All developed Nations are developed due to investing in education. Thus we can say on one side education is a multidimensional process, and on other, it also plays the vital role in the enhancement of the economic growth of country. Education also reduces; income inequality and poverty from as they have strong linkages between them. This study aims to explore various important factors for determining the effects of education, poverty and physical capital on economic growth in Pakistan. This study is based on the interpretive phenomenological approach which explores the multi-dimensional aspects on the education and income inequality in developing countries, especially in Pakistan. This methodology also explains that how we can reduce the income inequality in Pakistan. During our interviews with professional people, different types of themes emerged. These themes are Income Level, Geographical Inequality, Gender Inequality, System of Education, Feudalism, Role of Government, etc. But the most important is to minimize the income inequality. If the level of education will be high then level of income inequality will be low and vice versa.

Keywords: Pakistan, Education, Income Inequality, Poverty

INTRODUCTION

From the beginning of the time, even from man’s transfer to the planet it is observed that there are many factors affected by the inequality and injustice in distribution (Ahmad, 2013). Education is one among those factors which is affected by such inequalities; most probably income inequality. There are many researches available which suggest that the countries spending good amount for the educational development of general public gained remarkable success in every filed (Carstensen, 2013; Curran, 2013). On the other hand, countries with high income inequality have minimal literacy rate as well as minimal educated work force (Nolan et al., 2014).

Pakistan is a country affected by income disparities and uneven distribution of wealth. Majority of the population is affiliated to the agriculture industry (Aittomäki, Martikainen, Rahkonen, & Lahelma, 2014). But the wealth of this industry is being controlled by those landlords who have power, both financial and political and they have restricted that wealth to their strong holds and seldom pay adequate wages to the poor workforce. This is the point that leads towards the income inequality in vast majority of people settled in rural areas of Pakistan. Thus due to scarce financial resources, the poor people cannot get their young folks enrolled for proper
education. We researched about another factor causing income inequality i.e. that a huge share of agricultural sector is now transferred to other sectors and this is rapidly increasing the income inequality as most of the people concerned to this industry are losing their jobs (Zhuang, Kanbur, & Maligalig, 2014). Hence, this is another major reason which is pushing poor’s to the lowest level of poverty, and this poverty is depriving the poor people from availing the adequate education opportunities. Here is another drastic factor which is causing increase in income inequality. This is the regressive taxation system in the country. It is concluded from the research that taxes on the poor increased up to 35% in the last 10 years. One of the major factors behind this, rich is paying low for his high income and poor is paying high for his low wages. Once again, this factor is making education unbearable for the poor man. Economic disparities are also causing shortage of food and lack of basic necessities for a common man.

In the literature about development economics, Knight and Sabot (1983) explore that the complicated effect of human capital accumulation on income distribution is due to; composition and wage compression. The composition has direct effect on Gender Inequality and Economic Growth: A Time Series Analysis for Pakistan. East Journal of Scientific Research cause increase in relative number of more educated people and also increase in income inequality, but eventually it’s getting lower too. While on the other hand, wage compression has its effect causing decrease in the cost of education as there is increase in the number of educated workers and also lowering income inequality (Yang, 2014).

Muhammad Farooq (2010) explains the phenomenon of economic growth that it is highly observed that countries where there education is a basic necessity and being in approach of every single citizen there, in such countries there is a low rate of income inequality as well as distribution of basic necessities. Another important factor supporting social and economic equity and justice always promotes both social and economic welfare of human (Carrasco, 2014). Education is an important ingredient of human capital which always enhances the ability and broadens the mental horizons of the human intellect. Therefore, in such countries where there is greater equity in distribution of education, the poor sections of these societies have enjoyed a large share of the benefits of national economic growth. As a result, income inequality in these countries is the lowest.

THEORETICAL FRAMEWORK

Many researchers proposed relationship between education and income inequality. Most of them said there is an inverse relationship between both factors. Psacharopoulos, et al., Park and De Gregorio (1995) has proved an inverse relationship between a nation’s average education level and income inequality. It is clear that average education level of a population increases the intensity it causes decrease in income inequality. Barro (1999) also proposed a study to confirm that inverse relationship but only for lower level education and for tertiary education, he found a direct relationship between both the factors.

