FFEMALE LEADERSHIP AND WOMEN EMPOWERMENT AS CAREER ASPIRATION

FOR GIRLS IN PAKISTAN

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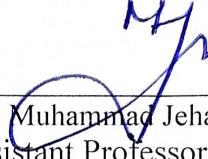
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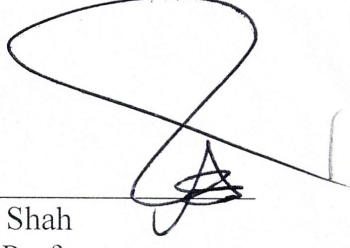### P.O. Box 1091, Islamabad, Pakistan

CERTIFICATE

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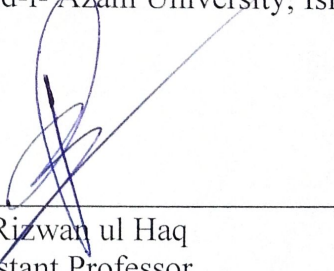
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Author's Declaration

I Sajida Muhammad Shah hereby state that my MPhil thesis titled "Female Leadership & Women Empowerment as Career Aspiration for Girls in Pakistan" is my own work and has not been submitted previously by me for taking any degree from this University "Pakistan Institute of Development Economics, Islamabad" or anywhere else in the country/world.

At any time if my statement is found to be incorrect even after my completion of degree the university has the right to withdraw my MPhil degree.

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Abstract

In this study we investigate the effect of aspiration and women leadership on the education of girls in rural Pakistan. For this purpose, we used Pakistan Rural Household Panel Survey (2012). The results show that there is significant positive relationship between aspiration and the education of girls. In addition, girl's education is higher (on average) in communities having female leaders as compared to other communities. The interaction of female leadership and aspiration shows that household aspiration is higher in a community which has a female leader which results in higher girls' education in that community. Besides the effect of marital status is negative on girls' education. Whereas the education level of household head is positively associated with the education of girls. It is true to say that there is a strong link between aspiration of girls to seek education and empowerment of women in the society and aspiration failure might be responsible for failure of women's empowerment.

Keywords: Aspiration, female Leadership, Women Empowerment, Education

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CHAPTER 1

1 INTRODUCTION

The topic of this study is Female Leadership and women empowerment as career aspiration for girls in Pakistan. What aspiration means and in what sense this study will use this term "Aspiration"? Aspiration means, hope and an ambition to do and to achieve something that you desire for. It is an aim that one strives to achieve.

In this particular study aspiration is used in terms of seeking education. This research will study the impact of aspiration that girls in rural area of Pakistan are seeking from the young leaders to be like them by getting education and by achieving the goals they set to achieve career path which leads to success as a leader.

This study is about the girls' aspiration to seek education subject to the family support. The aspiration that a girl gets from other female in her surroundings. This particular study is about aspiration that girls in rural areas of Pakistan are getting to be an educated individual of the society. So, the study will find the nexus between aspiration and the education of girls in rural areas of Pakistan.

When we talk about seeking education then so many other factors are linked with the seeking education among with family concerns are at the top. These factors affect the purpose of seeking education in so many direct and indirect ways. However, being in a developing country like Pakistan there are so many factors that become hurdle in seeking education. Especially, when there is a case of girls' education, the case becomes even worse. After studying a number of articles and research papers on this area I realized how much it is difficult for a girl to overcome these factors and seek education.

For this purpose, this particular research is about studying the relationship between girls' education and its relationship with the female leaders in the society. In spite of being so many factors that resist seeking education for a girl how women empowerment and female leadership compel a girl to seek education and become a leader. This study will find, if there is a female leader in a community, what will be the behavior of girls in that society towards education.

After reviewing literature related to the particular topic, it is already clear that education is a key factor to empower a woman. Girls in any part of the world is empowered if she is well education. She will have decision making power not at household level, rather at community level. She will be an earning member of the household which supports family financially. She will not be depended on anyone for the loop of the bread. She will have her own identity.

So, the problem statement of the study is to know the aspiration that girls in rural Pakistan seek from young leader in her surroundings. What will be the behavior of a girl towards education in a community where there are female leaders and empowered women. The reason for finding such findings is to learn the behavioral changes in girls of rural Pakistan with and without interaction with the young leaders and empowered female in their community.

For this purpose, the study will take secondary data from Pakistan Rural Household Panel Survey (2012) from International Food Policy Research Institute. The locale of this research study is Rural Household of Pakistan. In 2012, a survey named Pakistan Rural Household Survey (PRHPS) conducted. It was 1st round of this survey. Its aim was to provide quantitative basis to address the economic priorities in the policies of Pakistan. The Rural Household Panel Survey, 2012 cover total 2090 households in 76 primary sampling units in rural areas of the 3 provinces which are Punjab, Sindh and KP.

This sample nationally represent the rural areas of these 3 provinces. Pakistan Rural Household Panel Survey,2012 collected the information on large no. of topics, i.e. Income source, Employment nature, patterns of consumption, use of time, assets & saving, loan & credit, Education, Migration, Shocks in the economy, participation in social safety nets, and Aspiration of households.

In total, 6 survey instruments were made to collect the information. 3 Household level questionnaires were included, among which, 2 were designed to collect household information's on various households and individual level aspects by male and girls separately. The 3rd questionnaire was aspiration questionnaire, which was conducted on household members ages between 18-35, a community questionnaire, a price questionnaire & a school questionnaire.

The main theme of the study is to find the relationship between girls' aspiration to seek education and females' leaders in her community and other communities. If, in a community, there is a female leader then what will be the impact on young girls and their behavior towards attending seek education. How much these females' leaders motivate them to seek education and set aim to achieve in life. The study will find the impact of Aspiration on education of girls in rural areas of Pakistan.

