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Households Discrimination In School Enrolment In Pakistan: Does Gender Matter?

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Abstract

This study uses Pakistan Social and Living Measurement Survey 2016 to study gender discrimination in school enrollment across the four provinces of Pakistan. Bi-variate analysis is carried using SPSS software. Chi square tests statistic is used to test various hypothesis. Result of the study showed that there is highly significant difference between male and female education in rural areas(=4940.50 and p<0.05). Analysis indicate that gender disparity in enrollment is significantly higher in low income households (=115.468 and P<0.05). Hence, socio-economic factors play important role in making decision about children enrollment in different types of school. The study also showed that as compared to male, fewer female is enrolled in any public and private sector for education. Hence, government is recommended to take appropriate steps to reduce gender discrimination in school enrollment by offering subsidy on female education in the country.

Keywords: Gender discrimination; Enrollment; Education; Region; Academic institutions

INTRODUCTION

Education empowers human-beings through knowledge, training, skills and improves their personality, attitudes, talents and behaviors. Education creates awareness, patience, self-esteem and confidence in people. They become more aware of their rights. Education is one of the valuable factors to evaluate the level of a society development (UNDP, 1990). In today's modern era, human capital is considered the best national resource for a country. On one hand, educated people can access better opportunities for livelihoods while at the same time their creative work can benefit the entire nation (Tripathi, 2014). Education is one of the basic and

essential rights of a person and its access is not discriminated on gender, race, language or religion. The right to educate is common in all the religions and cultures. Unfortunately, in South Asia, access to education is discriminated on the basis of gender, financial status, marital status and other socio-economic factors and Pakistan is no exception (Faizi & Butt, 2017) . Such discrimination negatively affects the development process of a country.

UNESCO (2015) indicated to this fact and highlighted that education based development process requires that both the genders are similarly treated. Genders shall not be discriminated in the provision of opportunities to get their real potential unleashed. Many other studies have also highlighted the significance of male and female education in economic development of a country (Afzal et al., 2013; Schultz, 2002; Barriteau 2000; and Tunali 1996). All these research studies emphasized and documented the significance of education without any disparity based on gender, region or nation for socio-economic growth and development that remains slow in Asia. As compared to other countries, literacy is also not only very low but highly unequal among males and females in Pakistan. According to economic survey of Pakistan, literacy rate has declined from 60 percent to 58 percent with literacy rate of 70 percent in males and 48 percent in females. Pakistan has been ranked the second worst country in the world for gender inequality. According, to the World Economic Forum (WEF), Pakistan ranks 143 out of 144 countries in the gender inequality index, way behind Bangladesh and India which rank 72nd and 87th respectively in 2016. This gape is the focus of this study in the case of education. In Pakistan girls as compared to their brothers are less likely to attend primary education. In some cases, where children are sent to school, it is commonly seen that parents decide to invest in their sons' education rather than their daughters. This may reflect the fact that upon marriage, daughters may no longer contribute to family income and are therefore not seen as worth investing in (Irfan, 2016). Consequently, girls' otherwise intelligent and capable are deprived of education. This also limits their role in the development of the society (Praveen, 2008).

RESEARCH PROBLEM

Studies have investigated gender discrimination in education. Studies have also indicated that such discrimination limits countries' potential to develop and prosper. Several factors could affect households' discrimination of gender in school enrollment. These factors may include education level of the household head, poverty status of household, age, gender of household head and a host of other factors. These factors enhance our understanding of the links between a social phenomenon and gender description in school enrollment. Researchers have touched on this topic already and they have come out some important findings like illiterate people, religions issues, economic issues, cultural, parental educational attainment being some of the major causes of gender inequality in school enrollment. This discrimination is not only with

416

respect to opportunities and resources but also in rewards and exists in all regions and classes. However, very little is known about the links between socio-economic factors and gender discrimination in enrollment, the focus of this study.

OBJECTIVE OF THE STUDY

- To investigate the households with school age children distribution according to socio-economic factors
- To study and highlight gender discrimination in school enrollment in Pakistan across regions.