Some researchers examined the impact on number of enrolments in education based on income inequality. According to a study by Barro (2000) and same study by Alderson and Nielson (2002) number of enrolments especially at the secondary level with decreased in income inequality. However, the study conducted by Barro (2000) found an inverse relationship between primary education enrolments and income inequality as well as direct relationship between higher education enrolments and income inequality.

Geographical Inequality In Pakistan

Here are some studies conducted on Pakistan; Azfar (1973), Bergan (1967), Naseem (1976), Khandkar (1973), Khilji (2007) Kemal A.R (2006), and Guisinger and Hicks (1978). These entire researchers calculated Gini-coefficients for rural and urban areas of Pakistan based on education division. According to Bergan research, income inequalities in Pakistan were very small as compared to other countries in developing phase. Inequalities in case of education in urban areas were always higher than rural areas. The value calculated for Gini-coefficient for rural areas was 0.357, for urban areas 0.430 on the other hand value of the Gini-coefficient for Pakistan was calculated as 0.381. The Gini-coefficients calculated by Azfar (1973) was slightly declined than the value of Bergan (1967). For rural areas, it declined
to 0.334 and 0.424 for urban areas, on the other hand Gini-coefficient for both the rural and urban areas together declined from 0.381 to 0.365.

We have explored through different research performed earlier that majority of parents living in rural areas of Pakistan are uneducated and not well aware of education and its importance. This is pointed out in a research by Malik, (1996) and once again by Chaudhry (2003). Researcher also explained the benefits which are low as compare to the parents in urban areas. Literacy rates in rural areas of Pakistan were lower as compared to urban areas. This study on micro determinants of income in Pakistan revealed a positive relationship between household’s income and its education attainment.

Human Capital and Income Inequality

According to the research it is clearly understood that “human capital” is a term used for the first time 60’s and of view about human 70’s, when Mincer (1958), Goode (1959), Schultz (1961) and Becker (1975) gave the different point capital. But Romer (1989, 1990) human capital got importance by the emergence of endogenous growth theory given proposed by Lucas (1988), Mankiw et al. (1992) for the first time define human capital in “production function”. It was expected at that time; higher level of human capital leads to a higher economic growth. Here are few important ingredient of human capital; education, health, on job trainings, skills, aptitudes and migration to better job. But according to the research of (Goode, 1959; Schultz, 1961; Khilji 2005) education is marked as important ingredients of human capital.

Nations cannot be developed without education. Raja (2000) explore through his study that education is the first step for development process of a nation. It provides two advantages; at one end, it increases the economic growth of nation while on the other, it reduces the poverty and increases the productivity as well. Education plays an important role in building, human capabilities and to enhance economic growth of a nation. Investors are now more interested in such countries, where there is ample human capital exist to get education.

Education is declared as imperative part of human competency and sovereignty (Sen, 1999) stated. According to another theory by Kim & Terada-Hagiwara (2010) in which it is elaborated that importance of well-educated labor force is necessary for the diffusion and adoption of new technologies. Pakistan is a country where there is a shortage of physical and human capital. It is discussed in a research by HDR, (2001) amd Adawo (2011) that not only quantity but quality of education at each level demands for skills to achieve a good economic growth rate.

Agriculture Sector and Income Inequality

In Pakistan, agriculture sector employed more than 45% of its total population. Out of which, 85% are small farmers. Sabir, Hussain & Saboor (2006) have used the sample of 300 small farmers of central Punjab to investigate the status of poverty among them. They found that education is the factor which could reduce poverty. However, old age of the head of household, large size of household, small output and low price, insufficiency of infrastructure and dependency ratio are the few determinants of high poverty in central Punjab, Pakistan.

Gender Inequality

Gender inequality is also preventing access to education facilities and enhances poverty level and creates hurdles in the economic growth. By using Logit regression model, Chaudhry & Rehman (2009) have estimated that, in Pakistan, the size of household and female to male ratio has significant and positively impact on poverty. While female to male enrollment ratio in educational institutions, literacy ratio of female to male, education of head of household and ratio of earners of female to male have been significantly and negatively affected the rural poverty. They suggest that education and employment opportunities should be equalized which could avert poverty and resultantly enhances the economic growth. Chaudhry (2007) examined the impact of gender inequality in education on economic growth in Pakistan using time series approach. The result of the study has showed that gender inequality had a significant and positive effect on economic (Mincer, 1974) growth. Whereas, literacy rate, enrollment ratio,
literate female to male ratio has a direct and significant influence on economic growth.