1.1 EMPOWERMENT

Empowerment is defined as a multidimensional process not an event and it comprises of number of areas Chamberlin (1997). Chamber in his studies has very precisely figured out that empowerment is; having a set of qualities like ability to make decisions, accessibility to information and resources, having alternatives regarding making choices, having self confidence that one can make a difference, learning one's actual worth, and Changing others' opinions of one's competency and ability to act. According to Chamberlin (1997) among the qualities of

empowered person has further added that being empower means to be part of a group and not feeling alone and Increasing one's positive self-image and overcoming stereotypical stigma.

In a broader sense, empowerment is the development of freedom of choice and action. It means increasing one's ability and control over the resources and decisions that has some impact on one's life. Empowerment' relates to the user's interpretation of power. A conventional definition of empowerment is about bringing people who are outside the decision-making process into it Rowlands (1995).

1.2   WOMEN EMPOWERMENT

 According to Chandra (2016) Political representation of women in legislature can be used as a tool for women empowerment as it is a process through which one's with no power gain power over their lives. This means to control over material assets, intellectual resources and ideology. Some define women empowerment as a process of sentience and capacity building which in a result leads to greater participation, effective decision-making power and control leading to transformative action. Empowerment is a dynamic state; it is a continuous process that varies in degrees of power. One with absolute lack of power moves to the other extreme of having absolute power. The extreme ends of the continuum are said to be "ideal" states.

People give various definitions of women empowerment. Women empowerment as a holistic concept which has multi-dimensional approach and it covers all the spheres of life such as social, political, and economical. Women plays a significant role in sustainable development by boosting socio economical as well as political status of women. Women can be empowered by providing education facilities, employment opportunity, and political participation. Women can be empowered through several ways. Changing women's mobility and interaction with society, changing women labor force participation along with change in women's access to resources, and

by provision of basic needs such as housing and health facilities. Self-help employment and self-help groups have also played magnificent role in empowering women in rural areas. Women to go ahead and break the stereotypes need the society and the people to change their stereotypical perceptions about the word women (Shettar, 2015)

According to Ullah (2011) there are several indicators of the Female leadership and women empowerment among which five indexes of women empowerment are on the top list which is; Economic empowerment, the power of women regarding purchasing goods and selling goods, borrowing money and payment of debt. Economic empowerment means that women have given equal opportunity of decision making in economic household matters as well as outside the premises of her home. Another type of women empowerment is Income empowerment; Women are empowered through giving them chance to participate in labor market so they could be able to generate income for their families. Income empowerment includes access to resources, employability of women and decision making power regarding generation of income. Asset empowerment; The asset empowerment is the ability of women in holding cash, land, bank accounts and other house hold assets; Whether the women is given autonomy to have land and bank accounts. This also includes say of women in selling and buying house hold assets.

Education and health empowerment; Education and health are fundamental rights of a human being. A woman is said to be empowered if she is given proper education and health facility. An empowered woman has the access to the money so she could be able to afford her children's education and she also has access to fundamental nutrition that our body requires. Women in this era of development are needed to be Socially empowered .There are few indicators of social empowerment such as dress, religion, participation of women in social programs, freedom to women in participating politics and decision making in the society (Muhammad e. a., 2011)

After studying my topic at International context let me find evidences at National level so that I may understand how much importance is given by Pakistani women to female leadership and to what extent they are striving to be a leader and how much they are putting effort to let their daughters become a good girls' leader. Above all this, it is important to find that up to what extent Pakistani women as mothers and adolescent girls are getting inspired by the girls' leaders. Pakistan's half of the population is consisting of women and majority of the women live in far flung areas of Pakistan. The women in remote areas of Pakistan are subjected to high levels of poverty, they are the most helpless and deprived part of society. Participation of women in economy is of greater significance for a long lasting development Ullah (2011).

1.3 ASPIRATION

According to Darcon & Singh (2013) Aspirations means an individuals goals for the future. One can have aspiration for different domains of his life and some of the most common domains include Income & wealth, Educational Attainment, and Fame. Ones aspiration can be impacted by either external or internal factors and a person can form aspiration from observing those in their cognitive window which include their family members, peers and society.

According to Chong, et al. (2016) Aspiration is also effected by economic and social conditions like improved health outcomes can increase student's aspirations and on the other hand if there will be bad health outcomes then ultimately this will decrease the aspirations of the students.

1.4 WOMEN EMPOWERMENT IN PAKISTAN

After going through the diverse school of thoughts regarding women empowerment in Pakistan, it is observed that with the passage of time people of Pakistan are breaking the stereotype that women were supposed to stay at home and not to step out of their home to make her own identity. Female

literacy rale is improving with the passage of time and the girls of rural Pakistan are aspirant to seek education.

Although it seems very difficult for a woman to make their grounds in such societies but studies show that women always prove that they also deserve an independent life to find her worth in a society and that they are not dependent on their father or husband for a loop of bread. There are so many women out there who support their families and play a major role in providing benefits to her children, society and economy. Female of Pakistan are coming forward in leadership positions which ultimately is having a positive impact on young girls for reeking education and become a leader just like their role models.

As we know that quotas are a way to end underrepresentation and discrimination of women in different domains. After UNWC (United Nation's Women Conference) in 1995, more than 100 countries initiated gender quota in politics specifically. As an impact of this conference it's been seen that Norway mandated to be the first country for presenting 40% quota for women. Being inspired with such countries more and more countries influenced by this and initiated the quotas system in their politics.

