor Socio-economic condition household are compel to send their children to work. ✓ High Cost of Food and Clothing is also, one of the main reason.
Household 2	*The 3 children of the household are boys and the elder child is helping their father to work in the field when some work is available. But the remaining other 2 children are working in workshops to learn automobile skills. She said that one of her children is getting 80 Pakistani rupees from his mechanic workshop owner a day while the other is still a beginner in learning the skills. Her one daughter is the eldest one while the second is son, but all her daughters are also, staying at home and work with her mother, in daily domestic home work.*	✓ Due to poverty Children are earning to support their family. ✓ Household prefer mechanic workshop than schooling for their Children. ✓ Because there is no investment and in future it has returns. ✓ No wastage of opportunity cost for their children.
Household 3	*She said that now their children are going to work shops for repairing motorbikes They are now beginner and learning some skills but on daily basis they earn 50 rupees each, she further explained that her income is too much low to support all the children of her family therefore she is sending her children for work, which can support their household.*	✓ Child support their family by earning. ✓ Preference are given to Skills and earnings ✓ They Cash their Opportunity Cost. ✓ Earn money to support family.
Household 4	*Now one of my kid is working with electrician and his age is 15 years after a year or two he would be able to work for himself and will be able to earn for the household. I think education is very important but if the government could give the opportunity and some surety for the jobs, it could be better, but there is no opportunity for an educated worker therefore, I think it is better to give skills to a child which is better for us to earn on time, said the 55 years old man.*	✓ Due to poverty Children are earning to support their family. ✓ Household prefer mechanic workshop than schooling for their Children. ✓ Because there is no investment cost and in future it has returns. ✓ No wastage of opportunity cost for their children.
Source: The In-depth Interview for Household Survey Data 2016		

Table 5.9 If you will be paid by the government of Pakistan, what would be your desired amount? And are you willing to send you Child to School Again?		
Classification	Household's Own Discussion	Findings
Household 1	*Fariha said that if the government of Pakistan will pay around 5,000 per child then, it would be better for her to fulfill all the educational cost for her children. Due to budget constraint, she said that she is unable to send her children to school. She said although education is free available in the region but still there is a cost on education and due to which we cannot afford to send our children to school.*	If the government will pay some education cost, the Household will be able to re-send their children to go to school. The Household stopped her girl children to go to school due to poor socio-economic condition. The government should launch the programs to help the poor households.
Household 2	*The respondents said that If she will be paid around 1500 per month per child, she will send her children to school. But due to insufficient budget she is unable to send her children to school and she said that her children are also, willing to go to school. The school was around 3 kilometers at a distance from home. The child was going in field to the school and there was the threat for their children to go to school. I am willing to send my children to school but the only reason is cost.*	The transportation, cost and tuition fee per month both were the main reasons. And this is due to the distance from school to home. The household are willing to send their children but the only reason is education cost.
Household 3	*The household said that about 2000 rupees monthly per child will be helpful for me to send my children to school. She told that before she was sending her child to private school because the government school was far from home that is why, they send their two boys to the private school. But after some time, they were unable to fulfill the fee requirement and their children lift the school. The government school was situated around 4 kilometers round trip from home. She also, responded that if the government could contribute for a very short amount of money she could send her children to school to play with other boys and to wear neat and clean clothes, but due to extreme poverty it is much difficult for them to support their children to go to school.*	The respondent had the desire to receive a minimum amount of money up to 2000 per child to send back her children to school. The findings suggest the cost of education can reduce the dropout from school.
Household 4	*The 55 years old household head said that If the government of will pay around 2000-3000 Pakistani rupees per child, he will take initiatives to send his younger children to school. Due to insufficient budget, he said that I am unable to send my children to go to school, which is the main reason for leaving the school.*	The household said that they are willing to send their children, if the government will pay some amount of money to them. Government must make the policies.
Source: The In-depth Interview for Household Survey Data 2016		

Table 5.10	Household response about cultural, religious, peace and security problems.	
Classification	Household's Own Discussion	Findings
Household 1	*When we asked about the cultural or religious obstacles for their children Fariha replied that she has no cultural, or religious barricades, and there is no problem for her while sending her children to school. When we asked about the security problem, she said the recent incidence in Army Public, school has frightened her girl children to go to school.*	✓ The findings of the study suggest that there is no, cultural or religious problems for her to send her children to school. ✓ The only problem is peace and security, threats.
Household 2	*Even my other relatives, says that please send your children school, there is no cultural or other religious barriers that we will not send our children to go to school but the main problem is that we cannot afford the cost of schooling to send our children to go to school.*	✓ There are no cultural barriers ✓ Just high cost of education while sending to school.
Household 3	*There are no cultural, religious or other barriers that we are not sending our children to go to school. But the main problem is the poverty and low level of income due to which we are unable to afford the cost of all the child to go to school. Security is now better than the previous years so, I think there is no issue these days but we still feel the fear.*	✓ No cultural barriers. ✓ Peace and Security is improved now a days, but still feel fear.
Household 4	*The respondent said that I think there is no cultural barrier or religious obstacle, I am free to send my children to school. There is no problem while sending my children to go to school. Security is one of the reason but still I am willing to send my children to go to school, if I would have sufficient amount of money.*	✓ There is no, cultural or religious problems for him to send his children to school. ✓ The only problem is peace and security, threats.
Source: The In-depth Interview for Household Survey Data 2016		

Table 5.11	What type of school you will prefer? Did you visit the school of your Child?	
Classification	Household's Own Discussion	Findings
Household 1	Fariha Said that she will prefer the school which has good quality of environment, well trained and well qualified teachers to fulfill the all the requirement of her child while studying in school. She also, said that she will prefer the nearest school, because, when schools are far away, I feel insecure about my children.	✓ The Household prefer the nearest school to her home. ✓ High quality environment. ✓ Eminence and well trained teachers.
Household 2	I prefer those schools who are near to home and not situated at a distance from school therefore I want to send my children to those school which are near to reduce my transportation cost. All the schools have good conditions and there is no problem in schools.	✓ Distance from school is one of the main problem for the household while sending their children to school.
Household 3	We will prefer the school with a short distance from home. If incase of our girl child the school is far we cannot afford the transportation or other fee and we can also, not send our children by walk to go to school due to long distances.	✓ Household prefer the Shortest school. ✓ In case of girl child, he is worried while sending to long distance school. ✓
Household 4	Near to home and quality of education, I will prefer for the schooling of my child. The teachers must be high qualified, well trained and would have sufficient level of education. To provide the quality of education to my child to learn more skills. Also, to improve the reading and writing skills of my children.	✓ Shortest distance will be preferred by the Household to send his children to school. ✓ The teachers must be high qualified, ✓ well trained ✓ High level of education. ✓ To provide the quality of education to my child to learn more skills.
Source: The In-depth Interview for Household Survey Data 2016		

Table 5.12 Whose decision was it that you left the school? and what are doing now?		
Classification	Child's Own Discussion	Findings
Child 1	*Waqas is a 14 years' boy he is not going to school now, while 4 year ago he was studying in class 3, in government school. He said we are 4 brothers and we don't have sisters. He said his father has been died 4 years ago, therefore he lefts the school. Currently he is working in the workshops and earning 50 Pakistani Rupees in per day and supporting his family. He said, I never repeat that class and I was going to school every day and was also, doing my homework on time.*	✓ The child has no source of income and currently working ✓ He is earning 50 rupees as day and supporting his family.
Child 2	*Abdullah lift his school in class 2 and his age is 12 years, he was studying in government school, Daag village in Peshawar District. Abduallah said that he has 4 sisters and 3 brothers, he said my elder brother left the school in class fifth. But his sisters are also, not going to school and they stay at home. We asked from Abduallah why you left the school, and whose decision was it, he said it was my decision to leave the school because my father was unable to afford the school cost of all my other brothers and sisters.*	✓ Child's own decision that he left the school. ✓ His family needed his support to earn.
Household 3	*The name of the child is Asmat and he is 13 years old he left the school in 1st class. We asked why he left the school he said that my father had no money to afford my schooling expenses, Although the school was at a distance but I wanted to go to school and participate in each activity related to the school.*	✓ Child says that the school was far away and his father could not fulfill all his expenses therefor he lefts the school. ✓ Now supporting his family.
Source: The In-depth Interview for Household Survey Data 2016		