**Income Inequality**

Greenwood and Jovanovich (1990) point in the early stages may increase income inequality in the formal credit a few more people are able to access bank loans as have access to the autumn as grows. For example, Kamal (2006) for a review of elite Forces for Men and growing income inequality trend is reversed. Kuznet curve in accordance with changes in income inequality in a number of countries and countries is viewed. Every nation in the early stages of economic development will increase income inequality means. To avoid governments increasing or at least to slow down the growing income inequality may take appropriate measures. For example, financial development will help improve the distribution of income at micro, small and medium enterprises as well as promote effective intervention. Similarly, the revenue target distribution will help improving public consumption and investment growth. To reduce income inequality open media policy can help. Various fields related to development and income inequality, job selection and acquisition of technology is influenced by the relative growth, government policies, including tax-cum-subsidy measures may affect them.

**Education Inequality**

The economic activity is greatly dependent on level of education or knowledge base. Therefore, the disparities in availability of education opportunities have significant impacts in determining the distribution of income and poverty. A reasonable equation in availability or distribution of learning and educational opportunities will help the poor masses to avail the greater share of the benefits resulting from economic growth in the country. This tendency will further accelerate the growth rates due to active participation of educated masses in the economic activities. Contrarily, if the poor masses are deprived of the education opportunities, they will not be able to acquire the requisite skills. Consequently, they will not be able to take part in the economic activities and growth rate will effect adversely and income inequality will also remain there.

The educational inequalities are widespread in Pakistan. Especially, we may take note from the district level. With a view to have an insight about the district wise performance, one DEI (District Education Index) is evolved. In light of data available in the DEI (District Education Index), we can better analyze the rating of socioeconomic inequalities. While doing so, we compare the District Education Index (DEI) with the district economic development to have a clear picture about the situation.

**Income And Education Inequality Causes**

During investigative analysis it is also observed that drastic situation of education and poverty is greatly attributed to income inequality in country (Shirazi 1994). In the same stud it is argued that among other practical measures, financial assistance availabl through infaq (in terms of Zakah and Ushr) may also be utilized as possible measure of poverty alleviation.

In the same study it is also observed that the number of poor households having highly educated family heads is remarkably less than the ones with uneducated family head. Most of the heads of poor households hardly got primary or secondary level education. The research further suggests that higher the level of education of the head of the household enhances the probability of the economic well being of the household.

**Feudalism and Inequality**

Feudalism is one of the important factors which are effecting education in Pakistan. Since the birth of Pakistan, the feudalism remained serious threat to promotion of education in the far off areas of the country where majority of rural masses is settled. There exist many instances where the educationists have been murdered too on behest of the feudal lords of the area. On the other hand, feudal are much strong to have hold on a large scale of agricultural lands and they use to have peasants to work over there. They use to pay as low as a peasant deserves and the reason behind this is to keep peasants away from quality education. This is
a major factor behind the lower literacy rate in rural areas.

It is also observed that rich feudal use to capture lands forcefully which are reserved for the schools and colleges. Objective behind all this is to keep the local rural people away from education so that they may not get their children enrolled for study even at primary levels.

**Government Policies and Inequality**

As, Babatunde & Adefabi (2005) explained that the education is playing a vital role for economic growth through many factors while enhancing the opportunities of better access to employment, healthcare facilities, etc. It is also improving the technological development and also considered sources of political stability in the country as educated masses tends to be more tolerate than the uneducated folks.

However, the education sector of Pakistan has always been neglected badly. Thus lower investment in this sector, high level of poverty and inflation, income inequalities, gender inequalities, regional inequalities, poor condition of public sector educational institutions, high fee in private sector educational institutions, various systems of education, inconsistent educational policies and poor implementation are the main causes behind this negligence at national level. These are the big hurdles in the way of educational development and human capital accumulation in Pakistan and need to be addressed at appropriate level.

**RESEARCH METHODOLOGY**

It is a qualitative study which explores the different dimension of education and income inequality in Pakistan. It is a proven fact that if the education level of the people is enhanced the poverty will be reduced as well as income inequality will also be reduced. According to Creswell (1998 page 17) “when little is known about the phenomenon and topic needs to be explored, then qualitative nature of inquiry is appropriate” so in this study we used qualitative research method. When we want to have deeper understanding of the participant’s life experiences, qualitative method helps us a lot (Goulding, 2005).