As we know about Sustainable development goals. One of the most effective ways to put an economy on the path of sustainable development is to follow the Sustainable Development Goals which are; 1) No Poverty, 2) Zero Hunger, 3) Good Health and well-being, 4) Quality Education, 5) Gender Equality, 6) Clean Water and Sanitation, 7) Affordable and Clean Energy, 8) Decent Work and Economic Growth, 9) Industry, Innovation and Infrastructure, 10) Reducing Inequality, 11) Sustainable Cities and Communities, 12) Responsible Consumption and production, 13) Climate Action, 14) Life Below Water, 15) Life on Land, 16) Peace, Justice and Strong Institutions and the 17th SDG is Partnerships for the Goals.

It can be seen from sustainable development goals that; to catch the path of sustainable development we have to focus on education. Now, if an economy focuses only on the education of male sector then this will be not call as complete implementation of sustainable development goal. Rather, complete implementation on sustainable development goal is there when women along with men seek education.

These Sustainable Development Goals were set by the UN General Assembly and supposed to be achieved by the year 2030. There seventeen Sustainable Development Goals are blueprints to achieve better and more sustainable future for all. Economically collaboration of Pakistan and China provides a great opportunity to put the Pakistan's economy on a sustainable growth trajectory through better infrastructural development under the framework of CPEC.

Though different studies, it is observed that tourism in Northern areas of Pakistan is offering many opportunities that can be capitalized to enhance economic growth. Following strategies were proposed to utilize tourism for sustainable economic growth;

1. To Develop strong tourism chain and integrated system. Which can include as making policies, integrated planning, new development projects, marketing operations etc.

2. To provide a business friendly environment. Which may include reforms to policies, and regulations, the institutions that may govern business activities more effectively.

3. To provide high level of connectivity and openness. Which may include investment in transportation, investment in better infrastructure, Investment in connectivity, investment in favorable policies, and investment in sustainable management.

4. To make use of advance technological innovations. Which may include mobile technologies, smartphone technologies, user generated content, reviews as well as feedbacks. GPS, use of social media, big data, and most importantly artificial intelligence.

5. To ensure collective partnerships. Which may include public private partnerships, community level participation, linking value chain and local economic development strategies.

6. And last but not the least is the sustainable energy.

Pakistan have active communities and group of volunteers who support each other. They efficiently use resources and people, and discovered that the miracle of intelligence of local people is such that they can change the culture and economy of the people of Pakistan just by capturing the passion, energy and imagination of their own people.

Economic sustainability all depends on how the policymakers and its local people feed, cure, educate, transport and communicate with the world in a sustainable way. We need to understand that it is not the universities and/or government who is going to invent the technology for the green revolution, rather it is the people of the economy. Same is the case with the girls' education. We do not have to wait for someone to come and provide opportunities to girls to get aspiration form female leadership and seek education, rather, he has to motivate our communities-specially-communities in rural areas of Pakistan to educate their girls.

1.5 GIRLS EDUCATION IN PAKISTAN

The impact of aspiration on education of girls in rural areas of Pakistan can be observed by the behavior of these girls towards seeking education. As the studies regarding rural Pakistan concludes that most of the female have to face so many hurdles like socio-cultural, financial and hurdles like traditional school of thoughts. For a girl, it is just like a war against these hidden forces and hurdles but still, girls in Pakistan are struggling hard to get their rights. These girls are fighting with these hurdles to change their standards of living by seeking aspiration from female leaders in the communities and seeking education to become leaders themselves.

Studies show that the developing countries, gender inequality is seen in the context of proving education to boys and girls. People's perspective towards education is different for boys and girls. Two third of the world's girls and female do not have access to education. In the past two decades, in spite of so many hurdles, women in the world have made a substantial progress in the education. By changing expectation of the people all over the world, it only does not affect the education and future aspiration of young girls but it has also effected the educational opportunities to the girls that are offered to them.

There are some important social changes had occurred in the last 20 and 21st century. These changes have challenge identity of female and girls in the upper and middle classes where education is prioritized for both girls and boys. It is noticed that, parental aspiration, approval, support, motivation and encouragement for their daughters have increased. Parents have started to plan to establish a professional status and career for their daughter by letting them seek education has increased.

Same is the case in Britain. In Britain, the parents are supportive, enthusiastic, aspired about the education and career of their daughters. These parents are focusing on educational, social, and career aspiration of the Muslim girls there. Parents there have realized the importance of education, especially for their daughters. These parents are encouraging their daughters to seek education in make a good career.

Same thing is realized in case of Pakistan. As we know that, it is impossible to keep half of an economy's population economically dependent. It is very important to economically engage them in income generating activity as well, to increase per capita income. To meet the economic targets, it is important for women of the economy to take part in the income generating activities. For this

purpose, it is very important to let female sector of the society to seek education to be able to involve in formal sector of the economy to generate income.

Fortunately, female and young girls are now beginning to seek education and people have started to respect educated girls and female in the society. But still, it is observed that societal attitudes towards the female and girls and their higher education is mixed. There are some people who are in favor of girl's education. And there are some people who are against the girl's education. There is still need to put efforts to change the mentality of the people who are against the education of girls and female higher education.

There is no doubt to say that such efforts will definitely will have its positive impact on the society gradually. For this purpose, we have to put collective efforts, not only in some segments of the society, rather in all segments of the society to provide the wider opportunities of education to the girls and especially for the girls who belong to low social economic status and middle and lower class. There is no doubt to say that, education transform the whole personality of the female and enhance the self-perception of the girls.

To wrap up the introduction, it will be true to say that imbalance and inequality in gender continues to be a norm in most of the academic fields. It can be observed in the routine life that male sector of the society occupy the majority of senior-ranked positions and gender parity is not yet the norm in that society. Economic, social and industrial development can be achieved through the expansion of education for all only. Secondly, education must aid national development, not only by development, not only by developing skills and leadership but also preparing the people for social change by covering all instruments of education.

