A COMPARATIVE STUDY ON SOCIO-ECONOMIC STATUS OF LITERATE AND ILLITERATE FAMILIES IN TEHSIL KAHUTA

FATIMA ZAHOOR
Registration No 30-FSS/MSEDU/S08

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Researcher
Fatima Zahoor
Reg.No. 30-FSS/MSEDU/S08

Supervisor
Dr.Azhar Mehmood

Department of Education
Faculty of Social Sciences

INTERNATIONAL ISLAMIC UNIVERSITY
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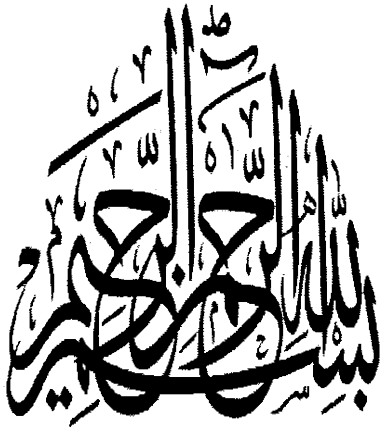

In the Name of Allah The Most Gracious
The Most Merciful

DEDICATION

I dedicate this study to

my beloved

father Muhammad Zahoor

and

mother Tahira Nasreen

whose blessings, guidance and encouragement,

helped me achieving higher education

FATIMA ZAHOOR

CERTIFICATE

This thesis entitled "A comperative study on the socio-economic status of literate and illiterate families in Tehsil Kahuta"submitted by Fatima Zahoor in partial fulfillment of MS degree in Education , has been completed under my guidance and supervision.I am satisfied with the quality of student's research work and allow her to submit this thesis for futher process as per International Islamic University, Islamabad rules and regulations.

Signature : _____

Name : Dr. Azhar Mahmood

Date: _____

ACCEPTANCE BY THE VIVA VOCE COMMITTEE

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By

Fatima Zahoor
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Accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad in partial fulfilment of the requirements for the degree of **"MS in Education".**

Supervisor
(Dr.Azhar Mahmood)

Internal Examiner
(Dr.Samina Malik)

External Examiner
(Dr. Ayesha Akbar)

Date:_____

Head
Department of Education
International Islamic University
Islamabad

Dean
Faculty of Social Science,
International Islamic University
Islamabad

ABSTRACT

Education is one of the most important ingredients of human resource in today's high technological world and literacy is the real tool of extracting maximum benefits from the marvels of technology. Illiteracy and lack of basic education is not only a cause of poor living standard of people but also impedes a reasonable and stable progress.

The research understudy investigated the socio-economic status of literate and illiterate families in viallage Sai Tehsil Kahuta.The researcher selected 74 families as sample of village Sai, Tehsil Kahuta through simple random sampling technique.Sample was divided into four groups by using stratified sampling technique. In the first group, both husbands and wives were literate (23 families) while in the second group both husbands and wives were illiterate (20 families).The third group included literate husbands and illiterate wives (28 families) and in the fourth group were literate wives and illiterate husbands (3 families). Data were collected through questionnaires and analyzed in SPSS.

The researcher found the difference in socio-economic status between literate and illiterate families.It was found that education enhanced the living standard of families because the educated people got good jobs in public or private offices and earned handsome amount. Children of all the families of the four groups were attending schools. The difference was in their mode of schools i.e. public or private and providing their children tuition facility. The literate parents also discussed the progress of their children with teachers.

The difference in socio-economic status of the families was also found through the survey of the respondents' residence and the facilities available there. Besides, the survey of how they spent their leisure time also indicated the difference in the socio-economic status of the population of the study. Majority of the families of the four groups showed no affiliation with political parties whereas little number of respondents were affiliated with some political party.

At the end, the researcher concluded that the income was the main difference which showed the socio-economic status of literate and illiterate families of the selected area. Keeping in view findings and conclusions some important recommendations were also made. Illiterate families worked hard and earned less and had no access to technology or training. They were not aware of their rights and privileges. Government may provide them facilities and opportunities for basic education in rural area. There was need to train them in income generating skills and family welfare education. The researcher suggested for the future researchers to work on more specific aspects and evaluate the socio-economic status of women with different demographic background. It was also suggested that more comprehensive study may be conducted covering large scale population survey extended to different urban areas of Pakistan and draw results which generalize a broader scale.

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CHAPTER I

INTRODUCTION

Sociological studies contain the concept of socio-economic status (SES) as its major ingredient but an analysis and examination of related literature suggests that there is a lack of consensus on its conceptual meaning and measurement. Review of literature focuses on the use of SES of literate and illiterate families in the specific area. Education is a right; not a privilege. Being a free citizen every individual has the right to live, speak, write etc. It is the prime responsibility of a government to ensure that all citizens get the basic fundamental rights at their doorstep.

In today's high technological era, the most important ingredient in human resource is education and literacy is the real tool of extracting maximum benefits from the marvels of technology. Illiteracy and lack of basic education is not only responsible for poor living standard of people but also impedes a reasonable and stable progress. Education is a strong tool to bring stability of relations even among countries. History reveals that no country could speed up its growth without allowing for these aims as fundamentals. Education is one of the essential privileges that are a means for progress of nations. Pakistan is one of the developing countries. Every government has commenced a stream of five year plans that were organized so as to accomplish the millennium development goals.

Demarest et al. (1993) have stated family's socio-economic status is based on various factors like family income, parents' education level, parents' occupation and social status in the community. Families with high socio-economic status often have more success in preparing their young children for school because they typically have access to

a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books and toys to encourage children in various learning activities at home. Moreover, they have easy access to information regarding their children's health as well as social, emotional and cognitive development.

Education has a strong correlation with socio-economic development. In contemporary times when the focus is on economy, the role of education becomes all the more important in the development of human capital. A society of literate and skilled citizens has more chances of development at the economic, social and political levels. Education can reduce poverty and social injustice by providing the underprivileged resources and opportunities for upward social mobility and social inclusion. Being illiterate is not only a disadvantage to the individual but also creates social complications. In a community where one half of total population is illiterate, democracy and moral values face a lot of friction and restriction to develop. The complexity of the situation is further compounded in case of people of rural areas. Illiteracy not only affects self reliance but also deprives people of their ability to decide their future. It directly causes cruelty and injustice.

Comprehensive relationship exists between socio-economic status and educational outcomes (Amato, 1987, Williams, 1991, Mukherjee, 1995, Ainely, 1995). Social and economic domain contributes to a person's overall social position (Ainley, 1995). It is determined by an individual's achievements: education, employment, occupational status, income and wealth. It includes certain related aspects of individuals for measuring the socio-economic status including income of groups, source of income, occupation,

education, living standard, health state, type of house and schooling of children and the political participation etc. i.e. election participation and voting behaviour etc.

1.1 STATEMENT OF THE PROBLEM

It is generally recognized that people living in rural area of the country are less educated and their socio-economic status is low as compared with urban people. In Pakistani society this perception is gradually prevailing in rural as well urban areas. The stake holders of education whether private or government do not facilitate the rural areas of country like urban areas. This discrimination colours all aspects of life . So the researcher got interested in investigating various aspects related to the socio-economic status of literate and illiterate families such as occupation, income, type of house ,expenditure on children education ,type of school and political participation etc in Tehsil Kahuta.

1.2 OBJECTIVES OF THE STUDY

The study was under- taken keeping in view the following objectives:

i. To study the socio-economic status of literate families in village Sai, Tehsil Kahuta

ii. To study the socio-economic status of illiterate families in village Sai, Tehsil Kahuta

iii. To compare the socio-economic status of literate and illiterate families in village Sai, Tehsil Kahuta

1.3 HYPOTHESES

The following hypothesis guided this study:

H_0:1 There is no significant difference regarding occupation between the literate and illiterate families in village Sai,Tehsil Kahuta

H_0:2 There is no significant difference regarding type of house between the literate and illiterate families in village Sai,Tehsil Kahuta

H_0:3 There is no significant difference regarding income between the literate and illiterate families in village Sai,Tehsil Kahuta

H_0:4 There is no significant difference regarding expenditure on children's education between the literate and illiterate families in village Sai,Tehsil Kahuta

H_0:5 There is no significant difference regarding type of school between the literate and illiterate families in village Sai,Tehsil Kahuta

H_0:6 There is no significant difference regarding political participation between the literate and illiterate families in village Sai,Tehsil Kahuta

1.4 OPERATIONAL DEFINITION

i) **Literate:** According to 1998 population census "One who can read newspaper and write a simple letter in any language".Department of literacy and basic education (2011).

ii) **Illiterate:** "Illiterate includes the persons who cannot even sign or read anything."

iii) **Socio-economic Status:** "Socio-economic status can be defined as a person's overall social position to which attainments in both the social and economic domain contribute."

Following indicators of socio-economic status had been identified for the present research:-

1. Education
2. Age group
3. Size of family
4. Number of children
5. Income (salary, investment, trust fund)
6. Occupation
7. Employment
8. Living standard,
9. Social and lesisure time activities
10. Type of house, number of rooms and domestic facilities
11. The schooling of children
12. Awareness about election
13. Political Participation and Voting behaviour

1.5 SIGNIFICANCE OF THE STUDY

The aim of the present study was to focus on the impact of socio-economic status on the life of literate and illiterate families in village Sai, Tehsil Kahuta. The study makes a significant contribution to determine the role and participation of both husband and wife in the socio-economic growth of themself as well as of country.

Although the study will benefit many but the major beneficiaries are government, economicist, all stake holders of education provider, teachers, students, social and political agents, rural and urban families all over the country and especially in Village Sai, Tehsil Kahuta, Pakistan.

1.6 DELIMITATION OF THE STUDY

The topic of the study was too broad and it was not possible for the researcher to cover all aspects of the study. The poor socio-economic conditions of the sample were not only due to the literacy and illiteracy of the families in the study area but also there were many other personal and family reasons influencing their status. But the researcher had made an effort to isolate the socio-economic status of families due to literacy and illiteracy. The researcher had delimited this research study to husbands and wives of village Sai, Tehsil Kahuta, District Rawalpindi.

CHAPTER II

LITERATURE REVIEW AND THEORETICAL FRAME WORK

"Those who know cannot be like the ones who do not know. Of course, knowledge and ignorance are like light and darkness which can never be alike." *Holy Qura'an*

Education is the most important factor and a leading player in the development of a nation. It promotes and augments productivity of the citizens and creates opportunities for the socially and economically underprivileged sections of society. Competitiveness and demanding nature of the economic life of the people due to globalization has made human expertise development more significant.

Manohar (1983) states that lessons of the history dictate that the control of production is taken over inevitably by the social groups which have played a major role in increase of production and which have performed main functions in production in due course of time. And these groups naturally emerge as victorious to play a vital role in the socio-economic and political development of a system. This is very true even in the case of women. Most of the primitive societies were generally considered to be matriarchal societies in which women played the principal role in production.

Patel (1991) views that Pakistan is rich in human resources but there is little development of the human person. Literacy rates of urban and rural people and males and females vary. According to the 1981 Census, the literacy rate was 26.2 %. Out of this 35.1% of males were literate whereas only 16% of females were literate. The low literacy rate among women especially in rural areas can be attributed to the lack of primary schools within easy reach and the negative attitude towards literacy. Parents are not

inclined to send their young daughters to schools which are far away from their homes. In rural areas there is a shortage of school buildings and teachers who are often absent. Education is not considered meaningful. Young girls are required to stay at home and look after the younger siblings, while their mothers produce more babies and attend to work. A change in attitude towards educating girls has to be brought about by personal and public approaches.

Caldwell (1999) Economic growth of a country is dependent both on the physical as well as human capital. A developed human capital has a positive effect on the economic growth, political stability and social environment. Out of different variables, education is the most important, which plays an important role in the development of human capital. Various empirical studies depict that the pace of economic growth of the developed countries could not have been achieved without a well-developed human capital.

Javed et al. (2008) concludes that among all stages of education, primary education has central importance. Notwithstanding, primary schooling provides basic principle to society because it can improve living standards and can help in developing industrial projects, which give high financial rates of return. Measures taken in the direction of extending and improving primary schooling and expenditures on the poorest population groups subsequently increase the productivity of these people and help in tackling the poverty problems directly. It projects a more attractive and less risky means of increasing the income of poorest people in many countries.

2.1 WHAT IS SOCIOECONOMIC STATUS?

Ainley et al. (1995) has defined socio-economic status as a person's overall social position to which attainments in both the social and economic domain contribute. Socio-

economic status as abbreviated as SES is a sociological classification indicating the close relationship between someone's relative wealth and that person's social status. While considering a number of different community issues including school performance, crime and housing, socio-economic status is taken as one of the key indicators. Most often, it is determined by analyzing the income and assets of a family. Social status thus includes a person's or his family members' associations and even more than that. It is also a direct measure of the aggregate value of a family's education, job status, living standard and environment which can play a crucial role in one's life. Another factor that is closely related to income and is very helpful in determining socio-economic status of a family is the parental education level. It is also a fact that higher education generally tends to lead to better economic opportunities; those who find themselves at a lower socio-economic status usually have a lower level of education and thus a lower-paying occupation. Surely, there are exceptions to this rule at both ends of the spectrum and most of the divisions of socio-economic status tend to cluster together. This takes us to the belief that in fact, socio-economic status may be even a bigger divider, or at least as big of a divider as race used to be.

SES is the economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income, education and occupation. In order to examine a family's SES, we analyse the income earners' education and occupation as well as combined income, vis-a-vis an individual, when their own attributes are assessed.

Blake (2009) discusses the issue of SES in some more detail and says that many cities are divided into sections where most of the residents share the same socio-economic status whether by design or by natural inclination. This can pose to be both a liability or

benefit for the community. For example, people at a higher level of SES may enjoy less crime thus allowing law enforcement resources to be diverted elsewhere. But on the other hand, in areas where SES is lower, performance of the schools and their staff is generally very low. In many cases, the actual fault may not lie with the school's staff, leading some schools to be penalized unfairly. Considering SES as a way to analyze a community and while it is argued that doing so leads to stereotyping and profiling, some of analysts criticize its risk factors. The argument in support of criticism is that even within the different strata of society, there are individuals who do not fit the trends. However, those who do favour using SES indicators in such a way say that the practice saves money. It puts resources in the right directions where they need to be in order to reach out to the people who most need it. Without such arrangement of analysis and action, money may be wasted that would otherwise be put to good use.

2.2 SOCIO-ECONOMIC CHARACTERISTICS OF OLDER POPULATION

Dubois (2003) traces back the source and scope of social inequalities in infant feeding practices. He assesses and evaluates that to what extent recommendations put forward on the subject are followed in different social groups. He also highlights the main factors which influence total adherence to these recommendations at the population level.

A very prominent fact about the older people of the population is that they are significantly less likely to participate in the labour force than they were in the past. It has been surveyed that on the global level over the past 50 years, participation of the labour force of persons aged 65 or over has reduced over 40%. Traditionally, the ratio of older men who are economically active members of the society has been significantly higher than that of older women. However, another interesting fact is the increase in female share of the older labour force during the last decade mainly because of faster drop of

older males participating in the labour force. Thus the overall result is a steady increase in the female share of the older labour force especially in the more developed regions.

In developed regions, literacy tends to be almost universal among the older population and at attainment of least primary education is now widespread in these regions for a long time. Thus even among the older population, literacy rates in these areas are almost universal and most countries have done away with the production of statistical information on this subject. Literacy rates are however, quite high at older ages for a small number of developed countries for which age specific data on literacy is available.

Taking the example of Portugal for instance, in the age bracket of 70 and over, more than 1 in 4 persons was found to be illiterate according to year 2000 statistics. However, this ratio of illiteracy was quite higher in the people aged 60 to 64 who were found to be illiterate in the ratios of more than 1 in 7. In Malta, statistics for the same year show that the illiteracy rate was 14% for the people in the age brackets of 60-64 and 23% for people aged above 70. Similarly, available data for rest of the developed countries on illiteracy for the same time period shows an illiteracy rate ranging from 0.2% in Latvia for both age groups 60-64 and 70 or over. Whereas in Greece, illiteracy rate was found upto 5% for persons aged 60-64 and 9% for persons aged 70 or over.Thus, illiteracy rates remain considerably high among older people, especially women, in the less developed regions

Though in most of the less developed regions, the graph of illiteracy among older people seems to have consistently declined during the last two decades, it still is comparatively higher. Such data about illiteracy is available for only 105 such countries. Results of these nations for the year 2000 when combined together depict that 56% of people aged 60 or over were illiterate; the same figure was 75% in 1980. It is expected

that the aggregate rate for the same population has decreased to 43%. Based on previous statistics, it is expected that the illiteracy rate among older people will continuously decrease in virtually all countries over the decade 2000-2010. It is also established that reduction in illiteracy rates among older persons in these 105 less developed regions was greater among males than females. Thus a marked increase of gender gap over the last 20 years was found in literacy. In 1980, the illiteracy rate for women in the age brackets of 60 or over was 85% against 63% for the males in same age brackets; registering a staggering difference of 23% between the two genders. This difference between the illiteracy rates of the two genders further increased to 28% in year 2000 because of the overall decrease in the aggregate rates i.e. up to 69% among older women and 41% among older men. It is expected that the illiteracy gap will decrease to 25% in the next decade as the aggregate rates would decrease to 55% and 30% among older women and men respectively.

2.3 FACTORS THAT DETERMINE SOCIO ECONOMIC STATUS

Rao and Rao (2010) Typically we can divide socioeconomic status into three categories: High SES, Middle SES, and Low SES depending upon the three areas a family or an individual may fall into. We can assess a family or individual falling into either of these categories on the basis of any or all of the three variables i.e. income, education, and occupation. Wealth can also be examined as the fourth variable when determining socioeconomic status. Some statistics have proved that factors like low income and little education are strong predictors of a range of physical and mental health problems, ranging from respiratory viruses, arthritis, coronary heart disease, and schizophrenia. The main factors which determine the socio-economic status of any individual or family are following:

2.3.1 Income

The term income encompasses a wide range of sources but generally referring to wages, salaries, profits, rents, and any flow of earnings received. Some other sources of income includes compensation for the unemployed or workers, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. We can refer to income with two perspectives, relative and absolute. "Absolute income, as theorized by economist John Maynard Keynes, is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates a person or family's savings and consumption based on the family's income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals."

