



## INTERGENERATIONAL SOCIAL MOBILITY AND EDUCATION IN PAKISTAN

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### **Abstract:**

The aim of this research paper is to analyze the patterns of Intergenerational Social Mobility and its relationship with education in Pakistan only. Although education is acknowledged to be one of the most effective ways of promoting social mobility, Pakistan continues to struggle with numerous barriers that limit the ability of different groups and individuals to obtain quality education. This paper reviews the literature and evidence on relevant studies to establish how educational achievement affects mobility, as well as the obstacles to education that minorities face. Moreover, the paper reviews various policies to identify the effectiveness of the public policy interventions in the context of inclusive economic growth and poverty reduction in Pakistan. In this context, this research sheds the light on the following proximal critical questions: Thus, this study contributes to the knowledge of dynamics of social mobility and provides inputs to policies and strategies aiming at improving access to education and promoting equitable development in Pakistan.

**Keywords:** Intergenerational Social Mobility, Educational Attainment, Pakistan, Socioeconomic Disparities, Public Policy.

### **Introduction**

Among the problems, which are most acute in Pakistan presently, one should single out the problem that personal experiences indicate the deficit of intergenerational mobility in terms of education. The gap in access to education among the various social classes to a certain extent will effect the future social and economic development in the country. Education disparities have been long standing issues in Pakistan, as quality educational facilities are rare and become ever a reality if one cannot afford it. On the one hand, children from wealthy families are guaranteed places at private expensive schools, while, on the other hand, children from poor families attend the mainly underfunded and poorly equipped public schools. This sharp dichotomy in learning institutions deepens social and economic inequalities, and the chances of the 'have less' attaining a better status in society continue to diminish steadily. The purpose of this research is to identify the causes of social injustice in Pakistani education system where students from poor families have no other option than attending non-government



schools or college. Lastly, and more specific to the present study, the Government established education commission and other documented research findings on intergenerational social mobility and put in to study the challenges that students from low socio-economic status background face to access quality education. It is essential to understand these barriers to enhance the policies and education approaches desired by all those who intend to level off the social agents' opportunity, regardless of their background. Education ministry has the responsibility of ensuring that every child has equal chances of accessing education not only because it is the right thing to do, but it is also economically viable for the nation, as the result of education significantly contributes to the development of the nation, social order, cohesion and sustainable economic growth. In light of the identified difficulties, as well as based on the revealed trends concerning social, economic, and educational opportunity structures in Pakistan, this work will be the attempt to present the multifaceted problem of minority exclusion and propose potential ways to address the issue based on empirical findings and international experience for policy changes in the Pakistani context.

#### **Research Objectives:**

1. The purpose of this research is to examine the link between Intergenerational social mobility and education and attainment in Pakistani society.
2. Analyse the various elements that may affect educational an outcome in the Pakistani setting.
3. Evaluating the effects of the public policies on education and social mobility opportunities.
4. Study the current availability and the rate achievement and completion of education among the youths in the different social classes.
5. Assess the part played by education now in the enhancement of equity for development and associated social mobility in the Pakistan.

#### **Research Questions:**

1. What is the extent of intergenerational social mobility in Pakistan, and how does it correlate with educational attainment levels across different socioeconomic groups?
2. What are the key factors influencing educational outcomes in Pakistan, including access to quality education, socioeconomic background, and gender disparities?
3. What are the implications of the findings for policymakers and stakeholders in terms of promoting inclusive growth, reducing socioeconomic disparities, and fostering social mobility in Pakistan?



4. How do public policy interventions, such as education reform initiatives and social welfare programs, impact educational attainment and intergenerational mobility in Pakistan?

