ABSTRACT

Gender disparity mostly exists in developing countries while Pakistan’s rank is quite high in the list of countries where gender inequality exists. The main problem that many developing countries are facing is the low level of education among girls. Gender inequality in education has many undesirable impacts on the per capita income of the family. The purpose of this research study was to examine the impact of gender inequality in education on per capita income of the household. OLS method of regression was used to analyze the data. The empirical results showed the negative relationship between gender inequality in education and per capita income of the household. This research also elaborated the present situation and reasons of gender inequality in education in rural areas. Descriptive analysis showed that the differences exist between the enrollment of girls and boys and in education. Average income of the families in which females were also contributing to the income of the family was much higher in comparison to only male earner families. The econometric analysis of the study showed negative relationship of the family size, female to male illiteracy ratio, female to male enrollment ratio and female to male primary education ratio with per capita income of the household. While positive and significant relationship was found among household head education, female to male secondary education ratio, and female to male higher education ratio and female to male educated ratio with per capita income of the family. If sufficient opportunities of obtaining education and further employment are provided to educated and skilled women, they can effectively contribute to income of the family and the nation.

KEYWORDS: Gender, inequality, Education, Income, Household, OSL,

INTRODUCTION

Gender refers to generally established roles and duties of women and men while these roles vary among them from one part to another. These fluctuations in the role, provision of fundamental amenities to women and men indicate the gender inequality in the world. The gender gap could be determined from societies, culture, families and some portion of religion. In the world there are 50 percent females in total population and they form only 1/3rd of total work done and receive only 1/10th share in total income of the world. Nine hundred million people in the world are illiterate and 65 percent among them are females. The literacy rate in the world is 86.2 percent and 70.2 percent in South Asia (UNESCO, 2015). Education is necessary for the development of any country. According
to Education for All (EFA) 6.7 million children are out of school, while 55 percent are girls among them which is a serious obstacle in achieving EFA targets. The ratio of out of school children is increasing in war-affected counties where the percentage increased from 30 percent in 1999 to 36 percent in 2012. This tendency is mainly robust in the Arab States and South and West Asia (from 21 percent to 42 percent) (UNDP, 2014). In South Asia, the betterment in NER (net enrollment ratio) and GEEI (gender equality in education index) has great significance for the next years. Females get low education as compared to males in developing countries (Unterhalter, 2006). There are several problems relating to gender discrimination that are key hurdles in the empowerment of females. The gender inequality is the major hurdle in the social and economic development of any country. The economies where discrimination is at upper level have to bear ample cost for this inequality. Many developing countries are facing the key challenge of low literacy rate of girls. Pakistan’s rank is 144 in the list of 145 countries in Global Gender Gap Index (WEF, 2015). Women have to face unequal behavior at household level and outside the house in the world. The key challenge that several countries of the world are confronting is lesser level of literacy and education among the females. According to current data, there are 781 million illiterate adults in the world and almost two-third of them are women. Illiteracy rate dropped slowly from 18 percent in 2000 to 14 percent in 2015 (UNESCO, 2015). There existed 121 million out-of-school children and teenagers in 2012. The large number of out of school children of the world live in South Asia. About 36 million children of age 5 to 14 years and 9.9 million children of primary school age are out of school and live in South Asia. Approximately 77 million children are involved in child labor in Pakistan (UNICEF, 2015). The large disparity in education exists due to poverty and low income. One child out of six children in lower income countries can’t complete primary education (UNESCO, 2015). Women have lesser literacy rates in comparison to men in most of the developing countries (Todaro, 2007). In South Asia, there were 76 literate females for 100 literate males in 2015 (UNESCO, 2015). Gender discrimination has a propensity to be high in developing countries and it is worst in the poorer countries (WB, 2001). Gender disparity exists in different sectors of Pakistan such as in health and education, employment and in distribution of resources. The effect of gender inequality is quickly moving in all arenas in Pakistan (UNDP, 1998). In Pakistan, 50 percent are females of the total population. No country can make progress and cannot reach its goals whose 50 percent of the whole population is being ignored and are failing in achieving basic education and skills. Females are important and significant part of human capital which brings positive increase in economic growth.
Female educational attainment is very low in Pakistan due to differentiated education system which creates hurdles for the efficient and economic use of human capital. The percentage of schools and teachers for girls and boys is an important factor in analyzing the gender inequality in education. Nearly 50 percent of school-going age girls are trapped in domestic duties so they cannot continue their education and are dropped out from school (Ahmad and Bukhari, 2007). The total literacy rate in Pakistan is 58 percent out of which 49 percent is in rural areas and among them female literacy rate is only 36 percent (GOP, 2015). The gender inequality in education also put adverse effect on the per capita income of the household. Countries with lower enrollment of girls have to face lower per capita income. The family members could not add significantly to the total income of the family due to gender inequality in education and in consequence the household has to confront the problems of unemployment, poverty and lower standard of living. Higher level of income is linked with high educational level. Male are earning 70 percent higher than females (Colclough, 1994). The adverse impacts of this disparity can be resolved by facilitating parent’s education, creating media awareness and by Govt. actions. The main issue is that gender inequality in education can be reduced when we change the aspects such as customs, norms and values that are the main reasons of gender inequality in education (Nazli and Hamid, 1999).