2.3.2 Education

Being a sort of objective factor as it can be figured out for all individuals separately, educational attainment is preferable to be analyzed for assessment of SES. The highest level (grade or degree) of education a person has completed can be considered to be his educational attainment. Education plays a significant role in the income of an individual. According to the statistics collected for educational institutions, with each increase in level of education, the median earnings were found to have increased correspondingly. As conveyed in the chart, workers holding the highest degrees i.e. professional and doctoral degrees, make the highest weekly earnings while those who don't possess a high school diploma are found to be financially affected. It is otherwise a general fact the higher educational levels result in better economic and psychological outcomes. It is so because more income means more control, greater social support and better networking.

Education plays a major role in skill sets for acquiring jobs. It well as it helps in categorizing people with higher SES from lower SES into different strata on the basis of specific qualities. According to the arguments put forward by Laureau, children of the families with lower income have a sense of constraint as they do not participate in this movement. Such differences then start to bring in division in the attainment of education on the basis of child rearing. Thus the children from lower income families generally are unable to excel to the level those from middle income families as they consider themselves to be much entitled, are more argumentative and are resultantly more prepared for their life ahead.

2.3.3 Occupation

One more important component of Social Economic Status is the prestige one enjoys because of his occupation. Occupational prestige comprises income and educational attainment. The Occupational status of an individual shows the level of educational attainment that is required for that specific job and it also corresponds to the income levels which vary with each job and within different levels of occupations. This also corresponds to the skills that are required for the job. Occupational status is also a measure of the social position an individual enjoys by virtue of describing his qualities like job characteristics, decision making ability, command and control, capacity to face psychological demands of the job etc.

Occupations are surveyed and ranked by the Census on the basis of opinion polls from the general population. These surveys reveal that profession which are considered to be the most prestigious are physicians, surgeons, lawyers, computer specialists, chemical engineers, biomedical engineers, and communication analysts. These professions occupy a higer SES status and they offer greater challenge in work, demand higher ability from

the worker and greater control over working environment. Professions which were ranked on the scale were maids, housekeepers, janitors, bartenders and helpers, dishwashers, food preparation workers, counter attendants, vehicle cleaners, and parking lot attendants.

2.3.4 Wealth

Wealth can be defined in many ways but typically, it is a set of economic reserves or assets which present a source of security that provides a general measure of a household's ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably. It is also a measure of transition from one generation to the next and accumulation of income and savings. Attainment of wealth can be predicted on the basis of various factors like income, age, religion, marital status, occupation, education, family size etc.

The wealth gap, like income inequality, is very large in the United States. There exists a racial wealth gap due in part to income disparities and differences in achievement. According to Oliver and Shapiro (1999) differences in savings due to different rates of incomes, inheritance factors, and discrimination in the housing market lead to the racial wealth gap. Shapiro claims that savings increase with increasing income, but African Americans cannot participate in this, because they make significantly less than whites. Additionally, rates of inheritance dramatically differ between African Americans and whites. The amount a person inherits, either during a lifetime or after death, can create different starting points between two different individuals or families. These different starting points also factor into housing, education, and employment discrimination.

2.4 PSYCHOLOGICAL EFFECTS OF SOCIO ECONOMIC STATUS

A study published by Kraus and Keltner (2008) in journal of Psychological Science revealed that children of parents with a high socioeconomic status tended to express more "disengagement" behaviours than their peers having lived in an environment of lesser SES. The "disengagement" behaviour shows an attitude in which children take up with various actions like playing and fidgeting with other objects and drawing pictures at the time they are being addressed. Children who were born into less favoured circumstances showed to have been making more eye contact, head nods and signs of happiness when they were exposed to an interactive social environment. According to the hypothesis of the authors, the more casual peers felt less inclined to gain rapport with or attention of their group because they didn't see a need for their assistance in future.

According to conclusions by Mosley (1995) various studies on the subject show that child health and survival is closely related to mothers' literacy and schooling. This association has been observed to be so strong that it is now suggested that the negative effects of mothers being uneducated in under developed countries are far greater than the sum of "direct" mortality effects. It has been assessed that if in such societies, income of the overall population is doubled, every household is provided with a flush lavatory and piped water and every labourer in the field of agriculture turns into a professional or white collar worker, the effect of these measures would be far lesser than the "direct" effect of providing ten years of schooling for each woman. The argument also goes on to say that education has proved to be more effective in decline of mortality rate as compared to the provision of health services.

According to Caldwell (1999) education affects the society in many ways and a major one of them is that it improves domestic child care and its direct advantages will be

imminent to be affected and eroded with the physical increase of access to health services because home-based care can be more readily replaced by professional care with the assumption that the latter is more effective. However, there is also the possibility that domestic childcare would be better among the educated because they are more expected to be more responsive and receptive to the ideas and practices taught and supported by health workers. In other words, the presence and prevalence of education-related domestic child-care practices may itself be dependent upon physical access to health services. Shortly, it can be said that the mechanism of action cannot be determined merely by gaining knowledge about the interaction of differences of education about children's health and physical access to health services, rather there are other determining factors as well.

Blaney (1980) identifies that "Strong correlation exists historically between high fertility rates and various factors including poverty, high childhood mortality rates, low status of women, low educational levels of women, deficiencies in reproductive health services and inadequate availability and acceptance of contraceptives. On the other hand, it also has been established that falling fertility rates and the demographic transition are generally associated with improved standards of living which include increased per capita income, increased life expectancy, lowered infant mortality, and increased adult literacy and higher rates of female education and employment. Nations, regions, and societies are also expected to experience different demographic patterns due to varying cultural influences, in case of improved economic conditions. It is a fact that a greater value is placed upon larger families especially among under-privileged rural populations in less developed countries who benefit least from the process of development. In such societies, the major cultural factors that affect family size and the demand for family planning services are assurance of security for the elderly, ability of women to control reproduction

and status and rights of women within families and within societies. Thus along with a demand for family planning services, it is essential to ensure adequate availability of and access to family planning and other reproductive health services in order to promote and facilitating lowering of population growth rate.

2.5 IMPACT OF SOCIO-ECONOMIC BACKGROUND ON FAMILY'S ACHIEVEMENT

Leonard and Lisa (1987) define that living style and standard of lower class learners is substantially different than the upper and middle class. The poor ones tend to have fewer books, newspapers, and magazines, and also rest of the family members are less educated. Also there is greater likeliness for the people with low incomes to read for entertainment. Thus students in low income homes are less likely to be encouraged for learning of that vital skill. Another factor that has a direct impact on child education belonging to lower class families is that they tend to be larger and more often are predominantly headed by only one adult. Such students are also less likely to receive contact, guidance and educational encouragement. Another factor is health as the poor are expected to be undernourished than their middle or upper class counterparts. They are likely to fall sick more days a year and unhealthy learners simply do not learn as well as healthy ones.

According to the studies of Ashenfelter and Krueger (1994) while measuring and controlling the differences in "unmeasured abilities", learners and correlations has always been found to be an interesting approach. Among other things, the information thus gathered about twins is utilised and is an important research area and estimate returns to training purged of genetic and family background factors. Learners and correlations are also valuable in case one wants to examine the effects of different types of these

correlations for example, divorcés, lone parents, many vis a vis few brothers and sisters, etc.

Similarly, Dumais (2002) has enunciated two sociological theories i.e. "rational action" theory of educational choice and "the relative risk aversion theory". According to his suggestion, with each progress in a child's educational career, if he is given a number of educational choices at different stages, it will have the effect of minimizing the chances for the child to end up in lower social class than his parents. This theory has various verifiable implications, which are generally no in consonance with the prdicitons of standard research on human resource. Besides parental background, quality of training is also important to arrive at more correct results of educational and labour market surveys.

2.6 EFFECT OF SOCIO ECONOMIC CONDITIONS ON EDUCATION

Shankar (1991) wrote a chapter under the caption "Effect of socio economic condition on education".He emphasized the fact that social climate created in the home affects the development of the student in various aspects of his being,which means his education and discipline.The conditions in the home are to a great extent determined by the forces emanating from the society outside and these forces are mainly economic.The factor of poverty, prosperity or propery affect the physical or material facilities avialbale in the home. These factors go along way in determing the outlook, attitudes and many other psychoklogical or mental equipments of parents who are ultimately important functionaries in the education of children. Poor parents are consistently worries about their own well being. They are not in a happy frame of mind to give their best to children. Nor can poor homes provide play things , reading material and other facilites

which are essenatial for good education and disciplne.Conversely well to do parents are quite able to give good education to their children.

The social phenomenon of economic conditions excerted considerable influence on education . it may , however , be kept in mind that economic conditions are not quite independent of political conditions as both are independent and constitute a complex phenomena. Any social phenomena must be based on some basic human needs physical or psychological. This phenomena may be economic , political or religions. Economic conditions depends on physical needs of foods, clothing, shelter or housing. Men struggle to procure methods and means to satisfy these needs.His well being depends on the means he has acquired to satisfy these and allied needs. Economic well-being raises the social status correspondingly, and leads to more leisure which in turn can enable the individual to have better chances for more education. He can pursue higher goals and an provide better education to his children by sending them to good school. The discipline and educational aatianment of the children can be improved by providing play materials , equipments, and all other means for better education. It might be said that education and society develop hand in hand. There can be no education without society. Ther ecan be no society without education.

The student's psychological makeup approximates to that of his home . Anthropologists and sociliogist have shown through their investigatin. How this wor out in practice. They have shown how children brought up in one honme grow up to be cooperative and mild in temper , where as those from another home grow up to be assertive and belligerent.

2.7 DEFINITION OF LITERACY IN PAKISTAN

Historically and culturally, the term literacy is impossible to define in isolation from a specific time, place and culture. Illiteracy can only be understood in relation to a culture's definition of literacy because it is lack of a certain set of characteristics. In fact, definitions of literacy generally stress on reading, writing and numeracy. According to census report (1998) definition of literacy has been modified and changed with the figure of literacy rate.

2.8 LITERACY RATE IN PAKISTAN

Literacy plays very important role in the development of any society. Pakistan will remain an insolvent and a weak Third World country if this aspect is not given due consideration. Without it, the problems of Pakistan will reach a stage which will make this country vulnerable. Statistically, Pakistan has reasonably progressed in many fields since independence including education. At the time of independence, less than one million students were registered in schools but more than 12 million children were doing jobs, putting their lives to risk and loosing worth education. In fact, at primary level, still not all the children are registered in the schools and the matter remains a dream to be fulfilled. The current survey in China and India demonstrates that Pakistan is considerably lacking behind the two large Asian nations. This is in the backdrop of the fact that Pakistan has a much smaller population and is not as vast as China and India.

The government fund is not properly utilized due to the absence of basic and pre-requisite strategy. This has led to downfall in education and slow progress in literacy rate in Pakistan. In short, we are not utilizing our resources to our potential. It is this inadequate utilization that is the root cause of downfall in literacy rate.

2.9 HISTORY OF LITERACY IN PAKISTAN

Munir (2005) all education policies of Pakistan had shown the commitment to achieve adult literacy. The Education Policies of 1972 and 1979 both took the understanding of this matter. A Literacy and Mass Education Commission was set up in 1981 to support literacy in Pakistan. Literacy Ordinance level was passed in 1985 at Federal for the endorsement of literacy and a package of inducement was put forward including funding of driving certificate, issuance of passport and service in federal government only to those people who were literate. Unluckily, this could not be executed till date, inspite of its becoming an Act after consent of the assembly. The main cause of its unaccomplishment was non-availability of sufficient services, scarce funding and shortage of resources, infrastructure and services for adult literacy particularly in distant rural regions.

Another "National Education Policy" (1998-2010) was devised in 1998 and fixed adult literacy of 55% to 70% till 2010. This was pursued by Education Sector Reforms (ESR) 2001-2006, which re-fixed the target as 60% by 2005 within the Education Policy Framework. In continuation of these policies and Dakar Framework of Action 2000, "National Plan of Action on Education for All (2001-15)" was prepared by the Ministry of Education in collaboration with UNESCO. It aims at three focal points i) early childhood education, (ii) elementary education and (iii) adult literacy.

Ministry of Education plans to extend English medium education to all schools across the country in a phased manner. The ministry expects to attain 100% enrollment levels by the year 2015 among primary school-aged children, and a literacy rate of 86% among children aged over 10 years through different educational reforms. Literacy rates

also differ regionally and mainly by gender. For example, in ethnic regions female literacy was 3%. In the same perspective, the government initiated a countrywide plan in 1998 with the aim of eliminating illiteracy and providing fundamental education to all children.

2.10 PRESENT LITERACY AND ILLITERACY RATE

The normal increase in adult literacy rate had been 1.1% from 1981 to 1998 (inter-census period) which was an increase of 18 percentile point in 17 years (26.2% to 43.9%). A number of programmes and projects in adult literacy and fundamental education had been commenced since 1997-98 such as opening of adult literacy hubs under Education Sector Reforms (ESR), launch of development projects in primary education and opening of primary schools in private sector. As a consequence, it was approximated that development in literacy rate had augmented to approximately 2% per anum after 1998. The current (2004) planned adult literacy rate in Pakistan is 54% encompassing 66.25% males and 41.75% females (Source: Economic Survey of Pakistan 2004-05). The pattern/trend of increase/decrease in literacy/illiteracy rate since 1972 to 2004 (selected years) is presented in the following table:-

Table 2.1 Gender-wise Literacy Rate, Urban and Rural Areas of Pakistan (10+ years of education) 1972-2004 (Selected Years)

Years	All Areas			Urban			Rural		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
1972	21.7	30.2	11.6	41.5	49.9	30.9	14.3	22.6	4.7
1981	26.2	35.1	16	47.1	55.3	37.3	17.3	26.2	7.3
1998	43.92	54.81	32.02	63.08	70	55.16	33.64	46.38	20.09
2004	54	66.25	41.75	72.37	79.9	64	43.84	58.4	30

Source: Education for All Global Monitoring Report 2006

Table 2.2 Province-wise Literacy Rate by Urban & Rural Areas (10+ Age Group) 1972 - 2004 (Selected Years)

Province	Years	Both Sexes	Male	Female
Punjab	1972	20.7	29.1	10.1
	1981	27.4	36.8	16.8
	1988	46.56	57.2	35.1
	2004	56.14	66.83	45.52
Sindh	1972	30.2	39.1	19.2
	1981	31.5	39.7	21.6
	1988	45.29	54.5	34.78
	2004	51.48	60.95	41.15
Baluchistan	1972	10.1	14.8	4.3
	1981	10.3	15.2	4.3
	1988	26.6	36.5	15
	2004	37.18	49.72	23.31
Khyber Pakhtunkhwa	1972	15.5	23.1	4.7
	1981	16.7	25.8	6.5
	1988	35.41	51.39	18.82
	2004	46.17	65.54	27.39

Source: Education for All Global Monitoring Report 2006

2.10.1 Literacy Rates as per Census and Definition

It required to be emphasized that from survey to survey the meaning of literacy had been undergoing modification. Resultantly the literacy figure had fluctuated erratically during the last 5 census. Literacy rate and definition of literacy according to five censuses is as follows:

Table 2.3 Literacy Rate as per Five Censuses and Definition of Literacy

Census Year	Literacy Rate			Definitions
	Male	Female	Total	
1951	-	-	16.4%	One who can read a clear print in any language
1961	-	-	16.3%	One who is able to read with understanding a simple letter in any language
1972	30.2%%	11.6%	21.7%	One Who is able to read and write in some language with understanding
1981	35.1%	16.0%	26.2%	One who can read a newspaper and write a simple letter
1998	54.8%	32.0%	43.9%	One who can read and write a simple letter, in any language
2004	66.20%	41.75%	54.0%	
2008	68.2%	43.6%	56.2%	
2009	69%	45%	57%	

Department of literacy and basic education (2011), Ministry of education http://www.moe.gov.

2.11 ILLITERACY IN PAKISTAN

Out of various social problems of Pakistan, one that hinders upward mobility and productivity was illiteracy. Especially there was a need for improvement in female literacy rates than males and rural than urban. This rural-urban and male-female inequality appeared to be invariant. In case of the provinces, it split into two different groups with lessening inter-provincial breaks. Punjab and Sindh had a similar percentage of 59% are as compared to 50% of Khyber Pakhtunkhwa and 45% of Baluchistan. The details of literacy rates on the basis of factors like province, gender and residence areas are given below in the table.

Table 2.4 Pakistan and its Provinces Literacy Rates

Province/Area	2005-06			2006-07			2007-08		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Pakistan	53.1	65.0	40.6	55.0	67.0	42.4	56.2	68.2	43.6
Rural	43.9	58.2	29.3	46.2	60.8	31.2	47.5	61.9	32.5
Urban	69.8	77.1	61.8	71.1	78.2	63.5	72.3	79.6	64.5
Punjab	55.2	65.2	45.2	56.1	65.7	46.4	57.7	67.5	47.9
Rural	47.7	59.6	35.7	48.3	59.8	36.9	50.2	62.1	38.3
Urban	70.2	75.9	64.3	71.7	77.2	65.9	72.8	78.2	67.3
Sindh	55.6	67.3	42.2	57.6	70.2	43.4	57.7	70.0	43.2
Rural	37.9	54.2	19.0	41.5	59.9	20.2	39.3	56.7	18.3
Urban	71.6	79.5	62.8	72.5	80.0	64.3	74.8	82.7	65.7
Khyber Pakhtunkhwa	44.6	63.9	26.4	49.0	68.5	30.2	49.9	68.7	31.7
Rural	41.3	61.4	22.6	46.6	67.1	27.2	47.8	67.7	29.1
Urban	61.1	75.7	46.3	61.3	75.1	46.4	59.4	73.6	44.7
Baluchistan	37.9	53.8	18.3	44.0	61.1	23.3	48.8	65.7	28.1
Rural	31.3	47.2	11.6	37.3	55.1	15.7	43.6	61.2	21.8
Urban	58.4	73.6	39.1	64.9	79.9	46.8	64.8	79.6	47.0

Ministry of education http://www.moe.gov.