The respondent has been selected by using convenience and snowball sampling technique. In Pakistan there is huge difference between living standards of rich and poor and also literature identifying the issues relating to the income inequality particularly rich and poor people of the world. The selected sample is a carefully adopted which is consisting of education and income inequality in Pakistan. We carried out face to face semi structured interviews for this study. The interviews were conducted in Urdu language for the convenience of the participants. Furthermore, audio interviews were recorded with the consent of participants and they have the right to withdraw from the study anytime. At the end, interviews were translated and transcribed. To ensure that transcriptions reflects the true interpretation of the participants, transcription were sent to the participants for checking (member checking, which enhance the validity of interview data).

There is a one central open ended research question which is asked in this study what is the relationship of education and income inequality in Pakistan?

What is the educational inequality in Pakistan?
What is the gender inequality in Pakistan?
What is income inequality in Pakistan?

**RESULTS**

**Presentation of demographic survey**

The demographic profile of the respondents is given in table. The data shows that majority of the interviewers are male. Only 12% females while the percentage of male is 92%. The age group of respondents is ranging from 20 to 70 years. 25% respondents are unmarried while other is married. We have taken the views of 75 % economists about income inequality. These economists are highly qualified and few of them were holding PhD degrees. These interviewees were also educationists. These are well aware about the income inequality and its role on education. 17% are businessmen while 83% are educationists. Their experience in education field ranges from 2 to 40 years. Many of them are managing the
certain operations of profit pure educational as well as business enterprises.

They are famous authors and researchers as well. Being worked on much international research they have published research papers and books on economics and even related to the topic I worked on. Interactions with them were quite fruitful and help me a lot in producing this article.

FINDINGS
Healthy responses were generated during interviews with the professionals having background in diverse range of professions and academics. Multiple themes were created throwing light on the various aspects of the education with reference to income inequality. Income inequality was majorly pointed out as one of the causes of differences in education and resultant job acquisitions.

Income Level
We conducted a number of interviews on this topic. Most of the participants mentioned that income inequality is a major cause of difference in level of education. Greenwood and Jovanovich (1990) point in the early stages may increase income inequality in the formal credit a few more people are able to access bank loans as have access to the autumn as grows. For example, Gradstein and Milonovic (2000) and Out (2001) for a review of elite Forces for Men and growing income inequality trend is reversed. One of the participants highlighted the social differences due to the income inequality; he shared his views as;

"Income inequality also creates the social differences and secondly is that the believes of people destroy when there are social differences" (Irfan Chani)

The income inequality among masses enhances the difference regarding level of education. Rich can pay higher fees to the private or foreign affiliated institutions and get better and quality education, whereas the poor people cannot afford to enroll their children to such institutions. This creates a huge difference in the education level of both segments of the society. This difference of access to quality education leads to difference in access to opportunities for both. Students getting quality education from renowned institutions get better job opportunities whereas students having low quality education avail lesser job opportunities even at lower level of salary packages. Resultantly when they got married and have children, they wouldn’t be able to provide good education to their children; this is like a vicious circle.

Geographical Inequality
Another dimension to present study is the geographical inequality. People living in urban areas have better chances to get good quality education than people living in rural areas. Rural areas of Pakistan are not developed and educational institutions are lacking basic facilities. In addition, people living in rural areas are not highly motivated to provide good education to their children. In urban areas, educational institutions are abundantly available and variety of quality education is available from government to private level.

"Rural and urban areas differ in many ways i.e. access to good quality education, heath, transportation facilities etc. Due to the low literacy rate, parents are not aware about the importance of education." (Irfan Chani, Imran Bashir.)

One of our above mentioned respondents explained the difference between urban and rural areas and also expressed the mentality of parents and their awareness about the education. He also pointed out the benefits which are available to the parents living in urban areas while stating that similar benefits are not easily available to the households settled in rural areas. Literacy rates of the parents in rural areas of Pakistan were lower as compared to urban areas. This study on micro determinants of income in Pakistan revealed a positive relationship between household’s income and its education attainment (Malik, 1996; Chaudhry, 2003).