Table 5.13 How was the teacher behavior while when you were going to school? and who was much supportive in your studies.		
Classification	Child's Own Discussion	Findings
Child 1	*He said, I never repeat that class and I was going to school every day and was also, doing my homework on time. Although the listens were too much tough but my uncle helped me in my homework. The teachers in the school had also, kind behavior with me and they were always taking care of my studies and entertain me in my sports and other related activities. He said that although my there is insecurity in school because many attacks have been made on school but still he is interested to go to school but the only reason for him is the household income and insufficient budget of their parents.*	✓ Child's was interested in schooling. ✓ The teacher behavior was also, very kind. ✓ He is interested in schooling, but his family has no, money.
Child 2	*He said that the teacher's behavior was very strict due to which; I was not feeling happy to go to school. He said my big sister was helping me in my studies and the school was also at a distance from my home, but I did not continue the school. He is currently not studying and working with a Tailor master and he says the it is good for me to earn some amount of money for my family to help my parents.*	✓ Child says that teacher's behavior was too much strict. ✓ Now he is working with a tailor master and earning some amount of money.
Household 3	He said that his neighbor was helping him in his homework. He was also, had friendly relationship with his teacher and he had good position in learning the initial listens. Now that he lifts the school, he is working in repairing the bicycles in the workshops. He said that he is now helping his family to support his siblings and his sick mother who is suffering from some disease. He said that if the government will support his family and he would be able to go to school again and work hard to become a soldier in future to work for peace and security of his country.	✓ The child was participating in school activities. ✓ His teacher had good relationship with him. ✓ But he left the school because of poor family background. ✓ Now working in bicycle work shop.
Source: The In-depth Interview for Household Survey Data 2016		

5.6.1 The Descriptive Statistics of District Peshawar from (PSLM Data 2013-2014)

The table 5.14, shows about the characteristics of the Pakistan Household Survey, data; which stated that that the average income of the household is 10884.30 Pakistani rupees in District Peshawar. While the family size of the household with its mean value is 8.73 members. The standard deviation of the household family size shows, 3.83 members while the maximum number of the household members is 30 and minimum numbers is 1. The average age of the household member is 52.50, the standard deviation is 12.07 between the ages of the households. The total number of the household schooling going age children under 20, with its mean value is 5.35. While the mean education of the household shows, 9.45 with its standard deviation 3.50 years of schooling. The distance from school has 1.36 km mean value while the maximum distance from school to home is 7.00 km and the lowest is 0 km. The cost of education as tuition fee, uniform, books, examination fee, private tuition fee, transportation fee, hostel and other expenditure are also, shown in the table and shows high cost on schooling.

Table 5.14 Descriptive Statistics of the Household Characteristics in Districts Peshawar of Khyber Pakhtunkhwa, Pakistan (Rural)

Classification	Mean	Study	Max	Min	Total No.
Income of the Household	10884.30	49534.20	285000.00	0.00	121.00
Family Size of the Household	8.73	3.83	30.00	1.00	121.00
Age of the Household	52.50	12.07	90.00	19.00	121.00
No. of School going Children < 20	5.35	2.68	19.00	1.00	121.00
No. of Workers in each (household)	2.31	1.41	6.00	0.00	121.00
Education of the Household	9.45	3.50	20.00	1.00	121.00
Cost of Education and Distance from school to home of the household in District Peshawar of Province Khyber Pakhtunkhwa, Pakistan (Rural)					
Distance from School	1.36	1.36	7.00	0.00	121.00
Education Cost Tuition Fee	16282.89	55074.93	400000.00	0.00	121.00
Cost of Uniform	3187.60	3390.28	26500.00	0.00	121.00
Cost of Books and Stationary	2507.02	3208.82	16000.00	0.00	121.00
Examination Fee	463.26	1054.34	7000.00	0.00	121.00
Private Tuition Fee	590.91	2466.44	17500.00	0.00	121.00
Transportation Fee	2213.80	6240.54	39500.00	0.00	121.00
Hostel Expenditure	322.31	2781.53	30000.00	0.00	121.00
Other Expenditures	6387.21	10921.85	99500.00	0.00	121.00

Source: Pakistan Social Living Standard Measurement Survey ROUND IX (2013-14)

5.7 Conclusion

The in-depth interview shows that there is extreme poverty in the region due to which households are unable to support their children to go to school. The low level of income of the household and the security and insurgency mainly effect the schooling attainment of the children of the household, the distance form school is also one of the most crucial problem for the household to send their children to school. Due to the dynamic socio-economic problems faced by the household, therefore, the household are sending their children to workshops, agriculture field and to tailoring. The low quality of education does not attract the household members to participate in the schooling of their, children, the household respond that the well trained and well qualified teachers, can improve the level of skills for their children. The main causes of the household low schooling attainment are due to the educational policies failure, in the province Khyber Pakhtunkhwa and Pakistan as a whole. The policy makers and government of Pakistan should have to give importance to the main problems faced by household and take healthy step to increase the schooling attainment in the region.

Chapter 6 Household Decision in Schooling of their Children (A Propensity Score Matching Approach)

6.1 Introduction

This chapter is based on the main causes related to household decision in schooling of their children in Khyber Pakhtunkhwa Pakistan. The dynamic problems that compel households to force their children to leave schooling in the early stages of their achievements. Household education and socio-economic condition has a significant effect on schooling enrolment. That is why to identify difference factors and achieve the targeted goals a propensity score matching approach was applied to this study. Focusing on interferences, curricula and policies, it is important for educational research to conduct a fruitful research to meet the required problems faced by the children while going to school. Studies and their results in such educational research are significant for policy makers, researchers, teachers, parents and administrators (Graesser 2009). However, the treatment in quasi-experimental designed studies paralleled to randomized research assignments might be further demonstrative to the real world disorder that the investigators desires to study (Sadish et, al. 2006). Therefore, when the randomization is not possible, we apply the comparison and treatments groups which may mark differences in their characteristics. That is why the households who are affected by the policies or as treatment group may be different than those who are not affected. Similarly, the treatment effect may cause outcome differences, instead of the differences causes by the treatment itself. In the field of educational research and its policies there are many covariates due to dynamic factors that affect the outcomes and these covariates in a large number is statistically very difficult to analyze through traditional methods, especially in the field of educational dynamic factors, like, household education, household income, distances from school and other socio-economic conditions for the household. To solve such problems, we need to balance the treatment groups and compare the groups on various covariates, through propensity score matching method, which is an alternative tactic. For this purposes we have developed the objectives related to the study, which is illustrated as bellow.

6.1.1 Objectives

a) Household education and its impact on schooling of their children.
b) Distance from school and expectations returns from schooling.
c) What is household socioeconomic factors that affect child schooling attainment?
d) To understand the reasons why Households, do not send their children to school when free public schools are available.

e) What recommendations will be presented on the basis of this study for the improvement of the household behavior of schooling for their children?

6.2 Hypothesis based on objectives

a) Household education and its impact on schooling of their children.

As it is discussed from the previous literature that the household education is an important factor in schooling of their children of the household and it is also clear that household education can rise the expectations returns from schooling of the children. Therefore, the hypothesis of this research is consisted on

Hypothesis 1a Household's education is positively related to school attainment decision for both girls and boys which is also concerned with school performance and the attainment at school level.