There were wide differences in male/female illiteracy rates in all areas of Pakistani urban and rural population. Rural females' illiteracy rate in all cases was very high. In Baluchistan, 97.3% rural females were illiterate. Illiteracy figures of other provinces were also discouraging. Urbanization appeared to have some positive correlation with literacy rate as a great disparity existed even among rural and urban families. In case of Sindh and Baluchistan, the difference in illiteracy rate of urban and rural families was more than 50% and in case of Khyber Pakhtunkhwa it was upto 27% i.e, there were more illiterate families in rural areas. In Punjab, the difference in urban and rural families' illiteracy rate was about 22%. So the most deprived segment of population was the rural families.

Availability of education means being given an opportunity to develop one's gifted abilities and to play reasonable and sensible role in the service of society. Education as a career contributes towards full development of personality of men and women and enhances their personal and social factors of life. Millions of illiterate

Pakistani men and women are waiting to be given the means to learn, to read and to write at the first stage of their self -development.

2.12 SOCIO ECONOMIC DEVELOPMENT IN PAKISTAN

Economic growth is an essential ingredient of national development but not an end in itself. It is of great importance to distinguish between social and economic policies so that the society benefits from the growth and development, and to integrate them into a coherent set of policies achieving their end benefits. Unfortunately, successive governments have been neglecting development in the social sector over a long period of time. Especially, the underdeveloped human capital has remained and is still an area of serious concern in Pakistan. The Annual Report of SBP (2009) provides an account of socio-economic developments in Pakistan focussing on issues like poverty, demography, employment, literacy, education and health. It provides other viral information on such statistics and the measures required to correct the situation.

2.12.1 Poverty

Poverty is an exalted state of deprivation. It is the end product of various interdependent processes which involve economic, social, and political activities that interact with and reinforce each other in such a way that the state of deprivation of the poor people further augments. Thus poverty comprises study of a wide range of interdependent and interrelated issues which mainly include education, health, population growth, income level and its distribution, gender discrimination, and geographical location. It is difficult to exactly estimate about poverty in a way that it encompasses all its multidimensional features but most commonly, it is the estimate of population falling below the poverty line. As poverty line itself is a highly flexible thing to calculate therefore, its precise measurement has been a point of considerable difference of opinion

among the economists. Generally, it is defined as a minimum acceptable level of income or consumption of individual or households.

2.12.2 Demography

Most of the economists concede to the theory that rapid population growth and poverty reinforce each other. The fact can also be explained in the meanings that high fertility causes poverty, which in turn, contributes to the higher fertility. Thus economists are of the opinion that the key to reducing poverty incidence is achieving low fertility rate. In Pakistan, fertility rates declined positively in 1990s but the population growth rate is still very high in relative terms. Perceptively, Pakistan ranks as the 7th most populous country in the world and the 4th in Asia, in terms of population size. In the backdrop of these statistics, it has been estimated that Pakistan will rank 4th in the world population-wise after India, China and USA by the year 2050.

The 1998 Census brings to front the fact that only 32% of the total population lies in the working age group (25-59) and this figure is almost unchanged since 1981. This results into a higher dependency ratio which not only limits the saving capacity of average households but it also has various repercussions on their consumption pattern and overall quality of life. During the last two decades, substantial and rapid rate of urbanization has taken place which shows that the population structure has changed remarkably. During 1981-98, the urban population has grown at an annual rate of 3.5%, which is higher than the total population growth of 2.6% during the same period. Though it is affecting urbanisation but on the other hand, it has certain positive implications as well for the overall population growth and that is that the fertility rates are getting considerably lower in major urban areas.

2.12.3 Employment

Socio-economic development of individual, family and the country as well is affected by employment and unemployment patterns. The employment profile of a country can be determined by assessing the mutual interaction of various demographic, economic, social and political factors. Despite an apparent fall in the inter-census growth rate in Pakistan, there is a negative impact of population pressures on the employment rate. The number of employed people increased from 47.65 million in 2006-07 to 49.09 million in 2007-08. Province-wise, Punjab and Baluchistan experience marginal shrinkage while Sindh and NWFP register increase in the same order. The change was observed to be more in females than males and, rural than urban areas. Employment situation got affected mainly due to relatively lower economic growth during the last ten years. In similar pattern, the unemployment rate can be determined by calculating the ratio of unemployed to the size of labour force.

2.12.4 Literacy

According to 1998 Census, the literacy rate for both men and women increased in Pakistan during inter-censual period. However, still a wide gap is present between male and female, and between rural and urban populations. The study of the literacy age profile for urban population shows higher literacy rates for younger group. Interestingly, gender disparity seems to have almost disappeared for this age group due to female literacy rate increasing at a much faster pace than male. But in case of rural population, the gender-gap remains still very high for all age groups despite the literacy rate increasing. Another explanation of the fact is that with in lower age groups, the difference between male literacy rate in rural and urban population reduces substantially. But the same is not true in case of female as the disparity in the literacy rate in lower age groups increases considerably.

2.12.5 Education

A simple and more useful measure of the success of initiatives undertaken in the education sector is the primary Gross Enrolment Ratio (GER). During 1991-99, the female GER in Pakistan has marginally increased against a notable fall in the male GER which is something of a great concern. Further analysis shows that the drop in male GER is more prominent in the rural population. However, a decline in the gender gap was registered as the female GER improves both in rural and urban areas. Pakistan scores a very poor standing while comparing inter-country selected indicators in the education sector. Studies reveal that usually the education sector is accorded a very low priority during economic policy making despite its very important role in economic growth and poverty reduction. The situation is further worsened by the lower quality of education and acquired skills of the students mismatching with the market demand; which in turn result in lower returns on investment in human capital. Thus the role of education as an initiator and catalyst in poverty reduction efforts is further compromised. Weak educational base of a country impedes its ability to adopt technological innovation and further integration with other world economies.

2.12.6 Health

Performance of the social sector and health of the population are closely correlated. The most important indicators in this context are infant mortality rate, life expectancy at birth, access to basic health services, and expenditure on health services. Infant mortality rate (IMR) is a measure of quality of health services provided in the country. In the year 2002, life expectancy at birth in Pakistan was about 63.6 years. This figure has improved figure of the indicator viz a viz the previous of 1990 but it is still much lower than the average of 67.3 years for countries at medium level of human

development. The life expectancy in males is slightly higher than the females i.e. 63.7 years against 63.3 years. The mortality rate for under-five year's infants (per 1000) has also reduced but still Pakistan is far behind as compared to her peer group. Resultantly, about seventeen thousand newly born infants become motherless every year which reflects the poor health conditions prevailing in our country for children and infants.

2.13 REVIEW OF RELATED LITERATURE

Ramey (1994) describes the association of family socioeconomic status to children's willingness for school. He describes parents to be facing the major challenges in the process of providing optimal care and education to their children across all socioeconomic groups. These challenges become all the more alarming for poor families. At times, in case of a scarcity of basic necessities, parents have to place requirements like housing, food, clothing, and health care at top priority than education itself. Thus automatically educational toys, games, and books appear to be luxuries commodities and parents would not have the time, energy, or knowledge to find innovative and less-expensive ways to advance their young children's development. Parents, with above-average incomes even, lack the time and energy to be invested fully in their children's preparation for school. Sometimes, they are faced with a limited number of options in terms of providing their children with high-quality child care before their children join the school and during the early school years. It is a very commong complaint of the kindergarten teachers throughout the country that children are increasingly reaching school insufficiently prepared. It is because families with low socioeconomic status often cannot provide the level of financial, social, and educational support that families with high socioeconomic status characterize can afford easily. Poor families mostly have insufficient or no access at all to community resources that help in promotion and support of children's development and school readiness. Poor parents themselves are mostly

inadequately skilled for such activities as reading the school syllabi with their children. They may also have poor knowledge and information about childhood immunizations, nutrition and general hygiene.

Eiji (2009) found another interesting relation about socioeconomic status of women. He found that if childhood economic condition is considered as socio-economic status, it is not associated with own income for males and females. But if the childhood economic condition of a female was better, the husband's income state was found to be higher. On the other hand, a male's childhood economic condition was not found to be related to his wife's income. This implies that social stratification for females continues to stay through marriage but it is not so for males.

According to the findings of Zill et al. (1995) kindergarten and preschool children face greater number of difficulties and they show fewer signs of emerging literacy and most of the time it has been found associated with low maternal education and minority language status. Other factors that affect young children's development and learning are inadequate resources and limited access to available resources. Such negative factors affect decisions of those children coming from a society with low socioeconomic status. As a result of these and such other multifarious factors, children from a background of low socioeconomic status enter the kindergarten and preschools with much less of preparation and readiness than their colleagues from median or high socioeconomic status.

Robert and Jhon (1987) reported that the lower the socio-economic status, the more family instability, the weaker the parental encouragement, supervision and stimulation to higher achievement at their children and the greater the proportion whose pace of learning and behaviour does not meet standards. The training centres of highest

socio-economic status have less social and emotional problems then the lowest socio-economic status. According to the study, only 9% problems were reported in highest socio-economic status, and in lowest socio economic status schools 27% of pupils were taught to have such problems. Socio –economic effects are also found in student's behaviour. The greatest difference is among the students, who are lacking in discipline, being 31% in highest socio-economic study were reported.

Emaj (2009) discussed socio-economic status attainment of married couples is the building block of family social structure. The couples with their socio-economic status attainment not only occupy certain statuses and prestige in the family and the community but also meet human needs and solve familial problems faced in a particular socio-cultural environment.

Eshleman and Cashion (1998) defined socioeconomic status as an assessment of person's education, occupation and income position within a particular social system. Likewise socio-economic status attainment refers to the achievement of persons' relative position of education, occupation and income within that particular social system it is widely reported that males' socio-economic status attainment compared to the females within the family and other formal organizations also varies in different cultures: socio-economic status attainment of males is higher than the females. These socio-economic status attainments: education, occupation and income are cyclical process in which low educational attainment by someone influences his or her low prestige job involvement that in turn influences low income rate in the particular social system. Educational attainment is a basic criterion not only to acquire social status in the family as well as in the wider community but also the first one to access in formal labour force participation in any society. Educational attainment here refers to year of formal education/ learning

recognized by a given society the socioeconomic factors include education of husband and wife, occupation of both, family income, and family structure.

According to World Bank's (1989) report negligible or nonexistent investment in its people, particularly women, is one of the major obstacles to Pakistan's transformation into a dynamic, middle-income economy. Development is held back and the gains of growth are not widely shared or as beneficiaries. The role of women in Pakistan is complex: in many social contexts, women are accorded esteem and importance ;but on most counts, the rest of south Asia using standard socio-economic indicators, this report documents women's status and shows that the gap between Pakistan and other developing countries in this report has increased over time.

Muhammad (2009) says that of late, educational literacy among women has become to mean a more megnificant fulfilment of the changing role and status. It simply counts towards a better quality of life, freedom from ignorance, injustice, insecurity, disease, poverty and malnutrition. It also translates into a healthier physical and intellectual development of the children and cumulatively a better future for the nation. Indeed a healthy and balanced growth of the nation is dependent upon proper socio-economic development that nation's second class citizens who are mostly illiterate, powerless and deprived of a just and equitable status in the society.

According to the study undertaken by Aslam (2002) on the changing role of women in Pakistani society, the sample population that he selected included women entrepreneurs who were engaged in various small businesses and micro-enterprises that ranged from manufacturing items of daily use and selling them in the market to running general stores and beauty parlours. These women hailed from middle class families who were marginally well-off. Either they or their husbands owned their homes which were

furnished with all the items and equipment of basic needs like electricity, gas and running water. These women were independent, had complete control over their income and made major economic contributions to the society. They had taken loans from various financial institutions to strengthen and expand their enterprises and it was the main source of their capital and investment. The businesses they were running were based on established business principles and they never defaulted on paying back theoir loans. Their earnings of the investments were being spent in furthering their businesses, house repair, purchase of household items and on health and education of their children.

Jehan (2000) focused on the role of women in economic development of Pakistan. He found that women hailing from the rural areas were major contributors to the economy. He identified four sub-sectors of the rural economy in which women were the main contributors which were crop production, livestock production, cottage industry, household and family maintenance activities. The last of these sectors mainly consists of conveying water, fuel and fodder to and from the home; preparing and preserving food; caring for the children, the elderly and the disabled women etc. About three fourth (76%) of these workers were part-time while one fourth (25%) were acknowledged as full-time workers. In Khyber Pukhtunkhwa and Sind, the percentage of full-time female workers in all farm sizes is 89.54% and 74.36% respectively. In Punjab, it is almost equal between the two types as full-time workers account for about 55.6% of all the working women while in Baluchistan, female part-time workers are 82.84%.

Heck and Parker (1999) discuss the effect of socioeconomic status on the relationship between family structure and child health care access and utilization. The relationship between family structure and access to care differed by level of maternal education. Although children of mothers with higher education (16 or more years) had

greater access to care overall, increasing maternal education was associated with relatively less access to care for the children of single mothers, as compared with children in two-parent families.

Overall, children of single mothers were as likely children in two-parent families to have access to health care, but the relationship between family structure and access differed by maternal education. In contrast children of single mothers were relatively worse off than children in two-parent families only at higher levels of maternal education. We found health insurance coverage, particularly which sponsored by an employer, sparse among children of less-educated mothers in both two-parent and single-parent families."

Kiecolt and Acock (1989) investigates the long-term effects of family structure during adolescence on adult adjustment, using data from the 1972-1986 General Social Surveys. He studies and compares three distinct groups categorised as men and women from intact families, mother-headed single- parent families and reconstituted families taking into account whether parents' marital disruption resulted from divorce or the father's death. According to his findings, the effect of long-term family disruption does not vary with gender while considering adult adjustment issues. Social problems like parents' divorce had some adverse affects but father's death did not show any significant effects on adult adjustment, provided the socioeconomic status at present and during adolescence could be controlled and kept constant. The effect of parents' divorce was also dependent on whether the adult lived with the mother only or with the mother and a stepfather. A general conclusion was that almost all aspects of adult adjustment were affected by the current socioeconomic status and during adolescence.

Tiffin et al. (2007) investigated individuals' perceptions of current family functioning in relation to current household income level, educational status, social-class at birth and social mobility over the life course at age of 50. Results indicated significant relationships between household income, social mobility and FAD scores for men but not for women in this sample. For men, lower current income and downward social mobility over the life course were associated with a more negative perception of family functioning.

Olaogun et al. (2006) studied another interesting aspect of the socioeconomic status that how a mother's socio-economic status affects the management of early childhood illnesses in infants when the resources are scarce or limited. The study revealed that mothers' occupation was positively correlated (0.17) and her age, negatively (-0.13) with actions of under-fives mothers'. However, the effect of other factors like education, religion, income and family structure was found to be insignificant at 5% level. The study also showed that majority (89.5%) of such children came from monogamous homes. The literacy level was found to be generally low as only 22% of the mothers had completed their post secondary education.

Javed et al. (2008) discuss that village traditions seem to dominate in the decision of family size. All coefficients in this regard are insignificant. They found first three levels of education to be insignificant in their effect while the other two levels of education have a significant effect on the per capita family income. At the same time, it was found that all coefficients have positive signs. Analysts and researchers mainly use the Logit model for the equation of structure of house. According to this study, first three levels of education are insignificant but the last two equations have positive and significant impact on the structure of house. It is so because more educated people are

expected to bring back more income. Similarly, the relationship between number of living rooms and education is measured by the method of Least Square Regression. Results of the study depict that only higher level of education generates positive and significant impact on number of livings rooms. Coming over to the results compiled for women's education, their health and family planning; the results indicate that it was higher education level, and not low level of education that affected all three areas positively and significantly. With the increase of the education level of the head of the family, the education standard of other family members was also found increasing. Some examples and outcomes better education are use of new technology, new crop varieties and access to sophisticated equipment.

Hermeto and Caetano (2009) studied the large differences between poor and rich Brazilian households regarding children's outcome which in fact was meant to understand inequality in health outcomes in the Brazilian children. This enabled them to examine the link between the health of Brazilian children and a numerous other socioeconomic factors. The estimated income effects are further reduced with the addition of mothers' educational attainment to the set of controls. Thus SES contributes significantly to the ability of a family to both detect and manage a certain chronic condition in the short run on the basis of differences in lifestyle and/or other environmental factors such as poor quality of houses, lack of preventive care, inadequate nutrition, etc. This study shows a positive relationship between SES and health and it also shows a growth in this relationship with the children's age.

2.14 FAMILY SIZE AND ITS SOCIO-ECONOMIC IMPLICATIONS

Kessel (1991) discussed his findings in the "Journal of Labour" about Economics of Birth Order, Family Size, Achievement, Family Structure and Wage Determination.

His conclusion is the growth rate of wages is not significantly affected either by birth order of childhood family size. Instead, he relates family size to women's employment status that it is both a statistically and economically significant determinant in this regard. Women from small families were found to be working less at younger ages than women from large families. Alternately, women from small families worked more than women from larger families when they are elderly.

Hetherington et al.(1993) goes on to say that though the chances and opportunities for the parents making individual contact with children decreases with the increase of family size but opportunities for variety of interactions with siblings increase. He established a relation between circumstances under which a child rears and the parents' attitude towards child-rearing. That the parents' attitude to these factors will change with the increase in family size. Similarly, Rutter & Madge (1976) adds that with expansion of family, parents become increasingly dissatisfied both with their marital relationship and parenting of their children.

Various social, economic, cultural, environmental and educational factors influence the family size itself whatever the religious, occupational, social and economic status of the family and other members may be. Family size can be referred to as the measure of benefit or shortcoming the individual or the whole family will enjoy. A smaller family is expected to be in a better position to gain better levels of education, incomes, health and economic life and vice versa for family with a larger size due to more dependents against the same earnings. In order to achieve a better social and economic state, an optimum family size is to be selected and adopted so as to lessen the burden and effect of family size on all other family members.

CHAPTER III

RESEARCH METHODOLOGY

In view of the nature, scope and requirement of this research, survey research procedure was adopted to assess and evaluate impact and extent of socio-economic status on the life of literate and illiterate families. The procedure was dealt with in this chapter of the study and described details in various steps that were undertaken to conduct the research.work, while keeping in mind the objectives of the research work.