The whole pattern of the society, including all traditions and religious beliefs, draw inspiration from this factor. We have to accept the truth that, no nation can reach the glory of success without

equal representation and participation of women in the economy. Economies that want to put themselves on the path of development must provide equal opportunist and encourage its women for equal participation.

1.6   MAIN THEME OF THE STUDY

The main theme of the study is to investigate the effect of aspiration and women leadership on the education of girls in rural Pakistan. How much aspiration women in rural areas of Pakistan getting to take part in decision making by participating in income generation after seeking education? How much encouragement girls seek from female leaders in the communities to seek education?

This study will find out the factors and hurdles that are a challenges for girls in rural Pakistan inspite of having aspiration to seek education. Here, aspiration is used in the contact of motivation and ambition that girls achieve from the working women in her surrounding which we can call as role models.

The reason for particularly choosing this topic is that studies investigated positive changes in families where there is contribution of both male and girls' members in a society. An interesting thing is that if a woman is independent then her all children must be school going, whether her child is boy or a girl. And mostly that children perform well in their academics and other extra-curricular activities. The rationale behind this is that an independent woman is fully aware of how to guide her child. As a result, that children get awareness, guidance, counselling and mentoring from their own mother in all aspects of life which makes it easy for children to set clear goals in their life and to work hard to achieve their goals. A well aware mother knows how to make her children decide what is best for them in their lives.

There are so much other effects of female leadership in some areas of Pakistan which is needed to be explored by researchers. It is mandatory to do more research in those areas because, we have

example of North Pakistan where in spite of harsh weather condition, lake of facilities and opportunities it itself is a most developed area of the developing country i.e. Pakistan. By finding reasons behind development of such locale, policy makers can make policies in those areas of Pakistan where there is very little aspiration for educational attainment of girls and comparatively no as such aspiration through female leadership yet.

It is believed and hope of policymakers that this mandate will have long term effects on the lives of women. For instance, it will boost women's labor market outcomes, it will have a good impact on gender balance in leadership aspect. As in most of the countries, half of the population comprises of girls' population, this means that, contribution of girls' population in labor market will boost GDP of that country.

If a women become a leader she will shape the mentality of both parents and children about what a woman can achieve and how it can impact a whole society and this will influence girls and their parents to get aspiration and go for educational attainment.

According to Eagly (1987) Sociology acknowledged the idea that the gender identity is at least partially a social construction and social cognitive theory. According to Bandura (2001) it has been seen that education aspiration and choices in career rises belief's in individuals own abilities. Cohan (2009) also corroborates that the rise in these beliefs have long term effects like, efforts, performance and outcomes of child in the school improves. According to Bussey (1999) every aspect of human's daily lives is effected by the belief of efficacy in gender disparities and this belief creates difference in educational aspiration for girls and boys, most importantly in case of leadership.

According to Rudman (2010) Traditional gender roles have an implicit impact on girls mind as this built gender stereotype that being a girl they are supposed to do the domestic stuff only and

that they can't be a scientist, surgeon and nurse. As a result, they have no aspiration towards masculine occupations. According to Smith (1986) it have been seen in the studies that attitude of girls early adolescents and male students towards girls scientist is biased and girls adolescents are less keen to become scientists. The reason for this attitude of girls is that there are very few girls' scientists out there due to which these girls don't get as such aspiration to become a scientist.

It observed that in Pakistan there are so many people, institutions and organizations, including NGO's, politicians, students, teacher, journalist and even media which always talks about women empowerment, gender balance, women rights, and girls' education but a very few talk about the next generations interaction level with these girls' leaders. There must be some room for direct interaction for young girls with these role models so that they may get inspiration and get influenced from them and strive to achieve their career goals. This Interaction is must in those pocket area of our economy where there are comparatively very few chances of getting interaction with these role models.

1.7   STATEMENT OF THE PROBLEM

The target audience of this study is young girls in rural Pakistan age 18 and above. When this study used the term female leaders, then it means female Factory worker, Government employees, Private enterprise (sales person, manager), Teacher/professor, NGO worker in that particular community.

According to Sathar & Kazi (2000) in most of the rural areas of Pakistan girls are assumed to be blundering and can't make decisions for family and even for their own lives. Sagi (2015) also corroborates that, as compare to women power and authority in Decision making is given to men. Girls are unable to decide anything even for their own selves. They don't have health facilities and men enjoy more health facilities comparatively.

Inspite of facing so much problems women in rural areas of Pakistan are participating in income generating activities due to financial crisis of their families. But still they are not enjoying decision making at personal and family level. Their efforts do not get appreciation that they deserve for. There is a need to let girls get educated so that they may become able to participate in formal sector to earn money.

Main concern of the study is to see whether women in rural areas of Pakistan are getting aspiration to get educated. And up to what extent communities (with female leaders) is influencing them to achieve their career goals. Here, the target audience is young girls of age 18 and above 18.

It is observed that in Pakistan there are so many people, institutions and organizations, including NGO's, politicians, students, teacher, journalist and even media which always talks about female leadership and women empowerment, gender balance, women rights, and girls' education but a very few talk about the next generations interaction level with these leaders. There must be some room for direct interaction for young girls with these role models so that they may get inspiration and get influenced from them and strive to achieve their career goals.

1.8   RESEARCH QUESTIONS

1. Examine the impact of Aspiration on Education of Girls in Rural areas of Pakistan.

2. How much aspiration girls in rural areas of Pakistan are getting from female leaders to take part in seeking education?

1.9   RESEARCH OBJECTIVES

The objectives of my study are;

1. Examine the impact of Aspiration on Education of Girls in Rural areas of Pakistan.

2. To study the aspiration that girls in rural areas of Pakistan are getting form female leaders to take part in seeking education.