LIETARTURE REVIEW

Zarar et al. (2017) examined the causes and effects of gender discrimination against women in Quetta by using primary data. Data was collected from literate and illiterate male and female. For analysing data, they used SPSS software and regression model for estimation. The study found that literate people are in the favour up to some extent, but illiterate people are not in the favour of girl's education. The reason is that girls are married early and go to other home which has no returns in future for the family income. The illiterate people believe that only boys should get good education because they are future bread earners for their family. They still believe in the age-old tradition that sons are blessing while daughter is a burden. The study found that gender discrimination effects society leading to poverty and backwardness in Baluchistan. The study concluded that both literate and illiterate people believed that women should observe purdah and should not go out alone.

Luqman et al. (2017) analyzed the factors contributing to gender disparity in education in rural areas of the Punjab province in Pakistan. The main data were collected from three hundred household heads and from their spouses through specific individual interviews to find the actual difference in view of the male and female respondents. The collected data was analyzed using SPSS and applied t-test method to find out the difference in responses of male and female participants. In order to determine the difference in intensity of factors in three districts, F-test was applied. The analyzed results confirmed that there is highly significant difference between age of male family heads and their spouses (wives) (x^2=50.121 and P <0.05). Cross tabulation suggested that educational status of wives was low as compared to their husbands. Analyses showed that a number of socio-economic factors are the existing gender discrepancy with reference to education in the study areas. The researcher determined low income, high educational expenditures, low educational level of parents (especially the mother), and security concerns of parents regarding sexual harassment as the major factors impeding female education. The study recommended that the Government at the national level should take serious steps to creating conducive environment to increase female enrolment rate in rural localities.

White et al. (2016) analysed the gender differences in reading and mathematics among Indian children of the ages 8-11 by using data from Indian human development survey (2005). The study used logistic regression model for the estimation. The study hypothesized that gender inequality is the result of parent's attitude regarding educations to compute male education over female education. It is found that in rural people and lowest income families thought that there is no opportunity cost of girls' educations for family to give economic value. The study also examined that in low income household relative to boys, the younger siblings reduced the chances of girls' approach in both readings and mathematics. Finally, study concluded that supportive attitude of parents for female education gave benefits to girls in reading achievement.

Mian et al. (2016) explored the existence of gender discrimination at work place in education sector of Pakistan. Qualitative research had been used for the study. They used Eview software for analysing the primary data which had been collected through semi structured interview. The study examined that politics are found in every department of the organization but especially in private sector instead of public. The study found that there is gender discrimination up to some extent in the education sector. Basically, the study concluded that in this globalization era women are not discriminated more in work places because employers are co-operative and selection is based upon merit and capabilities.

Saeed and Fatima (2015) examined the education achievement rate and education inequality in Sindh. The study used Gini Index/co-efficient of education method by using PSLM data for the period of 2004-05 and 2010-11.

$$\text{gini} = \frac{1}{\mu} \sum_{i=2}^{n} \sum_{j-1}^{i-1} \frac{p_i}{y_i} - \frac{y_j}{p_j} \qquad (2.1)$$

where gini represents the Gini index for education and the average years of schooling for the troubled population, $y_j \ and \ p_j$ represent the school years for different education achievement while p_i and y_i are the population proportion with certain level of education. The n represents the different levels of education. The study estimated that there is high level of inequalities in education achievement in rural areas as compare to urban areas. It is found that Gini index is higher for rural areas as compare to the urban areas across districts indicating rural – urban inequality in education achievement. However, it is indicated that inequality declined between 2004-05 and 2010-11 but the level of inequality remains high (above 58 percent in 2010-11). They also concluded that there is a negative relationship between average year of schooling and education Gini index.

Shayan (2015) examined the unequal access of females and males in primary, secondary and higher education, and presented the main obstacles that prevent women or girls from having access to education. The study was based on a qualitative method by using previous related studies carried out by prominent international and national organizations such as; UNESCO, USIAD, OXFAM, World Bank, Ministry of Education (MOE), and Ministry of Higher Education (MOHE) of Afghanistan. The study carried out on the situation of education which show the very poor state of female education and there's lack of suitable and effective policies. It is found that the participation of women in education, especially in higher levels has been significantly lower than men. Study also concluded that in unsecured regions, the fear of Taliban's attack or kidnapping causes low the participation of females at schools and parents are afraid of separation/isolation of their daughter. This study identified that the most basic problem of women is the very paternal structure of the society and discrimination originate from extreme religious beliefs and traditions.