Khan et al. (2015) conducted a study to determine the effects of poverty, education and physical capital on economic growth. They studied several dimensions of education and income inequality in underdeveloped countries especially for Pakistan. Primary data was collected by interviewing the respondents and snowball sampling technique was used. Data were collected from different professionals, teachers, farmers and advocates and found that income inequality could be minimized by improving education. They found that income inequality is most important but education sector need to be improved as major differentials were found in rural and urban facilities and English and Urdu medium schooling techniques. Baliamoune–Lutz and McGillivray (2015) investigated that relationship between gender inequality in education and per capita income. They used panel data for eight periods averaged over time that started from 1989-92 and finished in 2010-12 from the sample of 41 Sub Saharan Africa and Middle East and North Africa Countries. They used two indicators of gender inequality (1) the difference in female to male in basic education (2) the difference in female to male in secondary education. They found that difference in primary and secondary education shows the negative effect on income and stronger effect in MENA countries. They also concluded that gender inequality was also caused by is free trade. The results give proof that international
development community objective to decrease inequality in education was logical and sensible. Ali (2015) examined the differences in education, employment and labour force participation and its effect on economic growth of Pakistan. Secondary data from 1980 to 2009 were used and multiple regressions were applied. They found the positive results for all the variables on economic growth. Economic growth can be increased if Govt. allocates resources efficiently in education and employment sector. They concluded that Govt. is not giving basic rights to the women. They suggested that if gender gap is reduced then GDP growth of Pakistan will increase in the long run. Bouoiyaur et al. (2015) also conducted a study to know to what extent migrant’s remittances affect the children learning level in rural Moroccan. They collected data from 598 households randomly and after applying Probit model, it was found that gender of the child could be an important factor for child education. It was estimated that migrant’s remittances influence their children to get education mainly for male child. It was also elaborated that if parents are educated chances of children education will be much higher mainly for girls. It was suggested that flow of remittances should be facilitated by the Govt. by lowering the cost of transferring money. Kelly et al. (2016) compared the attributes and experiences of women who get education from Govt. and private schools at primary and secondary level. Data were collected from 413 young girls at college level from Rajasthan. It was found that caste is the most important factor in girls’ education than income. Primary schools for boy were better in infrastructural facilities while girls performed both who private schools. It was also examined that private school going children parents faced high costs and most girls who attended public schools were belonged to poorer families. Most children were found the victim of teacher’s violence whose parents were less educated. It was concluded that analysis of programs is required at national level to ensure that private sector in education does not weaken efforts to eradicate inequality in schooling system. The improvement in the per capita income of the family is only possible when gender inequality in education will be eliminated and women empowerment increased. This study is conducted to find the extent of gender inequality in education and its impact on per capita income of family, and know to what extent females learning level affects the income of the family.