1.10 SIGNIFICANCE OF THE STUDY

Although, there are so many researches that empirically analyzed the nexus between high level of career aspiration for girls because of female leadership and women empowerment in urban areas of Pakistan but this study will highlight the relationship between high level of career aspiration for girls and female leadership and women empowerment in rural areas of Pakistan. We will study the impact of Education on girls' education who are living in rural areas of Pakistan including Punjab, Sindh and Peshawar. Although we have seen that most of the girls are giving importance to the education but there is still a very big gray area which needs to be discovered and find reason for having no education importance for girls of these areas. There are so many reason due to which either girl do go to school. Or maybe her family (including her relatives) do not want her to go to school. And might be the girl herself do no prefer to go to school for any reason. There is a need to study this gray area. So that after finding reason for not attending school by girls in these areas there may be possibility to try to eliminate these hurdles or stereotypes and that girls in these areas also start going school.

In most of the rural areas of Pakistan girls are assumed to be blundering and can't make decisions for family and even for their own lives. My study will estimate participation in seeking education through getting aspiration from female leaders within their families and communities in which they are living and communities around them. We have so many organizations which go to these areas frequently to find reasons behind the reason for girls not going to school but the ratio of visits by these organizations for research purpose is very high and the ratio of solving reason for not going to school is very low. It would be more worthy if some organization goes to the rural areas for research purpose and then try to solve issues behind the reason for girls not going to school.

Some of the examples to eliminate these issues from such families by counseling. Like, if a group of people go to these families for research and study purpose and finds that the reason for lack of education of girls is due to unawareness of the head of families then in that case the researcher volunteer themselves to have a meeting with the head of families in these societies someday in which they try to convince them and let them realize the importance of education girls in their families. Secondly they can motivate them for initiating to letting their girls seek education by going to the schools. Motivating head of families is a very important component for changing the stereotype of whole society.

1.11 RESEARCH GAP

Although there is a lot of studies already done in Pakistan on the areas of female leadership and women empowerment, importance of women education and gender balance but no study found on Aspiration in context of seeking education, female leadership and women empowerment in rural areas of Pakistan which are Punjab Sindh and KP in single study in a single study. There is a lot of studies already conducted on this topic at international level but there is need to have more focus on this aspect in rural areas of Pakistan as well. And most importantly, there is a need of practical implementation of the study/research to create platforms for young girls to get aspiration for getting education.

CHAPTER 2

2 REVIEW OF LITERATURE

The focus of reviewing literature is to find the nexus between aspirations for girls for achieving their goals because of female leadership and women empowerment through seeking higher studies. What it is for a girl when she saw a female leader in her community and communities around her. How much it motivates her when she saw a female leader taking lead. We will study the impact of Aspiration on Education of Girls in Rural areas of Pakistan. We will try to investigate that how much aspiration girls in rural areas of Pakistan are getting from female leaders to take part in seeking education?

Although we observe in our daily lives how a common girl put efforts to build her career and seek education to change her life style and living standard of her family, community and nation as a whole. But this study will find evidences at national and international level. By reviewing international and national author's articles, papers and books at female leadership and women empowerment and participation of women in decision making at domestic level I will investigate how women are achieving their career goals. And up to what extent they are motivated to seek education.

Paasilinna (2016) states that due to cultural, socio-economic and religious reasons, women's representation in Bangladesh is less than men. And this situation is prevailing in so many other parts of the world. Although there is improvement in women's political representation through seats system but still there are key issues that are prevailing there and there is a confusing electoral process which can question accuracy of results. This is the reason that Bangladesh need to reform the current reserved seat systems. Although Bangladesh understands that it is important to let

female sector of the economy to take part in polities but the major hurdle that resist it is the old school of thought and the tradition of people living in the Bangladesh.

Liu (2018) mentioned in the article that women and politics is studied in two major ways. 1) Explores the impact of women's political representation on women's political presentation in East and Southeast Asia which is understudied area already. 2) Symbolic presence of women may not always improve gender egalitarianism of a state. The is a need to find the impact of female political representation on its economy. According to IPU data (2017) women presence in politics improved with the passage of time but they the still remained underrepresented on average at global level of twenty two percent in lower house. There is still need to put so much effort to move the level of underrepresentation of women in polities towards better and then best representation of women in politics so that they may play their role as role models and leaders in the economy.

According to Phillips (1995) it is desirable to have women representation in politics and the reason is that by doing so it will transform the society. And through this the social status of women and gender expectations will improve. As we know that, half of the world's population comprises of female sector of the society, so it is important to have equal representation of women in the leadership role. By letting female sector of the society to take part in leadership role will make a whole family well-off. As a mother that female leader will brought up her children future leaders. Through studies Burrell (1995) concluded that women as leaders stand as a symbol for other women. There is no doubt to say that, by looking female leaders in a community other girls get aspired. Especially young girls get motivation to seek education and become a future leader like them. Female Leaders motivate other female to come forward. These leaders also motive the parents of young girls. As a father or mother, they get motivation to let her daughter seek education and become a leader to server her family, community and country at a broader level.

In this article Campbell (2006) said that a good mechanism to influence the political system of economy is to increase women political representation to increase women engagement in politics. There are so many explanations which prove why increase in women engagement can be increased by women representation in politics. We have so many examples if developed countries which are on the path of development because they let the female sector of their economy to take part in leadership roles. These are the economies which make it compulsory to let the girls seek education. For this purpose, the researcher took data from ABS i.e. Asian Barometer Survey. Data collected of 19475 randomly sampled respondents in East Southeast Asian countries in 2010.