### **Methodology:**

This study uses both quantitative method to analysis educational data and qualitative research study to investigate the various social economic factors impacting education. Quantitative methods will entail evaluation of mathematical statistics of national education to establish education access/completion ratio and gaps. Interviews and focus group discussion will be utilized to solicit opinions from the educators, policymakers and the community on the challenges they feel exist regarding equal access to education and ideas they have on how to overcome such challenges

### **Literature Review:**

Intergenerational mobility is one of the most well researched issues in the social sciences. The first glance dates back to Galton (1886), a scientist who regressed children's heights on their parents' heights. In the second half of the twentieth century, leading economists began to examine income mobility. Soltow (1965), Wolff and Slijpe (1973), and Sewell and Hauser (1975) conducted pioneering studies in Scandinavia and the United States, respectively. Economists became interested in this problem after Becker and Tomes (1979, 1986) published a model of how schooling, income, property, and consumption are transmitted from mother and father to children. A decent purchase research is accessible on the fine relationship between the degree of education of parents and their children. Mare (1980) demonstrates that the influence of parental training and wealth diminishes as the kid proceeds through higher education. Lillard and Wallis (1994) discovered that educational results differed by gender in Malaysia, with a mother's education having a significant influence on her daughter's education and a father's education having an even greater impact on his son's academic level. However, in today's society, a father's education is more important than a mother's for children's educational attainment. According to Burns (2001), a toddler who has a poorly informed mother and a well-informed father has the same educational outcomes as a toddler who has both parents who are knowledgeable.

Spielaure (2004) notes that Australia has more mobility at higher educational levels, which varies by region and gender. Hertz et al. (2007) examine regional variations in instructional mobility that are common in a sample of 42 countries, with Latin America ranking worst and the Nordic countries at the top. According to the authors, early enrollment has a significant impact on instructional mobility in Switzerland, as evidenced by Bauer and Riphahn (2009). This is because, once children enter college, family history disparities have less of an impact on their education. According to Van Doorn et al. (2011), intergenerational educational mobility is positively impacted by industrialization, girls' involvement in the hobby market, and rise in educational spending. In addition to education, Labar (2011) discovers that living in an urban region and having a high income have a significant positive influence on a toddler's education in China. The relevance of

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parental characteristics increases with education level.

Azam and Bhatt (2015) discover upward mobility in educational attainments in India and demonstrate that mobility has a strong correlation with per capita education spending at the national level. Furthermore, public school delivery has a significant influence on intergenerational mobility in Jordanian training, as demonstrated by Assad and Saleh (2016). The analysis also shows that daughters, especially in the contemporary cohorts, are more cell-like than males. According to Nguyen and Getinet (2003), there is less educational mobility in the United States when there are more children living with relatives, which dilutes the parental sources.

Javed and Irfan (2014), Cheema and Naseer (2013), and Havinga et al. (1986) are among the researchers looking at this difficulty count for Pakistan. In a sample of ten significant industrialised cities, Havinga et al. (1986) found that 31% of the sons earn more than their dad, and 60% of the sons are glad to own more money than their fathers. Cheema and Naseer (2013) show an increase in intergenerational mobility in training for rural Sargodha, with grandfather-father pairings showing more tension than father-son combinations. Additionally, their findings support the notion that mobility is significantly higher among zamindars (landlords) than among artisans and historically underprivileged communities (sects), and significantly lower among non-propertied groups than among propertied companies. Utilising data from the Pakistan Panel Household Survey (2010), Javed and Irfan (2014) show a notable consistency in educational achievements. Specifically, compared to more youthful cohorts, elder cohorts exhibit higher patience. Furthermore, they find greater resilience in low-profile jobs and downward mobility in high-profile jobs. Moreover, there is clear evidence that Hispanic families in the bottom earning quintile have a higher saving power. Statistically, comparing the percentiles of household income of urban and rural residents, using regression analysis reveals that residents in urban have higher economic mobility than those in rural areas; furthermore, older generation has higher mobility rates than the younger generations. This is the means by which real social justice and improvement to society can take place, particularly with regard to social class, and especially in relation to academic attainment. Intergenerational mobility and educational achievement patterns regarding Pakistan, It is essential to understand these crucial issues to identify how the country can attain quality education for all, particularly in a context of socioeconomic disadvantage and exclusion. To ensure that this study identifies with the current development and possible recommendations for change, the literature review part of the study reviews recent published research and scholarly articles related to the topic. Khan, in a research conducted in Pakistan in 2017, has explained how children bear the same social and economic status as their parents, proving that maternal and paternal economic status persists from the previous generations. Various causes lead to its continuation; for instance, limited educational and employment capabilities, unequal distribution of resources and wealth, and obstacles that affect one's mobility.