MATERIAL AND METHODS

This research study was based on primary data which were collected from the district Faisalabad. This district is located in the northeast of province Punjab of Pakistan. To find out the basic statistics
like percentage and frequencies of collected data, descriptive statistics technique was used by using this formula $AM = \frac{\sum X}{N}$, the percentage was calculated with the following formula.

\[ P = \frac{F}{N} \times 100 \]

and the per capita income is calculated as Per capita income (PCI) = Total income/No. of family members

To estimate the impact of gender disparity in education on per capita income of the household the Ordinary Least Squares (OLS) regression technique was used by analyzing the nature of the impact and the significance level of the variables. The following regression equation estimates different results as under.

\[
Y_{PCI} = f (\alpha + \beta_1 x_{1FS} + \beta_2 x_{2HHE} + \beta_3 x_{3FMPEDR} + \beta_4 x_{4FMENRR} + \beta_5 x_{5FMSEDR} + \beta_6 x_{6FMHEDR} + \beta_7 x_{7FMEDUR} + \beta_8 x_{8FMIR})
\]

This regression equation shows the relationship of the dependent variable i.e. per capita income (PCI) with the explanatory variables i.e. FS= Family size (Number), HHE= Household head education, FMPEDR= Female to male primary education ratio, FMENRR= Female to male enrollment ratio, FMSEDR= Female to male secondary education ratio, FMHEDR= Female to male higher education ratio, FMEDUR= Female to male educated ratio, FMIR= Female to male illiteracy ratio.

**RESULTS AND DISCUSSION**

Results of this research indicated in figure 1 that 25 percent girls left the school at school going age while about 14 percent boys left school at their school going age.

**Figure 1: Distribution of the respondents’ children who left school**
And figure 2 showed that 25 percent of boys left studies at primary educational level in comparison to 43 percent of girls, 22 percent of boys left study at middle level of education while 29 percent of girls left study at middle level, 30 percent of girls left school at matric level in comparison to just 10 percent of boys while 5 percent of boys left study after completion of FA/FSc in comparison to 11 percent of girls. The data show that large number of girls left study at all educational levels in comparison to boys. This represents that gender inequality in education still exist at all levels of education.

**Figure 2: Composition of children according to their gender and educational level at which they left School**

![Composition of children according to their gender and educational level at which they left School](image)

moreover, table 1 showed that no respondents were in favor of just formal education for their children. Only 10 percent of the respondents preferred informal education for their children while majority of the respondents (90 percent) said that they prefer both types of education for their children. This result shows the significance of both types of education in the study area.

**Table 1: Preference of education of the selected respondents**

<table>
<thead>
<tr>
<th>Preference of education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Education (schooling)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Informal Education (religious)</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Both</td>
<td>135</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 3 below showed the percentage of illiteracy between the adult males and females, the illiterate males were 14 percent and the percentage of illiterate females was 26 percent. The analysis indicated that there is much illiteracy among the females and the female to male illiteracy rate is higher.

**Figure 3: Percentage of adult female and male illiterate**

While figure 4 showed that 28 percent females completed their primary education in comparison to 22 percent male, 19 percent of adult females completed middle level education while 17 percent of adult males completed their middle level education, 25 percent females got education up to matric level in comparison to 35 percent of males, 10 percent of females completed education up to college level and 14 percent of male completed education up to college level. Percentage of females is high in higher education level as 13 percent of females completed their graduation while just 8 percent of males had completed higher education. Little difference was existed at 16 years of education as 5 percent of females had completed their education up to MA level in comparison to 4 percent of males.
Figure 4: Percentage of adult females and males who completed their education to different education levels

Figure 5 showed the descriptive analysis of literate females and males in the study area. The results showed that 66 percent females were educated in comparison to 78 percent males who were educated. The average educational percentage of females is less than the male’s educational percentage.

Figure 5: percentage of the adult female and male educated members

And figure 6 presents the average income of male earner families and male plus female earner families and percentage of those families. Figure indicated that 82 percent were the only male earner families while just in 18 percent families, females were also contributing in income of the family. Thus the descriptive analysis showed that average income of the families in which both females and male were earning was much higher in comparison to just male earner families. Results show that the
incomes of joint earning families are almost 50 percent higher than those by only male earning families.

