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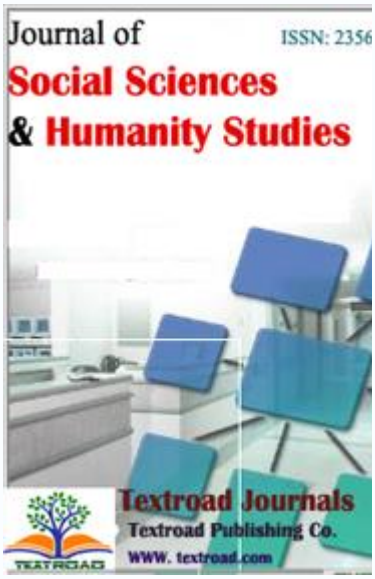

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The Causes of Parental Biasness Regarding Investment in Female Education in Chamkani, Peshawar, Khayber Pakhtunkhwa, Pakistan

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ABSTRACT

Each year of schooling increases an individual's output by 4-7 percent (Basic Education Coalition, 2004). There exist a large number of studies establishing that gender differentials exist in intra-household investment in developing countries (Orazem and King, 2007). This study investigates into the parental biasness regarding investment in boys' education as compared to their female children. This study is cross-sectional and qualitative in nature. The study has been conducted in Chamkani, Peshwar, Khayber Pakhtunkhwa, Pakistan. Sampling for the study has been done purposively whereby a total of 13 parents were interviewed through an interview guide. The collected information has been transcribed, linked with literature and discussed in order to extract findings. Findings reveal that:

a. Parents prefer to invest in boys' education as compared to their female children.
b. Parents send their male children to better educational institutions and take better care of their educational needs.
c. There are many reasons for preferring boys' education including greater expectation of economic returns, job market, lack of female role models and certain cultural practices.

KEY WORDS: Parents, Investment, education, economic etc.

1.1. INTRODUCTION

Research has shown that education is an effective developmental aspect e.g. education is a hallmark for socio-economic development (Basic Education Coalition, 2004). Therefore, an adequate portion of GNP and GDP must be invested in education which will facilitate the achievements and developmental goals where education can play its part (see USAID, 2008).

A project carried out by Basic Education Coalition (2004) concluded that each year of schooling increases an individual's output by 4-7 percent. Further, the study also concluded that improvement in literacy rates by 20-30 percent leads to an increase in GDP by 8-16 percent. The mechanism for such an improvement is improvements in nutrition and hygiene, average age or life expectancy, health, and socio-political stability. Besides, findings of the project indicated that when girls go to school, they tend to delay marriage, have fewer but healthier children, and contribute more to family income and national productivity. In fact,

> *"Educating girls quite possibly yields a higher rate of return than any other investment available in the developing world"* (quoted in Summers, 1992).

An extensive attention has been given to improve access to and the quality at the primary level; however, there are some indications that secondary level education may provide higher returns, in particular for girls. For instance, Lloyd (2005) asserts that:

"The economic returns to schooling at the secondary and tertiary levels are consistently high (and differentially high for young women). The gap between the returns to higher and lower levels of schooling is widening, thus putting an increasing premium on secondary and tertiary schooling for later success in the labor market".

Rates of return to education are important contributing factor in household decisions regarding schooling. Girls' schooling is constrained or limited when the real or perceived rates of returns to female education are limited or less than for males. Not only are the costs of schooling girls greater but the private returns (to the household) are often less, or perceived to be less. Poor households sometimes see investing in girls' education as not valuable as they anticipate daughters to leave the household upon marriage. Where tradition favors female seclusion, or women

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remaining within the home, the future economic returns to girls' schooling are considered as less as compared to boys. The current earning capability of women also influences expectations of how much a girl in education can expect to earn in later life. Parents see the benefits of educating boys as more practical, profitable and tangible (Psacharopoulos and Patrinos, 2004).

Differences in returns among the boys and girls are significantly linked with educational inequality across gender. In this regard, market distortions and capital market failures are important to be considered. Market distortion and failure is linked with absence of cash earning, and decrease in cash earning affects female enrolment in education. There is a mechanism for it, for instance, absence of cash earnings in many societies limits the capacity of women to realize and remit market returns from their education. Concomitantly, the desirability of girls' education among parents and community decreases. Besides, capital market failure leads to limited opportunities for small enterprises which is a barrier to the market opportunities for women as well as it indulges misperception that only sons can be successful in the market. As a result, a significant decrease in investment in girls' education is observed (Alderman and King, 1998). Further, role models are important for developing girls' aspiration and desire for education, and understanding the benefits of girls' educational outcomes. Girls' ambitions are often more circumscribed than boys' by socio-economic background and rural locations.

1.2. Statement of the Problem

Inherent parental bias is associated with children's education and health, the association is different for boys and girls. Compared to unbiased parents, boy-biased parents are more likely to enroll their sons in school and to spend more on their sons' education, but are slightly less likely to enroll daughters and spend less on daughters' education. The finding that inherent parental bias favoring boys is associated with outcomes favoring boys and/or against girls, but that inherent parental bias favoring girls is not associated with outcomes favoring girls and/or against boys, implies that market-generated or other socio-cultural factors that cause differential returns for boys and girls act more powerfully in ultimate parental decisions. Those factors reinforce parental attitudes favoring boys and counteract parental attitudes favoring girls (Begum, Grossman and Islam, 2014). The current study is therefore conducted to investigate various factors which make the parents biased in investing in female education as compare to male education.

1.3. Objectives of the Study

- To know that whether parents prefer male education as compared to female education
- To identify the sphere where parents prefer and invest more in male education as compared to female education
- To explore the reasons for preferring boys education as compared female education

1.4. METHODOLOGY

Nature of the Study: This study is cross-sectional is framed under qualitative research design.
Study Area: this study is conducted in Chamkani, Peshawar, Pakistan
Sampling: Sampling for the study has been done purposively whereby a total of 13 parents were sampled. The selection criteria for sampling were parents who send their male children to private schools and pay high cost for their education while their female children were studying in government schools which are known for poor educational standards in Pakistan.

Tool for Data Collection: an interview guide has been utilized for collection of information from respondents.

Data Analysis: the collected information has been transcribed, linked with relevant literature and discussed in order to extract findings.