Shaukat et al. (2014) carries out a study on the current situation about gender discrimination the higher education institute of Pakistan by using primary data of the following variables i.e Decision making, professional development, utilization of resources, academic affairs and job satisfaction. The study used the T-Test and ANOVA test for analysing the data. The result of study concluded that gender differences is only in decision making and academic affair and those who at high level post have less discrimination that instead of low level post especially lecturer. They also found that there is no inequality in professional development and utilization of resources. But with a higher proportion of females at the lecturer level, it may appear as a straight forward gender discrimination views, as happens with Professional Development, Academic Affairs and Job Satisfaction. It also indicated that real movement in Pakistan higher education is calculated by the assumptions of national equality policies.

Afzal et al. (2013) analyzed the gender disparity at middle and high school levels in Punjab Region Pakistan. The primary data collected by the Bureau of Statistics (BOS) Punjab and "Multiple Indicator Cluster Survey (MICS) 2007-08" have been used for the study. The data has been Measured under cross tabulation and applying Net Enrolment Index (NEI).

$$NEI_t = \frac{PNE_{ft}}{PNE_{mt}} \tag{2.2}$$

where, PNE_{ft} represent the proportion of females student net enrolment in period t and PNE_{mt} represent the proportion of males student net enrolment in period t. Their analysis showed the distance due to differential treatment of parents with boys and girls under normal schedule and social aspiration shown the preference for boys over females, specifically in rural areas. In urban areas, the value of education proved dominating factor for eliminating

distinction between male and female enrolment. The studied characteristics proved factors behind gender disparity at rural level and the inequality level is so strong in rural areas that it disappear as the impact of responsibility of parents for female education in urban areas and overall basis and thus, there existed gender disparity in Punjab province of Pakistan.

Yumusak et al. (2013) presented the impact of gender inequality in education on economics growth in turkey. For analysing data, they used co-integrassion regression model for estimation by using data for the period 1960-2005.

$$y_t = \alpha_0 + \sum_{i=1}^{2} a_i D_{it} + \acute{\beta}_i D_{it} + \acute{\beta}_i X_t + u_{it} \qquad (2.3)$$

where y_t is the time series and linear time trend. α_0 is constant term, that is before the structural shifts, α_i appears because of first structural break and β_0 is before the structural shift which represents the slope parameter. timing of the government change point and the brackets denotes the integer part while D_{it} and D_{2t} represents the dummy variables. The study also explained how women participated in the economy in order to reach economic development targets. It is found that women's low level of education has a negative effect on economic growth. It is also concluded that there is a positive long run relationship between closing the gender gap in education and economic development. The study used the following variables.

Khan et al. (2013) examined social constraints to female higher education in Pakhtoon society at Batkhela district Malakand. The study used primary data of including 390 samples size out of 38222 populations from the universe. To test the comparison between dependent and independent variables, chi square test used for estimation. The analysis findings showed that the association between education and the females feel secure himself in going to educational institution is highly significant (P=0. 000). Likewise, the partnership was found a highly significant between education and existing interpersonal or cultural values as a reason for low female higher education. Furthermore, a high significant association between attitude of the city and education was found and demonstrated that the attitude of the community can be regular towards female education. Furthermore, a highly significant association between psychological support to female and education was found which shows that the community provides psychological support to girls in getting higher education. Likewise, a very significant relationship between gender discrimination and education was found which shows that there exists male or female discrimination in getting education. Equally, highly significant relationship between coeducational institutions and education were found which shows that female will not send to coeducational institutions. Furthermore, a highly significant association between

harassment and education was found which shows that no harassment was observed to female from public/outside.