3.1 POPULATION

The selected population included all families (husbands and wives) living in the Village Sai, Tehsil Kahuta, district Rawalpindi, Pakistan. The respondents constituted literate and illiterate families of village Sai, Tehsil Kahuta. According to the 2007-2008 voting list of village Sai Tehsil Kahuta there were 1123 males and females in Sai, 516 females, and 607 males in village Sai having the age 18 and above, 372 were married (744 husbands and wives). The total size of population for the study was consisted of overall 372 families.

Table 3.1 Population's Strata

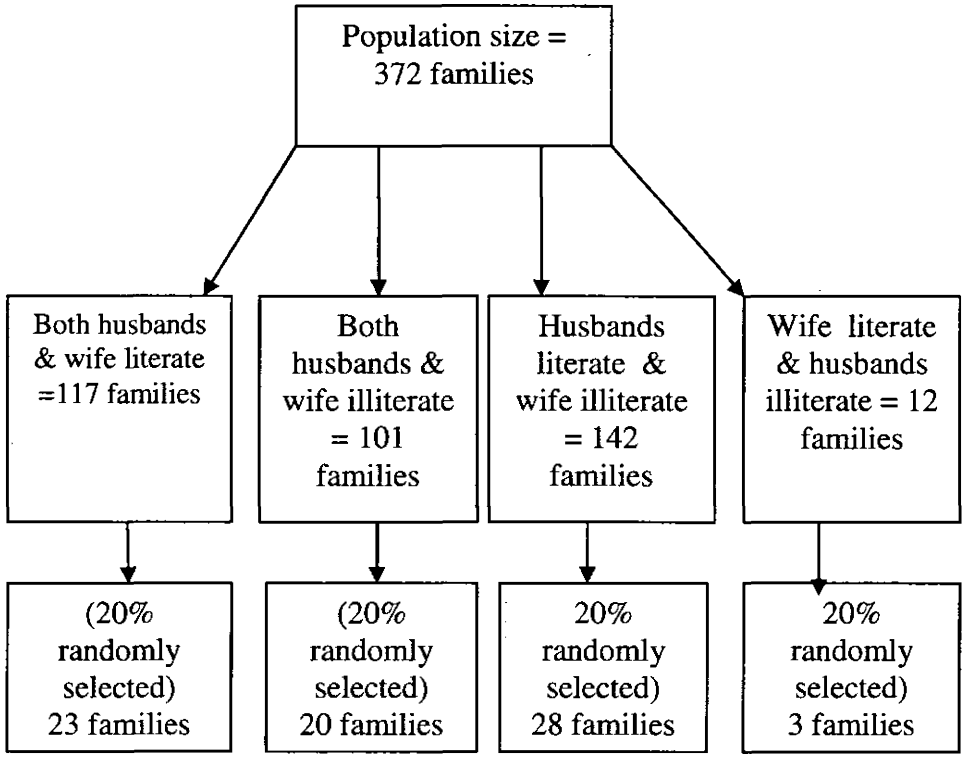
S. No	Strata	Population (families)
1	Both husbands and wives are literate	117
2	Both husbands and wives are illiterate	101
3	Husbands are literate and wives are illiterate	142
4	Wives are literate and husbands are illiterate	12
	Total	**372**

3.2 SAMPLE

The sample was divided into four groups by using stratified sampling technique. In the first group both husbands and wives were literate (23 families), in the second group

both husbands and wives were illiterate (20 families), in the third group husbands were literate and wives were illiterate (28 families) and in the fourth group husbands were illiterate and wives were literate (03 families) .Random Sample size was 74 families (20% of the population).

3.2.1 Category-Wise Distribution of Sample



Sample Strata

Random Samples size = 74 families (20% of the population)

Table 3.2 Sample Strata

S. No	Strata	Sample (20%)
1	Both husbands and wives were literate	23families
2	Both husbands and wives were illiterate	20 families
3	Husbands were literate and wives were illiterate	28 families
4	Wives are literate and husbands are illiterate	03families
	Total	**74**

3.3 RESEARCH INSTRUMENT

In view of the pre-defined objectives of the study, the questionnaire was used as instrument to collect the data from the literate and illiterate families/individuals.The questionnaire included certain aspects related to measure the socio-economic status like

the income of sampled group, occupation, education, living standard, health matters, type of house, the schooling of children, political participation i.e. awareness about election, participating and voting behavior etc. It was a close ended questionnaire.Ptior to finalization of questionnaire 12 questionnaire were used for pilot testing .The purpose of pilot testing was to remove error and ambiguities from the finalized questionnaire.The researcher translated and verbally interpreted the questions in Urdu and potohari/Punjabi before the illiterate families/individuals and marked the options as they responded. The researcher assessed the data gathering instrument (questionnaire) for reliability through Cronbach's alpha which is .78. There were various scales being used by survey researchers. However, the researcher used self-developed questionnaire.

3.4 DATA COLLECTION

The data for the research were collected through the personal visits of researcher. Questionnaires were delivered to all families/respondents of the study. The cooperation of the families/respondents were good and data were collected well in time.

3.5 DATA ANALYSIS

In order to make the study meaningful, data were analyzed according to the objectives of the study with the help of SPSS 15.0 (Statistical package for Social Sciences). The researcher applied the ANOVA for better understanding of the respondents' responses. The analysed data were presented in the tabular form along with detailed interpretation.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data collected through the questionnaires. Data regarding study were collected through questionnaires and personally administered by the researcher. The respondents were the residents of village Sai, Tehsil Kahuta. The researcher divided the respondents into four groups, i.e. in group 1 both husbands and wives were literate, in group 2, both husbands and wives were illiterate, in group 3, husbands were literate and wives were illiterate and in group 4 wives were literate and husbands were illiterate.

The questions asked from respondents were almost same in nature. Primarily, statistical procedure was applied to investigate relationship between demographic variables (i.e. gender, age and mother tongue, type and size of family) versus influencing variables (i.e. education, occupation, income, health, schooling of children and living facilities) which were different in nature. The relationships were specified for profession, gender, education, age etc. Whereas the researcher applied ANOVA test to check the significant difference for the socio-economic characteristics of literate and illiterate families.

The researcher analysed the data of all groups according to their responses and the results in comparative format to give the comprehensive picture of results of target families as well as for better understanding for future researchers. Education, mother tongue, age, type and size of family and occupation were included in demography of the respondents of all groups.The researcher divided the chapter IV in two section.Section 1 presented the comparative analysis of group 1 (both husbands and wives literate) and

group 2 (both husbands and wives illiterate) separately and group 3(husbands literate and wives illiterate) and group 4(wives literate and husbands illiterate) were inter-compared. Section II comprises of comprehensive analysis of four groups in combined form.

4.1 SECTION I

4.1.1 Comparative Analysis of Literate (Group 1) and Illiterate (Group 2) Families

Table 4.1 Occupation of Families (Group 1 and Group 2)

Option	Group 1	Group 2
Govt. Job	13.0%	12.5%
Private Job	10.9%	-
Own Business	21.7%	12.5%
Labour	8.7%	15.0%
Farming	-	10.0%
Unemployed	2.2%	7.5%
House Work	43.5%	42.5%

Table 4.1 reveals the results of occupation of literate and illiterate families . The result shows that the majority of the families of group 1 (43.5%) and group 2 (42.5%) had work but at home. However, a small number of families of group 1 (13.0%) and group 2 (12.5%) responded that they had government job. Rest of all respondents of families were falling in different categories i.e. private jobs, own business, farming or were they unemployed. This variable is linked with the objective of the study and shows the socio-economic status of literate and illiterate families.

Table 4.2 Types of House (Group 1 and Group 2)

Type of House	Group 1	Group 2
Cemented (Pacca)	100.0%	95.0%
Semi-Cemented	-	05.0%
Non-Cemented (Semi-Katcha)	-	-

Table 4.2 documents the types of houses of literate and illiterate families. The result shows that 100% families of group 1 had cemented (pacca) houses. Only 5% of families group 2 responded that they had semi-cemented house. This was the first question under the economic characteristics which the researcher asked the families of literate and illiterate groups. The families responded in the same way as the researcher hypothesized. These results showed the living standard and economic stability of families of literate and illiterate groups.

Table 4.3 Personal Monthly Income (Group 1 and Group 2)

Income	Group 1	Group 2
No Income	30.4%	45.0%
Less than 3000	13.0%	15.0%
Rs. 3001 to 6000	6.5%	20.0%
Rs. 6001 to 10000	17.4%	10.0%
Rs. 10001 to 15000	8.7%	5.0%
Rs. More 15000	23.9%	5.0%

Table 4.3 documents the results about personal monthly income of literate and illiterate families. The results of above table show that the families of group 1 (30.4%) and group 2 (45.0%) did not have personal monthly income. However, the second majority of group 1 (23.9%) responded that they had more than Rs.15000/- and those of group 2 (20.0%) had Rs.3000 to 6000 as personal monthly income. This variable showed the socio-economic status of literate and illiterate families.

Table 4.4 Monthly Family Income (Group 1 and Group 2)

Monthly Family Income	Group 1	Group 2
No Income	-	12.5%
Less than 3000	-	37.5%
Rs. 3001 to 6000	6.4%	22.5%
Rs. 6001 to 10000	19.6%	27.5%
Rs. 10001 to 15000	32.6%	-
Rs. More 15000	41.3%	-

Table 4.4 shows the results about monthly income of literate and illiterate families. The results of the above table show that the majority of the families of group 1 (41.3%) had more than Rs.15000 monthly income. However, the families of group 2 responded that they had monthly family income not more than Rs.10000.

Table 4.5 Expenditure on Children's Education (Group 1 and Group 2)

Expenditure on Education	Group 1	Group 2
None	8.7%	15.0%
500 to 1500	9.6%	52.5%
1501 to 2500	36.1%	17.5%
2501 to 3500	15.2%	5.0%
3501 to 4500	10.9%	10.0%
4501 to 5500	19.5%	-

Table 4.5 reveals the results of expenditure on children's education of literate and illiterate families. The above results show that the majority of the families of group 1 (36.1%) spent 1500 to 2500 per month on children's education. However, 52.5% of families of group 2 responded that they spent 500 to 1500 on children's education. There was significant difference of the expenditure on children's education between the families of groups 1 and 2. The families of group 2 had not enough expenditure on their children's education because they had less personal and family monthly income as compared with other groups' families.

Table 4.6 Type of School (Group 1 and Group 2)

School	Group 1	Group 2
Public	52.4%	80.0%
Private	42.9%	20.0%
Semi-Public	4.8%	-

Table 4.6 documents the results of families of literate and illiterate groups about types of school of their children.Majority of the families of group 1 (52.4%) and group 2 (80.0%) sent their children in public schools. The other majority of families of group 1 (42.9%) and groups 2 (20.0%) responded that their children studied in private schools.

Table 4.7 Affiliation with any Political Party (Group 1 and Group 2)

Political Party	Group 1	Group 2
Never	63.0%	70.0%
Rarely	6.5%	5.0%
Always	30.4%	25.0%

Table 4.7 shows the results of families of literate and illiterate groups regarding affiliation with any political party. Majority of the families of group 1 (63.0%) and groups 2 (70.0%) were not affiliated with any political party. However, around 25% to 30% of literate and illiterate families responded that they had affiliation with political party.

Table 4.8 Casting Vote for National Election (Group 1 and Group 2)

Casting Vote	Group 1	Group 2
Never	4.3%	2.5%
Rarely	-	-
Always	95.7%	97.5%

Table 4.8 documents the results of the families of literate and illiterate groups about casting vote for national election. Majority of the families of group 1 (95.7%) and group 2 (97.5%) agreed with the statement that they always casted vote for national election. However, a few families of groups 1 and 2 never casted vote for national election.

4.1.2 Comparative Analysis of Group 3 (Husbands Literate and Wives Illiterate) and Group 4 (Wives Literate and Husbands Illiterate)

Table 4.9 Occupation of Families (Group 3 and Group 4)

Option	Group 3	Group 4
Govt. Job	17.9%	10.7%
Private Job	12.5%	16.7%
Own Business	5.4%	16.7%
Labour	1.7%	6.0 %
Farming	7.1%	16.7%
Unemployed	1.8%	-
House Work	44.6%	33.3%

Table 4.9 reveals the results of occupation of the families of group 3 and 4. The result shows that the majority of the families of group 3 (44.6%) and group 4 (33.3%) had work but at home. However, families of group 3 (17.9%) and group 4 (10.7%) responded that they had government jobs. Rest of the respondents of families were fell in different categories i.e. private job, own business, farming or were unemployed.

Table 4.10 Types of House (Group 3 and Group 4)

Type of House	Group 3	Group 4
Cemented (Pacca)	100.0%	100.0%
Semi-Cemented	-	-
Non-Cemented (Semi-Katcha)	-	-

Table 4.10 documents the types of houses of the families of groups 3 and 4. The result shows that almost 100% of the families of groups 3 and 4 had cemented (pacca) houses.

Table 4.11 Personal Monthly Income (Group 3 and Group 4)

Income	Group 3	Group 4
No Income	30.4%	33.3%
Less than 3000	14.3%	16.7%
Rs. 3001 to 6000	7.1%	16.7%
Rs. 6001 to 10000	8.9%	16.7%
Rs. 10001 to 15000	14.3%	16.7%
Rs. More 15000	25.0%	-

Table 4.11 documented the results about personal monthly income of all families of groups 3 and 4. The results of above table show that the families of group 3 (30.4%) and group 4 (33.3%) did not have personal monthly income. However, the second majority of the families of group 3 (25.0%) and group 4 (16.7%) responded that they had more than Rs.15000/- personal monthly incomes.

Table 4.12 Monthly Family Income

Monthly Family Income	Group 3	Group 4
No Income	-	-
Less than 3000	-	20.0%
Rs. 3001 to 6000	8.9%	30.0%
Rs. 6001 to 10000	15.1%	20.0%
Rs. 10001 to 15000	20.6%	30.0%
Rs. More 15000	55.4%	-

Table 4.12 shows the results about monthly income of all families of groups 3 and 4. The results of above table show that the majority of families of group 3 (55.4%) responded that they had more than Rs.15000 monthly income but the families of group 4 (30.0%) were in the category of 10001 to 15000.

Table 4.13 Expenditure on Children's Education (Group 3 and Group 4)

Expenditure on Education	Group 3	Group 4
None	7.1%	-
500 to 1500	18.6%	44.0%
1501 to 2500	49.3%	46.0%
2501 to 3500	14.3%	10.0%
3501 to 4500	-	-
4501 to 5500	10.7%	-

Table 4.13 reveals the results of expenditure on children's education of all families of groups 3 and 4. The above results show that the majority of all families of group 3 (49.3%) and group 4 (44%) responded that they spent 1500 to 2500 per month on their children's education. Rest of the families of groups 3 and 4 spent around Rs.5500 on their children's education.

Table 4.14 Type of School (Group 3 and Group 4)

School	Group 3	Group 4
Public	66.7%	75.4%
Private	33.7%	23.7%
Semi-Public	-	1.7%

Table 4.14 documents the results of families of groups 3 and 4 about types of school of their children.Majority of the families of group 3(66.7%) and group 4 (75 .4%) sent their children in public schools. The other majority of the families of group 3 (33.3%) and group 4 (23.7%) responded that their children studied in private schools.

Table 4.15 Affiliation with any Political Party (Group 3 and Group 4)

Political Party	Group 3	Group 4
Never	66.1%	83.3%
Rarely	7.2%	-
Always	26.8%	16.7%

Table 4.15 shows the results of families of four groups about affiliation with any political party. Majority of the families of group 3 (66.1%) and group 4 (83.3%) were not affiliated with any political party. However, around 26.8% to 16.7 % of all families responded that they had affiliation with political party.

Table 4.16 Casting Vote for National Election (Group 3 and Group 4)

Casting Vote	Group 3	Group 4
Never	3.6%	2.5%
Rarely	3.6%	-
Always	91.1%	97.5%

Table 4.16 documents the results of the families of four groups about casting vote for national election. Majority of the families of group 3 (91.1%) and group 4 (97.5%) agreed with the statement that they always casted vote for national election.

SECTION II

Demography of Respondents

Table 4.17 Mother Tongue

Mother Tongue	Group 1	Group 2	Group 3	Group 4
Urdu	27.0%	15.0%	5.4%	-
Punjabi	8.7%	-	-	-
Pothwari	64.3%	85.0%	94.65	100%

Table 4.17 documents the results about mother tongue of all the respondents. As evident from the table, greater number of respondents of the families of four groups used pothwari language at home. Whereas, Urdu was the second largest language among the three groups i.e. group 1 (27.0%), group 2 (15.0%) and group 3 (5.4%).

Table 4.18 Age of Respondents (All Families)

Age	Group 1	Group 2	Group 3	Group 4
18-28 Years	21.7%	25.0%	16.1%	16.7%
29-38 Years	45.7%	32.5%	39.3%	50.0%
39-48 Years	28.3%	27.5%	28.6%	33.3%
49-58 Years	4.3%	7.5%	14.3%	-
58+ Years	-	7.5%	1.8%	-

Table 4.18 documents the results of the age of the families of four groups. As evident from the table, greater number (32.5% to 50.0%) of the respondents was falling in the age category of 29-38. The second larger group was 39-48 (i.e. 27.5% to 33.3 %.) The younger 18-28 years respondents of all groups were from 16.0% to 25.0%. A few number of respondents of all families were falling in 49-58 and 58+ categories which was not significant.

Table 4.19 Family-wise Qualification

	Illiterate	Primary	Middle	Matric	FA	Bachelor	Total
Group 1	-	-	30.4%	39.1%	8.7%	21.7%	100.0%
Group 2	100.0%	-	-	-	-	-	100.0%
Group 3	50.0%	-	17.9%	17.9%	14.3%	-	100.0%
Group 4	50.0%	20.0%	30.0%	-	-	-	100.0%

Table 4.19 shows the qualification of all respondents of four groups. Basically the researcher was interested to check the four groups' family-wise qualification. The above table shows the results according to the groups' literacy and illiteracy. The families of group 1 were literate and the majority (39.1%) were Matric and second highest percentage in this group was middle. The families of group 2 were totally illiterate. Whereas, 50% were illiterate and 50% literate of the families of group 3. However, the results of group 4 were same as group 3 i.e. 50% illiterate and 50% literate.