1.5. Data Analysis

1.5.1. Socio-Demographic Information of the Respondents

Age of the respondents	**Frequency**	**Percentage**
20-30	03	23.07
31-40	08	61.53
41 and above	02	15.40
Gender of the Respondents	**Frequency**	**Percentage**
Male	11	84.60
Female	02	15.40
Income level (in PKR)	**Frequency**	**Percentage**
1000-10,000	01	7.69
10,001-20,000	03	23.07
20,001-30,000	05	38.46
30,001 and above	04	30.76
Profession of the respondents	**Frequency**	**Percentage**
Farmer	00	00
Business	07	53.86
Government job	03	23.07
Private job	03	23.07
Educational level of the respondents	**Frequency**	**Percentage**
Illiterate	00	00
Metric	06	46.14
College level	05	38.46
University level	02	15.40

The above table is an illustration of the socio-demographic information of the sampled respondents for the current study. In this regard, first, age of the respondents is mentioned whereby 03 (23.07 %) respondents were aging 20-30; 08 (61.53 %) respondents were aging 31-40; and, 02 (15.40 %) respondents were aging 41 and above. Second, gender wise distribution of the respondents is mentioned whereby 11 (84.60 %) respondents were male while 02 (15.40 %) respondents were female. Third, income level of the respondents is given whereby 01 (7.69 %) respondent was earning 1000-10,000 PKR; 03 (23.07 %) respondents were earning 10,001-20,000 PKR; 05 (38.46 %) respondents were earning 20,001-30,000 PKR; and, 04 (30.76 %) respondents were earning 30,001 and above PKR. Fourth, profession of the respondents have been mentioned whereby 07 (53.86 %) respondents were businessman; 03 (23.07 %) respondents were doing government job; and, 03 (23.07 %) respondents were doing private job. Fifth, none of the respondents were illiterate; 06 (46.14 %) respondents were educated up to metric; 05 (38.46 %) respondents were educated up to college level; and, 02 (15.40 %) respondents were educated up to university level.

1.5.2. Qualitative Analysis

This portion includes information obtained through interview guide. The statements of respondents are narrated and transcribed.

There is growing evidence that parents prefer boy schooling then their female children. Specifically this pattern is observable in developing countries e.g. African, Arab and GULF and South Asian states. Pakistan being a developing nation also suffer from this situation, for instance, parents prefer to invest more boys education as compared to girls education. Field information as obtained through interviews indicates that parents invest more in their son education when compared to their daughter's education.

"...yes, definitely I prefer my son's schooling as compared to my daughter's schooling..."

"....not very much, but yes I prefer Azhar's (his son) education and invest more in his schooling".

"....I have to accept that I take better care of my son as compared to my daughter. I provide my son with appropriate health care, schooling, gaming facilities etc...."

There are many educational spheres where female are discriminated. For example, admitting boys in better educational institutions and even in institutions with high costs whereas girls' are often ignored. This investment (e.g. paying high cost for boys' education) is considered as more fruitful for the families and parents. Besides, taking well care of boys' in providing pocket money and other education expenses i.e. books, uniform, and transport as compared to girls is another sphere of more investment in boys' education.

"....it is a common practice in this area that parents send their sons to private which provide better education. So yes, in this sense boys are preferred to get better schooling...."

"....Yes, I have two sons and two daughters. Three of them go to school while one of my daughters is infant. My daughter goes to government school while both sons go to private school...." Regarding the fee of private schools, he argued that *"I pay 3800 (PKR) for both sons per month"*
"....boys needs more pocket money as they play with boys in schools as well as outside home...."
"....boys have friends, and are more demanding. Therefore, I give more pocket money to my son while going to school...."
"....I provide my sons' with better transport, and take care of their books and uniform requirements..."
"....Yes, there is no doubt that boys can take better care of us then girls. They can work outside home in job sector, and have far better chances to earn money and to support us. Girls are not capable of doing every job and there is less probability to earn money and support the family...."
"....boys are the future of the family while in majority of cases girls get married and have to take care of husband and his family...."
"....it is evident in this area that boys can contribute more to family whereas there are only few cases where girls are supporting their families..." with regard to reason for it, he argued that *"there are cultural constraints, for instance, girls are not allowed to work outside home as it can damage the identity and honor of the family..."*

A respondent stated that he expects more economic returns from his son, and regarding its reason he stated that:

"....it is obvious that my daughters will get marry, and no matter how much education she get, she will have to manage the household responsibilities. Besides, even if she get employed she will contribute it to her own family (e.g. her husband and children)...."

There is also evidence that market can generate gender related differences in educational sector. Many of the states have market whereby there is difference in demand with reference to gender. This study reveals that parental perception regarding male and female education is influenced by market e.g. there is higher demand for boys in employment sector due to which parents tends to invest in boys education. For validation few extracts from interviews are:

"....there is no doubt in arguing that there is more demand for boys in job market. Whenever I read local newspaper for job there are plenty of jobs for boys while very few for girls...."
"....I prefer my son's education as he can earn more for the family. Boys salaries are quite high as compared to girls...."
"....specifically there is more demand for boys in industrial and agriculture sector. Girls are considered weak, less enthusiastic along with cultural constraints, and therefore they are neglected...."

Socio-cultural factors significantly influence parental perception while educating their male and female children. Boys are socialized to provide economic support to their family while girls are socialized to take care of household responsibilities. Further, there constraints to female education, for example, female mobility is limited by Purdah system in the study area therefore parents are reluctant to educate their female children as they may not be able to do job and will have no economic return. For further explanation, statements from interviews are:

"....boys are always considered as earners for the family. They spend their life with parents whilst girls are to be married...."
"....this is our cultural pattern that boys must take care of the family, and must provide an economic support to the family. They are internalized with the thinking that they should study or learn a skill which will help them to earn and support their families in future...." The respondent further argued that *"....even boys are stigmatized if they are unable to support their families while girls are not. Therefore, we focus in boys education as compared to female education...."*
"....it is a common belief that female is weak and less able to do economic participation..."
"....girls must take care of children at home; cook food, and must learn to honor the elders and parents. It's the job of boys to get education, get employed and serve the family...."
"....I prefer my son's education because he can work outside home. I do not want my daughter to get education and work outside home as it will damage the familial identity and honor by damaging the Purdah of the women...."