Zhong et al. (2012) investigated the gender inequality in education in China. The study investigated more than 85 articles which covered 223 studies from 1980-2012. They used Meta regression model are used for the estimation.

$$Y = a_0 + a_1 * time + a_2 * Area + a_3 * Grade\ level + a_4 * Ethincity + e \quad (2.4)$$

where Y represent a dummy variable equal to 1, when gender inequality against girls, $time$ represent matrix and included 3 dummy variables (1980s, 1990s and 2000s), $Area$ represent the matrix area include 3 variables (rural, urban and nationwide), $Grade\ level$ represent a matrix which included 4 variables (elementary school, lower school, upper secondary school and tertiary school), $Ethincity$ represent a dummy variable equal to 1, when study population is non-Han and e represent error term. $a_0, a_1, a_2, a_3\ and\ a_4$ represent the parameters. The study concluded that there is no significant gender discrimination against girls in urban areas. It is also found that there are still discrimination in rural areas and girls are disliked from matriculation to senior high school for higher education instead of boys. The study also showed that there are downward trend in discrimination over time.

Qureshi (2012) examined the gender differences in school enrolment and return to education in Pakistan by using primary data. The study used standard Mincerian model for estimation.

$$log(w_i) = \alpha_{ij} + \sum \beta_{ijk} S_{ik} + \emptyset_{ij\ Exp_i} + \delta_{ijpExp_i^2} + \varepsilon_{ij} \quad (2.6)$$

i represent the indexes the individual, j for indexes the gender (m = males, f = females) and k represent the indexes three level of schooling (prim = primary, sec = secondary, tert = tertiary). $log(w_i)$ represent the log of daily wage rate for individual I, Exp_i for potential experience (Age—years of schooling—school starting age) and S_{ik} represent the dummy for enrolment (1 if enrolled and belong k level of schooling, zero other, wise). It is hypothesised that if labor market rewards more to male than female, then this may be able to found why household invest less in daughter education. However, the study suggested that there is under investment in female education and return to education's are much higher for female than male. It is found that private rate of return to time spent in school is higher than labour market for a female but return that goes to parents are lower for female than sons because parents are dependent on son at old age support. The study also concluded that mother roles are more significant and more impassive than father in term of magnitude of all level of female education. Klasen and Lamanna (2008) investigated that does gender inequality in education and employment may reduce economic growth. They used OLS model for estimation by using cross-country and panel data for the period of 1960-1992.

$$g = \alpha + \beta_1 Inv + \beta_2 Pogro + \beta_3 LFG + \beta_4 ED60 + \beta_5 GED + \beta_6 RED60 + \beta_7 RGED + \beta_8 X + \epsilon \qquad (2.8)$$

α & β represent the parameter for the estimation, g represent Average annual (compounded) rate of growth of GDP per capita (1960-1992), Inv described Average investment rate (1960-1992), $Pogro$ represent the average annual rate of population growth (1960-1992), LFG for average annual (compounded) rate of labor force growth (15-64 years), 1960- 1992, $ED60$ represent total years of schooling in 1960 , GED for annual (absolute) growth in total years of schooling (1960-1990), $RED60$ represent the female-Male ratio of total years of schooling (1960) and $RGED$ represent the female-Male ratio of the growth in total years of schooling (1960-1990). X describe the Other regression typically included in cross-country growth regressions. The study found that gender inequality has a directly impact on economic growth on lower average quality of human capital and indirectly impact on investment and population growth. It is also found that gender inequality in education prevent the progress in reducing the productiveness and child mortality rate. The study concluded the gender gaps in employment appear to have an increasing effect on economic growth in which the Middle East and North Africa and South Asia suffering from slower growth in female employment.

SUMMARY OF THE LITERATURE REVIEW

Previous authors and researchers attempted to find out the discrimination in work places, higher education, discrimination impact on economic growth etc. many of the researcher found that socio economic factor, illiterate people, early marriages, regions and sexual harassment are the main factor that cause the discrimination in male and female educations. But None of the researcher attempt to find out the purely gender discrimination in education according to different institution level. The present study is an attempt mainly to analyse the Household's discrimination in school enrolment in Pakistan. In the present study we focused mainly on purely young age household.