The above table is purely linked with the objectives of the research. The highest rank of qualification in question was Degree, but 21.7% of respondents of group 1 were having bachelor's degree. The results of the above table show that almost all families were not highly qualified.

H_0 There is no significant difference regarding family-wise qualification of four groups.

Table 4.20 ANOVA (Family-wise Qualification)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	11.365	1	11.365	16.365	3.973	.000
Within Groups	50.000	72	.694			
Total	61.365	73				

The results are given in three rows .The first row labelled between Groups gives the variability due to the family wise qualification. (Between –groups variability), the second row labelled Within Groups gives variability due to random error and the third

row gives the total variability. The above ANOVA table explains that the F-value is 16.365 and the corresponding p-value is .000 (p= .000<.05 at α = 0.05 & df =1). Therefore from the statistical analysis of the results it was evident that, the null hypothesis was rejected and it could be concluded that there was significant difference between the Family Wise Qualification level of the four groups and the same result was confirmed through tabulated value of F which is less than calculated value 16.365.

Table 4.21 Size of Family

Size of Family	Group 1	Group 2	Group 3	Group 4
1 to 5	39.1%	25.0%	32.1%	66.7%
6 to 10	41.3%	65.0%	58.9%	33.3%
11 to 15	10.9%	10.0%	8.9%	-
16 & Above	8.7%	-	-	-

Table 4.21 demonstrates the size of family of all groups. The results of above table documented that the majority of the families in group 1 (41.3%) group 2 (65.0%), group 3 (58.9%) and group 4 (33.3%) comprised of 6 to 10 members. However, the other families of group 1 (39.1%) groups 2 (25.0%), groups 3 (32.1%) and group 4 (66.7%) responded that their families had 5 members. A few numbers of respondents were above the 10+ family size.

H_0 There is no significant difference among the size of families of four groups.

Table 4.22 ANOVA (Size of Family)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	5.382	3	1.794	3.066	2.735	0.03
Within Groups	40.983	70	.585			
Total	61.365	73				

The above ANOVA table explains that the F-value was 3.066 and the corresponding p-value is 0.03 (p= 0.03 <.05 at α = 0.05 & df =3). Therefore from the

statistical analysis of the results it was evident that, the null hypothesis was rejected and it could be concluded there was significant difference in the size of the family among the four groups and the same result was confirmed through tabulated value of F which was less than calculated value 3.066.

Table 4.23 Number of Children

Number of Children	Group 1	Group 2	Group 3	Group 4
One	11.1%	10.0%	10.7%	-
Two	33.3%	37.5%	26.8%	100%
Three	22.2%	5.0%	14.3%	
Four	24.4%	7.5%	14.3%	
Five	-	12.5%	16.1%	
More than Five	8.9%	27.5%	17.9%	

Table 4.23 documents the results about number of children of the families of four groups. The result shows that the majority of the families of group 1 (33.3%) group 2 (37.5%), groups 3 (26.8%) and group 4 (100%) replied that they had two children. The other highest percentage was of having 3 and 4 children. However, 27.5% of the families of group 2 responded that they had more than five children. According to the results of above table, the majority of groups' families fully received the message of small family through media (television) and controlled their family size.

H_0 There is no significant difference in the number of the children of the families of four groups.

Table 4.24 ANOVA (Number of Children)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	10.935	6	1.822	2.413	2.373	.002
Within Groups	50.330	67	.755			
Total	61.265	73				

The above ANOVA table explains that the F-value is 2.413 and the corresponding p-value is.002 ($p= .002<.05$ at $\alpha = 0.05$ & $df =6$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was rejected and it could be concluded that there was significant difference in number of children among the families of four groups and the same result was confirmed through tabulated value of F which was less than calculated value 2.413.

Table 4.25 Occupation of Families

Option	Group 1	Group 2	Group 3	Group 4
Govt. Job	13.0%	12.5%	17.9%	10.7%
Private Job	10.9%	-	12.5%	16.7%
Own Business	21.7%	12.5%	5.4%	16.7%
Labour	8.7%	15.0%	1.7%	6.0 %
Farming	-	10.0%	7.1%	16.7%
Unemployed	2.2%	7.5%	1.8%	-
House Work	43.5%	42.5%	44.6%	33.3%

Table 4.25 reveals the results of occupation of all families of four groups. The result shows that the majority of all families of group 1 (43.5%) group 2 (42.5%), group 3 (44.6%) and group 4 (33.3%) responded that they had work but at home. However, a small number of all families of group 1 (13.0%) group 2 (12.5%), group 3 (17.9%) and group 4 (10.7%) responded that they had government job. Rest of all respondents of

families were falling in different categories i.e. private job, own business, farming or were unemployed. This variable is linked with the objective of the study and shows the socio-economic status of the families of groups.

H_0 There is no significant difference regarding occupation among the families of four groups.

Table 4.26 ANOVA (Occupation)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	31.039	6	5.173	122.361	2.163	.000
Within Groups	5.961	141	.042			
Total	37.000	147				

The above ANOVA table explains that the F-value is 122.361 and the corresponding p-value is .000 (p= .000<.05 at α = 0.05 & df =6). Therefore from the statistical analysis of the results it was evident that, the null hypothesis was rejected and it could be concluded that there was significant difference regarding occupation among families of the four groups and the same result was confirmed through tabulated value of F which was less than calculated value 122.361.

4.1.3 Economic Characteristics (Living Standard and Income)

Table 4.27 Types of House

Type of House	Group 1	Group 2	Group 3	Group 4
Cemented (Pacca)	100.0%	95.0%	100.0%	100.0%
Semi-Cemented	-	05.0%	-	-
Non-Cemented (Semi-Katcha)	-	-	-	-

Table 4.27 documents the types of houses of all families. The result shows that almost 100% of all families of four groups had cemented (pacca) houses. Only 5% of families of group 2 responded that they had semi-cemented house. This was the first question under the economic characteristics which the researcher asked the families of all

groups. The families responded in the same way as the researcher hypothesized. These results show the living standard and economic stability of families of four groups. However, the researcher studied the socio-economic status of all groups (literate and illiterate families) and this was the one variable to check their status.

H_0 There is no significant difference regarding type of house among the families of four groups.

Table 4.28 ANOVA (Types of House)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	.092	1	.092	1.079	3.973	0.30
Within Groups	61.319	72	.852			
Total	61.365	73				

The above ANOVA table explains that the F-value is 1.079 and the corresponding p-value is 0.30 ($p= 0.30>.05$ at $\alpha = 0.05$ & df =1). Therefore from the statistical analysis of the results it was evident that, the null hypothesis was rejected and it could be concluded that there was no significant difference in the type of the house among the families of four groups and the same result was confirmed through tabulated value of F which was greater than calculated value 1.079.

Table 4.29 Number of Rooms in House

Number o f Rooms	Group 1	Group 2	Group 3	Group 4
One Room	6.5%	-	5.4%	-
Two Rooms	8.7%	20.0%	10.5%	-
Three Rooms	6.5%	20.0%	10.4%	-
Four Rooms	45.9%	30.0%	40.2%	50.0%
Five Rooms	20.0%	15.0%	17.4%	33.3%
Five & Above	12.4%	15.0%	16.1%	16.7%

Table 4.29 documents the results about number of rooms in all families of four groups' houses. The result shows that the majority of families of group 1 (45.9%), group

2 (30.0%), group 3 (40.2%) and group 4 (50.0%) replied that they had four rooms in their houses. Whereas the second majority of group 1 (20.9%), group 2 (15.0%), group 3 (17.4%) and group 4 (33.3%) of families responded that they had five rooms in their houses. However, 12% to 17% of families responded that they had five plus rooms in their houses. Around 20% of group 2 replied that they had 1 to 2 rooms. The outlook of houses as well as condition showed the social status of the families all over the country. The researcher founds that those families who were living in big houses (means four/five rooms' home) were socially and economically well off.

Table 4.30 Facility of Water at Home

Facility of Water	Group 1	Group 2	Group 3	Group 4
Yes	95.7%	90.0%	92.9%	100%
No	4.3%	10.0%	7.1%	-

Table 4.30 reveals that the facility of water at home of all groups. The results of above table show that almost all families of four groups responded that they had water facility inside homes. A few number of the respondents of group 1 (4.3%), group 2 (10.0) and group 3 (7.1%) responded that they did not have water facility at the home.

Table 4.31 Facility of Electricity at Home

Facility of Electricity	Group 1	Group 2	Group 3	Group 4
Yes	100.0%	100.0%	100.0%	93.3%
No	-	-	-	6.7%

Table 4.31 shows the results of the facility of electricity at homes of all groups. The above results show that almost all families of four groups responded that they had electricity at their homes. Only 6.7% of group 4's families replied that they did not have electricity at their home.

Table 4.32 Facility of Bathrooms at Home

Facility of Bathroom	Group 1	Group 2	Group 3	Group 4
Yes	100.0%	100.0%	92.9%	100.0%
No	-	-	7.1%	-

Table 4.32 show the results of all families about bathrooms facility at homes. Above table shows the results that all groups' families responded that they had bathroom facility at their homes. Only 7.1% of group 3's families replied that they did not have bathroom facility at home.

Table 4.33 Facility of Toilet at Home

Facility of Toilet	Group 1	Group 2	Group 3	Group 4
Yes	87.0%	65.0%	78.6%	100.0%
No	13.0%	35.0%	21.4%	-

Table 4.33 documents that the results about toilet facility inside the homes of all families. Above table shows the result that all families of group 4 and the families of group 1 (87.0%), group 2 (65.0%) and group 3 (78.6%) responded that they had toilet facility inside the homes. However, the families of group 1 (13.0%), group 2 (35.0%) and group 3 (21.6%) responded that they did not have toilet facility at the home. The researcher found that those families who replied 'NO' against the question of toilet facility at home were not financially strong. They might not like to bring change in living styles.

Table 4.34 Facility of Gas at Home

Facility of Gas	Group 1	Group 2	Group 3	Group 4
Yes	78.3%	60.0%	76.8%	66.7%
No	21.7%	40.0%	23.2%	33.3%

Table 4.34 shows the results about gas facility at homes of selected families. The results of above table show that all families group 1 (78.3%), group 2 (60.0%), group 3 (76.8%) and group 4 (66.7%) responded that they had gas facility at their homes. However some families of group 1 (21.7%), group 2 (40.0%), group 3 (23.2%) and group 4 (33.3%) replied that they did not have gas facility at their homes.

The researcher found that those families who replied 'NO' against the question of gas facility at their homes were financially not in a good position because they were not using it. They used wood or some other traditional thing for cooking or heating as they are not strong socially and economically.

Table 4.35 Personal Monthly Income

Income	Group 1	Group 2	Group 3	Group 4
No Income	30.4%	45.0%	30.4%	33.3%
Less than 3000	13.0%	15.0%	14.3%	16.7%
Rs. 3001 to 6000	6.5%	20.0%	7.1%	16.7%
Rs. 6001 to 10000	17.4%	10.0%	8.9%	16.7%
Rs. 10001 to 15000	8.7%	5.0%	14.3%	16.7%
Rs. More 15000	23.9%	5.0%	25.0%	-

Table 4.35 documented the results about personal monthly income of all families of four groups. The results of above table show that all families of group 1 (30.4%), group 2 (45.0%), group 3 (30.4%) and group 4 (33.3%) responded that they did not have personal monthly income. However, the second majority of all families of group 1 (23.9%), group 2 (5.0%), group 3 (25.0%) and group 4 (16.7%) replied that they had more than Rs.15000/- personal monthly incomes. This variable showed the socio-

economic status of the families of the selected groups. The conclusion of above statement is that the families of group 2 were not economically strong because they were illiterate and were not economically attached with other families of village due to their financial problems.

H_0 There is no significant difference in the personal monthly income of four groups.

Table 4.36 ANOVA (Personal Monthly Income)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	15.374	5	3.0748	4.495	2.349	0.001
Within Groups	46.590	68	.684			
Total	61.964	73				

The above ANOVA table explains that the F-value is 4.495 and the corresponding p-value is 0.001 (p= .0.001<.05 at α = 0.05 & df =5). Therefore from the statistical analysis of the results it was evident that the null hypothesis was not rejected and it could be concluded that there was significant difference regarding the personal monthly income of the families of the four groups and the same result was confirmed through tabulated value of F which was less than calculated value 4.495.

Table 4.37 Monthly Family Income

Monthly Family Income	Group 1	Group 2	Group 3	Group 4
No Income	-	12.5%	-	-
Less than 3000	-	37.5%	-	20.0%
Rs. 3001 to 6000	6.4%	22.5%	8.9%	30.0%
Rs. 6001 to 10000	19.6%	27.5%	15.1%	20.0%
Rs. 10001 to 15000	32.6%	-	20.6%	30.0%
Rs. More 15000	41.3%	-	55.4%	-

Table 4.37 shows the results about monthly income of all families of four groups. The results of above table show that the majority of families of group 1 (41.3%) and

group 3 (55.4%) responded that they had more than Rs.15000 monthly income but the families of group 2 did not fall in this category. However, the second majority of families of group 1 (32.6%), group 3 (20.6%) and group 4 (30.0%) were in the category of 10001 to 15000 but again the families of groups 2 replied 'NO' to that question. However, the families of group 2 replied that they had monthly family income not more than Rs.10000/-. These results also interlinked with 4.0.22 where families of group 2 replied that they did not have personal monthly income because they were not educated and their only earning source was harvesting. This was the difference between literate and illiterate families because the literate people got jobs somewhere in government or private sector but illiterate persons could not.

H_0 There is no significant difference in the monthly family income of the families of four groups.

Table 4.38 ANOVA (Monthly Family Income)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	11.528	3	3.842	4.814	2.735	0.004
Within Groups	50.437	70	.720			
Total	61.965	73				

The above ANOVA table explains that the F-value is 4.814 and the corresponding p-value is 0.004 ($p= 0.004<.05$ at $\alpha = 0.05$ & df =3). Therefore from the statistical analysis of the results it was evident that, the null hypothesis was rejected and it could be concluded that, there was significant difference in the monthly income of the families of the four groups and the same result was confirmed through tabulated value of F which was less than calculated value 4.814.

Table 4.39 Working Hours per Day

Working Hours Per Day	Group 1	Group 2	Group 3	Group 4
Less than 5	13.0%	7.5%	5.4%	-
5 to 6	12.4%	12.5%	20.0%	16.7%
7 to 8	40.9%	12.5%	45.7%	50.0%
9 to 10	15.9%	18.5%	16.4%	16.7%
More than 10	17.7%	49.0%	12.5%	16.7%

Table 4.39 documents the results about working hours per day of families of four groups. The results of above table show that the majority of all families of group 1 (40.9%), group 2 (12.5%), group 3 (45.7%) and group 4 (50.0%) responded that they worked seven to eight hours daily. However, the second majority of families of group 1 (17.7%), group 2 (49.0%), group 3 (12.5%) and group 4 (16.7%) responded that they worked more than 10 hours daily. Again the researcher found the difference between the working hours of the groups because the families of group 2 worked more than the working of other three groups because the working hours of farmers were more as compared with government or private jobs. That is why the families of group 2 could not join the social gatherings or attach with other families of the village because they did not have spare time.

Table 4.40 Expenditure on Housing

Expenditure	Group 1	Group 2	Group 3	Group 4
100 to 500	-	27.5%	16.1%	-
501 to 1000	10.9%	40.0%	3.6%	-
1001 to 1500	23.9%	10.5%	30.4%	100%
1501 to 2000	37.0%	10.0%	26.8%	-
2501 to 3000	17.4%	10.0%	19.6%	-

Table 4.40 documents the results about expenditure on housing of all families of four groups. The results of above table show that the majority of families of group 1 (23.9%), group 2 (10.5%), group 3 (30.4%) and group 4 (100%) responded that they

spent 1000 to 1500 on housing. However, the rest of families of four groups replied differently for expenditure on housing. There were significant difference in the families of groups 1, 3, 4 and 2 because the families of group 2 responded that they spent on housing not more than 1000 but few other families were in this category. The results of this table also linked with these of tables 4.0.20 and 4.0.22 where the families of group 2 were also in low profile of socio-economic status.

Table 4.41 Expenditure on Medical Facility

Medical	Group 1	Group 2	Group 3	Group 4
100 to 500	4.3%	10.0%	3.6%	-
501 to 1000	21.7%	25.0%	26.8%	33.3%
1001 to 1500	50.0%	42.5%	46.4%	50.0%
1501 to 2000	10.6%	10.0%	14.3%	16.7%
2001 to 2500	9.0%	7.5%	1.8%	-
3001 to 3500	4.3%	5.0%	7.2%	-

Table 4.41 documents the results of expenditure of medical facility of all families of four groups. The above results show that the majority of families of group 1 (50.0%), group 2 (42.5%), group 3 (46.4%) and group 4 (50.0%) responded that they spent 1000 to 1500 on medical facility. However, the second majority of families of group 1 (21.7%), group 2 (25.0%), group 3 (26.8%) and group 4 (33.3%) responded that they spent 500 to 1000 on medical facility. Whereas, rest of the families spent different amounts in this regard.

Table 4.42 Expenditure on Children's Education

Expenditure on Education	Group 1	Group 2	Group 3	Group 4
None	8.7%	15.0%	7.1%	-
500 to 1500	9.6%	52.5%	18.6%	44.0%
1501 to 2500	36.1%	17.5%	49.3%	46.0%
2501 to 3500	15.2%	5.0%	14.3%	10.0%
3501 to 4500	10.9%	10.0%	-	-
4501 to 5500	19.5%	-	10.7%	-

Table 4.42 reveals the results of expenditure on children's education of all families of four groups. The above results show that the majority of all families group 1 (36.1%), group 2 (17.5%), group 3 (49.3%) and group 4 (46.0%) responded that they spent 1500 to 2500 per month on children's education. However, 52.5% of families of group 2 responded that they spent 500 to 1500 on children's education. Rest of the families of four groups spent more or less Rs.5500 on their children's education. There was significant difference of the expenditure of children's education between the families of groups 1, 2, 3 and 4. The families of group 2 had not enough expenditure on their children's education because they had less personal and family monthly income as compared with other groups' families.