Lack of aspiration and role models also contributes to lack of investment in girls' education in the study area. For instance, there is lack of education girls' or women in the study area which can inspire the parents to provide better education to their daughters as well. For example, an extract from an interview is:

"....I don't know any female in this area with higher qualification and good job. Even there are few girls with good qualification but they don't have respectable job...."

1.6. DISCUSSION

Findings show that parents prefer to invest in boys' education as compared to their female children. Parents invest more and take better care of their male children. These findings are in line with the study of Orazem & King (2007) who argues that gender differentials exist in intra-household investment in developing countries.

There are many educational spheres where parents invest more in boys' education and where female are discriminated. For example, admitting boys in better educational institutions or schools and even in institutions with high costs whereas girls' are often ignored. Parents perceive that this investment, for instance, paying high cost for boys' education is more fruitful for the families and parents. In addition to it, higher investment in boys' education is also observable in providing them with better transport facilities, taking care of their uniform, books etc. These findings are similar to the findings of the study conducted by Begum, Grossman and Islam (2014). The mentioned study enumerates that in developing and third world countries female lag behind in educational sector. The major reason for it is the lack of investment in female education both from government and parents. Parents are interested in the education of their male children and invest higher amount of money by admitting them in better schools.

The current study investigates into the market related and socio-cultural reasons responsible for lack of investment in girls' education. In this connection, it is evident that parents expect more economic returns from their sons. Qian (2008) also argues that sons' are preferred when parents perceive that they will contribute more to the family. The economic returns are further influenced by many factors. First, job market is an important factor which influences the parental perception regarding economic return. Parents in the study area perceive that there is more demand for boys in the job market than girls leading to an increased investment in boys' education. In this context, Emerson and Souza (2007) and Pande and Astone (2007) are of the opinion that labor and job market are important determinant of parental investment in their children's education. Second, there is socio-cultural explanation for higher parental investment in boys' education in the study area, for instance, boys' are socialized to take economic care of the family while girls' are socialized to take care of household responsibilities. It makes the parents to perceive that boys' must be prepared to get good job, and therefore parents invest more in boys' education. Further, gender discriminatory practices and Purdah system (for example, Purdah limits women mobility), and girls' marriage (when girls' move to husband's house) are the important factors due to which parents invest more their male children education. Kishor (1993) and Glaeser and Ma (2013) asserts that girls' marriage and limited women mobility are the responsible factors for lack of investment in female education. Lack of aspiration also contributes to parental perception that girls' education is a wastage and therefore they do tend to invest in girls' education, for instance, Bhalotra and Attfield (1998) argues that role models are important for developing girls' aspiration and desire for education, and understanding the benefits of girls' educational outcomes. Girls' ambitions are often more circumscribed than boys' by socio-economic background and rural locations.

1.7. Conclusion

Formal education is one the hallmarks of modern developed societies. Education enhances human skills and capabilities, and is source of livelihood for many in the developed and developing world. Investment in education determines the level of education which in turn is responsible for economic returns which is important for sustainable development. There is evidence that in developing world the investment in education is often gender biased.

The current study reveals that parents are biased while investing in education of their male and female children. Parents tends to invest more in male children education by sending them high quality and high cost schools while send their daughters low quality governmental schools. There are many reasons behind this discriminatory practice whereby parents expect more economic returns from their male children; parents are influenced by job market where boys are more demanded; parents perceive that girls' are made for taking care of household responsibilities while boys' will provide an economic support to their families; girls' are going to be married; lack of aspiration; and, the prevailing discriminatory practices in the study area as well as Purdah system.

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Pakistan - Russia Relations In the Changing Power Dynamics of South Asia

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ABSTRACT

The Asian region has great political, military, economic and geo-strategic implications for the rest of the world. Contemporary challenges have influenced the international order, generally after the cold war and especially in past few years in the South Asian continent. Transformation of power in Southern, Eastern and Northern parts of Asia an embodiment of new power structures on the globe. Rapid emergence of geo-strategic relations in South Asia has affected ties between old friends and foes. Pakistan and Russia, India and Unites States are now improving bilateral relations for promotion of their mutual interests in the region. Russia, China and Pakistan are now to be the game changers in 21st century. The purpose of this paper is to recapitulate heightened diplomatic and military ties between Russia and Pakistan in affecting geo-strategic of politics of the future in the region.
KEYWORDS: South Asia, Pakistan-Russia, geo-strategic, diplomatic ties, power dynamics

INTRODUCTION

Asia is the largest and most inhabited continent of the world. It covers an area of 44,579,000 square kilometers, about 30% of Earth's total land area and 8.7% of the Earth's total surface area [1]. It has great significance in the political history of the world not only being the largest continent in size but being an abode for world's earliest civilizations. The continent is bounded by Pacific Ocean on the east, Indian Ocean on the south, Arctic Ocean on the north and Europe on its western borders. The area consists of almost 49 sovereign states with international recognition and 06 non-recognized states. Asia contains five acknowledged nuclear powers i.e China, India, North Korea, Pakistan and Russia including two non-recognized nuclear states (i.e Israel and Iran). Rapid economic growth in the region will make 21st century as an Asian Century. It is the world's most dynamic region and today accounts for 40 percent of the global economy [2]. Over the next four years, even with slightly declining momentum, it stands to deliver nearly two-thirds of global growth [3].

The region can be divided into six major areas, Northern, Eastern, Southern, Western, South-East and Central Asia. The importance and significance of South Asia is acknowledged by the world due to its geographic and geo-strategic location between Indian Ocean and great chain of mountains, diversified social, political and cultural values, huge population and emerging economic markets. After the successful nuclear tests of India and Pakistan, the region has been marked as the most volatile and dangerous region of the world. Former US President Bill Clinton stated "The most dangerous place in the world today, I think you could argue is the Indian subcontinent and the line of control in Kashmir" [4].

Eurasian landmass is another historically recognized region of Asian continent. The history explains the concept of land and sea power melee to turn into ultimate continental powers in Asia. Rule over the world is an ultimate desire of world's major powers. Mackinder's famous "Heartland Theory" was a research based assumption to recognize a super power. He stated, "Who rules East Europe commands the Heartland; Who rules the Heartland commands the World-Island; Who rules the World-Island commands the World" [5]. Eurasia is a topographical notion, landmass between Europe and Asian continent, consists of the Russia, Belarus, Ukraine, Caucasus, Uzbekistan, Kazakhstan, Tajikistan, and Kyrgyzstan. In the context of Heartland theory, Eurasia and Africa represents the 78% population and 2/3rd (approx. 11 million Sq kms) of land area which supposed to be the Heart of entire world. Heartland theory remained focused by US policy makers to counter former USSR and communism.