Gender Inequality
“One reason of gender inequality may be tradition and culture in different areas of Pakistan, the second one is that the parent are willing to enroll their sons in the schools but they are not willing to send their daughters in the school because they are sensitive for the physical safety and security of
their daughters, especially in the culture where the coeducation is not considered the appropriate choice. Parents are not ready to bear cost of education to be incurred on their daughter because there are not a lot of opportunities of jobs for the female. Now we should take into account the female labor force participations which is a 1/3rd of world average in Pakistan whereas the worldwide percentage of these participations are 50-51% of world and in Pakistan, it is only 20-21% female labor force participations at present. Earning opportunities are less for females. Resultantly, most of the people do not accord due importance to female education. It is believed that despite being educated, females are unlikely to get reasonable job opportunities in Pakistan and just stay at homes being housewives. It means household activities of women folks are not yet monetized and we do not measure there monitory value and usually think that they do not have any worth. Owing to this social tendency, most of the households prefer to teach them household works rather than encouraging them to become a part of mainstream human resource of the country. Here the gender discrimination takes palace. Such gender inequality is also a majorly highlighted point by many respondents. In Pakistan, parents usually pay more attention to their male child. They invest their money on the male children, providing them good education as compared to female children. The situation is even worst in rural areas of Pakistan. Social setup of Pakistan being an Islamic country is also a factor behind gender inequality as we are living in male dominated society and females are not free to follow their wishes. Females need family support to get education while paying the expenses on account of tuition fees, transportation facility etc. They are highly dependent on male members of the family for their expense. This dependence creates a big hurdle for them to pursue their educational and other goals in life” (Irfan Chani 2011).

“Gender inequality is also a main hurdle in the development of the country. Parents prefer the education of boys and do not take the education of girls seriously” (G. Shabbir).

In rural areas, people do not like co-education and they don’t send the female child to the educational institutions due to the co-education system. In urban areas, this tendency is also present, but with less intensity.

**System of Education**

Medium of education is another reason for the difference in education levels and causing inequality of income. There are two types of education institutions available up to primary level i.e. Urdu medium and English medium. The households who can afford expensive education, prefer enrolling their children to English medium schools. The households belonging to poorer segment of the society, send their children Urdu medium schools. In addition, there is a difference in syllabus of different education systems, some teach Oxford syllabus and others follow Punjab text book board. One of the interviewee expressed her feelings as under

“English and Urdu medium schools differ in their quality of education mainly due to syllabus and qualified teaching faculty.” (Shazia K, Mian M. Akram)

English medium schools generally higher well qualified faculty to produce better results. Moreover, management at good English medium schools arranges workshops and other teaching aids for their faculty members.

**Feudalism**

We have already discussed that feudalism is an important factor behind the downfall of education system in interior Punjab as well as rural areas of Sindh province. The landlords are politically strong and have influence over the education system. We have learnt from research that there are still such schools and colleges which are not fully provided with all the facilities which an educational setup need. Therefore, this aspect should also be taken into account and adequate measures needs to be taken for bringing better equality in education system.

“It is the need of the hour to make education system free of the feudalism, if it wouldn’t happen, there will be a new class of people who would have never heard about “school” and “education”. This will be another step away from education!”

“Feudalism is a cleared drawback of education system in rural areas, till the end of feudalism;
education cannot reach to everyone living in rural area” (Irfan Chani and Mian Muhammad Akram).

The studies conducted about feudalism and its effect on the education system in Pakistan; suggest that education in rural areas cannot survive without putting an end to the feudalism and its extreme power to hold the education under their control. Government should take necessary steps to keep the education free of feudalism and in approach of every single rural citizen, either a landlord or a peasant.

Role of Government:
Role of government is another unanimously agreed factor by all interviewees. Government is the major stake holder of this system. As discussed above, the difference between rural and urban areas access to good quality education and difference in government and private educational institutions can be minimized if government pays attention to this issue. If government provide adequate spending (%age of GDP) for education then these issues can be either fully removed or minimized. For higher education, HEC can play a vital role in streamlining the education process and regulate the institutions to keep them at par with the rest of the world. A responded speaks about it

“If the government spends millions of rupees on the roads and other infrastructures, then why the government do not spend adequate funds on education, despite the fact the education and health sectors are the most important sectors.” (Irfan Ullah, Rana Arshad, Ghulam Shabbir)

Now in my point of view Government must take the steps for the improvement of education at primary /secondary and higher level.