Hypothesis 1b Household's education is negatively related to school attainment decision for both girls and boys which is also concerned with school performance and the attainment at school level.

b) Distance from school and expectations returns from schooling in Pakistan.

As it has been discussed in the literature that 65% of the population of Pakistan is living in rural areas and the population of Pakistan is scattered. The distances from school is one of the biggest problem in the region. Household making decision to send their children to the schools at a distance feel hesitation especially in case of girl child, due to cultural barriers and insecurity in the region. Therefore, the hypothesis of this research is based on the distance from school which is also one of the main cause of drop out of school children.

Hypothesis 1a distance from school has a positive relationship to schooling of their children. Households who live near to school have positive relationship to schooling of their children

Hypothesis 1b Distance from school has negative relationship in expectations returns from schooling. Household who live far away from schools have less expectations from schooling to send their children.

This section is based on the result and discussion about the Pakistan Standard of Living and Measurement Data PSLM (2013-2014).

c) What is household socioeconomic factors that affect child schooling attainment?

The main purpose of this objective is to identify the socio-economic condition of the household and its effect on the household schooling participation decision of their children. As poverty is the big issue in the schooling of children, household cannot take decision for the schooling of their children due to their budget constraints.

Hypothesis 1a that the socio-economic condition has a positive relationship to schooling of their children. Households with a little socio-economic background have positive relationship to schooling of their children

Hypothesis 1b that the socio-economic condition has negative relationship in expectations returns from schooling. Household who live in extreme poverty have less expectations from schooling to send their children.

6.3 Methodological Structure and Discussion of the Study

The research methods are based on the site sample design and research instrument used for the collection and analysis of the data. The main purpose of this research was to estimate the expectations returns and household decision making of schooling of their children, in Pakistan. We use the household level PSLM dataset for 2013-14. In 2003 Pakistan Bureau of Statistics had developed its own urban area frame in Pakistan, the cities and towns were divided into enumeration blocks and each enumeration block consisted of 200-250 Households. The enumeration blocks were further classified into three income groups, which were low, middle and high income they checked it with the living standard of the people. A list of villages published by the Population Census Organization as part of the 1998 census was used as the rural area frame work. The data is selected on the following factors, Household Age, Sex, Education, Income, and Number of household members, Enrollment status in Schooling, Type of School, (government, private, or other) all types of schools up to secondary Level, currently enrolled child, completed the current schooling year, distance from school, and expenditure on education as cost of schooling of their children.

6.3.1 Problem Evaluation and matching method.

6.3.1 Problem Evaluation

The empirical methods in development economics have been developed to give answers to counterfactual questions. As studies endeavor to estimate the mean effect of the treatment group who are participating in the program. An inference is required about the outcome for the treated (treatment group), and when they are not observed to be treated it is called control group. The experimental methods have advantages over non experimental studies, which has the capability to create a control group with the characteristics of same dissemination as the treatment groups. For such methods the difference of mean outcome will be calculated as treatment effect. With respect to their participation status and characteristics treated and control groups are different. A biased result occurs between the two groups, when estimating the treatment effect as the difference of mean outcomes. In case to calculate the average effect of an individual

program in non-experimental method, matching method is generally used. Here by using this method we compare the outcomes of individual groups who participated with those of matched non-participants and observed characteristics are chosen on the basis of similarity in matches. Suppose we have two groups of household members those who are enrolled in the school in the year 2013-14 and completed the school and those groups who did not completed the school in the same year through differentiating these two groups by participation status.

6.3.2 Conceptual framework and Assumptions

The important issue in evaluating the impact of schooling on household behavior is the specification of the average treatment effect here. Rosenbaum and Rubin (1983) defined the average treatment effect (Δ_i) in a counterfactual framework as

$$\Delta_i = Y_S - Y_N \qquad (1)$$

Y_S is the outcome conditional on schooling $(P = 1)$

Y_N is the outcome conditional on non-schooling $(P = 0)$

Estimating the impact from this equation, a serious problem arises. That is due to the fact that either Y_1 *and* Y_2 are normally observed, but not both of them for each household. So, the important assumption of this framework can be stated is that individuals selected into both treatment and non-treatment groups have prospective outcome in both positions. The one position is consisted on the observed and other in which it is not observed. Therefore, this framework can be expressed as follows,

$$Y_i = D_i Y_{iS} + (1 - D_i) Y_{iN} \qquad D = 1, 0 \qquad (2)$$

Suppose P as the probability of observing a household with D=1, so the average treatment effect, t, can be illustrated as follows,

$$t = P \cdot \left\{ E\left(Y_S \middle| D = 1\right) - E\left(Y_N \middle| D = 1\right) \right\} + \left(1 - P\right) \cdot \left\{ E\left(Y_S \middle| D = 0\right) - E\left(Y_N \middle| D = 0\right) \right\} \qquad (3)$$

This equation means that the crucial problem of causal inference stems from the fact that the unobserved counterfactuals and cannot be estimated (Smith & Todd, 2005).

This situation requires to employ the propensity score-matching (PSM) method in order to address this crucial problem (Rosenbaum & Rubin, 1983).

6.3.3 Logistic Regression Model

The logistic regression model is the utmost generally used method for estimating the Propensity Score. This is used to predict the probability that an event is arisen.

$$Y\left(1\ or\ 0\right) = \beta_0 + \sum\nolimits_i \beta_i X_i \qquad (4)$$

Now when we estimating the treatment effect based on propensity score, for this purpose the Conditional Independence Assumption (CIA) is required, which can be written as $(Y_N, Y_S) \perp D_i \mid X_i$ is a first assumption. While in second assumption the average treatment of treated (ATT) is taken, which insures the individual with similar X values as explanatory variables have positive possibility of being as a participant and non-participant (Heckman et, al. 1997). Here the average treatment effect on treated can be illustrated as follows,

$$\begin{aligned} ATT &= E\left(Y_{iS} - Y_{iN} \middle| D=1\right) \\ &= E\left\{E\left(Y_{iS} - Y_{iN} \middle| D_i = 1, Y_i\left(1\ or\ 0\right)\right)\right\} \\ &= E\left\{E\left(Y_{iS} \middle| D_i = 1, Y_i\left(1\ or\ 0\right)\right) - E\left(Y_{iN} \middle| D_i = 0, Y_i\left(1\ or\ 0\right) \middle| D=1\right)\right\} \end{aligned} \qquad (5)$$

Here the first term is the treatment effect that we are going to isolate (effect of treatment on treated) as an average in the treatment group which is the group of participated household in schooling. So, what will be the difference between the non-participant groups, which is the selection bias between the two groups and is the 2nd term. As the data about $E(Y_S \mid D=1)$ is already available from the participant groups, we have to find out the $E(Y_N \mid D=1)$, as the data about the non-participants supports to classify $E(Y_N \mid D=0)$ only. That's why the difference between the $E(Y_S \mid D=1)$ *and* $(Y_N \mid D=1)$,cannot be observed for the same household members. As Rubin (1977) stated an assumption that a set of observable covariates X, the potential outcome which is non-treatment outcomes are independent of the participation status of CIA (Conditional Independence Assumption), which is $(Y_N \perp D \mid X)$. Therefore after the modification of the potential outcome and its mean is the same for D=1 and D=0, $(E(Y_N \mid D=1, X) = E(Y_N \mid D=0, X))$ this will allow us about the use of matched non-participant household members to extent how the participating group members would have performed, if they not participated. Hence assumed that outcomes are

conditionally mean independent of participation after conditioning on a set of observable characteristics. Heckman et al. (1997) stated that between the outcomes of participants as well as non-participants their possibility will be a systematic difference due to many reasons. These differences may be due to the variety of unmeasured characteristics or outcome level of differences $(E(Y_S - Y_N \mid D = 1))$ it might be arise while participants and non-participants belong to different groups. Angrist and Krueger (1999) worked on program evaluation and natural experiment approach. To estimate the effect of getting treatment when random assignment of treatment to subject is not possible the propensity scores are an alternative method for this procedure. In propensity score matching (PSM) creating pairs of the treatment and control components, with the same values related to propensity score, and it perhaps covariates, the disposal of all unmatched units (Rubin, 2001).