Significance of South Asia in the world's economy and politics is certain. Pakistan and India are major opponents in South Asian region since their inception. The future prosperity, security and stability of the region are

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highly concerned with both countries. Former superpowers US and USSR played their role to maintain equilibrium and balance of power in the region. The strategic location of Pakistan and India fascinated both former superpowers to be the part of South Asian politics. Historically, Pakistan's foreign policies are visibly pro-western but on the other hand Indian diplomats leveraged their non-alignment strategy multidimensionaly. They not only benefited by Russia (former USSR) but United States as well on different provocative and controversial disputes in the region against Pakistan and China. Chinese role in the region is more conspicuous due to its profound economic interests in Pakistan. Former strategic triangle of China, India and Pakistan is now transformed into pentagonal with the entrance of United States and Russia in the strategic battle field of South Asia.

The power shift in different spheres of Asian content has resonated in the world's political environment. After the collapse of USSR, the sphere of influence by the major powers in European and Asian hemisphere had been formed till 9/11 incident. After 9/11, new alliances were entered into, to combat terrorism in the world. Indo-US civil nuclear agreement of July 2005, CPEC accord between China and Pakistan in April 2015 and Iran, P5+1 nuke deal in July 2015 are some events attracting global attention and assumed as the beginning of a new chapter and a mile stone of bilateral relations between old friends and foes. The power game between China, India and Russia in the region is surely dependent with the continental states and Pakistan's significance is certainly noteworthy.

PAKISTAN AND RUSSIA RELATIONS; A BRIEF OVERVIEW

Diplomatic relations between Russia and Pakistan dates back to 01 May 1948, when embassies of both states were established at Moscow and Karachi respectively. There were ups and downs in relations between the two countries because of specifics of international politics of the "Cold War" period [6]. Pakistan became a US ally after its independence and signed bilateral economic and military cooperation pacts with the west. Meanwhile, Soviet invasion in Afghanistan in 1979, was a turning point in global politics. Pakistan being an ally and guardian of US interests in the region, aided CIA to log a covert operation against Soviet forces from Pakistani territory in the name of Jihad. United States propagated against USSR and communism to use Pakistani Mujahideen for containment of Soviet Union and eventual collapse of communism. Later these exertions resulted in dissolution of former USSR and emergence of a new world order. One of the major reason of participation in Afghan, Soviet war was an ire against USSR and Indian diplomatic ties. The Kremlin has chosen its moment wisely. Islamabad has grown cautious lately about its alliance with the United States, as it perceives a lack of reliability from the White House [7].

Diplomatic and mutual cooperation on different political, economic, scientific and strategic issues were discussed during exchange of visits by dignitaries from both sides after December 1991. Bilateral cooperation in the fields of culture, economy, science and technology has emerged. The Kremlin has grown cautious lately about India's augmenting defense cooperation with the United States and other Western nations [8]. Russian aspiration for elevation of mutual harmony and collaboration was a diversion from USSR's previous policies. Russian government acknowledges Pakistan role for peace and stability in Asia, especially South and Central Asia. Pakistan also recognized Russian significance in the region being an emerging economic and military giant. Fears of religious extremism in Central Asia and Afghanistan combined with disillusionment about the roles of India and the U.S in South Asia, could push Russia and Pakistan closer together [9].

Contemporary trend of heightened diplomatic relations boosted in 2014 when Russian government divulged from the arms and military hardware embargo against Pakistan. Moscow ratified to supply four Mi-35 helicopters to Islamabad, in 2015. "Following the results of the talks held earlier on helicopters, which Pakistan would like to get from Russia, a draft contract on the delivery of four Mi-35M gunships has been sent to the Pakistani side. Pakistan is now studying the document" [10]. Moreover, Russia encouraged Pakistan to join SCO (Shanghai Cooperation Organization) as a full member and supported the matter unconditionally. Later in June 2015 Pakistan become a full member of SCO after signing MoOs at Tashkent. The memorandum was signed by Pakistan Prime Minister Nawaz Sharif's advisor on foreign affairs Sartaj Aziz, at SCO's Heads of State Summit at Tashkent [11]. Putin told Chinese state news agency Xinhua ahead of the summit that the accession of Pakistan and India would increase SCO's "relevance, both in the region and worldwide" [12]. Joint military exercises between Russian and Pakistani defense forces is beginning of new era in mutual peace and stability efforts of the both states in South Asian region. A series of war games known as Friendship 2016 kicked off in September at a Special Forces academy in Cherat [13]. Senior Indian military officers and diplomats said that Russia had "disregarded" Indian

overtures to Moscow to call off its 16-day long 'Friendship 2016' exercise with the Pakistan Army: the first-ever joint drill between Russia and Pakistan [14].

FUTURE PROSPECTS

Russia and Pakistan share consensus on numerous issues of national, regional and international interests (i.e regional peace and stability, terrorism, nuclear proliferation, human trafficking, smuggling of narcotics, maritime security, illegal trafficking of goods, proliferation of WMDs, enhancement of mutual cooperation in the fields of economics, agriculture, trade, commerce, science and technology. Notwithstanding protracted peace and stability in Afghanistan which is only possible with sincere efforts of Pakistan. However, both states may consider following aspects for further heightening diplomatic bonds in future:

- Russia and Pakistan should review their existing foreign policies and make it more balanced in view of contemporary geo-strategic and geo-economic challenges of the region. This will lead both countries to extend their cooperation in their relevant fields of interest.

- Kremlin has to play persuasive part for resolution of all skirmishes including cross border terrorism, water distribution, infringe of LOC and particularly Kashmir issue between New Delhi and Islamabad. Tenacity of cited issues by Russia will be a step towards the restoration of former glory, being a key regional power.

- India is one of the biggest military hardware importer of Russian armament at present. Pakistan also deserves to enjoy privileges for import of desired armament and defence systems. If it happens, Russia, will be recognized as regional counter balancing force in South Asia to promote long term peace and stability in the region.