H_0 There is no significant difference regarding the expenditure on children's education of the families of four groups.

Table 4.43 ANOVA (Expenditure on Children's Education)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	15.845	8	2.105	2.968	2.084	0.004
Within Groups	46.120	65	.709			
Total	61.965	73				

The above ANOVA table explains that the F-value is 2.968 and the corresponding p-value is 0.004 ($p= 0.004<.05$ at $\alpha = 0.05$ & df =8). Therefore from the statistical analysis of the results it was evident that the null hypothesis was rejected and it could be concluded that there was significant difference in the expenditure on children's education of the families of the four groups and the same result was confirmed through tabulated value of F which was less than calculated value 2.968.

Table 4.44 Expenditure on Electricity

Expenditure on Electricity	Group 1	Group 2	Group 3	Group 4
100 to 500	8.7%	35.0%	19.6%	-
501 to 1000	23.9%	35.0%	25.7%	33.3%
1001 to 1500	47.8%	15.0%	40.4%	66.7%
1501 to 2000	13.0%	12.5%	10.7%	-
2001 to 2500	6.5%	2.5%	3.6%	-

Table 4.44 documents the results of expenditure on electricity of all families of four groups. The above results show that the majority of all families of group 1 (47.8%), group 2 (15.0%), group 3 (40.4%) and group 4 (66.7%) responded that they spent 1000 to 1500 per month on electricity. However, the second majority of families of group 1 (23.9%), group 2 (35.0%), group 3 (25.7%) and group 4 (33.6%) responded that they spent 500 to 1000 on electricity. The researcher found significant difference in electricity expenditure of the families of group 2. This is linked with their personal and family monthly income.

Table 4.45 ANOVA (Expenditure on Electricity)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	9.506	5	1.901	2.494	2.349	0.03
Within Groups	51.859	68	.762			
Total	61.365	73				

The above ANOVA table explains that the F-value is 2.494 and the corresponding p-value is 0.02 ($p= 0.02<.05$ at $\alpha = 0.05$ & $df =5$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was rejected and it could be concluded that there was significant difference in the expenditure on electricity of the families of the four groups and the same result was confirmed through tabulated value of F which was less than calculated value 2.494.

Table 4.46 Expenditure on Gas

Expenditure on Gas	Group 1	Group 2	Group 3	Group 4
None	23.9%	55.0%	32.1%	16.7%
500 to 1000	6.5%	20.0%	7.1%	16.7%
1001 to 1500	37.0%	15.0%	50.0%	66.7%
1501 to 2000	17.4%	10.0%	3.6%	-
2001 to 2500	15.2%	-	7.1%	-

Table 4.46 shows the results of expenditure on sui-gas of all families of four groups. The above results show that the majority of families of group 1 (37.0%), group 2 (15.0%), group 3 (50.0%) and group 4 (66.7%) responded that they spent 1000 to 1500 on gas. The other majority of the families of group 1 (23.9%), group 2 (55.0%), group 3 (32.1%) and group 4 (16.7%) responded that they did not have any expenditure on gas. This significant difference of gas expenditure is shown in the families of group 2 i.e. 55.0% because they used wood or other things instead of gas due to non availability of gas facility.

Table 4.47 ANOVA Expenditure on Gas

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	14.430	4	3.607	5.303	2.504	.001
Within Groups	46.935	69	.680			
Total	61.365	73				

The above ANOVA table explains that the F-value is 5.303 and the corresponding p-value is .001 ($p= .001<.05$ at $\alpha = 0.05$ & $df =4$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was rejected and it could be concluded that there was significant difference in the expenditure on gas of the families of the four groups and the same result was confirmed through tabulated value of F which was less than calculated value 5.303.

Table 4.48 Food Expenses

Food Expenses	Group 1	Group 2	Group 3	Group 4
1000 to 2000	13.0%	15.0%	12.5%	33.3%
2001 to 3000	13.0%	39.5%	17.9%	-
3001 to 4000	33.9%	15.0%	30.0%	66.7%
4001 to 5000	9.6%	10.0%	16.4%	-
5001 to 6000	12.2%	10.5%	10.7%	-
6001 to 7000	4.3%	7.5%	3.6%	-
7001 to 8000	13.9%	2.5%	8.9%	-

Table 4.48 documents the results about food expenses of all families of four groups. The result of above table shows that the majority of families of group 1 (33.9%), group 2 (15.0%), group 3 (30.0%) and group 4 (66.7%) responded that the expenditure of their foods was around Rs.3000 to 4000. The second majority of families of group 1 (13.0%), group 2 (39.5%) and group 3 (17.0%) replied that they spent not more than 3000 on their foods. The above results show the economic status of the families but again the families of groups 2 were at lower level as compared with other three groups' families. These results also linked with these of tables 4.0.20 and 4.0.21 where families responded about their personal and family monthly income.

H_0 There is no significant difference in the food expenses of the families of four groups.

Table 4.49 ANOVA (Food Expenses)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	13.500	8	1.687	2.292	2.084	0.04
Within Groups	47.865	65	.736			
Total	61.365	73				

The above ANOVA table explains that the F-value is 2.292 and the corresponding p-value is 0.04 ($p= 0.04<.05$ at $\alpha = 0.05$ & $df =8$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was rejected and it could be

concluded that there was significant difference in the expenditure on food expenses of the families of the four groups and the same result was confirmed through tabulated value of F which was less than calculated value 2.292.

Table 4.50 Growing Vegetables

Growing Vegetables	Group 1	Group 2	Group 3	Group 4
Never	67.4%	12.5%	56.4%	46.7%
Rarely	15.2%	20.0%	18.9%	33.3%
Frequently	2.2%	57.0%	11.8%	20.0%
Always	15.2%	10.5%	12.9%	-

Table 4.50 shows the results about growing vegetables of all families of four groups. The above results show that the majority of families of group 1 (67.4%), group 2 (12.5%) group 3, (56.4%) and group 4 (46.7%) responded that they never grew vegetables. However, the other majority of families of group 1 (15.2%); groups 2 (20.0%) group 3; (18.9%) and group 4 (33.3%) responded that they rarely grew vegetables. The researcher found the significant difference i.e. 57% (frequently) and 10.5% (always) in responses of the families of group 2.Whereas, families of other groups were very few in these categories. The researcher also found that the families who always used to grow vegetables might not have other source of income and earned from vegetables. These families were of group 2.

Table 4.51 ANOVA Growing Vegetables

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	8.885	3	2.961	3.953	2.735	0.02
Within Groups	52.479	70	.749			
Total	61.364	73				

The above ANOVA table explains that the F-value is 3.953 and the corresponding p-value is 0.02 ($p= 0.02<.05$ at $\alpha = 0.05$ & $df =3$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was rejected and it could be

concluded that there was significant difference on growing vegetables among the families of the four groups and the same result was confirmed though tabulated value of F which was less than the calculated value 3.953.

Table 4.52 Breading of Chickens

Breading of Chickens	Group 1	Group 2	Group 3	Group 4
Never	22.2%	7.5%	23.0%	23.0%
Rarely	19.6%	10.5%	8.9%	16.0%
Always	58.3%	82.0%	68.1%	61.0%

Table 4.52 shows the results about breeding of chickens at homes. The above table's result shows that the majority of the families of group 1 (58.3%), group 2 (82.0%), group 3, (68.1%) and group 4 (61.0%) responded that they always breeded the chickens at home. However, the second majority of group 1 (22.2%), groups 2 (9.5%) group 3, (23.0%) and group 4 (23.0%) responded that they never breeded chickens at home. The researcher found difference among families of all groups according to their responses. The difference showed that the families of group 2 were more inclined for breeding chickens at home as compared with other three groups. The reasons for breeding chickens at home were (1) for the purpose of income and (2) for getting meat and eggs.

Table 4.53 ANOVA (Breeding of Chickens)

ANOVA	Sum of Squares	df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	7.277	2	3.639	4.776	3.125	0.04
Within Groups	54.088	71	.762			
Total	61.365	73				

The above ANOVA table explains that the F-value is 4.776 and the corresponding p-value is 0.04 ($p= 0.04 < .05$ at $\alpha = 0.05$ & $df = 2$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was rejected and it could be concluded that there was significant difference on breeding chicken among the families of

the four groups and the same result was confirmed through tabulated value of F which was less than calculated value 4.776.

Table 4.54 Keeping Animals

Keeping Animals	Group 1	Group 2	Group 3	Group 4
Never	10.9%	5.0%	3.6%	-
Rarely	20.2%	10.0%	21.4%	30.3%
Quite Frequently	7.2%	-	-	-
Always	71.7%	85.0%	75.0%	69.7%

Table 4.54 documents the results about keeping animals at home by the families of four groups. These result shows that the majority of families of group 1 (71.7%), groups 2 (85.0%), group 3 (75.0%) and group 4 (69.7%) responded that they always kept animals at home. However, the second majority of families of group 1 (20.2%), groups 2 (10.0%) group 3, (21.4%) and group 4 (30.3%) responded that they rarely kept animals at home. The researcher found that almost 85% of families of groups 1, 3 and 4 and 95% of families of group 2 kept animals at their homes. The main purpose/reason for keeping animals was to get milk, meat, money and using for harvesting.

Table 4.55 ANOVA (Keeping Animals)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	19.050	2	9.525	15.982	2.735	0.03
Within Groups	42.315	71	.596			
Total	61.365	73				

The above ANOVA table explains that the F-value is 15.982 and the corresponding p-value is 0.03 ($p= 0.03 <.05$ at $\alpha = 0.05$ & $df =2$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was rejected and it could be concluded that there was significant difference regarding keeping animals

among the families of the four groups and the same result was confirmed through tabulated value of F which was less than the calculated value 15.982.

4.1.4 Social and Leisure Time Activities

Table 4.56 Listening Radio

Radio	Group 1	Group 2	Group 3	Group 4
Yes	69.6%	40.0%	60.7%	83.0%
No	30.4%	60.0%	39.3%	16.7%

Table 4.56 documents the results about listening radi by families of four groups. The above result shows that the majority of families of group 1 (69.6%); groups 2 (60.0%), group 3 (60.7%) and group 4 (83.0%) of respondents agreed with the statement that they listened to radio as leisure time activities or when they needed some entertainment. However, the second majority of group 1 (30.4%), groups 2 (40.0%), group 3 (39.3%) and group 4 (16.7%) of respondents did not agree with the statement. The significant difference in the results showed that the families of group 2 were less in number for listening to radio as compared with other groups.

Table 4.57 Watching Television

Television	Group 1	Group 2	Group 3	Group 4
Yes	77.0%	97.5%	79.3%	83.0%
No	23.0%	2.5%	20.7%	16.7%

Table 4.57 documents that the results about watching television. The majority of the families of group 1 (77.0%), groups 2 (97.5%), group 3 (79.3%) and group 4 (83.0%) agreed with the statement that they watched television for entertainment. However, the second majority of group 1 (23.0%), group 2 (2.5%), group 3 (20.7%) and group 4 (16.7%) did not agree with the statement. The researcher found that around 80% families of groups 1, 3 and 4 and 98% families of group 2 spent their leisure time in front of

television. The difference in results of group 2 shows that the families did not have other leisure time activities or source for entertainment. They worked around 10 hours daily as mentioned in table 4.24. They felt tired and did not like to watch television.

Table 4.58 Watching VCR/DVD

VCR/DVD	Group 1	Group 2	Group 3	Group 4
Yes	36.1%	10.5%	30.0%	30.0%
No	63.9%	89.5%	70.0%	70.0%

Table 4.58 documents the results about watching VCR/DVD of the families of four groups. The results show that the majority of families of group 1 (63.9%), group 2 (89.5%), group 3 (70.0%) and group 4 (70.0%) did not agree with the statement that they watched VCR/DVD. However, the families of group 1 (36.1%), groups 2 (10.5%), group 3 (30.0%) and group 4 (30.0%) agreed with the statement. The researcher found the difference that the families of group 2 were in majority who did not watch VCR/DVD due to shortage of time.

Table 4.59 Visiting Cinema

Visiting Cinema	Group 1	Group 2	Group 3	Group 4
Yes	29.6%	15.0%	27.9%	20.3%
No	70.4%	85.0%	72.1%	79.7%

Table 4.59 shows the results about visiting cinema by the families of four groups. Majority of families of group 1 (70.4%), groups 2 (85.0%), group 3 (72.1%) and group 4 (79.7%) did not agree with the statement about visiting cinema. However, the second majority of families of group 1 (29.6%), groups 2 (15.0%), group 3 (27.9%) and group 4 (20.3%) agreed with the statement. The researcher found the difference about visiting cinema in families of groups and concluded that the families of groups 2 were in majority

who did not visit cinema because they had not enough money or time for that leisure activity.

Table 4.60 Attending Mela

Mela	Group 1	Group 2	Group 3	Group 4
Yes	79.5%	67.5%	85.7%	100.0%
No	20.5%	32.5%	14.3%	-

Table 4.60 shows the results about attending mela at village by families of four groups. Majority of the families of group 1 (79.5%), group 2 (67.5%), group 3 (85.7%) and group 4 (100%) agreed with the statement that they attended mela. However, the families of group 1 (20.5%), group 2 (32.5%) and group 3 (14.3%) did not agree with the statement. The researcher found that majority of the four groups attended mela because this entertainment was arranged at their villages and they could attend mela without any expenditure.

Table 4.61 Using Computer for Entertainment

Computer	Group 1	Group 2	Group 3	Group 4
Yes	30.2%	10.0%	27.1%	23.3%
No	69.8%	90.0%	72.9%	66.7%

Table 4.61 documents the results about using computer for entertainment by the families of four groups.Majority of the families of group 1 (69.8%), groups 2 (90.0%), group 3 (72.9%) and group 4 (66.7%) did not agree with the statement about using computer for entertainment. However, the families of group 1 (30.2%), groups 2 (10.0%), group 3 (27.1%) and group 4 (23.3) agreed with the statement that they used computer for entertainment. The findings of above result showed that almost 70% of three groups and

90% of group 2's families were not using computer for entertainment because they did not have this electronic device at their homes.

Table 4.62 Going for Outing

Outing	Group 1	Group 2	Group 3	Group 4
Yes	20.1%	22.5%	24.7%	20.0%
No	79.9%	77.5%	75.3%	80.0%

Table 4.62 shows the results about going for outing with family.Majority of the families of group 1 (79.9%), groups 2 (77.5%), group 3 (75.3%) and group 4 (80.0%) did not agree with the statement because they had not enough time and money to go for outing. However, the rest of families of group 1 (20.1%), group 2 (22.5%), group 3 (24.7%) and group 4 (20.0) agreed with the statement. The researcher concluded that almost 20% of families were going for outing but once in a year and might be on Eid days or some other occasion.

Table 4.63 Participation in Community Welfare Activities

Welfare Activities	Group 1	Group 2	Group 3	Group 4
Yes	89.4%	85.0%	87.7%	100.0%
No	10.6%	15.0%	12.3%	-

Table 4.63 documents the results about participation in community welfare activities. Majority of the families of group 1 (89.4%), groups 2 (85.0%), group 3 (87.7%) and group 4 (100%) agreed with the statement that they participated in community welfare activities. However, the families of group 1 (10.6%), group 2 (15.0%) and group 3 (12.3%) did not agree with the statement. The researcher felt that some respondents were not communal because they did not participate in community welfare activities.

H_0 There is no significant difference on participation in community welfare activities among the families of four groups.

Table 4.64 ANOVA (Participation in Community Welfare Activities)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	2.391	1	2.391	2.919	3.973	0.08
Within Groups	58.974	72	.819			
Total	61.365	73				

The above ANOVA table explains that the F-value is 2.919 and the corresponding p-value is 0.08 ($p= 0.08>.05$ at $\alpha = 0.05$ & $df =1$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was not rejected and it could be concluded that there was no significant difference on the participation in community welfare activities among the families of the four groups and the same result was confirmed through tabulated value of F which was greater than calculated value 2.919.

Table 4.65 Attend Social Gathering

Social Gathering	Group 1	Group 2	Group 3	Group 4
Yes	97.8%	75.0%	94.6%	90.7%
No	2.2%	25.0%	5.4%	8.3%

Table 4.65 documents the results about attending social gathering.Majority of the families of group 1 (97.8%) groups 2 (75.0%), group 3 (94.6%) and group 4 (90.7%) agreed with the statement that they attended social gathering for meeting each other. However, a few families of group 1 (2.2%), group 3, (5.4%) and group 4 (8.3%) did not attend social gatherings but families of group 2 responded differently and their percentage was 25% who did not attend social gathering. Again the researcher found the difference among groups.

H_0 There is no significant difference regarding attending social gathering among the families of four groups.

Table 4.66 ANOVA (Attend Social Gathering)

4.ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	1.092	1	1.092	1.305	3.973	.257
Within Groups	60.272	72	.837			
Total	61.365	73				

The above ANOVA table explains the F-value is 1.305 and the corresponding p-value is .257 (p= .257>05 at $\alpha = 0.05$ & df =1). Therefore from the statistical analysis of it was evident that the null hypothesis was not rejected and it could be concluded that there was no significant difference on attending the social gathering among the families of the four groups and the same result was confirmed through tabulated value of F which was greater than calculated value 1.305.

Table 4.67 Visiting Relatives

Relatives	Group 1	Group 2	Group 3	Group 4
Yes	95.7%	95.0%	98.2%	100.0%
No	4.3%	5.0%	1.8%	-

Table 4.67 documents the results about visiting relatives of families of four groups. Majority of the families of group 1 (95.7%), groups 2 (95.0%), group 3 (98.2%) and group 4 (100%) agreed with the statement that they frequently visited to relatives. However, a few families of group 1 (4.3%), groups 2 (5.0%) ,group 3 (1.8%) did not visit to relatives.