6.3.4 The Propensity Score Matching

Propensity score matching is mostly used for to match two groups of topics, but it can be estimated in more than two groups. Rosenbaum and Rubin in their research for the first time stated the concept of Propensity Score Matching (Rosenbaum and Rubin, 1983). The selection bias with principal emphasis on making casual extrapolations when the data set is based on nonrandom samples. Also the difference-in-difference approach which has the application for Propensity score matching was developed by (Heckman, 1997). Becker and Ichino (2002) stated in their research work that propensity score method is a two stage method. The first stage as mentioned above was consisted on the probability model (Probit or Logit) which will determine the propensity score of the household's characteristics. where β_i is regression coefficient to be predictable and X_i is an independent variable to be clarified. For propensity score matching we applied the following equation:

$$P_{score} = \frac{1}{1 + e^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + ,\ldots\ldots \beta_n X_n)}} \qquad (6)$$

When propensity score is estimated, the appropriate matching technique is implemented. There are five main practices of Propensity Score Matching. The 1st is the Stratified Matching, the 2nd is Nearest Neighbor Matching, 3rd is the Radius Matching, 4th is Mahalanobis Metric Matching and the 5th and last one is Caliper Matching. While in the second step each household group were matched up to predictable households with the similar propensity score values to estimate the average treatment effect, so

here we applied the Nearest Neighbor Matching (NNM). In further step we also, want to apply the exact match method to identify the problem on a profound aspect.

6.3.5 Data and Definition of the Variables.

The Empirical analysis is based on the household level PSLM dataset for 2013-14. In 2003 Pakistan Bureau of Statistics had developed its own urban area frame in Pakistan, the cities and towns were divided into enumeration blocks and each enumeration block consisted of 200-250 Households. The enumeration blocks were further classified into three income groups which were low middle and high income they checked it with the living standard of the people. A list of villages published by the Population Census Organization as part of the 1998 census was used as the rural area frame work.

The data was consisted on four provinces of Pakistan, namely Khyber Pakhtunkhwa, Punjab, Sindh and Baluchistan, Gilgit Baldistan and Capital Territory Islamabad. We have selected the province Khyber Pakhtunkhwa which was based on 17989 household members. After removing the missing values from the data and screening the data a total 4388 household members were selected for further analysis. The factors which effect the enrolment completion of under 20 years old household members were based on the following variables, Number of household member, Age of the household head, Number of workers in all sectors, Number of workers in the agricultural sector, Total amount of household income, Highest Education level of household members, Closest distance from the school, and other assets of the household, which are useful in schooling attainment. We have also, taken the literacy variable as the outcome variable to understand the expectations returns for the household from the schooling of their children, after the completion of their school. After the selection of the variables the data was further analyzed through, Microsoft Access, Excel and R-statistic, while SPSS was also used to check the clear result of the data.

Table 6.1 Definitions of variables

Variable name	Definition	Unit
Y	=1 if all household members under 20 years old enrolled in school/institution and did complete the class in last year	Dummy
hhhage	Age of household head	Age
noworker	Number of workers in all sectors	Number
noagrwork	Number of workers in the agricultural sector	Number
hhedu	Highest education level of household members Less than class 1 = 0, Class 1 to 10 = 1 to 10 Polytechnic diploma = 11, Associate degree = 12, Bachelor (BA) = 13 Post graduate (MA) = 14, Ph.D. =15	Dummy
distschool	The closest distance from the school/institution where household member are attending	Km
bicycle	=1 if household possesses a bicycle or more	Dummy
radio	=1 if household possesses a radio or more	Dummy
PC	=1 if household possesses a PC or more	Dummy
literacy rate	Rate of all family members 10 and older can read with understanding	Ratio

Source; Pakistan Social and Living Standards Measurement Survey ROUND-IX (2013-14)

6.4 Discussion and Results of Empirical Study.

The empirical analysis for the schooling completion and non-completion in the last year involved two steps of estimation: the household members who completed the school last year vs those who did not complete the school. The first step was consisted on the impact analysis tracked by a description of propensity scores for the treatment variables. To predict the probability of school completion a logit model was introduced. The results of the propensity score matching are given in detail below. Lee (2008) described that the propensity score matching facilitate to balance the observe dissemination of covariates among the treated and control groups. Therefore, the success of propensity score assessment is the resultant balance. The effect of those household members who did attend the school last year were further estimated through the nearest neighbor (NNM) method. The empirical results for both control and treatment group has been estimated and shown below in this paper. The table 2 of the paper shows the descriptive statistics of the sample variables in each category for all the data. The treated group in this table consisted of 177 household members, who did attend the school last year with all their members and did complete the schooling while for control group it was 4388 members and consisted of household members who did not complete the schooling last year.

Detailed Description of Table 6.2 Here in this table we applied the sizes effect based on means, when the studies for meta-analysis are based on standard deviation and means, we usually prefer standardized mean difference, raw mean difference or the response ratio for the effect size. The transformation of all effect sized in standardized mean difference (d or g) is based on common metric, which thus give us capabilities to put measures of different outcome trials in the similar synthesis. Therefore, effect is widely used in meta-analysis as well as in primary research. The studies which are based on two arguments the standardized mean difference, is comparable through it (Heges and Olkin, 1985). On the other hand, the raw mean difference, which is denoted by (D) can be used as the effect size, when the scale of the outcome is either well know or characteristically evocative, because of its extensively usage. When in the analysis a part is used for the similar scale, this effect size is implemented (Borenstein, et. al, 2009). The descriptive statistics of the study suggest that the standard mean difference, with its value -8.16 for the household head age has negative effect on household schooling completion between the two groups. As it is discussed in the previous literature that young age people have high decision to send their children to school and complete their schooling year. This is due to the social mobilization and the awareness by different non-profit organizations in the province, that the younger parents have preference for schooling completion of their children. The reduction in the number of workers, number of agriculture worker, with its mean values -29.86, and -1.63 shows that, schooling attainment decreases the number of workers and household income, this is because, when the household decide to send their children to school it decreases their work

participation. The standard mean difference for the household with its level of education has a positive effect and is increased by average 57.44. While the distance from school has positive effect on schooling completion and the mean difference between the treated and control group is 29.07, which shows that the household can take decision up to a longer distance from their school to home. The above discussion of this table was based on the household demographic characteristics. The second part of the table consisted of the assets of the household who possess, bicycle, with its mean differences shows that there is positive significant relationship, between the schooling completion and bicycle used as an asset by the household, which shows standard mean differences as follows, 6.96. While the radio and mobile phones/PCs, has negative standard mean differences -3.19 and -3.43 respectively between both the treated and control groups. The last variable as literacy rate, which shows the positive relationship, with the schooling completion, with its mean difference as 0.07, which is the outcome variable here.