Studies of Asgari (2010) show that exposure to one's own gender leaders and experts act as role model for their younger generation of own gender. Apart from this it also encourages women to get aspiration and break the stereotype by entering the traditionally male dominant area. According to Stout (2011) implicit willingness and self-conceptions of becoming a leader and set career ambitions rises by contact with in-group members and own-gender individuals at leadership positions. This results in motivation to pursue STEM career.

It is important to make parents realize that how it is important for their daughters to be leaders not only for them as parents but also for their own life and for nation as a whole. It is important to empower them. In different sociocultural and political contexts, the word empowerment has various meanings. According to Hunzai (2008) in 1983 women in Gilgit Baltistan were subjected to high degree of in equality; they were facing worst levels of poverty and isolation. In such arena of gender bias society AKRSP came into existence with the aim of eradication of social inequality and specially to empower women.

He further added that, the AKRSP after analyzing the prevailing gender dominant society found that women after being treated as an agricultural labor were excluded from the ownership of the

land. Most of the decisions were always made by the men and women had no say in decision making in house hold as well as other levels. In addition to this mobility of women was restricted; she had no participation in political, religious and civil society institutions. Lack of education and awareness about several things has left women unaware of their rights, women do not give any opinion about their rights. Women in Gilgit Baltistan are kept ignorant. They don't even know what their rights are and what they deserve from their community (F.Murtaza, 2012).

AKRSP in the recent past years has brought great change in its arrangement to sustain its initiatives in the future by forming different local organizations, and formation of such institutions has remained most priority of AKRSP. These associations are called Local support organization LSOs (Bibi, 2014). LSOs are working to improve the standards of living and their major focus is on Health and education. All over the world, these organizations are educating girls and boys. They are changing lives by providing leaderships skills to not only boys but by providing equal opportunities to girls. We have so many leaders which are polished by these organizations.

Culture is a dominant force defining and shaping the space for men and women in Gilgit. Gender roles are also changing with evolution of socio cultural change in Gilgit Baltistan but social setup of Gilgit Baltistan is still orthodox. Women are bounded to live within the boundaries of her household which lessens her access to market and other sphere outside household. Market based activities are considered not of use for women. In Gilgit Baltistan women are not free to move outside home due to social vetoes. Even if a girl goes to the market she is supposed to take a male member of family with her AKRSP (Mehta, 2011).

Empowerment of women in the family in actuality is the urgent need of time. This can help in the degeneration of the society and to bring real coherence, happiness, progress, prosperity and peace in our societies. For the empowerment of women multi-dimensional approaches are needed.

Women with different political Social and economic backgrounds tend to do different work. These include housekeeping like, food, cleaning the house and sweeping, taking care of small children and so on. In addition to this woman in rural areas is also responsible for the making of food, taking care of herds, etc. (Mehta, 2011).

According to survey done by KRSP women in Gilgit Baltistan don't feel free to go to market alone only 23% of women are mobile and they are supposed to enjoy freedom to a very lesser degree. As compared to single and young women old and married women feel free to go to the market alone. More than a half which is 85% of self-employed women are married and therefore they feel harmless to move around in their villages and market. Many of the women prefer to go to the market in groups, 75% of women travel to markets in groups while 15% go along with a male family member and only 10% of the women go to the market alone.

For travelling outside the Gilgit city for any reason women are accompanied with their husbands or any other male family member AKRSP. Tradition and culture also play a substantial role in female leadership and women empowerment culture is source of strength for empowering women. Many programs use cultural aspects to empower women for example in many areas of Pakistan handicraft is associated with women thus programs are made to encourage women to work on handicrafts in order to generate income. Handicraft work is presumed to be socially suitable, to value women's indigenous skills (Paterson, 2008).

In studies done by National Institute of Population Studies for the year of 2012-2013 it was found that 57% of ever married women have no education. Only 16% of women have done their primary schooling. Among five women only one has attended secondary school. As compare to rural areas, women and men in urban areas are more likely to achieve higher education. The results of the survey by NIP it was evident that employment rate in women is very less as compare to men which

is only 29% in women and 98% employed men. Among the employed women 15% are not paid for their work. Still being part of a patriarchal society majority of women earn less than their husbands only 10% of women earn more or less the same amount than their husband.

When it comes to decision making not all Pakistani women are given chance to make decisions. Women are supposed to agree upon a joint decision. Woman has to take consent of her husband or the head of family before taking any step. The PDHS report done by NIP has found that women decision making varies by the region. Very lesser amount of women in rural areas as compared to urban areas are considered during decision making in house hold as well as other matters.52% of women said that they don't make decisions regarding their own health and 50% of women said that they seek permission from the head of the house before visiting her relatives. Khyber Pakhtunkhwa is leading for young mother hood (10%) and Gilgit Baltistan and Baluchistan have the lowest young mother hood (7% each).

Islam (2014) has written that NGOs play a vital role in helping women to participate in income generation and starting their own business. Female leadership and women empowerment is not only limited to development of women but it concerns with a holistic development of a nation, community or world. Female leadership and women empowerment means letting the women to have control over her life. Which includes her environment, her position and all other aspects of her life. In his studies author used the method of questionnaires to collect data. In his findings he found out that 60% women agreed that participation in NGOs have increased their social statuses to a greater extend on the other hand 10% agreed that their status has not been affected by the NGOs.

In question related to awareness building in the society 36% women said that NGOs have helped them in awareness building while 30% women have no idea about awareness building in the

society. Islam the author has also shed light on employment status of women. He found that before taking part in NGO programs women unemployment rate was 62% and after being part of NGOs it remained only 18%. In developing countries women are disempowered as compared to women of developed countries. Woman get highly dependent on men if she is unemployed, early married and has children (Bandiera, 2014).