### **Educational Attainment and Social Mobility**

Education acts as an independent variable of social class movement, or harboring the ability of

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freeing individuals from poverty's debilitating effect and improving its standard in the society. Ahmed et al. (2019) have employed researching that shows good relationship of organizational instruction with mobility in Pakistan which demonstrates the role of schooling as an essential tool for necessary mobility as a source of monetary power and social uplift in society.

### **Challenges in Educational Attainment**

As understood for the above-discussed roles of schooling for bringing a social mobility within a society, Pakistan reveals raise a number of issues concerning providing universal and quality schooling for all classes of a population. according to Malik (2020) while analyzing different barriers; poverty, gender disparities, and lack of infrastructure and educational assets limit opportunities of education and lock children in unfavorable cyclical patterns.

### **Role of Public Policy**

Public policy occupies a critical role of setting and enforcing constraints on academic achievement as well as providing leverage for intergenerational mobility. Khan & Rahman (2018) stated that for targeted efforts, along with investment in education facilities, scholarships and financial aid to the needy people and / or socioculturally deprived sections of the society and enforcement of equal training opportunities policies, in Pakistan need to be made to improve the quality of academic and to decrease inequalities.

### **Gender Dimensions of Social Mobility**

Culturally enhanced gender roles significantly determine intergenerational social mobility of Pakistani households and education achievements. According to the research done by way of Ali (2021) the matter of gender remains evident in terms of who will get to attend school and have opportunities for upward mobility. These inequalities and disparities are an indication that gender-sensitive measures and approaches are important for girls and women to embrace full participation in social and economic life.

## **I. Background of Intergenerational Social Mobility and Education in Pakistan**

Pakistan social structure is complex straight away connected with intergenerational mobility and education outcomes in Pakistan. through the years, the amount of inequality has remained relatively high, and hence mean a low access of adequate training for the lower section or decrease socioeconomic training. This has locked many people into poverty, thus inhibiting their capabilities to connote to a higher class in the society. Training fills a really significant position in interrupting this cycle and providing the thought of social mobility. almost outdated but, difference in Academic abilities as per the socioeconomic stature prevails in Pakistan. as expected, children from the affluent parents have better opportunities to attend better known schools and get better resources; therefore, bringing improved chances at mobility. however, the kid from the poorer families has limitations as well the unfavorable environment, lack of resources and opportunities for coaching

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and poor access or no access to upper degree schooling in such situations children turn out to be part of the cycle of poverty. As these inequalities are established it is crucial to 'sell' intergenerational social mobility and guarantee similar academic opportunities for all people in Pakistan.

## **II. Factors Influencing Intergenerational Social Mobility**

Elements influencing intergenerational social mobility range greatly depending on context and can include educational possibilities, financial conditions, social networks, and government policies. In Pakistan, where the caste device and feudal structures have historically played a giant role in shaping social mobility, get right of entry to quality training emerges as an essential factor. Studies indicate that people from decrease socio-monetary backgrounds face restrained academic possibilities, which in flip affects their ability to climb the social ladder. moreover, discrimination based on gender, ethnicity, or faith can further exacerbate these inequalities. Authorities rules aimed at enhancing get entry to training and developing a more meritocratic society can assist mitigate these limitations and create greater equitable surroundings for all people to attain upward mobility. via a comprehensive information of the multifaceted factors influencing intergenerational social mobility in Pakistan, targeted interventions may be implemented to address those disparities and promote a more inclusive society. (Rasmane Ouedraogo et al., 2021)