Table 6.2 Descriptive statistics of sample in each category for all data

	Treated (Y=1) N=177						Control (Y=0) N=4,388				
Variable name	**Mean**	**S.D.**	**Max**	**Min**	**Std Mean Diff**		**Mean**	**S.D.**	**Max**	**Min**	**Unit**
hhhage	53.08	13.96	98.00	18.00	-8.16	**	54.23	12.66	99.00	17.00	Age
noworker	2.11	1.47	8.00	0.00	-29.86	**	2.55	1.62	25.00	0.00	Number
noagrwork	0.32	0.51	2.00	0.00	-1.63	**	0.33	0.55	2.00	0.00	Number
hhedu	10.59	3.11	20.00	1.00	57.44	*	8.80	3.46	20.00	1.00	Dummy
distschool	1.68	1.50	7.00	0.00	29.07	*	1.24	1.32	7.00	0.00	km
Variable name	**Number of hh (=1)**		**Max**	**Min**	**Std Mean Diff**		**Number of hh (=1)**		**Max**	**Min**	**Unit**
bicycle	46.00	(26.0%)	1.00	0.00	6.96	**	1,006.00	(22.9%)	1.00	0.00	Dummy
radio	9.00	(5.1%)	1.00	0.00	-3.19	***	254.00	(5.8%)	1.00	0.00	Dummy
PC	160.00	(90.4%)	1.00	0.00	-3.43	***	4,011.00	(91.4%)	1.00	0.00	Dummy
Variable name	**Mean**	**S.D.**	**Max**	**Min**	**Mean Raw Diff**		**Mean**	**S.D.**	**Max**	**Min**	**Unit**
literacy rate	0.61	0.27	1.00	0.00	*0.07*	***	0.54	0.24	1.00	0.00	ratio

Signif. Codes: N.S. >=0.10; * P <0.10; ** P <0.05; *** P <0.01 based on the two sample t-test

Table 6.3 Estimated the probability model in logit for PSM

Explanatory variables	Estimated coefficients		p value
Intercept	3.06E-02	*	0.05492
hhhage	-4.22E-04	*	0.06622
noworker	-7.02E-03	***	0.00021
noagrwork	8.70E-03	N.S.	0.11598
hhedu	5.75E-03	***	0.00000
distschool	6.53E-03	**	0.00286
bicycle	1.16E-02	*	0.08715
radio	-6.94E-03	N.S.	0.56925
PC	-1.70E-02	*	0.09786

Signif. codes: N.S. >=0.10; * P <0.10; ** P <0.05; *** P <0.01

6.4.1 Likelihood method and estimations.

Here we estimated the propensity score matching, although it can be estimated by using models like discriminant analysis, boosted regression and probit regression (McCaffrey et. al, 2004). The logistic regression is usually used for the analysis. MatchIt packages and Matching estimate propensity scores expending the logistic regression as the default option (Ho et. al, 2011). The fit of the model cannot be evaluated, when using the default option for estimating propensity scores. Therefore, the logistic regression is recommended to run and accomplish the model fit. Estimation of the logistic regression in propensity score matching. Here the significant estimates are determined by the low p-value (i-e <0.05). As authors suggest that both statistically significant variables are acknowledged to be related with selection (Austin et. al, 2007). The table 3 shows the empirical results of probit model which indicates that the estimated coefficients of number of workers is -7.02, which has the significant negative effect for schooling completion of all the household members last year. The reduction in number of workers shows that the probability of schooling completion in the last year decreases the number of workers in the household. The slope of coefficient for number of agriculture workers has a positive effect which is 8.70, which means that the number of agriculture workers is increasing by 8.70, if the probability of schooling completion by a one unit is increased for all the household members. This is because when the children of the household come back from school they are working in agriculture field. The estimated coefficient of household education is 5.75, which shows, the positive effect on the probability of schooling completion and has a significant effect, on household educational level. The household takes decision for longer distance when they want to send their children to school this is because there is a correlation between the bicycle and the distance from school. The estimated coefficient value 6.53 suggests that an increase occur in distance when a unit change take place in the probability of schooling completion. The bicycle has also, the positive significant effect, the estimated coefficient of the bicycle is 1.16 and has positive impact on schooling completion. This is because the increase in the number of bicycle can increase the schooling attainment, if the schools are situated at a longer distance. While in case of Mobile Phones/Pcs have negative effect on schooling completion and the slope of the coefficient is -1.70, which indicates that the use of mobile phones has negative effect on schooling completion. The probability of a unit schooling completion for all members of the household reduces the use of mobile phones up to, -1.74, and has a significant effect.

6.4.2 Treatment Effects

The Kolmogorov-Smirnov test was applied to the data analysis, which was based on the bootstrap p-value, which is widely used to provide the precise estimation, even if

the compared distributions are not exclusively continuous. This test provides equal balance in the estimated probability for both the Treated and Control groups with number of bootstraps, which is based on Monte Carlo simulations in direction to determine the appropriate p-value. However, we estimate the Asymptotic distribution for the cases of matching estimate, when the conditional bias is ignored and also, the matching estimators for the fixed number of matching may not extent to the semi-parametric efficiency bounds. Therefore, an asymptotic variance estimator is proposed (Abadie and Imberns, 2006). Finally, the average treatment effect of the household participating in schooling was assessed by comparing the deviations in individual outcomes between participants and their matched counterparts.

The table 6.4 shows the descriptive statistics of sample in each category for matched data. The table is based on the both treated and control groups and their standard mean differences in which we applied the exact matching method. The descriptive statistics for matched data shows that the variables, which we had selected for the difference between their mean values were based on household demographic as well as assets variables. The demographic variable with their standard mean differences for the treated and control group is can be illustrated as follows, the standard mean differences for the household shows that the number of workers has also, number of agriculture worker, household education, distance from school, bicycle, radio, mobile phones/ Pcs, all the variable has the non-significant positive value, which shows the model is fit for the treatment effect for both the control and treated groups. Therefore, after applying the paired t-test, the test for equal balance in the estimated probability between the two groups, now, the outcome variable will be going to be estimated to know the impact, as shown below.

Table 6.4 Descriptive statistics of sample in each category for matched data Exact matching

	Treated (Y=1) N=105						Control (Y=0) N=201				
Variable name	**Mean**	**S.D.**	**Max**	**Min**	**Std Mean Diff**		**Mean**	**S.D.**	**Max**	**Min**	**Unit**
hhhage	52.78	11.42	90.00	34.00	5.91	N.S.	51.89	11.51	95.00	19.00	Number
noworker	2.17	1.48	8.00	0.00	9.51	N.S.	2.07	1.20	6.00	0.00	Number
noagrwork	0.35	0.53	2.00	0.00	7.42	N.S.	0.27	0.51	2.00	0.00	Number
hhedu	10.27	2.74	14.00	1.00	6.51	N.S.	10.15	2.75	20.00	3.00	Dummy
distschool	1.41	1.11	6.00	0.00	3.72	N.S.	1.16	1.16	7.00	0.00	km
bicycle	0.24	0.43	1.00	0.00	10.39	N.S.	0.18	0.38	1.00	0.00	Dummy
radio	0.07	0.25	1.00	0.00	10.45	N.S.	0.03	0.18	1.00	0.00	Dummy
PC	0.92	0.27	1.00	0.00	15.45	N.S.	0.91	0.29	1.00	0.00	Dummy

Std Mean Diff : N.S. >=0.10; * P <0.10; ** P <0.05; *** P <0.01 based on paired t-test, the test for equal balance in the estimated prob between Treated and Control (nboot = 1,000).

Table 6.5 Descriptive statistics of sample in each category for matched data by Nearest Neighbor matching

	Treated (Y=1) N=177						Control (Y=0) N=177				
Variable name	**Mean**	**S.D.**	**Max**	**Min**	**Std Mean Diff**		**Mean**	**S.D.**	**Max**	**Min**	**Unit**
hhhage	53.08	13.96	98.00	18.00	-4.96	N.S.	54.02	14.04	99.00	20.00	Number
noworker	2.11	1.47	8.00	0.00	-9.04	N.S.	2.18	1.36	6.00	0.00	Number
noagrwork	0.32	0.51	2.00	0.00	-1.12	N.S.	0.38	0.62	2.00	0.00	Number
hhedu	10.59	3.11	20.00	1.00	-3.69	N.S.	10.63	3.71	20.00	1.00	Dummy
distschool	1.68	1.50	7.00	0.00	-6.94	N.S.	1.69	1.81	7.00	0.00	km
bicycle	0.26	0.44	1.00	0.00	5.32	N.S.	0.30	0.46	1.00	0.00	Dummy
radio	0.05	0.22	1.00	0.00	-0.03	N.S.	0.06	0.24	1.00	0.00	Dummy
PC	0.90	0.29	1.00	0.00	1.86	N.S.	0.92	0.27	1.00	0.00	Dummy

Std Mean Diff : N.S. >=0.10; * P <0.10; ** P <0.05; *** P <0.01 based on paired t-test, the test for equal balance in the estimated prob between Treated and Control (nboot = 1,000).