- Russia may build a cohesive approach towards South Asian states to organize a collective security platform similar to its Collective Security Treaty Organization. Establishment of a regional military alliance will revive the lost glory and hegemony of the former super power and will be a milestone in the strategic balance of South Asia.

- Conduct of joint military exercises of all defense services (i.e Army, Navy, Air Force) on regular basis will be an advanced option to take mutual benefit of counter terrorism experiences of both nations. Islamabad will be more valuable for Moscow as Pakistan Army is successfully fighting an unrestrained war against terrorism and non-state actors for more than a decade. Exchange of counter terrorism tactics will be in the best interests of both partners.

- Pakistani politicians and stakeholder in Afghanistan should play their role for establishment of permanent peace through consensus among all belligerent Afghan groups to protect the region from an uncontrolled and devastating war. At the moment, Pakistan and Russia are providing two main tried and tested routes for transit by providing logistic and material support to ISAF at Afghanistan. Any expansion in bilateral relations of Russia and Pakistan will certainly influence the Afghan regime and United States.

- Sociable bilateral relations with all regional partners especially Iran and Central Asian Republics is the dire need of Islamabad and Moscow for enhancement of trade and commerce, social and cultural harmony and to avail CPEC collective economic benefits. Keeping in view the increasing relations of Russia and China, Pakistan can also offer a naval base to Russia at the deep sea port of Gwadar with mutual consent of China. A combination of Russian, Chinese and Pakistani naval forces at the strategic port in the Indian Ocean will not only change the power balance but will be a real challenge for United States and its allies operating in the Indian Ocean.

- Formation of consistent sports events, exchange of student's fellowships, normalization in the process of immigration and visa services, facilitation in tourism and exchange of artists will be commendable for development and establishment of favorable public opinion between the two states. "In modern

society, the voice of the people forms the crux of any legislation or policy in the land. While this facet of societal feedback is prevalent in all societies regardless of the degree of authoritarianism, it is especially true for democratic societies of the world" [15].

- Oil and energy resources are the main concern of today's world. Russian economy is heavily dependent upon its huge reserves of oil, gas and other energy resources. Meanwhile, Pakistan is facing acute shortage of energy resources and its substitutes. Declining of energy sector in Pakistan can be boosted with Russian assistance with establishment of energy projects. The situation will be win-win for Russian economy to be safe from the constant menace of oil and gas embargos from European states. Pakistan has to play its part as some of renowned Russian companies are ready to invest in energy projects in this part of the region.

CONCLUSION

Power as an ultimate tool for protection of national interests and political transformation is an obsolete theory. Global politics is changing day by day as old friends and foes are no more exists. According to Lord Palmerston, "We have no eternal allies, and we have no perpetual enemies. Our interests are eternal and perpetual, and those interests it is our duty to follow" [16]. The pursuit of national interests by means and use of hard power has been swapped in 21st century. In today's world soft power strategies are more significant as compared to hard power tools. Success of the country's strategic goals is not dependent on arms and ammunition of one's nation alone but with soft power tactics. According to Joseph Nye " In today's world strong economics, foreign policy, diplomatic relations, universities, sports grounds and cultural institutions have more significance than military hardware to influence global community [17].

USSR adventure in Afghanistan in 1979 is an example of a perfect failure of military intervention. The estimated cost equipment and supplies during Afghan war from 1980 to 1986 would have been approximately 3-3.5 billion rubles [18]. The Soviet forces bared a loss of more than 14000 casualties and 53,000 wounded [19]. Pakistan can also learn from past experiences with US and its allies. Provision of safe heaven to Mujahideen against USSR resulted severe damage to the state and society. Liberal elements of Pakistani society are at the siege of extremists. Kalashnikov culture, extremism, sectarianism, religious and ethnic bigotry were inherited from 1980s era during so-called Afghan Jihad. Pakistan needs to learn from the history. Abraham Lincoln, in the context of American Civil war of 1861 to 1865 said "Human nature will not change. In any future great national trial, compared with the men of this, we shall have as weak and as strong, as silly and as wise, as bad and as good. Let us therefore study the incidents in this as philosophy to learn wisdom from and none of them as wrongs to be avenged" [20].

The future of South Asian region will be remarkable for the entire world. Pakistan not only needs to strengthen diplomatic bounds with Russia and China but also with neighbors (i.e Iran and Eurasian republics). Chinese government exertions for "One Belt One Road" are a step towards economic and infrastructure development of entire Asian region. Rail and road connectivity will not only raise Chinese trade but will be a tool for local economic escalation. The ongoing China Pakistan Economic Corridor will be tool for all Asian republics to be organized at one platform. Hence, CPEC will be an economic diplomacy tool for entire region. In Pakistan and Russian prospective, construction is better option than destruction so both states needs to escalate their partnerships and diplomatic ties. The future of the entire region is now primarily in the hands of Russia, China and Pakistan.

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Achievements and Facilities by Public and Private Secondary Schools in Khyber Pakhtun Khwa, Pakistan

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ABSTRACT

The purpose of this study was about achievements and facilities by public and private secondary schools in Khyber Pakhtun Khwa province (Pakistan). It showed that the current secondary school system in Khyber Pakhtun Khwa does not satisfy the needs of 21st century due to numerous problems. 200 students were selected for the study from 20 schools. Questioners were the basic tools for this study. 23 questioners were prepared for the students. This study investigated that there are two kinds of problems faced by the students in KPK which are: (1) Lack of physical facilities, (2) Lack of instructional facilities. The physical facilities include spacious buildings, adequate playgrounds and class rooms, electricity, safe drinking water, sanitation and lavatories. The facilities affect the whole secondary school system. Instructional facilities include the audio-video aids / material aids, computer and science laboratories, teaching strategies, all print, electronic media, and class-room management. Since, the physical facilities make the teaching – learning environment favorable and are considered as external essentials which indirectly affect the curricular and co-curricular activities, while instructional materials are directly related to the teaching-learning process / classroom management and directly affect the performances / achievements of students and thus affect the quality of education in KPK (Pakistan).