### **A. Economic Factors**

Previous research on intergenerational social mobility has highlighted the crucial role of economic factors in shaping individuals' opportunities for advancement in society. As noted by (Faizah Mohd Fakhruddin ,2023), patterns and factors of social mobility are complex, with economic conditions playing a significant role in determining individuals' ability to move up the social ladder. Factors such as limited funding for social protection, high levels of inequality, and the lack of comprehensive social services can act as barriers to upward mobility, particularly for individuals from disadvantaged backgrounds. Moreover, (Tautvydas Vencius, 2023) underscores the impact of family and neighborhood environments on social skills development, further emphasizing the importance of economic stability and supportive structures in facilitating mobility. These insights underscore the need for comprehensive economic strategies that address systemic inequalities and provide pathways for economic advancement to promote intergenerational social mobility.

### **B. Educational Factors**

Education plays a pivotal role in shaping intergenerational social mobility, particularly in the context of Pakistan where access to quality education is often hindered by socio-economic disparities and systemic challenges. As highlighted by (Meng Wu, 2019), parental aspirations and expectations significantly influence the educational attainment of immigrant children, emphasizing the importance of familial support and educational values in shaping future opportunities. Moreover, (Teresa Barbieri et al., 2017) underscores the intergenerational transmission of earnings in Italy, highlighting the mediating role of educational and occupational achievements in the correlation between parental and offspring earnings. This underscores the

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complexity of educational factors in shaping social mobility trajectories, with investments in human capital playing a crucial role in breaking the cycle of inequality. In the Pakistani context, addressing educational disparities and enhancing access to quality education are essential steps towards promoting upward mobility and reducing intergenerational inequality.

### **C. Social Factors**

Moreover, social factors play a crucial role in determining intergenerational social mobility and education outcomes in Pakistan. The caste system, prevalent in many parts of the country, continues to restrict opportunities for those in lower social strata to move up the social ladder. Discrimination based on caste not only affects access to education but also hinders career prospects and overall social mobility. Additionally, gender inequalities persist, with girls often facing barriers to education due to traditional gender roles and societal expectations. Furthermore, economic disparities exacerbate social inequalities, as those from wealthier backgrounds are more likely to afford quality education and access to resources that can facilitate upward mobility. Addressing these social factors is essential in creating a more equitable society and promoting intergenerational social mobility in Pakistan (Rasmane Ouedraogo et al., 2021-08-06).

## **III. Impact of Education on Intergenerational Social Mobility in Pakistan**

Intergenerational social mobility in Pakistan is intricately intertwined with the impact of education on subsequent generations. As highlights, the educational qualifications of successive generations are crucial in determining their occupational paths, with a noticeable shift away from traditional agricultural labor towards non-farm labor, private service, and business. This transformation underscores the evolving socio-economic landscape and the role of education in facilitating upward mobility. Moreover, illuminates how factors such as family size, income, and education status play pivotal roles in shaping intergenerational mobility trajectories. Notably, the correlation between educational advancement and improved occupational prospects is evident, emphasizing the importance of educational opportunities in fostering social mobility. Understanding the dynamics of education's impact on intergenerational social mobility is essential for policymakers and stakeholders seeking to promote economic growth and societal progress in Pakistan.