A study of different NGOs in Saudi Arabia revealed that the main roles played by those NGOs are capacity building and raising awareness. After analyzing the interview results it was found that there are three main areas in which NGOs have helped women such as NGOs have raised awareness among people, have helped the women build confidence and capacity building (Naseef, 2015). Although, NGOs are playing their roles for building confidence and capacity building but the most important thing is making girls seek education. Because a reader is always a leader.

(Islam M. , 2014) in the conclusion of his research paper has mentioned that NGOs play noteworthy role in female leadership and women empowerment. NGOs have empowered women through education and increasing their leadership qualities. Most of the NGOs focus on capacity building and social awareness in women which is an important indicator of empowerment. Through NGOS women have gain confidence and they are encouraged to take their decisions by their own.

Because of three main reasons non-government organizations are considered more effective than public organizations. Among the three reasons first is non-government organizations most of the time work for poor people thus they provide their services more sincerely. The second plus point is non-government organizations as work for the poor people especially in rural areas build a sense of good will among people and thirdly non-government organizations have flexible organizational

structure which can be adjusted and reshaped with time. Being flexible in nature NGOs welcome new ideas and learn from experience (Sarmah, 2007).

Khan (2016) have briefly discussed that local support organizations have provided training to the women in technical skills to start their own business. The most recognizable work done by local support organizations is that they have provided the women with access to credit and awareness. Local support organizations have helped women in generating income for their families thus has resulted financially stability and empowerment in women. Women have been given freedom to make choices in their lives such as they can take decisions about their children education, marriage, political freedom and freedom of expression.

In many areas governmental as well as nongovernmental organizations have remained key source of empowering women. NGOs are established with the aim of provision of all the basic components of empowerment such as basic education, vocational training, legal aids, awareness programs etc. Thus NGOs with various activities uplift female leadership and women empowerment in the society Ahmad (2015) says, it is not important that all the programs will have same impact, in some cases many projects come with numerous loopholes can't enrich female leadership and women empowerment.

In a study done by Bibi (2011) in Baluchistan it was found that a project failed to deliver information, knowledge and training in effective manner; this resulted in poor access of women to employment and resources. Bringing change in the life style of women in the society can't achieve the goal of gender equality. For a society to be gender unbiased a transformative system and structure is required for example equally distribution of resource, autonomy and equal participation which are roots of gender discrimination in the society. So, this example of project's failure can

be generalized with the failure of the whole economy because of unequally distribution of resource, autonomy and unequal participation of female sector in the economy.

Women work inside and outside their homes which in result have a significant impact on the economy. The only need is to recognize their role in this aspect. Working women comparatively enjoy better social-status on average, as compare to those who are not involved in economic activities to generate income for the betterment of their family and society. By taking part in income generating activity, female consider her an important part of the family at household level and due to her participation in income generating activity per capita of the country increases. These women spent majority of their income on household expenses and education of their children is the outcome of study by (Shafiqa Bano, 2015).

By participating in income generating activities, women got empowered in the Karimabad Valley of Dist. Hunza, Gilgit Baltistan. Although women there are mostly literate and not well educated but still these women participate in economic activities by getting involved in social entrepreneurship, agriculture firms and so many other activities. This result in the development of their families and their area as well. The women there who are educated are working with public organizations and NGO'S.

According to (Chaudhry, 2015) the main reason behind this high rate of economic participation is that the people there have uncertain financial status and so many other issues. These people fight with these issues and male and female sector of these areas are equally participating to improve the standards of their lives. In spite of harsh weather condition these people are surviving by fulfilling all their needs efficiently. This economic participation of female is increasing per capita income at broader level and it is improving living standards of people at household level.

Providing trainings, like technical skills to start up a business make the women of Gilgit, Hunza and Ghizer able to participate in income generating activities to improve the financial status of the families. This not only improved the living standard of the people of these areas but also empowered the women who were involved in socio-economic activities. This is the reason for having more than 99 percent of literacy level in these areas. As these people know the importance of providing opportunities to female sector of the economy to seek education and make their own identity.

According to (Mohsin Khan, 2016) it is important to provide trainings and other skills to the women so that they may become able to increase income of their households particularly and to enhance economic productivity at broader level. We have so many ways to let the female sector of economy to seek education and polish her leadership skills. All we have to do is to let them avail the opportunities that they have around them.

According to (Amjad Ali, 2014) study reveals that it is very important to let the women of the society to get economically empowered. There are a number of women in Gilgit Baltistan who are running small business firms and it has a significant positive impact on their lives and the lives of their families as well. These women got empowered and are participating in decision making of their household matters as well as their children's education. Much of their expenses are on the education of their children. Although they themselves are not that much educated but their children are school going.

The importance of gender equality, female leadership and women empowerment has a significant importance at global level. Modern system of the world has proved the traditional gender biased systems as false to run an economy. AKDN, being one of most leading international NGO'S has also initiated schemes of higher education of women all around the globe as a way to empower

women. Through education women may become able to participate in income generating activities and are no more dependent on men. As for the development of a society, it is important to let the women work side by side men. For this purpose, it is important to educate women sector of the society. So we have so many organizations in Gilgit Baltistan which are mainly focusing on provision of higher education to the women in this region, as per study by (Murtaza, 2012).

According to (Farah & Shera, 2007),inequalities, gender disparities and urban-rural divide regarding education in Pakistan are widespread. Although, literacy rates in Pakistan have increased over time but still, there exist significant gender gaps in the area of seeking education. Overall, literacy rate remains higher in urban areas of Pakistan as compare to most of the rural areas of Pakistan. For this purpose, the goals of universal basic education and gender equality remained distant target in Pakistan. There are so many reason for this gap in seeking education, especially for the female sector and girls in rural areas of Pakistan.