KEYWORDS: *(Facilities, achievement, Public and Private schools, tables, Recommendation, Conclusion)*

1. INTRODUCTION

The prime importance of education can never ever be overlooked by an individual or a magnified individual – the state. Education is becoming the growing need of human beings with each passing day. Quaid-e-Azam has aptly remarked during the all Pakistan education conference in 1947 that "Education is a matter of life and death for Pakistan. The world is progressing so rapidly that without requisite advance in education; not only shall we be left behind others, but may be wiped out altogether". Education is one of the oldest subjects of this universe. It existed in the pre-historic times also and got institutionalized with the passage of time. Education exists because it has solid philosophies, justifications and usefulness. Philosophy of education changes according to the demands and desires of the people of a society. Paradoxically, Ronald Edmonds (1979) said about that educational progress that has eluded many urban schools by deconstructing the social order responsible for advancing issues of equity in public education [1].

School facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum that "teaching is inseparable from learning but learning is not separable from teaching" is that teachers do the teaching to make the students learn, but students can learn without the teachers.

Studies, news paper reports and other available literature regarding schools in Pakistan indicate that the quality of English, science, and mathematics teaching is up to some extent higher in private schools as compared to public/government schools. This pattern is observed and recorded throughout the country due to which parents always tend to provide their children with admission in private school if they can afford to do so

According to Akande (1985) [2], learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome [3,4]. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical's are arranged.

Pakistan is a developing nation struggling to improve education system since its independence. It is a fact that without popularizing education, a country cannot make progress in various fields.

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The occidental countries have made tremendous progress in all walks of life due to cent percent literacy rate. The developing nations are also giving much importance to education. As per UNESCO standards 4% of GDP must be spent on education sector but Pakistan is spending only 2.5% of its GDP on education.

It is a fact that government alone cannot achieve the aims, goals and objectives of education. So, it was felt strongly to involve the private sector in the expansion of education. The National Education Commission 1959, Education Policy 1979, the seventh and eighth (five-year) plans and vision 2010, etc. strongly advocated the involvement of private sector in the qualitative and quantitative improvement of education. Since then a number of incentives have been given to private sector and as a result, private schools have grown very much but these are mainly located in the busy urban areas as these were established on commercial basis and the owners were guided by profit-motive. The poor rural areas were deprived of the facilities of such private schools. It is estimated that at present, there are more than ten thousand private educational institutions in Pakistan where more than two million children are getting education. Most of these educational institutions are English medium and impart education from primary to higher – secondary level. (ESDP (GIZ). Investment of private sector in the development of education is quite efficient. Developing a viable partnership with the private sector in educational development should be done. (Educational Policy, 1998)

LITERATURE REVIEW

Burner, Maureen M (1993) said in his articles that school building acts as a vital role in students achievement. Students learn well in a well-furnished and good condition of the school [5]. so it's the need to repair and refurbish school buildings because of the impact that the condition of buildings has on the students, rather than just the need to maintain local government's capital investment.

Parents and society are demanding more accountability and uniform standards in evaluating student achievement. Parents in particular want to be able to evaluate their child's learning achievements and academic standing among other students. Lyons, John B(2001): 2010, page 4) [6]

Government educational institutions cannot fulfill the demands of expanding population. So the role of private sector is the need of the hour. Siddiqa 2011described that "Historically, our fields of humanities were negatively influenced due to the predominance of national security and the subservience of education to the security discourse." [7]. This damaging over-emphasis on a security doctrine has been due to the successive military regimes and lack of political succession. It has had its effects on the way history was depicted in the curricula of Pakistan Studies until 2006, which increasingly portrayed what Rubina Saigol termed as 'glorification of military[8].

Bandele (2003) noted that the importance of physical facilities cannot be relegated. Facilities like modern laboratories, libraries and classrooms are to be put in place in all our schools[9]. Adesola (2005) found out that the level of available resources is indeed a plus to the teachers and goes to show the level of ingenuity and commitment of the teachers toward effective delivery of lesson[10]. There is the need for renovation of old buildings, chairs, desks, cabinets and acquisition of modern classrooms as earlier recommended by Alimi (2007) [11].

There is so many government as well as private educational institutions in the Khyber Pakhtunkhwa where thousands of students are studying and make their future bright and successful. The private sector has helped the public sector to overcome most of educational problems in the Khyber Pakhtunkhwa. We can say that private institutions are the backbone of our education, our economy, and social sector.

1.3 Objective of the Study:

1. To compare the achievements of science students of public and private secondary schools appeared in secondary school (Annual) examination 2012 and 2013 by BISE (Peshawar).
2. To compare the facilities provided to science students by public and private secondary schools.
3. To compare the fee-structure of public and private secondary schools.
4. To compare the co-curricular activities including study tours.
5. To assess the enrollment capacity of each sector.

RESEARCH METHODOLOGY.

Generally, methodology refers to principles or guidelines in order to provide a solution to a problem. It includes many components such as phases, tasks, methods, techniques and tools. It is a systematic way to conduct a study under some specific guidelines which makes it scientific [12]. The current study is also conducted in a systematic way including many steps, methods, techniques and tools.

Nature of the Study

This research is descriptive and quantitative in nature. Descriptive research is a type of research which relies on observation as a means of collecting specific information or data. It attempts to examine situations in order to establish what the norm is, i.e. what can be predicted to happen again under the same circumstances [13]. Further, descriptive research is interested in a careful observation along with detailed documentation of a phenomenon of interest.

Observations and information collected through descriptive research must be scientific, for example, it must be replicable, precise and must be reliable. Some note-able examples of descriptive research includes tabulation of demographic statistics by the United States Census Bureau or employment statistics by the Bureau of Labor, who use the same or similar instruments for estimating employment by sector or population growth by ethnicity over multiple employment surveys or censuses (in this regard see Bhattacherjee, 2012 as well). In this connection, the current study is descriptive in nature whereby a careful and detailed description of the issue has been done. For instance, this study describes various facilities provided in public and private schools in the study area along with achievements of public and private schools. Descriptive research is a type of research which relies on observation as a means of collecting specific information of data. 200 students were selected for the study from 20 schools. Questioners were the basic tools for this study. 23 questioners were prepared for the students. A questionnaire was prepared for the science students of selected 20 schools of both private and government sector for the collection of data. Comparative approach will be adopted. Moreover, the comparison of results of science students of both sectors for the year 2012 and 2013 will be carried out in a scientific manner by using percentage method. Besides the researcher utilized the tool of personal observation for the collection of accurate data.