**Figure 6: Average income of male and female plus male earner families**

Table 2 describes the responses of the respondents regarding the low enrollment of girls or girls not preferred in getting education. About 69 percent of the respondents agreed that girls are not preferred in education because they get married, 31 percent of the respondents disagreed with this statement. Secondly, 72 percent of the respondents agreed that girls are not preferred in education due to family tradition while 28 percent of the respondents were disagreed to this statement. Furthermore there were cultural and social constraints which cause discrimination between females and male education as also explained by Ahmad and Bukhari (2007) for the case of Pakistan. One main reason of gender inequality may be tradition and culture in different areas of Pakistan (Khan *et al.*, 2015). About 61 percent of the respondents answered in positive way that girls’ education is not preferred due to security issues related with girls’ education while 39 percent of the respondents answered in negative way to this statement. Herz *et al.* (1991) searched out the various constraints to the girls’ education included apprehensions about the females’ security both in school and voyaging between the school and home, and issues about the privacy. Household responsibilities is also a main reason of girls low educational attainment as 68 percent of the respondents were agreed while 32 percent answered in negative way. About 59 percent of the respondents agreed with the statement that girls are not preferred in education due to financial problems while 41 percent disagreed with the statement. Co-education is a major reason of girls’ low education. About 82 percent of the respondents said that co-education is the main reason of girls’ non-preference in education while just 18 percent of the respondents were disagreed with the statement. Parents are willing to enroll their sons in the schools
but they are not willing to send their daughters in the school because they are sensitive for the physical safety and security of their daughters, especially in the culture where the co-education is not considered as the appropriate choice (Khan et al., 2015). Majority of the respondents said that yes transport problems are also the reason of girls low education while 36 percent of the respondents had point of view that transport problem is not a reason of girls low preference in educational attainment.

**Table 2: Non-preference of girls in attaining education as compared to boys**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Yes (Percent)</th>
<th>No (Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls get married</td>
<td>69</td>
<td>31</td>
</tr>
<tr>
<td>Family tradition</td>
<td>72</td>
<td>28</td>
</tr>
<tr>
<td>Security issues</td>
<td>61</td>
<td>39</td>
</tr>
<tr>
<td>Household responsibilities</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>Financial problems</td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td>Co-education</td>
<td>82</td>
<td>18</td>
</tr>
<tr>
<td>Transport problems</td>
<td>74</td>
<td>36</td>
</tr>
</tbody>
</table>

while table 3 showed that 100 percent of the respondents were in favor of their girl’s job as teacher, 42 percent of the respondents were of the opinion that their girls can become lawyer while 58 percent answered in negative way. About 48 percent of the respondents said that they their girls can do private job after their education but 52 percent did not agreed for this job. Only 17 percent of the respondents liked that their girls become telephone operator while majority of the respondents disliked the telephone operator as a profession for their girls. Doctor as a profession liked by 90 percent of the respondents while just 10 percent of the respondent’s answered in negative way. About 65 percent of the respondents agreed that they recommend bank job for their girls but 35 percent did not agree.

**Table 3: Profession preferred for their girls to adopt**

<table>
<thead>
<tr>
<th>Profession name</th>
<th>Yes (percent)</th>
<th>No (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Lawyer</td>
<td>42</td>
<td>58</td>
</tr>
<tr>
<td>Private job</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>Telephone operator</td>
<td>17</td>
<td>83</td>
</tr>
<tr>
<td>Doctor</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Banker</td>
<td>65</td>
<td>35</td>
</tr>
</tbody>
</table>

**LORENZ CURVE FOR EDUCATIONAL INEQUALITY**

Educational inequality is also measured by another way, which is called Lorenz curve. Lorenz curve is also used to measure the educational inequality like income inequality. Lorenz curve shows the actual quantitative relationship between the percentage of educated people and the percentage of total...
education in years they in fact received. The more the Lorenz curve away from the diagonal (line of perfect equality), the greater the degree of educational inequality represented. The cumulative proportion of the population is plotted on the x-axis and the cumulative proportion of years of education is on the y-axis. Along the 45 degree line of perfect equality, everyone in the economy would have the same number of years of education. In a highly unequal economy, many people might have no years of schooling at all, while a few might have received higher education. Closer the Lorenz curve is to the 45 degree line; the more equal the distribution of education. The Lorenz curve for educational inequality has been made for adult female educated and adult male educated to measure the gender inequality in education. Lorenz curve is made for quintiles data as total adult population is divided into 5 groups. As can be seen from figure 7 the distribution of education is relatively unequal for females in early years of education. Approximately 30 percent of the adult females received no schooling at all, while 16 percent of the males received no education. Lorenz curve of male (figure 8) showed relatively equal distribution of education at early years of education while females Lorenz curve is away from line of equality at early years of education than male. No significant differences were found at high education level for male and females.