DISCUSSION AND CONCLUSION
The findings of the interview data revealed that we can minimize the income inequality from our country while promoting the education adequately. Following themes emerged from the study

- Income Level
- Geographical inequality
- Gender inequality
- System of Education
- Feudalism
- Role of government

Education will help to minimize income inequality but education system needs to be standardized in our country. As mentioned above, difference in income level, geographical differences, gender inequalities and other issues are hindering development in our education system. The major differences/issues mentioned by most of the respondents were Urban and Rural areas and English medium and Urdu medium teaching methodology. There is huge difference between urban and rural area facilities. People living in rural areas face difficulties to have an access to good quality education. Besides, the educational institutions following English medium teaching methodology seldom found in rural areas whereas these are easily available in the urban areas. Government can play a vital role in equalizing the status of education both in rural and urban areas. A good quality education clearly enhances individual’s earning ability as good quality education adds value to the person’s abilities thus it helps in reducing the inequalities of earning and social inequalities.

Farooq (2010) concluded in his research that distribution of income and earnings between male and female is unequal. This inequality is higher in males as compared to females. If we consider this comparison of rural-urban income inequality, then we will learn that it is higher in urban areas of Pakistan with respect to rural areas.

The income inequalities in Pakistan have increased sharply in the 2000s and the trend continues even in the current decade even if the poverty may have declined. Moreover, income inequalities have been much higher than in the urban areas that create much type of gaps between urban and rural areas.

Pervaz and Usman (2011) discussed that education clearly enhances people’s earning ability wherever they are living in the world. Interestingly, education is a factor that always helps in reducing poverty and increases the economic growth and reduces income inequality in the country. For instance, most of the people living rural areas of the developing countries are poor. Therefore, well devised and properly implemented policies would
be helpful in fostering the education sector. Resultantly, more and more people would have access to good quality education and much skilled human resource will be available in the country. Though it may lower the demand for skilled manpower in the short run decreasing the wage rate too, yet overall well being of the people will be enhanced due to increased income compared to uneducated folks. Thus income inequality can be averted appropriately while enhancing the level of education in the country. It would be of significant impact that while devising the policies to control the poverty and income inequality, the focus should be given to promotion of quality education in the country.

It is concluded from the above study that education is the only factor that can let the poverty towards downfall and economic growth towards high rates. We have discussed many factors effecting education setup in Pakistan, few could be settle by the social authorities and few are concerned to the government and based on the strong policy definition.

**RECOMMENDATIONS**

As per the conclusion, policy makers can take the guidance from the study as they must try to minimize the income inequality and to achieve this target, as standardized education system can be a good starting point among others. The policies focusing to promote education level of the general public will pave the way for better tomorrow of the people of Pakistan and will definitely have a positive impact on per capita income. Policy makers must pay attention to the education sector and they must introduce and implement the policies to remove the differences regarding education in urban and rural areas and education system should follow a standard, devised by education department for all private and public educational institutions.

Better access to good quality education pave the way for improving the living standards of common households while enabling them to avail the best possible opportunities available in the job market. Nowadays, most of the nations are assigning due importance to education sector while considering it as a basic human right. Nowadays, education has become much more important than ever before. Especially, in the present era of information technology, world has truly become a global village where professionals from one part of the world can render services for the enterprises located in the other part of the world. Consequently, marketplace for working people has become much more vibrant and attractive too. So provision of good quality education will enable the people of the country to avail the maximum possible job opportunities from local as well as foreign market. This will tend to minimize the income inequality in Pakistan.

Furthermore to decrease the inequality of wealth and income it is necessary to improve the situation further, equal opportunity for education and employment should be given to male and female, and also to the people living in rural areas as well as urban areas of Pakistan.

As a practical measure to uplift the living standards of rural people in the country, it is suggested that government should take appropriate measures while investing adequate resources in the development of human resource engaged in agriculture sector. Various types of small and medium scale financing schemes would be greatly helpful for enabling the rural communities to kick start the small scale economic activities to create job opportunities for local folks to minimize the income inequality in the country.

**Limitations and Future Research Direction**

The scope of the study is limited regarding the no. of respondents. Although, I have tried to get the respondents from diversified fields but the study should be repeated with other industries' professionals. All the respondents were selected from one city “Lahore” provincial capital. The study can be extended to all provincial capitals to get the better ideas of people living in other parts of the country. It is also suggested for the future research that education should be a free setup of every factor affecting it. Every society, authority and government body has to play its role. Education is the basic necessity of every human being and it should be delivered. There must be a single education system in the whole country for every class and every area either urban or rural, with poor or rich.
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