The table 6.5 shows the descriptive statistics of sample in each category for matched data and here we applied that nearest neighbor method for both the treated and control groups. The matched data shows the household demographic and assets variables, which were selected to check the standard mean differences between the two groups. These two groups stated that the number of workers, number of agriculture workers, household education, distance from school, bicycle, radio, mobile phones/ Pcs, for both treated and control groups and their all variables had non-significant values. This table also, shows that the model has the impact on the outcome variables which is literacy rate in the province. Therefore, after applying the n-boot=1000, for the paired t-test, which is useful for the equal balance in the probability estimation between the two groups, now in the next table, the outcome variable will be shown and its impact on household decision will be determined.

Table 6.6 Average treatment effects (ATT) in literacy rate for matched data

Matching methods										
Exact	**Treated (Y=1) N=105**						**Control (Y=0) N=201**			
Variable name	**Mean**	**Max**	**Min**	**Est. Diff**	**AI SE**		**Mean**	**Max**	**Min**	**Unit**
literacy rate	0.59	1	0	-0.05	0.02	***	0.63	1	0	ratio
Nearest Neighbor	**Treated (Y=1) N=105**						**Control (Y=0) N=201**			
Variable name	**Mean**	**Max**	**Min**	**Est. Diff**	**AI SE**		**Mean**	**Max**	**Min**	**Unit**
literacy rate	0.61	1	0	-0.01	0.02	N.S.	0.64	1	0	ratio

Signif. codes: *** P <0.01 ("AI SE" is the matchig corrected standard error based on Abadie and Imbens 2005)

Table 6.6 shows here two results of the outcome variable, which is the literacy rate, when we applied the exact matching method the average treatment effect on both treated and control group. A total of 105 household members were in the treated group and 201 in the control group shows the outcome variable as literacy rate has negative impact on household schooling completion. This is because the graduates from schools have very less capabilities to read and understand a single sentence. The table 5 suggested that literacy rate for both treated and control group has a significant negative effect on schooling completion for all the members of the household. This is because of the poor quality of education sufficient budget for the household and distance from school to home. While when we applied the nearest neighbor method for both the treated and control group we found out that the literacy rate had the non-significant effect. That is why the exact matching method was important to check the impact of literacy rate, on household completion about the schooling year for all of their members, the province.

Conclusion

This study was based on the household participation in schooling of their children, before the analysis of the study we identified from the World Bank and UNESCO data 2016, that Pakistan has the worse situation in schooling of their children both in primary and secondary level in South Asian countries, the educational level of all south Asian countries were discussed. In this study we discussed with a close look at schooling completion of those households who enroll their children in schools and did complete the schooling, for this purpose we selected Khyber Pakhtunkhwa Pakistan. We used Propensity Score Matching method joint with the logistic regression model to estimate the situation of those household members, with respect to the effect of different variables, which were, Age of the household head, Number of workers in all sectors, workers in agriculture sector, Income, Education of the household, distance from school and the literacy level. After applying the average treatment effect on treated (ATT) of the household members in schooling was assessed by comparing the differences in individual outcomes between treatment and control group. It was suggested that literacy rate has a significant negative relationship with schooling completion. A total 105 households from the treated group were matched, with the 201 household members from control groups, which shows that the literacy rate has negative relationship between the schooling completion of the household last year and the non-completion for both control and treated group. This is because the syllabus is not much effective according to the modern world requirement. The low literacy has many causes, but main causes that effect the literacy level are as follows, the socio-economic condition of the household, low household income, insufficient resources, child labor, 38% people live below poverty line, deficiency in quality education, untrained, unqualified teachers, low level of cognitive skills, lack of facilities, and inadequate infrastructure. However, the failure of educational

policy since the existence of Pakistan is one of the main problem that household even with completion of their schooling have lower cognitive skills, which shows, the consequences of inadequate educational policies in Pakistan.

The findings suggest that without household participation and community awareness the decline in the dropout from schooling is not possible. Pakistan should give proper attention to their education system, which is badly effected for the last few decades. Poor communication and transportation system creates hurdles for the people who want to send their children to school.

Chapter 7 Discussion

This section is based on the result and discussion about the South Asian countries and will explain briefly about the geographical and economic situation of the region and the population of Asian countries and the adult literacy rate in the region. As it has been discussed that in comparison with Pakistan South Asian countries have different situations related to literacy rate. The World Bank and UNESCO trends in different development indicators show a significant change in the literacy level of youth and per capita income of an individual. The returns from schooling have been discussed by different authors and they mentioned that primary education has a lot of contribution in earnings of an individual in developing countries.

Table 7.1 shows the GDP and Per Capita Income of South Asian countries in Billions USD. The highest GDP is that of India which 1831.78 is in South Asia, while the per capita income of India, which is 1358.43 in 2009-2012 and is higher than Pakistan and Afghanistan but lower than other countries in the region. While the highest per capita Income is that of Iran, which is 6830.68 and the GDP of Iran is 587.21, in the same year, which is the average aggregate value, both per capita and GDP, of Iran is higher than Pakistan. The GDP of Pakistan is 224.65 which is the average between the year 2009-2012, and per capita income of Pakistan is 1137.57 in the same year. Both GDP and GDP per capita income is lower than the other South Asian countries, except Bangladesh and Afghanistan, which is not sufficient for the socioeconomic wellbeing of the people in Pakistan. The GDP and per capita income in India, which was 476 and 452.41 in the year 2000-2001, for Pakistan it was 73.95 and per capita income was 534.92, while in Bangladesh it was 53.37 and the per capita income was 406.53 US$. From the year 2000 to 2012 the data shows that there is a significant change in the per capita income of the countries as well the GDP increase in billion US$. As the literature mentioned by different authors about the returns and economic growth can be improved through education, the data in case of India, which has tripled its economy and has increased the per capita income although it is not enough for poverty reduction. The method for time changes in real GDP for each country is a reasonable set of aggregate growth rates for a period of about 15 years, 2005. Aggregate data are either sums or weighted averages of individual country data. The GDP of individual countries is measured at 2005 and exchange rates in national currencies were converted into dollars (World Bank 2012).

Table 7.2 shows the literacy rate of South Asian countries from 2001 to 2015 and also the illiterate population in the same years. Sri Lanka has the highest literacy rate, which is 92.63%, in case of India it is 72.13%, which is the 2nd highest in the region, while Nepal and Bangladesh has 64.66%, and 61.55% respectively in the year. In case of Pakistan its literacy is the lowest one which is average 58.68% in the same years from

2012 to 2015. The change from 2000 to 2015 in the literacy rate is taking place around 8% and above in the case of India, Bangladesh and Pakistan. While there is still a big population of people who are illiterate in the region. In India 256 million people are illiterate, which is the highest in the region. Pakistan which is the second highest in the region. Bangladesh has, also, the high illiterate population, which is 43, million. A large proportion of illiterate population in South Asia, is the main cause of children out of school and lack of parental interest for their children to go to school.

Table 7.3 shows that the Youth Literacy rate in Pakistan is the lowest one which is 72.98%, while the highest one is from Sri Lanka which is 98.87% in the year 2011-2015. In India it is 87.9%, while in case of Iran the youth literacy rate is 98.18%, which is the second highest one in the region as well as in the neighborhood countries, but since 2000 it has been increased 20% in case of Bangladesh while India has increased its youth literacy rate up to 11%, again Pakistan is far behind, with its 7% increase in the last 15 years according to the data by (World Bank and UNESCO 2016). In the case of youth literacy, it is also very positive change and is an indicator towards the economic development of the countries of South Asia. After Africa, South Asia is the second highly populated region where the literacy rate is very low and a large number of population living under poverty line in the region.