RESULTS AND DISCUSSION

To analyze the opinions of science students, a questionnaire was developed. The opinions of the science students received from both the sectors have been tabulated and analyzed as under:

Table-2.1. 1: Science Students' Opinion about Entry-Test for Admission

Q #	Statement	Sector	Levels	Frequency	Percentage
1.	Is entry-test for admission in the school taken?	Public	Yes	140	70%
			No	60	30%
		Private	Yes	180	90%
			No	20	10%

Table/Graph-4.1.1 indicates that 70% science students of public & 90% of private sector have the opinion that they have entry test for admission in the school. While 30% science students of public & 10% of private sector disagree with the statement.

Table-2.1. 2: Science Students' Opinion about School's Discipline.

Q #	Statement	Sector	Levels	Frequency	%Age
2.	Are you satisfied with the school's discipline?	Public	Yes	80	40%
			No	120	60%
		Private	Yes	160	80%
			No	40	20%

Table-2.1.2 indicates that 40% science students of public & 80% of private sector have the opinion that they are satisfied with the school's discipline. While 60% science students of public & 20% of private sector disagree with the statement.

Table-2.1.3: Science Students' Opinion about Location of School.

Q #	Statement	Sector	Levels	Frequency	%Age
3.	Is the school building located at proper place?	Public	Yes	140	70%
			No	60	30%
		Private	Yes	100	50%
			No	100	50%

Table-2.1.3 indicates that 70% science students of public & 50% of private sector have the opinion that the school building is located at proper place. While 30% science students of public & 50% of private sector disagree with the statement.

Table-2.1.4: Science Students' Opinion about Classrooms' Environment.

Q #	Statement	Sector	Levels	Frequency	%Age
4.	Is the environment of classrooms conducive for teaching learning process?	Public	Yes	100	50%
			No	100	50%
		Private	Yes	160	80%
			No	40	20%

Table-2.1.4 indicates that 50% science students of public & 80% of private sector have the opinion that they have conductive classrooms environment for teaching learning process. While 50% science students of public & 20% of private sector disagree with the statement.

Table-2.1.5: Science Students' Opinion about Over-Crowded Classrooms.

Q #	Statement	Sector	Levels	Frequency	%Age
5.	Are the classrooms in the school over-crowded?	Public	Yes	80	40%
			No	120	60%
		Private	Yes	40	20%
			No	160	80%

Table-2.1.5 indicates that 40% science students of public & 20% of private sector have the opinion that they have over-crowded classrooms in the school. While 60% science students of public & 80% of private sector disagree with the statement.

Table-2.1.6: Science Students' Opinion about furniture in the School.

Q #	Statement	Sector	Levels	Frequency	%Age
6.	Is there sufficient furniture in the school?	Public	Yes	140	70%
			No	60	30%
		Private	Yes	160	80%
			No	40	20%

Table-2.1.6 indicates that 70% science students of public & 80% of private sector have the opinion that they have sufficient furniture in the school. While 30% science students of public & 20% of private sector disagree with the statement.

Table-2.1.7: Science Students' Opinion about Play-ground in the School?

Q #	Statement	Sector	Levels	Frequency	%Age
7.	Is there a play-ground in the school?	Public	Yes	160	80%
			No	40	20%
		Private	Yes	100	50%
			No	100	50%

Table-2.1.7 indicates that 70% science students of public & 50% of private sector have the opinion that they have play-ground in the school. While 30% science students of public & 50% of private sector disagree with the statement.

Table-2.1.8: Science Students' Opinion about Library in the School.

Q #	Statement	Sector	Levels	Frequency	%Age
8.	Is there a library in the school?	Public	Yes	140	70%
			No	60	30%
		Private	Yes	140	70%
			No	60	30%

Table-2.1.8 indicates that 70% science students of public & 70% of private sector have the opinion that they have library in the school. While 30% science students of public & 30% of private sector disagree with the statement.

Table-2.1.9: Science Students' Opinion about help from the Library.

Q #	Statement	Sector	Levels	Frequency	%Age
9.	If yes, do you get help from the library?	Public	Yes	40	20%
			No	160	80%
		Private	Yes	140	70%
			No	60	30%

Table-2.1.9 indicates that 20% science students of public & 70% of private sector have the opinion that they get help from the library. While 80% science students of public & 30% of private sector disagree with the statement.

Table-2.1.10: Science Students' Opinion about Relevance of Books in Library.

Q #	Statement	Sector	Levels	Frequency	%Age
10.	Are the books in library relevant to the needs of the students?	Public	Yes	60	30%
			No	140	70%
		Private	Yes	140	70%
			No	60	30%

Table-2.1.10 indicates that 30% science students of public & 70% of private sector have the opinion that they have books in library relevant to the needs of the students. While 70% science students of public & 30% of private sector disagree with the statement.

Table-2.1.11: Science Students' Opinion about Science Laboratory.

Q #	Statement	Sector	Levels	Frequency	%Age
11.	Is there science laboratory in your school?	Public	Yes	200	100%
			No	00	0%
		Private	Yes	200	100%
			No	00	0%

Table-2.1.11 indicates that 100% science students of public & 100% of private sector have the opinion that they have science laboratory in the school. While 0% science students of public & 0% of private sector disagree with the statement.

Table-2.1.12: Science Students' Opinion about Science Practical's.

Q #	Statement	Sector	Levels	Frequency	%Age
12.	Do the science teachers conduct practical's in time?	Public	Yes	160	80%
			No	40	20%
		Private	Yes	160	80%
			No	40	20%

Table-2.1.12 indicates that 80% science students of public & 80% of private sector have the opinion that the science teachers conduct practical in time. While 20% science students of public & 20% of private sector disagree with the statement.

Table-2.1.13: Science Students' Opinion about usage of Material Aids.

Q #	Statement	Sector	Levels	Frequency	%Age
13.	Are material aids used by teachers in the teaching learning process?	Public	Yes	60	30%
			No	140	70%
		Private	Yes	120	60%
			No	80	40%

Table-2.1.13 indicates that 30% science students of public & 60% of private sector have the opinion that the material aids are used by teachers in the teaching learning process. While 70% science students of public & 40% of private sector disagree with the statement.

Table-2.1.14: Science Students' Opinion about Home Work.