RESEARCH METHODOLOGY

The principal objective of the study is to investigate gender discrimination in school enrollment in Pakistan. The study used secondary data collected through PSLM Survey will be taken from Bureau of statistic of Pakistan for the period of 2015-2016. This is the seventh report of Household Integrated Economic Survey (HIES) which is being conducted through PSLM/HIES surveys under PSLM project since 2004-05. It provides information at National/ Provincial level with urban/ rural breakdown. This report contains the data collected from 24,238 household based on 1605 urban & rural Primary sampling units (PSUs). The period of field enumeration of HIES as part of HIICS 2015-16 was from September 2015 to June 2016. Frequencies and cross tabulation are used to analyze the data.

DEFINITION OF THE VARIABLES

Gender is different from biological sex that we are naturally given at birth. Such biological difference between men and women clearly define sex. Gender deals with the, "social construction of relationship between, people which shape their identity as men and women" (Mhina *et al,* 2004:37). Household income consists of receipts, which, as a rule, are of a recurring nature and are received regularly by the household or by individual household members usually at annual or more frequent intervals. Household income in cash includes all money receipts such as wages, salaries, rent from land and property, income from self-employment, gifts, and assistance **(**PSLM report, 2015-2016). An educational institution is a place where different ages gain education i.e. primary schools, secondary schools and further and higher education. The educational institutions are different types that are private, public and others. (Wikipedia, 2018). A region is a large area of land that is different from other areas because it is one of different parts of country with its characteristics and customs I .e urban and rural. (Collinsdictionary.com).

Table 3: Definition of the variables used in the analysis

Variable	Definition
Gender	Male/female
Age	Age of the respondent in years
Income of household	Annual income of households in rupees
Institution	Public, private and others (deeni madras etc)
Region	Urban and Rural

DATA ANALYSIS

The study mainly uses cross-tabulations and Chi-square for analysis of the data. It helps to establish association between dependent variable, gender discrimination and the independent variables Chi square test is also used to test the hypotheses.

$$X^2 = \sum_{i=1}^{j} \sum_{i=1}^{k} (0ij - eij)^2 / eij \qquad (3.1)$$

where, X^2 represents Chi-square for two categorical variables, $0ij$ represents the observed frequencies in the cross-classified category at ith row and jth Column. And eij represent he expected frequency for the same category, assuming no association between variables under investigation. The resulting frequency is distributed as chi-square with relevant degree of freedom. The degree of freedom is calculated as df = (r-1) (c-1) where df is equal to degree of freedom, r represents the number of rows and c represents number of columns.

RESULTS AND DISCUSSION

This chapter presents results and their discussion. A number of steps were taken to select the right observations before analyzing the data. First, households with school going children were selected in Pakistan Social and Living Measurement (PSLM) survey. Second, households with both male and female school children were selected. Third, individual child's profile was obtained from the PSLM data. Fourth and finally, household characteristics were placed against each selected school going child in the database. This gets us to 56,218 out of 157,775 observations. Cross-tabulations were generated against different socio-economic characteristics of the households to understand the phenomenon of household gender discrimination in school enrollment.

Table 4.1 shows the frequency of school going children according to their age. About 35.6 percent of the children are in the age bracket of more than five and less than 18 years. The rest do not fall in this category. The importance of school education could not be more over emphasized as it forms the base of the pyramid of education. Primary education also makes the basis of any human capital development and hence it is very important for the economic growth of a country from the perspective of new growth theory. Glewwe and Jacoby, (1995) highlight the importance of age of a child for starting a school. It is natural that if a child starts education at a lower age then he/she also completes it quickly, which increases returns to schooling as he/she is able to work for more years. Typically school enrollment can be increased by increasing the number of institutions as well as increasing the proportion of GDP spent on education. Poverty, income of households, education level of parents, family size are some of the other factors that affect enrollment at school level. The difference between school going and those who do not attend schools is statistically significant.

Table 4.1: Distribution of respondent according to school age

Ages	Frequency	Percent	Valid Percent	Cumulative Percent
Not school age	101557	64.4%	64.4%	64.4%
School age>=5 and <=18	56218	35.6%	35.6%	100.0%
Total	157775	100.0	100.0	100.0%

Source: own estimation using HIES 2015-16 data.