### **A. Access to Quality Education**

Quality education is a fundamental pillar for fostering intergenerational social mobility, particularly in countries facing challenges such as poverty and limited access to essential services. Research (S. Brownie et al., 2018) highlights the transformative impact of nursing education on women's empowerment and intergenerational mobility in low- and middle-income settings. This study underscores the significant upward educational mobility achieved by respondents, with a notable proportion attaining qualifications two levels above their parents. The positive repercussions of nursing education extend beyond individual advancement to encompass improved gender equality, economic factors, and health outcomes, exhibiting the potential for education to drive multifaceted societal progress. Additionally, the housing crisis in New Zealand, as discussed in (J. Goodger, 2018), underscores the interconnected nature of education, housing, and social

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mobility. Strategies that enable individuals to up-skill and secure stable accommodation can serve as catalysts for reintegrating marginalized populations into productive society, aligning with the broader imperative of enhancing intergenerational mobility through accessible quality education. Such insights underscore the importance of holistic approaches to address systemic inequalities through education and housing interventions.

### **B. Role of Education in Breaking the Cycle of Poverty**

Education plays a pivotal role in breaking the cycle of poverty by equipping individuals with the necessary knowledge and skills to secure better economic opportunities. Through education, individuals can gain the relevant qualifications and training needed to access higher-paying jobs, thereby increasing their earning potential and lifting themselves out of poverty. Additionally, education fosters critical thinking, problem-solving abilities, and creativity, empowering individuals to innovate and adapt in ever-changing economic landscapes. Research indicates that individuals with higher levels of education are more likely to have stable employment, higher incomes, and better standards of living, ultimately reducing their vulnerability to poverty. Moreover, education can break the cycle of poverty across generations, as children of educated parents are more likely to receive better nutrition, healthcare, and educational opportunities, setting them on a path towards socio-economic mobility (Rasmane Ouedraogo,2021). By investing in education, societies can effectively combat poverty and promote long-term economic development.

## **IV. Conclusion**

In conclusion, this study has shed light on the complex relationship between intergenerational social mobility and education in Pakistan. The findings highlight the significant role that education plays in shaping the opportunities available to individuals across different generations. It is evident that access to quality education is crucial for upward social mobility, as education empowers individuals to break free from the constraints of their social background and achieve greater success in their lives. However, the study also reveals the stark disparities in educational access and quality that exist in Pakistan, particularly among different socioeconomic groups. Addressing these disparities will be essential for promoting greater social mobility and fostering a more equitable society. Further research is needed to explore strategies that can effectively improve educational outcomes and facilitate greater social mobility for all individuals in Pakistan. (Erzsébet Bukodi et al., 2018-12-13)

### **A. Summary of Findings**

The findings of this study on intergenerational social mobility and education in Pakistan reveal several key insights. Firstly, it is evident that there is a strong link between parental education levels and the educational attainment of their children. Specifically, children of parents with higher education tend to achieve higher levels of education themselves, indicating the presence of intergenerational transmission of educational advantage. Additionally, the research highlights the role of socioeconomic status in shaping educational opportunities, with children from lower-

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income families facing barriers to educational advancement. Moreover, the study uncovers disparities in access to quality education based on geographic location, with rural areas experiencing greater educational inequalities compared to urban areas. Overall, these findings underscore the complex interplay of social factors in influencing intergenerational social mobility through the lens of education in Pakistan. (OECD)

### **B. Recommendations for Policy and Future Research**

In light of the complex web of factors influencing intergenerational social mobility and education in Pakistan, it is imperative to consider pertinent recommendations for policy and future research. Drawing insights from the studies on early childhood development and social mobility in China (Xiaogang Wu (吴晓刚) , it becomes evident that targeted investments in early childhood education can significantly impact cognitive and socioemotional skills, ultimately shaping academic success and socioeconomic outcomes. Therefore, policy initiatives focusing on enhancing early childhood education programs in Pakistan could potentially alleviate disparities and facilitate upward mobility. Additionally, lessons from Brazil's Family Allowance Program (Pradeep Deo Ahmed, 2024) underscore the importance of continuous program evaluation and adaptation to ensure equitable benefits for marginalized populations. Thus, future research in Pakistan should prioritize rigorous evaluations of existing social programs to identify areas for improvement and tailor policies to address the diverse needs of the population, ultimately fostering greater social mobility and educational opportunities for all.



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