Q #	Statement	Sector	Levels	Frequency	%Age
14.	Do the teachers assign you homework? If yes did they check it..	Public	Yes	140	70%
			No	60	30%
		Private	Yes	200	100%
			No	00	0%

Table-2.1.14 indicates that 70% science students of public & 100% of private sector have the opinion that teachers assign us home work. While 30% science students of public & 0% of private sector disagree with the statement.

Table-2.1.15: Science Students' Opinion about Classroom Discussion.

Q #	Statement	Sector	Levels	Frequency	%Age
15.	Do your teachers encourage classroom discussion?	Public	Yes	100	50%
			No	100	50%
		Private	Yes	180	90%
			No	20	10%

Table-2.1.15 indicates that 50% science students of public & 90% of private sector have the opinion that the teachers encourage classroom discussion. While 50% science students of public & 10% of private sector disagree with the statement.

Table-2.1.16: Science Students' Opinion about Completion of the Course.

Q #	Statement	Sector	Levels	Frequency	%Age
16.	Do your teachers complete the course in time?	Public	Yes	180	90%
			No	20	10%
		Private	Yes	200	100%
			No	00	0%

Table-2.1.16 indicates that 90% science students of public & 100% of private sector have the opinion that the teachers complete the course in time. While 10% science students of public & 0% of private sector disagree with the statement.

Table-2.1.17: Science Students' Opinion about Scientific Exhibitions.

Q #	Statement	Sector	Levels	Frequency	%Age
17.	Are scientific exhibitions arranged in your school?	Public	Yes	20	10%
			No	180	90%
		Private	Yes	120	60%
			No	80	40%

Table-2.1.17 indicates that 10% science students of public & 60% of private sector have the opinion that scientific exhibitions are arranged in the school. While 90% science students of public & 40% of private sector disagree with the statement.

Table-2.1.18: Science Students' Opinion about Enrollment of Science Students.

Q #	Statement	Sector	Levels	Frequency	%Age
18.	Is there gradual increase in the enrollment of science students in your school?	Public	Yes	200	100%
			No	00	0%
		Private	Yes	200	100%
			No	00	0%

Table-2.1.18 indicates that 100% science students of public & 100% of private sector have the opinion that there is gradual increase in the enrollment of science students in the school. While 0% science students of public & 0% of private sector disagree with the statement.

Table-2.1.19: Science Students' Opinion about Teachers' Kindness.

Q #	Statement	Sector	Levels	Frequency	%Age
19.	Are the teachers of your school kind / cooperative?	Public	Yes	140	70%
			No	60	30%
		Private	Yes	160	80%
			No	40	20%

Table-2.1.20 indicates that 70% science students of public & 80% of private sector have the opinion that the teachers of our school are kind / cooperative. While 30% science students of public & 20% of private sector disagree with the statement.

Table-2.1.20: Science Students' Opinion about Co-curricular Activities by the School.

Q #	Statement	Sector	Levels	Frequency	%Age
20.	Are co-curricular activities arranged by the school?	Public	Yes	200	100%
			No	00	0%
		Private	Yes	200	100%
			No	00	0%

Table-2.1.21 indicates that 100% science students of public & 100% of private sector have the opinion that co-curricular activities are arranged by the school. While 0% science students of public & 0% of private sector disagree with the statement.

Table-2.1.21: Science Students' Opinion about Fee-Structure of the School.

Q #	Statement	Sector	Levels	Frequency	%Age
21.	Are you satisfied with the fee–structure of the school?	Public	Yes	200	100%
			No	00	0%
		Private	Yes	60	30%
			No	140	70%

Table-2.1.21 indicates that 100% science students of public & 30% of private sector have the opinion that they are satisfied with the fee–structure of the school. While 0% science students of public & 70% of private sector disagree with the statement.

Table-2.1.22: Science Students' Opinion about Educational Trips/ Study Tours.

Q #	Statement	Sector	Levels	Frequency	%Age
22.	Are educational trips / study tours arranged by the school?	Public	Yes	80	40%
			No	120	60%
		Private	Yes	140	70%
			No	60	30%

Table-2.1.22 indicates that 40% science students of public & 70% of private sector have the opinion that educational trips / study tours are arranged by the school. While 60% science students of public & 30% of private sector disagree with the statement.

Table-2.1.23: Science Students' Opinion about Teachers' Computer Literacy.

Q #	Statement	Sector	Levels	Frequency	%Age
23.	Are your science teachers computer literate?	Public	Yes	100	50%
			No	100	50%
		Private	Yes	140	70%
			No	60	30%

Table-2.1.23 indicates that 50% science students of public & 70% of private sector have the opinion that their science teachers are computer literate. While 50% science students of public & 30% of private sector disagree with the statement.

Conclusion

This study concludes that most privately run schools are doing better than the government run schools in KPK .for example; most private schools are equipped with modern day facilities like building, spacious classrooms, laboratory and furniture. The study also highlight that these private schools also achieve their targets by providing conducive learning environment. The study also shows that private schools are doing better job in terms of up-to-date libraries, materials aids, scientific exhibitions and regular conduction of entry test, monthly test and home works. While state runs schools lack some basic facilities like building, furniture. The libraries and laboratories are out dated. These schools are unable to provide students with conducive classroom environment.as a result, most government schools lack for behind private schools in their target achievement. This study can be of help to people who wants to do research in varies areas like fee structure of private schools and the influx of people to government schools.

Recommendation:

- In future we can extend this work for whole country.
- It will helpful for education department to mitigate the mention problems that faced by the students and teacher at secondary school level.
- All the public schools need spacious class rooms so that students are not over crowed. It in key factor for learning process.
- Although there are libraries in the schools but students do not benefits from it. Therefore measures should be taken to make libraries more and more beneficial for students.
- Most of the books in public schools libraries are out dated. Efforts should be made to update them accordingly.
- There is a need to encourage classroom's discussions in public schools so that students become inquisition.
- There is a need to arrange science exhibitions in public schools. It will encourage competitions among science students.
- The public schools management should regularly arrange study tours/trips as part of their curriculum. It will enhance students learning process.
- Government should arrange training workshops for science teachers, so that they become computer literate.
- All the teachers should be trained to conduct regular monthly tests as well as to assign and assess proper home work of the students.

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