Next it is important to understand that proportion of children attending schools in rural and urban areas. Table 4.2 shows that less than fifty percent (48 percent) of the children attend schools in rural areas while the 71.6 percent attend in urban areas. Kian (2011) showed that enrollment in schools could only be increased by increasing the numbers of schools and government spending. She studied the rural-urban imbalance in schools' enrollment and found

that a child living in rural areas is 32 percent less likely to go to school as compared to a child in urban areas. The study shows that a rural child is 50 percent more likely to be illiterate as compared to an urban child. These probabilities for female children get worse. For every two female children living in urban areas, only one female completes primary education in rural areas. The same ratio for male is 1.4:1 indicating huge gape between rural-urban school enrollments. The access to higher education for female gets even worse due to many socio-economic factors including early marriages, social pressure and financial constraints are the major restraints as reported by different research studies in different regions/provinces of Pakistan (Sheikh et al. 2015; Khan et al., 2013; and Yaqoob 2012).

Table 4.2: Distribution of respondents that ever attended any educational institution

Province	Yes		No		All
	Rural	Urban	Rural	Urban	
KP	6981	15475	7250	8240	37946
	12.80%	15.00%	13.30%	8.00%	24.10%
Punjab	11721	33900	8569	8866	63056
	21.40%	32.90%	15.70%	8.60%	40.00%
Sindh	5769	16571	9207	6256	37803
	10.50%	16.10%	16.80%	16.80%	24.00%
Baluchistan	1762	7820	3428	5960	18970
	3.20%	7.60%	6.30%	5.80%	12.00%
Overall	26233	73766	28454	29322	157775
	48.00%	71.60%	52.00%	28.40%	100.00%
	Chi square=4940.50			p<0.05	

Source: own estimation using HIES 2015-16 data.

Next it is important to understand that how much gap between male and female according to institution. Table 4.3 shows that 6278 (30.1) male while 5200 (24.9%) female are studying in public sector schools. In case of private sector, 6502 (21.6%) male while 3635(17.4%) female are studying in these institutions. The others institution like *deeni madras* etc. accommodate 663 (3.2%) male and 601(2.9%) female. These results also show that enrollment in institution is statistically significantly affected by gender. In the private institutions, male account for 55.3 of the enrollments while female contributes 44.7. Hence, households prefer male to be educated in private schools.

Table 4.3 Distribution of respondents according their institution

Gender	Institution			Totals
	Public	Private	Others	
Male	6278	4502	663	11443
	30.1%	21.6%	3.2%	54.8%
Female	5200	3635	601	9436
	24.9%	17.4%	2.9%	45.2%
All	11478	8137	1264	20879
	55.0%	39.0%	6.1%	100.0%
Chi square = 3.776		P>0.0		

Table 4.4 shows the distribution of educational institution according to income groups. The lowest income group was of the household with annual income of less than Rs. 50000 and the highest group was with earnings of more than Rs.500000 per year. Afzal et al. (2013 p119) showed that income serves as an effective tool in determining enrolment pattern at middle and high school levels of education, since the education expenditures start increasing in terms of tuition and other charges at school or out of house premises at this age of children. The study revealed gender disparity by income group at both middle and high school levels of education. They found gender disparity as maximum for lowest income group at both levels of education. The table shows that the number of households opting for private institutions as income level increases and this relationship is statistically significant. Table 4.5 shows that for households of income of less than Rs. 50,000 per year, households with male and female tend to send their children to public institutions while a large proportion of households with male only send their children to private institutions. As income increases this phenomenon becomes more noticeable.

Table 4.4 Distribution of respondent according to their income

	Institution			Total
	Public	Private	Others	
Less than 50000	1792	1690	201	3683
	3.9%	3.7%	0.4%	8.0%
50001-150000	2978	847	324	4149
	6.5%	1.8%	0.7%	9.0%
150001-300000	9259	4997	1018	15274
	20.1%	10.9%	2.2%	33.2%
300001-500000	5925	5092	636	11653

	12.9%	11.1%	1.4%	25.3%
Above 500000	4217	6482	517	11216
	9.2%	14.1%	1.1%	24.4%
All	24171	19108	2696	45975
	52.6%	41.6%	5.9%	100.0%

Source: own estimation using HIES 2015-16 data.