**Figure 7: Lorenz curve for female education**
OLS REGRESSION

Results of regression equation presented in the table 4. The table depicted that the variables FS, HHE, FMSEDR, FMHEDR, FMIR, FMEDUR are all statistically significant at 1 percent and 5 percent level of significance. The coefficients of FMPEDR and FMENRR are negative and statistically insignificant. FS is a significant variable and has negative impact on per capita income (PCI). It shows if family size increases by one member then per capita income will decrease by Rs.549 on the average holding other variables constant. The coefficient of FS is significant at 1 percent level of significance. Results were consistent with the study of (Chaudhry and Rahman, 2009) they analyzed as family size increases, chances of being poor increases so it shows that per capita income will decrease if family members increase. The coefficient of HHE is statistically significant and has positive impact on per capita income of the family. Chaudhry and Rahman (2009) found the negative relation among HHE and chances of poverty, it mean that as HHE increases then income of the household will increase hence lower chances of poverty and gender inequality in education decrease. The coefficient of FMPEDR is negative and statistically insignificant. It means if any female get educated up to primary level than per capita income will affect in negative way because a primary educated person can’t get job and create burden on the family. FMENRR has negative relation with per capita income of the household. This showed that if children are enrolled in different educational levels then per capita income will decrease because parents have to pay fees.
of institutes and other expenses. Positive relationship was found among female to male enrolment ratio and growth in the study of (Chuhdary, 2007) But in this regression results negative relation was found among female to male enrollment ratio and per capita income due to the fact that children who were studying they were not contributing to income due to family tradition or limited job opportunities. The negative relationship was found among gender inequality in education at primary and secondary level with per capita income (Balioumoune–Lutz and McGillivray, 2015). The results showed that one percent increase in female to male secondary education leads to increase in the per capita income of the household by Rs.565 on the average, the coefficient of the variable is statistically significant at 5 percent level of significance. If FMHEDR increase by one percent than per capita income will increase by Rs.1085 on the average approximately. It revealed that if females or male get education up to higher level than they can get better jobs so there are more chances of increase in the per capita income of the family. The coefficient of FMHEDR is statistically significant at 1 percent level of significance. FMIR is statistically significant and has expected negative sign. FMIR is negatively related to per capita income of the family. It indicates that if there is large number of illiterate females or males in the family then per capita income will decrease because they will become burden on the family and gender inequality in education will further increase. FMIR coefficient is statistically significant at 5 percent level of significance. FMEDUR has the positive and direct relationship with per capita income of the family. The results showed that if female to male educated ratio increase by 1 percent then per capita income will increase by Rs.1455 on the average, then more females will be enrolled in the school and the factor of gender disparity in education will be reduced. The coefficient of female to male educated ratio is statistically significant at 5 percent level of significance. If female get education equally with men then income of the family can be increased and gender equality in education can be achieved. R-square value is 0.51 which showed that approximately 51 percent variation in the dependent variable is explained by the independent variables. Overall model is significant as evident from F value which is 25.18.

**Table 4: OLS estimates of impact indicators of gender inequality in education on per capita income of households**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficients</th>
<th>Std. Error</th>
<th>T- value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5527.681</td>
<td>939.233</td>
<td>5.885</td>
<td>.000</td>
</tr>
<tr>
<td>FS</td>
<td>-549.807*</td>
<td>134.40</td>
<td>-4.091</td>
<td>.000</td>
</tr>
<tr>
<td>HHE</td>
<td>229.770*</td>
<td>64.409</td>
<td>3.567</td>
<td>.000</td>
</tr>
<tr>
<td>FMHEDR</td>
<td>-241.77</td>
<td>776.757</td>
<td>-.311</td>
<td>.756</td>
</tr>
</tbody>
</table>