Table 4.68 ANOVA (Visiting Relatives)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	1.779	1	1.779	2.148	3.973	0.14
Within Groups	59.586	72	.828			
Total	61.365	73				

The above ANOVA table explains that the F-value is 2.148 and the corresponding p-value is .014 ($p = .014 > .05$ at $\alpha = 0.05$ & $df = 1$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was not rejected and it could be concluded that there was no significant difference in the visiting relatives among the families of the four groups and the same result was confirmed though tabulated value of F which was greater than calculated value 2.148.

Table 4.69 Conducting Meeting with Neighbour

Neighbour	Group 1	Group 2	Group 3	Group 4
Yes	87.0%	95.0%	91.9%	100.0%
No	13.0%	5.0%	8.1%	-

Table 4.69 documents the results about conducting meeting with neighbours of families of four groups. Majority of the families of group 1 (87.0%) group 2 (95.0%), group 3 (91.9%) and group 4 (100%) agreed that they frequently met their neighbours. However, a few respondents of group 1 (13.0%), group 2 (5.0%), group 3 (8.1%) did not conduct meeting with neighbours.

H_0 There is no significant difference in conducting meeting with neighbour among the families of four groups

Table 4.70 ANOVA (Conducting Meeting with Neighbour)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	2.380	1	2.380	2.905	3.973	0.09
Within Groups	58.985	72	.819			
Total	61.365	73				

The above ANOVA table explains that the F-value is 2.905 and the corresponding p-value is 0.09 ($p= 0.09 >.05$ at $\alpha = 0.05$ & $df =1$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was not rejected and it could be concluded that there was no significant difference on conducting meeting in the families of the four groups and the same result was confirmed through tabulated value of F which was greater than calculated value 2.905.

Table 4.71 Any other Leisure Time Activities

Leisure Time	Group 1	Group 2	Group 3	Group 4
None	23.9%	30.0%	21.4%	33.3%
Reading	21.7%	-	3.6%	-
Watching Television	-	5.5%	7.1%	16.7%
Meeting with Relatives	2.2%	2.5%	7.1%	-
Stitching	2.2%	5.0%	-	-
Sleeping	4.3%	5.0%	7.1%	16.7%
Rest	17.4%	20.0%	19.6%	33.3%
Thinking for Betterment	8.7%	22.5%	-	-
Gossip/Gupship	8.7%	2.2%	17.9%	-
Looking Children	4.3%	5.5%	3.6%	-
Listening Music	4.3%	5.0%	5.4%	-

Table 4.71 documents the results about any other leisure time activities. Majority of families of group 1 (23.9%), groups 2 (30.0%), group 3 (21.4%) and group 4 (33.3%)

responded that they did not some other leisure activities. However, a few respondents of group 1 (17.4%), group 2 (20.0%), group 3 (19.6%) and group 4 (33.3%) were used to take rest.

4.1.5 Schooling of Children

Table 4.72 Number of Children Attending School

Children	Group 1	Group 2	Group 3	Group 4
None	8.7%	10.0%	-	-
One	34.3%	47.5%	40.7%	100.0%
Two	28.4%	22.5%	28.0%	-
Three	10.7%	10.0%	7.7%	-
Four	16.7%	-	13.5%	-
Five or Above	2.2%	10.0%	10.2%	-

Table 4.72 documents the results about number of children of the families of all groups attending school.Majority of the families of group 1 (62.7%), group 2 (70.0%), group 3 (68.7%) and group 4 (100%) replied that one or two of their children attended school. The other majority of families of group 1 (28.4%), group 2 (22.5%), group 3(28.0%) were in the category of two children attending school. However, no other significant difference in the result was found except of group 1 (16.7%) and group 3 (13.5) whose respondents stated that their four children were attending school.

Table 4.73 Type of School

School	Group 1	Group 2	Group 3	Group 4
Public	52.4%	80.0%	66.7%	75.4%
Private	42.9%	20.0%	33.3%	23.7%
Semi-Public	4.8%	-	-	1.9%

Table 4.73 documents the results of families of four groups about types of school of their children.Majority of the families of group 1 (52.4%), group 2 (80.0%), group 3(66.7%) and group 4 (75.4%) responded that they sent their children in public school.

The other majority of families of group 1 (42.9%), groups 2 (20.0%) , group 3(33.3%) and group 4 (23.7%) replied that their children studied in private schools.

H_0 There is no significant difference on type of school for the children of the families of four groups

Table 4.74 ANOVA (Type of School)

4.ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	11.326	3	3.775	5.432	2.748	.002
Within Groups	44.483	64	.695			
Total	55.809	67				

The above ANOVA table explains that the F-value is 5.432and the corresponding p-value is .002 (p= .002 <.05 at $\alpha = 0.05$ & df =3). Therefore from the statistical analysis of the results it was evident that the null hypothesis was rejected and it could be concluded that there was significant difference on the type of school among the families of the four groups and the same result was confirmed through tabulated value of F which was less than the calculated value 5.432.

Table 4.75 Medium of Instruction

Instruction	Group 1	Group 2	Group 3	Group 4
English	50.0%	17.5%	42.3%	16.7%
Urdu	50.0%	82.5%	57.7%	83.3%

Table 4.75 documents the results of families of four groups about medium of instruction in school of children. Majority of the families of group 1 (50.0%) groups 2 (17.5%), group 3 (42.3%) and group 4 (16.7%) responded that their children studied in English medium schools. However, families of group 1 (50.0%), group 2 (82.5%) ,group 3, (57.7%) and group 4 (83.3%) stated that their children studied in Urdu medium

schools. The researcher found that the families of group 2 sent their children in Urdu medium schools because they were not literate and had problem to provide coaching/guidance to children at home.

H_0 There is no significant difference regarding medium of instruction of children among the famihes of four groups.

Table 4.76 ANOVA (Medium of Instruction)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	5.125	1	5.125	6.072	3.984	0.03
Within Groups	55.684	66	.844			
Total	60.809	67				

The above ANOVA table explains that the F-value is 6.072 and the corresponding p-value is 0.03 ($p= 0.03 <.05$ at $\alpha = 0.05$ & $df =1$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was rejected and it could be concluded that there was significant difference on the medium of the instruction of children among the families of the four groups and the same result was confirmed through tabulated value of F which was less than calculated value 6.072.

Table 4.77 Hiring Teacher for Private Tuition

Tuition	Group 1	Group 2	Group 3	Group 4
Yes	57.1%	43.6%	69.2%	50.0%
No	42.9%	56.4%	30.8%	50.0%

Table 4.77 documents the results of families of four groups about hiring teacher for private tuition.Majority of the families of group 1 (57.1%),group 2 (43.6%), group 3 (69.2%) and group 4 (50.0%) agreed with the statement that they hired teacher to provide private tuition to their children. However, group 1 (42.9%), group 2 (56.4%), group 3 (30.8%) and group 4 (50.0%) did not hire the teacher for private tuition of children. The

above table is interlinked with the tables of 4.20 and 4.22 which shows the families' personal and family monthly income. That is why the families of group 2 were less interested for hiring teacher for private tuition.

H_0 There is no significant difference on hiring teacher for private tuition of the children among the families of four groups.

Table 4.78 ANOVA (Hiring Teacher for Private Tuition)

4.ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	5.470	1	5.470	7.065	3.988	0.01
Within Groups	50.321	65	.774			
Total	55.791	66				

The above ANOVA table explains that the F-value is 7.065 and the corresponding p-value is 0.01 ($p= 0.01 <.05$ at $\alpha = 0.05$ & $df =1$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was rejected and it could be concluded that there was significant difference on hiring teacher for private tuition of their children in the families of the four groups and the same result was confirmed through tabulated value of F which was less than calculated value 7.065.

Table 4.79 Tuition Fee

Tuition Fee	Group 1	Group 2	Group 3	Group 4
Rs. 100 to 500	64.4%	72.2%	63.2%	-
Rs. 501 to 1000	24.4%	17.7%	23.4%	100.0%
Rs. 1000 Above	11.1%	10.1%	13.4%	-

Table 4.79 documents the results of families of four groups about tuition fee which they paid for children's education. Majority of the families of group 1 (64.4%), group 2 (72.2%) and group 3 (63.2%) responded that they paid 100 to 500 as tuition fee for their children's education. The other majority of families of group 1 (24.4%), group 2

(17.7%), group 3(23.4%) and group 4 (100%) replied that they paid 500 to 1000 as tuition fee.

H_0 There is no significant difference regarding tuition fee for children of the families of four groups.

Table 4.80 ANOVA (Tuition Fee)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	.333	2	.167	.188	3.988	.829
Within Groups	38.101	43	.886			
Total	38.435	45				

The above ANOVA table explains that the F-value is .188 and the corresponding p-value is. .829 (p= .829<.05 at $\alpha = 0.05$ & df =2). Therefore from the statistical analysis of the results it was evident that the null hypothesis was not rejected and it could be concluded that there was no significant difference in the tuition fee of the children among the families of the four groups and the same result was confirmed through tabulated value of F which was greater than calculated value .188.

Table 4.81 Helping Children in School Work

School Work	Group 1	Group 2	Group 3	Group 4
Never	14.3%	37.5%	13.5%	16.7%
Rarely	21.4%	28.5%	19.2%	50.0%
Frequently	-	29.0%	9.6%	-
Always	64.3%	5.0%	57.7%	33.3%

Table 4.81 documents the results of families of four groups about helping children in school work. The families of group 1 (64.3%), group 2 (5.0%), group 3 (57.7%) and group 4 (33.3%) responded that they helped their children in school work. However, the families of group 1 (14.3%), group 2 (37.5%), group 3 (13.5%) and group 4 (16.7%) responded that they never helped their children in doing school work. The ratio who

never helped children in school work was 37.5% of the families of group 2 because they were not literate and were unable to provide helping hand to their children for school work that is because of the difference of literacy and illiteracy.

Table 4.82 Visiting Children's School

Visiting School	Group 1	Group 2	Group 3	Group 4
Never	21.4%	25.0%	26.9%	33.3%
Rarely	40.5%	27.5%	26.9%	33.3%
Always	38.1%	47.5%	46.2%	33.3%

Table 4.82 documents the results of families of four groups about visiting children's school. Almost 70% of the families of all groups agreed with the statement that they visited children's school for getting progress of their children. However, the families of group 1 (21.4%), group 2 (25.0%), group 3 (26.9%) and group 4 (33.3%) responded that they never visited children's school. This percentage documented that they were illiterate families and they did not know the importance of education, they just sent their children to schools.

Table 4.83 Attending PTA Meeting

PTA Meeting	Group 1	Group 2	Group 3	Group 4
Never	23.8%	15.0%	32.7%	50.0%
Rarely	19.0%	12.5%	11.5%	16.7%
Frequently	4.8%	5.0%	1.9%	-
Always	52.4%	67.5%	53.8%	33.3%

Table 4.83 documents the results of families of four groups about attending parent and teacher meeting. Almost 70% of the families of groups 1, 2, 3 and (50%) of group 4 responded that they attended parent teacher meeting. However, the families of group 1 (23.8%), groups 2 (15.0%), group 3 (32.7%) and group 4 (50.0%) responded that they

never attended PT meeting. Again this lack of interest for attending PT meeting showed the families' education.

Table 4.84 ANOVA (Attending PTA Meeting)

4.ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	6.729	4	1.682	2.159	3.988	.084
Within Groups	49.080	63	.779			
Total	55.809	67				

The above ANOVA table explains that the F-value is 2.159 and the corresponding p-value is .084 (p= .084>05 at $\alpha = 0.05$ & df =4). Therefore from the statistical analysis of the results it was evident that the null hypothesis was not rejected and it could be concluded that there was no significant difference on attending PTA meeting in the families of the four groups and the same result was confirmed through tabulated value of F which was grater than calculated value 2.159.

Table 4.85 Discussing Progress of Children with Teacher

Progress of Children	Group 1	Group 2	Group 3	Group 4
Never	16.7%	30.0%	17.3%	16.7%
Rarely	26.2%	10.0%	9.6%	33.3%
Frequently	2.4%	7.5%	3.8%	-
Always	54.8%	42.5%	69.2%	50.0%

Table 4.85 documents the results of families of four groups about discussing progress of their children with teacher. The families of group 1 (55%), group 2 (42.5%), group 3 (69%) and group 4 (50%) agreed with the statement that they discussed the progress of children with their teacher. However, the families of group 1 (16.7%), group 2

(30.0%), group 3 (17.3%) and group 4 (16.7%) stated that they never discussed the progress of children with teachers.

4.1.6 Political Participation

Table 4.86 Affiliation with any Political Party

Political Party	Group 1	Group 2	Group 3	Group 4
Never	63.0%	70.0%	66.1%	83.3%
Rarely	6.5%	5.0%	7.2%	-
Always	30.4%	25.0%	26.8%	16.7%

Table 4.86 shows the results of families of four groups about affiliation with any political party. Majority of the families of group 1 (63.0%), groups 2 (70.0%), group 3 (66.1%) and group 4 (83.3%) responded that they were not affiliated with any political party. However, around 20% to 30% of all groups' families responded that they had affiliation with political party.

H_0 There is no significant difference regarding the affiliation with any political party among the families of four groups.

Table 4.87 ANOVA (Affiliation with any Political Party)

4.ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	.829	2	1.414	1.657	3.125	0.19
Within Groups	60.536	71	.853			
Total	61.365	73				

The above ANOVA table explains that the F-value is 1.657 and the corresponding p-value is 0.19 ($p= 0.19>05$ at $\alpha = 0.05$ & $df =2$). Therefore from the statistical analysis of the results it was evident that the null hypothesis was not rejected and it could be concluded that there was no significant difference in the political participation among the

families of the four groups and the same result was confirmed through tabulated value of F which was greater than calculated value 1.657.

Table 4.88 Participation in Party Canvassing Session

Canvassing	Group 1	Group 2	Group 3	Group 4
Never	47.8%	75.0%	69.6%	83.3%
Rarely	10.9%	2.5%	3.6%	-
Frequently	-	2.5%	1.8%	-
Always	41.3%	20.0%	25.0%	16.7%

Table 4.88 documents the results of families of four groups about participation in party canvassing session. Majority of the families of group 1 (47.8%), group 2 (75.0%), group 3 (69.6%) and group 4 (83.3%) responded that they never participated in party canvassing session during any election. However, around 20% to 40% of families of all the four groups replied that they participated in party canvassing session during election at all levels.

H_0 There is no significant difference regarding participation in party canvassing session among the families of four groups.

Table 4.89 ANOVA (Participation in Party Canvassing Session)

ANOVA	Sum of Squares	Df	Mean Square	Fcal.	Ftab.	P-value
Between Groups	4.879	3	1.626	2.016	3.988	.120
Within Groups	56.486	70	.807			
Total	61.365	73				

The above ANOVA table explains that the F-value is 2.016 and the corresponding p-value is .120 (p= .120>05 at α = 0.05 & df =3). Therefore from the statistical analysis of the results it was evident that the null hypothesis was not rejected and it could be concluded that there was no significant difference in the participation in

party canvassing session among the families of the four groups and the same result was confirmed through tabulated value of F which was greater than calculated value 2.016.

Table 4.90 Casting Vote for National Election

Casting Vote	Group 1	Group 2	Group 3	Group 4
Never	4.3%	2.5%	3.6%	2.5%
Rarely	-	-	3.6%	-
Always	95.7%	97.5%	91.1%	97.5%

Table 4.90 documents the results of the families of four groups about casting vote for national election. Majority of the families of group 1 (95.7%), group 2 (97.5%), group 3 (91.1%) and group 4 (100%) agreed with the statement that they always casted vote for national election. However, a few families of groups 1, 2 and 3 were never casted vote for national election.

CHAPTER V

FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

After a comprehensive and extensive analysis alongwith detailed interpretation in chapter 4 the general findings of the research study were following:

5.1 FINDINGS

5.1.1 Findings Related With Group 1 (Both Husbands & Wives literate) and Group 2 (Both Husbands & Wives illiterate)

1. Majority of the respondents of group 1 (22%) had their own business and (24%) were in government or private jobs.Whereas most of the respondents from group 2 (25%) were in labour force and farming.A few number (12.5%) was also in lowranked govt jobs.
2. Group 1 (100%) and group 2 (95%) respondents had cemented houses.whereas families of group 2 (5%) had semi - cemented houses.
3. Group 1 (23.9%) respondents had more than Rs.15000 as personal monthly income. However, group 2 (20%) responded that they had Rs.3000 to 6000 personal monthly income.
4. Around 41% respondents from group 1 had more than Rs.15000 monthly income.However 50% respondents of group 2 earned 3000 to 10000 as monthly income.
5. Majority of the respondents of group 1(82%) spent Rs.1500 to 5500 per month on their children education. However the other majority of group 2 (52.5%) spent Rs.500 to 1500 per month on children's education.A few of

respondents of group 2 (32%) spent more than Rs.2500 on their children education.

6. Group 2 had the highest percentage (80%) sending their kids to government schools while group 01 having the percentage of 42% sending their kids to private schools.

7. Majority of the families of group 1 (63.0%) and group 2 (70.0%) were not affiliated with any political party.

8. Group 1 (95.7%) and group 2 (97.5%) respondents were casted vote during election.

5.1.2 Findings Related With Group 3 (Husbands Literate & Wives Illiterate) and 4 (Wives Literate & Husbands Illiterate)

1. Majority of the respondents of group 3 (30%) were in government and private jobs,whereas most of the respondents from group 4 (34%) were in labour force and farming.A few number (10.7%) were in government jobs.

2. 100% respondents of group 3 and group 4 had cemented houses.

3. Group 3 (25.0%) respondents had more than Rs.15000 as personal monthly income.However, group 4 (50%) responded that they had Rs.3000 to 10000 personal monthly income.

4. Around 55.4% respondents from group 1 had more than Rs.15000 monthly income.However 80% respondents of group 4 earned 3000 to 15000 as monthly income.

5. Majority of the respondents of group 3 (49.3%) and group 4 (46.0%) spent Rs.1500 to 2500 per month on their children education. ,However the other majority of group 3 (25.0%) spent Rs.3500 to 5500 per month on children's education.

6. Respondents of group 3 (66.7%) and group 4 (75.4%) were sending their kids to government schools while the rest group 03 (33.3%) sent their kids to private schools.