Table 4.5: Gender of child according to institution of household having income level of less than Rs.50000 per year

	Public	Private	Others	Total
HH with both Male and Female	788	637	80	1505
	78.4%	73.7%	77.7%	76.3%
HH with Female only	146	141	17	304
	14.5%	16.3%	16.5%	15.4%
HH with Male only	71	86	6	163
	7.1%	10.0%	5.8%	8.3%
All	1005	864	103	1972
	100.0%	100.0%	100.0%	100.0%

Source: own estimation using HIES 2015-16 data.

Table 4.6: Gender of child according to institution of household having income level of more than Rs.50000 and less than Rs.150000 per year

	Public	Private	Others	Total
HH with both Male and Female	1087	282	121	1490
	77.0%	77.0%	77.6%	77.1%
HH with Female only	130	41	17	188
	9.2%	11.2%	10.9%	9.7%
HH with Male only	194	43	18	255
	13.7%	11.7%	11.5%	13.2%
All	1411	366	156	1933
	100.0%	100.0%	100.0%	100.0%

Source: own estimation using HIES 2015-16 data.

Table 4.7: Gender of child according to institution of household having income level of more than Rs.300000 and less than Rs.500000 per year

	Public	Private	Others	Total
HH with both Male and Female	2291	1682	221	4194
	83.9%	77.65	80.1%	81.1%
HH with Female only	169	183	17	369
	6.2%	8.4%	6.2%	7.1%
HH with Male only	270	303	38	611
	9.9%	14.0%	13.8%	11.8%
All	2730	2168	276	5174
	100.0%	100.0%	100.0%	100.0%

Source: own estimation using HIES 2015-16 data.

Table 4.8: Gender of child according to institution of household having income level of more than Rs.500000 per year

	Public	Private	Others	Total
HH with both Male and Female	1382	2022	188	3592
	83.6%	78.8%	87.0%	81.0%
HH with Female only	135	264	18	417
	8.2%	10.3%	8.3%	9.4%
HH with Male only	136	280	10	426
	8.2%	10.9%	4.6%	9.6%
All	1653	2566	216	4435
	100.0%	100.0%	100.0%	100.0%

Source: own estimation using HIES 2015-16 data.

CONCLUSION AND RECOMMENDATION

Gender disparity in this paper has defined as the gap indicated by preferences of males over females in any field of life. The research data is taken from PSLM Survey of Pakistan from 2015-2016 of 157775 households. The data is analyzed through SPSS software by applying chi square test. The study analyzed the data of 20879 children whose age is equal and greater than 5 and equal and less than 18 years. It is found that discrimination found in those families who have both male and female.It is concluded that a highly significant age difference (x^2=4940.50 and P<0.05) exists between male and female education in rural areas. Similar trend is found in educational enrollment of male and female. Cross tabulation indicated that educational enrollment of female is low as compared to their male. Analysis showed that a number of socio-

economic factors are responsible for existing gender disparity with reference to education's. Gender disparity is found to be the maximum for lowest income group (x^2 =115.468 and P<0.05). Chi square test analysis showed that there exists difference in intensity of factors in the four study provinces of Pakistan which contribute towards gender disparity in education. Highest intensity of gap found in province Baluchistan as it is a remote province with higher poverty rate, followed by province KP, Sindh and Punjab.

RECOMMENDATIONS

The findings and results of this study have revealed the basic problems of the society, which need to be overcome. Provincial and federal governments need to take steps to decrease gender gap in enrollment. Awareness campaigns about the importance of women higher education in the society can be one such step. Increasing the educational funds, and scholarships, could be other steps to enhance female enrollment and improve the facilities and infrastructure of the institutions. Poverty is very common in rural areas, which is strongly linked female being kept outside of schools. Hence any program tackling poverty will also increase enrollment of female.

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