The results of the different regression equation and research studies provide evidence that the gender inequality in education has negative impact on the per capita income of the household. Some studies showed that gender play important role in the society for economic development. It is found that there was gender disparity in all sectors of life such as education, health, income and some other socio-economic factors that directly and indirectly affect the per capita income of the household. The gender disparity is the main obstacle in the economic development of any country. It is analyzed that half of the world population consists of women and this portion of the world population is being ignored due to biasness and inequality in various areas of life. It is the known fact that gender inequality in education has adverse impact on important development goals, such as disparity in education and basic resources cause child mortality, high fertility and become hurdle in the expansion of new education to the next generation. Pakistan rank is 144 in global gender gap index regarding the rate of literacy. The country is spending only 2.4 percent of GDP on education sector. Eventually the education is a basic need and requirement for the growth and sustainable development of any economy. It is concluded that the families with high level of educational attainment have greater level of income as compared to those families which have low level of education. The gender inequality in education can be checked from the gross enrollment ratio of females and male. The research study concluded that there are variations in the female enrollment rates at all school levels. At the primary level there is very high female enrollment rate and at the secondary level this enrollment ratio starts to decline to some extent. As the education leads to higher level there is low female enrolment ratio. The reason for this decline in female enrollment is that some females are stopped to continue education after a specific level and are confined to domestic responsibilities and duties. Some girls are reluctant to go far to attain higher education because of some social factors.

**CONCLUSION**

The results of the different regression equation and research studies provide evidence that the gender inequality in education has negative impact on the per capita income of the household. Some studies showed that gender play important role in the society for economic development. It is found that there was gender disparity in all sectors of life such as education, health, income and some other socio-economic factors that directly and indirectly affect the per capita income of the household. The gender disparity is the main obstacle in the economic development of any country. It is analyzed that half of the world population consists of women and this portion of the world population is being ignored due to biasness and inequality in various areas of life. It is the known fact that gender inequality in education has adverse impact on important development goals, such as disparity in education and basic resources cause child mortality, high fertility and become hurdle in the expansion of new education to the next generation. Pakistan rank is 144 in global gender gap index regarding the rate of literacy. The country is spending only 2.4 percent of GDP on education sector. Eventually the education is a basic need and requirement for the growth and sustainable development of any economy. It is concluded that the families with high level of educational attainment have greater level of income as compared to those families which have low level of education. The gender inequality in education can be checked from the gross enrollment ratio of females and male. The research study concluded that there are variations in the female enrollment rates at all school levels. At the primary level there is very high female enrollment rate and at the secondary level this enrollment ratio starts to decline to some extent. As the education leads to higher level there is low female enrolment ratio. The reason for this decline in female enrollment is that some females are stopped to continue education after a specific level and are confined to domestic responsibilities and duties. Some girls are reluctant to go far to attain higher education because of some social factors.
Another reason is that some parents are not willing to send their girls to higher school education because of poverty and they do not invest more in girls education that cause the gender disparity in education. Family tradition and culture is also a key hurdle for girls’ low education and enrollment at higher level. The cross sectional data were collected to analyze the impact of gender inequality in education on per capita income of the household. It is concluded from the empirical analysis that families that have more number of educated women they have high income and lower chances of gender discrimination than those families that have no educated women. The gender inequality in education has the negative impact on per capita income of the household which causes the increase in the poverty level. The lower literacy rate of females is the main obstacle in the economic growth of Pakistan and it has adverse impacts on the child health, human capital and as a result the females cannot perform efficiently. It was suggested that large investment should be made in women’s education and free education should be provided to females, motivational and awareness campaigns should be arranged in the rural areas to inspire the parents about the importance of the education for females, educational institutes should be set up to higher level in the rural areas, Govt. should allocate more budget for education sector and importance should be given to the quality of education than quantity, qualified teachers should be appointed at all levels of education and strict monitoring of the schools should be arranged, educational infrastructure and basic facilities should be provided in Govt. schools especially for females, vocational and technical institutes should also be established in the rural areas, Govt. Should manage separate budget for female education as the increase in income of the family is only possible when there are more educated females and equality in the attainment of education, more job opportunities should be provided to females in all sectors and the element of corruption and mismanagement should be stopped from the job side as this is the main factor for people discouragement about educational attainment and impeder of educational equality.

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