7. Majority of the families of group 3 (66.1%) and group 4 (83.3.0%) was not affiliated with any political party.A few number of respondents of group 3 (26.8%) and group 4 (16.7%) had afflication with some political party.

8. Group 3 (91.1%) and group 4 (97.5%) respondents casted the vote during election.

5.1.3 Findings of Statistical Analysis of Hypothesis

1. The first hypothesis infered that the opinion of literate and illiterate families (families makings on four groups) about occupation. The calculated value of ANOVA for this hypothesis was 122.361 with 6 degree of freedom. The corresponding P-value was .000.which was less than 0.05 .Therefore the null hypothesis was rejected and it was concluded that a significant difference existed among the families of four groups regarding occupation. (Table no. 4.28)

2. The second hypothesis infered the opinion of literate and illiterate families about type of house. The calculated value of ANOVA for this hypothesis was 1.079 with 1 degree of freedom. The corresponding P-value was 0 .30.which was greater than 0.05 .Therefore the null hypothesis was accepted and it was concluded that no significant difference existed among the families of four groups regarding type of house . (Table no. 4.28)

3. The third hypothesis infered the opinion of literate and illiterate families about monthly income. The calculated value of ANOVA for this hypothesis was 4.495 with 5 degree of freedom. The corresponding P-value was 0

.001.which was less than 0.05.Therefore the null hypothesis was rejected and it was concluded that there was significant difference among the families of four groups regarding monthly income (Table no. 4.36)

4. The fourth hypothesis inferred the opinion of literate and illiterate families about expenditure on children education. The calculated values of ANOVA for this hypothesis was 2.968 with 8 degree of freedom. The corresponding P-value was 0 .004.which was less than 0.05.Therefore the null hypothesis was rejected and it was concluded that there was significant difference among the families of four groups regarding expenditure on children education (Table no.4.38)

5. The fifth hypothesis infered that the opinion of literate and illiterate families about type of school. The calculated value of ANOVA for this hypothesis was 5.432 with 3 degree of freedom. The corresponding P-value was 0 .002.which was less than 0.05.Therefore the null hypothesis was rejected and it was concluded that a significant difference existed among the families of four groups regarding type of school of their children. (Table no.4.43).

6. The six hypothesis infered that the opinion of literate and illiterate families about political participation in politics (affiliation with political party).The calculated value of ANOVA for this hypothesis was 1.657 with 2 degree of freedom. The corresponding P-value is 0 .19.which was greater than 0.05.Therefore the null hypothesis was accepted and it was concluded that no significant difference existed among the families of four groups regarding affiliation with political parties.(Table 4.87).The majority of families of group 1, group 2 , group 3 and group 4 i.e. (70%) was not affiliated with any political party.

5.1.4 Consolidated Findings on following Variables in Tabular form

Sr. No	Variables	Group 1 (Both husband & wife literate)	Group 2 (Both husband & wife illiterate)	Group 3 (Husband literate & Wife illiterate)	Group 4 (Husband illiterate & Wife literate)
1	Qualification	4	1	3	2
2	Type of House	4	3	4	4
3	Income	4	1	4	2
	a.Personal monthly income b.Personal family income	3	1	4	2
4	Expenditure on children education	3	1	4	2
5	Source of entertainment a.Watching TV	1	4	2	3
	b.Going for outing	3	2	1	4
6	Community welfare activities	3	1	2	4
7	Attending Social gathering	4	1	3	2
8	Type of School (Govt School)	1	4	3	2
9	Casting Vote	3	4	2	4
Total		**33**	**23**	**32**	**31**

The above tables concluded the results that the socio-economic status of group 1(both husband and wife literate) and group 3 (husband literate and wife illiterate) was better than that of other two groups which means that families consisting literate husbands and wives and those with only literate husbands were at a high standard regarding socio-economic status. On the other hand, group-4 was better in which wives were literate in comparison with group-2 where all the respondents were illiterate.

It is worth mentioning here that Group-I had the highest percentage falling in Bachleors Degree holders and corresponding to this if we look at other variables effecting socio-economic status, they were at the top in income and were lowest in percentage of people who sent their children to government schools. Overall they had the highest score on the consolidated finding of above variables effecting socio-economic status.

Similary among literates, Group-4 had the highest percentage of primary education holders, and if we look at other variables cooresponding to socio economic status, they had the ranking at number three among the four groups in the consolidated findings on 10 variables included in the study. The only group lower in ranking to them was group-02 which consisted of illiterate families.

5.2 CONCLUSION

The main conclusions of the study were as follow:

1. Most of the respondents from group 1(both husbands and wives literate) had their own business or government and private jobs . But in group 2 (both husband and wives illiterate), most of the respondents were in labour force and farming or low ranked government jobs. A notable majority from group 2 (illiterate group) was unemployed as well.
2. The results showed that Group-03 (husband literate and wife illiterate) had the highest percentage in government sector jobs with respect to occupation factor as compared to group 4 (wife literate and husband illiterate). This group had stronger income generation level.
3. Majority of the families of the respondents from the groups had cemented (pacca) houses.
4. The income level of group-1(husband literate and wife illiterate) was good as compared to group 2 (both husbands and wives illiterate) . Group-4 (wives literate and husbands illiterate) income generation level was lower than group 03 (husband literate and wives illiterate). Similarly, their life style was quite better.

5. Literate families (group 1 both husbands and wives literate) were spending more on their children education as their children were studying in private institution than illiterate families (group 2 both husbands and wives illiterate) could not spent muc , however, the other families of the group 2 (illiterate group) also provided education to their children and struggled to upgrade their socio-economic status.

6. The findings of the study revealed that Group-03 (husband literate and wife illiterate) were spending more on their children education i.e most of them were studying in private schools as compared to group 4 (wives literate and husbands illiterate).

7. The majority of the families of four groups were not affiliated with any political party .However,few families of group1 and group 3 were affiliated with some political party.

8. Almost all the respondents of the four groups always casted votes during election.

9. The analysis of data concluded that most of the respondents in group 04 (wife literate and husband illiterate) were from farming occupation. This group had income generation level less than group 03.

10. From the detailed analysis of the results the researcher concluded that the socio-economic status of group 1 and group3 was better than that of other two groups.It means that families with literate husbands only and wives and those with literate husbands were at a high standard regarding socio-economic status.

11. The families of group-4 was better in which wives were literate in comparison with group-2 where all the respondents were illiterate

12. The literate families had better position as compared to the illiterate ones as the former earned more through education. Thus, literate families indicated that education made life better and easier.
13. Income showed major difference between the socio-economic status of literate and illiterate families of the selected area.

5.3 DISCUSSION

The study was carried out to have a comparative analysis of the socio-economic status of literate and illiterate families in Tehsil Kahuta. To collect data, questionnaires were prepared and were administered personally by the researcher. The respondents were the residents of Tehsil Kahuta. They were divided into four groups. The families of group 1 were literate whereas those of group 2 were illiterate. 50% of the families of group 3 and group 4 were literate. The questionnaires for all these groups carried the same statements .The collected data was analysed statistically which led to significant results.

Socio-economic status is a person's social status regarding his standards of living. There are many factors which can improve economic life of people. Among them the education as the easiest means to have good earning. The socio-economic status has been discussed by many researchers. Eshleman and Cashion (1998) defined socio-economic status as an assessment of person's education, occupation and income position within a particular social system. Educational attainment is a basic criterion not only to acquire social status in the family as well as in the wider community but also the first one to access in formal labour force participation in any society. Ainley (1995) had found the same. The factor that was closely related to income and was very helpful in determining socio-economic status of a family was the parental education level. It was also a fact that higher education generally tended to lead to better economic opportunities. The present

study in the same way found that the literate families of the population of the study had better socio-economic status than the illiterate ones.

Blake (2009) discovered that many cities were divided into sections where most of the residents shared the same socio-economic status whether by design or by natural inclination. This could pose to be both a liability or benefit for the community. In the same way the literate families of the present study were in better position. There was significant difference found in the type of the houses the families were living in. Most of them had cemented (Pacca) houses facilitated with enough rooms and other facilities i.e. gas, water, bathrooms toilets etc.The literate families were in better position. Education had effected the living of the better families positively.

Rao & Rao (2010) typically divided socio-economic status into three categories: High SES, Middle SES, and Low SES depending upon the three areas a family or an individual might fall into. He also found that literacy was the most important factor to measure the socio-economic status of any family or individual. Statistics proved that factors like low income and little education were strong predictors of a range of physical and mental health problems, ranging from respiratory viruses, arthritis, coronary heart disease and schizophrenia. There was significant difference among the families of all the groups regarding health condition. The economically better families having benefit of education were able to avail every medical facility whereas the illiterate families could hardly get these facilities.

The results of the present study showed that the families of all groups almost had no high qualification. The families lived in both joint family as well as nuclear family systems. Most of the families carried six to ten members .However few also had more or

less than that. There was significant difference among families of all groups regarding their occupation as it was related to their education. Leonard and Lisa (1987) defined that "living style and standard of lower class learners was substantially different than the upper and middle class. The poor ones tended to have fewer books, newspapers and magazines, and also rest of the family members were less educated. There was greater likeliness for the people with low incomes to read for entertainment. Thus students in low income homes were less likely to be encouraged for learning of that vital skill. Another factor that had a direct impact on child education belonging to lower class families was that they tended to be larger and more often were predominantly headed by only one adult. As far as monthly income of the families of the study was concerned it differed among them. In some cases, both spouses were on job whereas most of the cases reported the job of a single person. The family income varied family to family which marked differences in the socio-economic status of the families. This aspect also had effect on the expenditure of their houses and medical facilities they were availing. Those with more income could spend more than those having lower income. The better families got the benefit of education. According to present study, beside public and private jobs, the families had also other sources of income also like growing vegetables, breeding chicken and keeping animals. They could get food and money to ease themselves as these were expensive if bought from the market.

Ramey (1994) describes the association of family socio-economic status to children's willingness for school. He described parents to be facing the major challenges in the process of providing optimal care and education to their children across all socio-economic groups. These challenges became all the more alarming for poor families. They might also have poor knowledge and information about childhood immunizations, nutrition and general hygiene. Robert and Jhon (1987) reported that the lower the socio-

economic status, the more family instability, the weaker the parental encouragement, supervision and stimulation to higher achievement at their children and the greater the proportion whose pace of learning and behaviour did not meet standards. The difference among the families under study regarding schooling of their children also highlighted their socio-economic status. Furthermore giving tuition to their children had also different responses. Those who could afford hired tutors while the other did not. However, there was found no significant difference in attending PTA meeting by the families of all the groups.

Another aspect that helped in finding out the difference among the families regarding their socio-economic status was the way of spending leisure time. Most of them mused themselves by listening to radio or watching television. The rest also visited cinema or used VCD/DVD or computer for entertainment. A fairly large number of the families of all the groups attended the local Mela as it demanded almost no expense. Very few families missed that opportunity .Those who could afford went for outing. They were also few in numbers in all the groups. Almost all the families of all the groups participated in community welfare activities and very few missed them. Same was the case about visiting relatives by the families of the study population.

The results of the questions regarding political participation of the families under study showed that there was significant difference in the political participation among the families.

The above discussion leads to the conclusion that the families under study had different socio-economic status. This was found by examining the way of their living and the facilities they had .The literate families had better position as compared to the

illiterate ones as the former could earn more through education. Thus, literate families indicated that education could make life better and easier.

5.4 RECOMMENDATIONS

In the light of the findings and conclusions of the study, the researcher would give the following suggestions for improving socio-economic status of literate and illiterate families of the village Sai, Tehsil Kahuta and guideline for future researches.

1. Workable strategy may be made for the implementation of policy clause relating 100% enrolment at primary level.
2. Through informal education and adult education community and religious leader,teacher ,social worker and political leader may be informed about the advantage of education.
3. Local Governments and admintsrtration may ensure 100% enrolment and it may be enforced by law and by giving incentives in monetary terms.
4. Illiterate families work hard and earn less and have no access to technology or training.They are not aware of their rights and privileges.Govt may provide them facilities and opportunities for basic education in rural area and need to be trained in income genertining skills and family welfare education.
5. There is an extensive need to launch technological and profession-based educational policies in Pakistan generating skilled manpower which may fit in the local job market.
6. Women institution may be established in the rural area for increasing women literacy.

7. More investment opportunities may be created in rural area for raising their socio-economic status like seed money for small home based industry ,in rural area for raising their socio-economic status.

8. Mass media compagins may be initiated by Govt and non-governmental organization to raise awareness regarding rural families contribution and importance of their role in national development.

9. It is suggested that more comprehensive study may be conducted covering large scale population survey, extending to different urban areas of Pakistan and draw results which generalize a broader scale.

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APPENDIX – A

QUESTIONNAIRE

Questionnaire for groups 1 (23Families)

Personal Profile of respondents

1. Name: _____
2. Name of father//husband: _____
3. Gender : _____
4. Residential area: _____
5. Mother tongue

Urdu	Punjabi	English	Pothwari	Any Other

6. Age (in year)

18-28	29-38	39-48	49-58	58 Above

7. Religion

Muslim	Non-Muslim

8. Educational level

Literate	Primary	Middle	Matric	Intermediate	Degree

9. Size of family

1-5	6-10	11-15	16 & Above

10. Number of children

One	Two	Three	Four	Five	More than Five

11. What is your Occupational status?

a. Govt. job _____	f. Farming _____
b. Private Job _____	g. Unemployed _____
c. Teacher _____	h. House work _____
d. Own business _____	i. Any other
e. Labour _____	

Economic Characteristics (living standard and income)

12. Type of house

a. Pacca	b. Katcha	c. Sami katcha

13. Number of rooms in your house

One	Two	Three	Four	Five	More than Five

14. Do you have tap for drinking water inside your home?
    a. Yes _____ b. No _____
15. Do you have electricity at your home?
    a. Yes _____ b. No _____
16. Do you have bathrooms at your home?
    a. Yes _____ b. No _____

17. Do you have toilet at your home?

a. Yes _____ b. No _____

18. Do you have facility of gas at your home?

a. Yes _____ b. No _____

19. Your personal monthly income

a. No income _____	d. Rs. 6,001 to 10,000 _____
b. Less than 3,000 _____	e. Rs. 10,001 to 15,000 _____
c. Rs. 3,001 to 6,000 _____	f. Rs. More 15,000 _____

20. What is your monthly family's income?

a. Less than 3,000 _____	d. 10,001 to 15,000 _____
b. Rs. 3,001 to 6,000 _____	e. Rs. more 15,000 _____
c. Rs. 6,001 to 10,000 _____	

21. Your working hours per day

a. Less than 5 _____	d. 9 to 10 _____
b. 5 to6 _____	e. More than 10 _____
c. 7 to 8 _____	

22. Kindly provide the following information pertaining to monthly expenditure

Sr.No	Subject	Amount	Remarks
a	Expenditure on housing		
b	Expenditure on medical		
c	Expenditure on children education		
d	Expenditure on transport		
e	Expenditure on electricity		
f	Expenditure on gas		
g	Expenditure on water		
h	Food expenses		

23. Growing vegetables

a. Never _____	d. Quite frequently _____
b. Rarely _____	e. Always _____
c. Frequently _____	

24. Breeding of chickens

a. Never _____	d. Quite frequently _____
b. Rarely _____	e. Always _____
c. Frequently _____	

25. Keeping animals at home

a. Never _____	d. Quite frequently _____
b. Rarely _____	e. Always _____
c. Frequently _____	

Social and Leisure Time Activities

26. Do you listen radio?

a. Yes _____ b. No _____

27. Do you watch TV?
    a. Yes _____ b. No _____

28. Do you watch V.C.R/DVD?
    a. Yes _____ b. No _____

29. Do you visit Cinema?
    a. Yes _____ b. No _____

30. Do you attend Mela?
    a. Yes _____ b. No _____

31. Do you use computer for entertainment?
    a. Yes _____ b. No _____

32. Do you go for outing?
    a. Yes _____ b. No _____

33. If yes than going for outing

a. Weekly _____	b. Monthly _____	c. Annually _____

34. Do you participate in community welfare activities?
    a. Yes _____ b. No _____

35. Do you attend social gathering?
    a. Yes _____ b. No _____

36. Do you visit relatives frequently?
    a. Yes _____ b. No _____

37. Do you conduct meeting with neighbours on your free time?
    a. Yes _____ b. No _____

38. Any other social/leisure time activity? (Please specify) _____

Schooling of Children

39. How many children are schools going?

One	Two	Three	Four	Five	More than Five

40. Type of school your children are attending

a. Public	b. Private	c. Semi-public	d. Any other

41. Medium of instruction at the school your children are attending

a. English	b. Urdu	c. Any other
d.	e.	f.

42. Have you hired any teacher for private tuition of your children?
    a. Yes _____ b. No _____

43. If your answer is "yes" to 53 how much money does you spend on tuition of your children per month?

a. 500	b. 501-1000	c. Above 1000

44. Help your children in their school work?

a. Never _____	d. Quite frequently _____
b. Rarely _____	e. Always _____
c. Frequently _____	

45. Visit schools of your children:

a. Never _____	d. Quite frequently _____
b. Rarely _____	e. Always _____
c. Frequently _____	

46. Attend PTA meetings:

a. Never _____	d. Quite frequently _____
b. Rarely _____	e. Always _____
c. Frequently _____	

47. Discuss the progress of children with teachers:

a. Never _____	d. Quite frequently _____
b. Rarely _____	e. Always _____
c. Frequently _____	

Political Participation

48. Affiliated with any political party:

a. Never _____	d. Quite frequently _____
b. Rarely _____	e. Always _____
c. Frequently _____	

49. Participate in your party's canvassing sessions:

a. Never _____	d. Quite frequently _____
b. Rarely _____	e. Always _____
c. Frequently _____	

50. Cast your vote for national election:

a. Never _____	d. Quite frequently _____
b. Rarely _____	e. Always _____
c. Frequently _____	

The researcher used same questionnaire for collection of data as follow:

a) **Group 2 (20 Families)**
b) **Group 3 (28 Families)**
c) **Group 4 (3 Families)**