Table 7.4 shows the population of official age for education of both sexes. India has the highest population with the official age of schooling which is 127 for primary and 173 million for secondary. The 2nd highest is that of Pakistan, which is 20 million for Primary and 27.1 million is for secondary, while Bangladesh is close to Pakistan in the population for official age of schooling which is 16.9 million for primary and 22.82 million for secondary school.

Table 7.5 shows that in case of India it has reduced a large number of proportion of children, which were 19.05 (Million) who were out of school in 2000, and declined to 4.04 (Million) in the year 2011 to 2015, which is a positive change in reducing the number of out of school children in the region. Pakistan is on the first number in the region where 5.72 (Million) children of primary age are out of school and people still facing problems with access to school. The Scattered population of Pakistan has many problems to achieve the quality education and fulfill the requirements in the rural areas. Still, there is a wide gap between the school going and out of school children, a large population of the primary school age children is still out of school, which is a negative indicator towards economic development and poverty reduction in a country. As we have already discussed in the above literature that the large proportion of the country, who do not go to school effect the economic growth as well as the income level of an individual in the developing economies.

Table 7.6 shows the government expenditure on education as a % of GDP, from 2000 to 2015. The highest average GDP expenditure on education in the years 2009-2015, was that of Nepal, while the second highest one was in India which was 4.51 and 3.62

respectively. Pakistan has 2.32 % of GDP in the same years which is not enough to fulfill the requirement for the expenditure on education. Pakistan has to increase its GDP, up to 4% to achieve the millennium development goals the same is from Bangladesh which is very low. India, Pakistan and Bangladesh have the highest populations in South Asia and their literacy rate compared to other states like Sri Lanka, and Iran is very low. The literacy rate and spending on education is almost the same for these three countries, while the dropout has been improved by India, but Pakistan and Bangladesh have the highest challenges to improve their dropout of schools and achieve the targets according to Millennium Development Goals especially in literacy.

Table 7.1 shows the GDP and GDP per capita income of the South Asian countries including Iran

The GDP and GDP Per Capita Income of the South Asian countries including Iran

	2000		2001-2004		2005-2008		2009-2012	
Country	GDP	Per Capita	GDP	Per Capita	GDP	Per Capita	GDP	Per Capita
Classification	Billions	Numbers	Billions	Numbers	Billions	Numbers	Billions	Numbers
Afghanistan	2.46	-	5.29	258.92	10.19	288.76	20.51	417.06
Bangladesh	53.37	406.53	65.11	425.41	91.63	535.72	133.36	785.36
India	476.61	452.41	721.58	534.99	1224.10	904.58	1831.78	1358.43
Iran	109.59	1664.26	183.70	2172.45	397.19	4240.89	587.21	6830.68
Nepal	5.49	231.43	7.27	259.72	12.55	385.52	18.85	615.05
Pakistan	73.95	534.92	97.98	557.59	170.08	896.90	224.65	1137.57
Sri Lanka	16.33	854.93	20.66	947.39	40.71	1572.96	68.43	2820.76

Source: World Bank national accounts data, and OECD National Accounts-2016.

Table 7.2 shows the adult literacy rate and the illiterate population 15+ years for both sexes (%) and millions of South Asia.

Adult literacy rate, and Illiterate population 15+ years, both sexes (%) and Millions of South Asia

	2001		2002-2006		2007- 2011		2012-2015	
Country	Literacy Rate	Illiterate	Literacy Rate	Illiterate	Literacy Rate	Illiterate	Literacy Rate	Illiterate
Classification	%	Millions	%	Millions	%	Millions	%	Millions
Bangladesh	47.49	44.85	-	-	-	-	61.55	43.82
India	61.01	273.11	62.75	285.52	69.30	262.92	72.13	256.00
Iran,	77.00	-	82.33	9.38	85.02	8.26	86.85	7.94
Nepal	48.61	7.29	-	-	59.63	6.98	64.66	6.74
Pakistan	-	-	54.15	46.31	54.74	51.80	58.68	52.21
Sri Lanka	90.68	1.30	90.81	1.37		1.36	92.63	1.19

SOURCE: World Bank Data and UNESCO Institute for Statistics-2016

Table 7.3 shows youth literacy rate of the population between 14-24 years both sexes in South Asia

Youth literacy rate of population between 15- 24 years both sexes in South Asia			
	2001-2005	2006-2010	2011-2015
Country	%	%	%
Bangladesh	63.62	-	82.13
India	76.43	81.13	87.9
Iran	97.03	97.65	98.18
Nepal	70.05	-	87.32
Pakistan	65.09	70.55	72.98
Sri Lanka	95.59	97.87	98.76
SOURCE: World Bank Data and UNESCO Institute for Statistics-2016			

Table 7.4 shows population for the official age for the education of the both sexes in South Asia in (millions)

Population for the official age for the education of the both sexes in South Asia in (millions)					
Country	Factors	2000	2001-2005	2006-2010	2011-2015
Bangladesh	Primary	16.17	16.36	16.55	16.19
	Secondary	21.66	22.03	22.39	22.82
India	Primary	120.56	122.36	125.58	127.48
	Secondary	159.66	163.26	168.12	173.24
Iran	Primary	7.93	6.85	5.48	6.27
	Secondary	12.75	12.43	10.14	7.27
Nepal	Primary	3.20	3.40	3.50	3.30
	Secondary	3.82	4.05	4.45	4.71
Sri Lanka	Primary	1.64	1.62	1.68	1.75
	Secondary	2.79	2.69	2.61	2.62
Pakistan	Primary	19.00	19.37	19.66	20.37
	Secondary	24.01	25.26	26.54	27.10

SOURCE: World Bank Data and UNESCO Institute for Statistics-2016

Table 7.5 shows out of school children of primary school age both sexes in South Asia

Out-of-school children of primary school age, both sexes in South Asia

Classification	2000 (Millions)	2001-2005 (Millions)	2006- 2010 (Millions)	2011- 2015 (Millions)
Bangladesh	-	0.76	0.95	-
India	19.05	17.52	4.48	4.04
Iran	1.01	0.35	0.03	0.04
Nepal	0.95	0.66	-	0.07
Pakistan	-	7	5.61	5.72
Sri Lanka	-	0.02	0.08	0.07
Developed Countries	1.44	1.64	1.41	2.01

SOURCE: World Bank Data and UNESCO Institute for Statistics-2016

Table 7.6 shows the government expenditure on education as % GDP in South Asia

Government expenditure on education as % of GDP in South Asia				
Classification	2000	2001-2004	2005-2008	2009-2014
	%	%	%	%
Bangladesh	2.13	2.08	2.08	2.01
India	4.34	3.86	3.15	3.62
Iran	4.22	4.24	4.28	3.37
Nepal	2.89	3.17	3.79	4.51
Pakistan	2.61	2.13	2.57	2.32
Sri Lanka	-	-	2.06	1.66

SOURCE: World Bank Data and UNESCO Institute for Statistics-2016

Conclusion and Recommendations

The conclusion of this study is mainly based on the four discourses in order to understand the household decision about the schooling of their children. Therefore, we divided the dissertation into four main parts, which are discussed below.

Study1 The conclusion of this is based on the household decision making in schooling of their children, as it has been discussed in the literature review that dynamic factors effect schooling attainment, this study is based on both the South Asian countries where the literacy rate is comparatively very low to the other part of the Asian countries. Pakistan is struggling to improve its literacy rate for the last two decades but still is very low in schooling attainment in the region. Insurgency, war and terror and extreme poverty in the country has long term effect on education of the children. Household decision making in schooling of their children is an important factor to overlap on deficiencies in the field of education, without household participation and contribution is not possible to overcome of the problems in the region in literacy rate. The previous research in the developing countries and all over the world has shown that investment in primary education is increasing the skills and productivity of an individual. It develops general knowledge, skills, socialization and values of an individual. It accelerates demographic effects in the direction of fertility decline and positive relationship with health indicators (Smith et al., 2012, Baker et al., 2011). Due to lack of awareness about the benefits of education and advocacy, people do not send their children to school, many studies also suggest that without parental participation and community cooperation, improvement in schooling attainment is not possible. Parents, teachers and community can play an important role in reducing dropout rates, due to which literacy rate will be improved and there would be a significant change in the society. The investigation stated that the children's expectation substance for educational choices mostly depends on the age of an individual child. In modeling a decision to attend primary, secondary and higher level of education will obtain different outcomes, in case of those children who finish their high school and want to continue for further enrollment in college level all the decisions are too primarily taken by the parents (Dauphin et al., 2008).

The recent trend of the World Bank and UNESCO, aggregate data is the main evidence of improvement in the literacy level. Researchers have mentioned that education and its returns from schooling is an important factor and is necessary to increase the productivity and cognitive skills of an individual. As Pakistan has very low and worse literacy rate in the region comparatively to India has much improved its literacy rate. There is a big difference in school qualities, like high, medium and low merits of private schools, which creates problems of inequality in education system, gender discrimination and no uniformity in society to achieve the goals (Smith & Joshi 2016).

Study 2 The main purpose of this paper related to the educational policies was to give an attention to the complications and to understand why these policies failed to be implemented. A total of at least nine booklets were based on the educational policies since the partition of the country and only 1972 document was implemented the remaining all of the other official documents related to educational policies failed to deliver to the public benefits, this is due to improper management system of public sector of Pakistan and the political instability. The government of Pakistan must take the initiatives to improve the policy and focus the education sector as it is far behind the world in its educational attainment. Before designing the policies for the education sector the policy makers and political administration must see the past experiences and the failure of their policies, they must ensure the budget allocation and proper monitoring and evaluation process. There were many funds and loans granted by the international community and plenty of other organizations around the world but all the funds and loans were not properly utilized in to the education related problems. As today 25 million children in Pakistan of primary and lower secondary school age have never been to schools and Pakistan has the weakest position in education sector in South Asia, this is due to the improper planning for the deficiencies in education sector (UNESCO 2016). The importance and scope of the educational policies and its planning is the need and requirement of a society, therefore the administrators, planners and policy maker have more awareness about the significant effect of policy implementation (Haddad and Demsky, 1995).

Pakistan has the highest primary school children dropout, which is 5.7 million and will create a big problem in future. The low literacy rate and high dropout will worsen the economic growth and income level of each individual in the country. Therefore, Pakistan need to improve their education policies and to focus the primary level of education. An educated society is very important for the socioeconomic development of a nation, as many researchers have mentioned that primary education can contribute in the income level of an individual and the society as a whole. Therefore, to give a close look to the study we focused the in-depth interview for further investigations.

Study 3. The in-depth interview shows that there is extreme poverty in the region due to which households are unable to support their children to go to school. The low level of income of the household and the security and insurgency, mainly effect the schooling attainment of the children of the household, the distance form school is also, one of the most crucial problem for the household to send their children to school. Due to the dynamic socio-economic problems faced by the household, therefore, the household are sending their children to workshops, agriculture field and to tailoring. The low quality of education does not attract the household members to participate in the schooling of their, children, the household respond that the well trained and well qualified teachers, can improve the level of skills for their children. The main causes of

the household low schooling attainment are due to the educational policies failure, in the province Khyber Pakhtunkhwa and Pakistan as a whole.

Study 4. This study was based on the household participation in schooling of their children, with a close look to schooling completion of those households who enroll their children in schools, for this purpose we selected Khyber Pakhtunkhwa Pakistan. We used Propensity Score Matching method joint with the logistic regression model to estimate the situation of those household members, with respect to the effect of different variables, which were, Age of the household head, Number of workers in all sectors, workers in agriculture sector, Income, Education of the household, distance from school and the literacy level. After applying the average treatment effect on treated (ATT) of the household members in schooling was assessed by comparing the differences in individual outcomes between treatment and control group. It was suggested that literacy rate has a significant negative relationship with schooling completion. Which shows that the literacy rate has negative relationship between the schooling completion of the household last year and the non-completion, for both control and treated group.

This is because the syllabus is not much effective according to the modern world requirement. The low literacy has many causes, but main causes that effect the literacy level are as follows, the socio-economic condition of the household, low household income, insufficient resources, child labor, and 38% people live below poverty line., lack of quality education, untrained, unqualified teachers, low level of cognitive skills., tough and old type of syllabus, lack of facilities, inadequate infrastructure. Therefore, by applying Propensity Score Matching approach, after treatment effect of the literacy rate on household schooling completion showed that the literacy has negative significant effect on household school, which means that there is low quality of education in Pakistan, the household members in Pakistan, after completion of their schooling, even cannot read and understand a single sentence. Low household income, old syllabus and untrained teachers is the main problem behind the household schooling decision, which shows, the results of inadequate policies in Pakistan.

Recommendations

1) The findings suggest that without household participation and community awareness by the government intervention, the decline in the drop out from schooling is not possible.
2) Pakistan should give proper attention to their education system, which is badly effected for the last few decades. Poor communication and transportation system creates hurdles for the people who want to send their children to a distant school. The policy makers and government of Pakistan should have to give importance to the main problems faced by household and take healthy step to increase the schooling attainment in the region.
3) The current propensity of the World Bank and UNESCO 2016, combined data and the PSLM Household Survey Data 2013-2014, investigation is the main evidence of literacy rate in Pakistan, which show that it has to focus the education sector because in future Pakistan has to face plenty of challenges for its forthcoming generations.
4) Pakistan has to expand the quality, infrastructure, syllabus, and high quality teaching material to recover the educational gap.
5) The government must address this issue through conferences and seminar and it is essential to launch some awareness programs among the individual person of the society.
6) The policy makers should focus the history of educational policies, in Pakistan and should emphasis the constraints they faced earlier. Therefore, before launching the policies, they must allocate the funds for the policies and plan proper monitoring and evaluation system for the projects.

ACKNOWLEDGEMENT

Praise be to Almighty Allah the cherisher and sustainer of the world and the Holy Prophet Muhammad (peace be upon him) the Final Messenger sent by Allah to the Inhabitants of Earth.

This research work was the great support, assistance sustenance and funding of my honorable supervisor, Prof. Dr. Matsushita Shusuke, who encouraged me and was foundation of stimulation for me throughout the research study. I wish to express my deepest sense of gratitude for his dynamic management, consistent guidance, inspiring behavior, the productive and perceptive interactions of thought that helped me in so many ways. This assignment was hard to be proficient without his collaboration.

I am also thankful to all my advisory committee professors, Prof. Dr. Ruriko Nohguchi, Prof. Dr. Ryuichi Shigeno, Prof. Dr. Noriko Yuzawa and all other members, who gave me better guidance and conveyed the knowledge through their fruitful lectures and seminars. Members of the DSS lab were very supportive and kind my other student fellows. I am also thankful to Dr. Puangkaew Lurhathaiopath for her assistance during seminar and other guidance. Also thanks to Majid Khan for his company during my stay in Japan and had a great time in seminars as a lab member.

Of course, without family support and efforts it was also not possible to complete the research work. The research work is dedicated to my wife, Associate Professor Mrs. Farzana Afridi who was really supportive in taking care of my kids in my absence during my stay in Japan. I am also thankful to my brothers and my father Raza Khan who really supported me during my stay in Japan and due to his prayers it was possible to work hard.

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