The study by (B.L.Dean, 2007) revealed that the background and roots of an education system in Pakistan which is full of challenges and hurdles for the educational planners and reformers while addressing issues of female literacy is of great concern. Making plans and bringing reforms without considering these challenges will lead to inefficient results. He also points out that the enrollment rates for girls in the primary school are among the tenth lowest in the world.

According to (SPARK, 2006), the dropout rate of girls in school is higher as compare to the boys in the school. If girls are enrolled in the schools to seek education, even then, after some time the drop off the school due to so many hurdles that the girls who is going to school have to face. The hurdles complete (UNESCO, 2007) the young girls to left the school, as a result of which the dropout rate increases.

As per report of (UN, 2013) the extent of gender disparity in context of seeking education is higher in the secondary level as compare to it at the primary level. Girls involve in higher level of education face more disparities as compare to it at the primary level. Same report reveal that, the political environment which is prevailing in Pakistan currently, is promoting women's education opportunities, but unfortunately, the cultural attitudes towards the girl's education is strongly biased and on larger scale it is unchanged. As we know that good governments had announced so many programs to promote the girl's education, but unfortunately, they were unable to translate and explain their words into the said action due to deeply rooted social, cultural, economic and cultural obstacles. This is the reason that inspite of have so many good policies government is unable to implement them properly.

According to (Noureen & Awan, 2011), when we talk about the women access to education, it is very important to keep in mind that the social class have determine in large scare that the access of girls to seek education along with the kind of education they received. In our daily life, it is very common to see and observe that girls who belong to upper and well educated class mostly attain and seek higher education as compare to the girls belong to the lower class of the society.

According to (Akram, Bashir, & Hamid, 2011) In Pakistani culture, most of the parents prefer their son to be well educated rather than their daughter in case of limited financial resources. This means that, more importance has been given to boy's education and less importance is given to the girl's education. The reason behind this mentality is that, the parents in Pakistan think that the old age security is attached with their son and not with their daughter. For this reason, parents invest more in the girl's education so to insure that they have better future. In case parents invest in the education of the girls then the purpose behind educating them is very saddening. The reason behind education the girls to collect dowry for their marriage.

According to (Pachani, 2015) Pakistani parents think that the ultimate purpose of girl's life is marriage and not their career. Which is why parents being less aspirant towards girl's education. For this reason, education of the girls in Pakistan is indivisibly interlinked with the phenomenon of their marriage. It is observed that there is a provability attitude which is existing in the smaller portions of the Pakistani society which belief that girls have so many household chores and working at home to learn so they should not be wasting their time in seeking education. This mentality compels the parents, not to waste time and resources in education their daughters.

2.1 CONCEPTUAL FRAMEWORK

Although there is a lot of work already done on aspiration for girls to seek education after getting aspiration from female leaders in their community like female factory worker, Government employees, Private enterprise (sales person, manager), Teacher/professor, NGO worker in that particular community but there is a need to further explore impact of aspirations on the education of girls, female leadership and women empowerment in rural areas of Pakistan. As it is mentioned in my literature review that the empowering women and rising aspiration to achieve career goals is of great importance. Empowering women is just like a long term investment. In review of literature it can be seen that the household heads are encouraged to share power with their wife so that they may achieve aspiration.

Motivated and aspired households were seen to giving their wives support in taking training, participating in income generating activities and participating in decision making. As it is understood that if girls will take part in income generating activities then this will lead to household security. And families with high household security will get aspiration to further encourage female leadership and women empowerment. A father with good aspiration to their children can select the option to share the power given the benefits for children of having an empowered mother. High

Aspiration of women will go for involvement of household decisions. They will recognize the value and importance of being involved in such type of decision making like they will invest in children and on the other hand they will make economic decisions like taking trainings and economic betterment through taking part in labor force in order to achieve high level of Aspiration. People of Pakistan are less aware of the fact that the social status aspirations influence women's empowerment. This will not only influence social status of girls through involvement in decision only rather this will it raise an educated family.

CHAPTER 3

3 DATA AND METHODOLOGY

Whenever a researcher undergoes a study, for him the most important thing in all his process is Research methodology and the reason for this much of its importance is that it gives him a framework to his research questions that are being asked, and it identifies the set of instruments, tools and methods that he can use to frame his analysis perfectly. -Research methodology is a way through which a researcher can solve the research problems in a systematic way (Kothari, 2004).

3.1 METHOD

The techniques that is used in gathering evidence is quantitate research in which we use secondary data to study the effect of aspiration and women leadership on the education of girls in rural Pakistan. Secondary Data is taken for Pakistan Rural Household Panel Survey (2012) from International Food Policy Research Institute.

3.2 DATA

This study used cross-Sectional data that is taken from rural areas of Pakistan (i.e. Punjab, Sindh, KPK of 19 districts) for the year 2012. A survey conducted in 2012 on household of Rural Area in Pakistan including Punjab, KP and Sindh. There was a total of 19 districts namely, Kasur, Bakkar, Khanewal, Attock, Bahawal Nagar, Vehari, Jhang, DG Khan, Jaccobabad, Rahim Yar Khan, Multan, Faisalabad, Sargodha, Thatta, Dadu, Sanghar, Hyderabad, Nowshera and Mansehra.

This sample nationally represent the rural areas of these 3 provinces. Pakistan Rural Household Panel Survey,2012 collected the information on large no. of topics, i.e. Income source, Employment nature, patterns of consumption, use of time, assets & saving, loan & credit, Education, Migration, Shocks in the economy, participation in social safety nets, and Aspiration of households.

3.3 UNITS OF DATA COLLECTION

Units of data collection for this particular study include girls between the ages of 3 to 18 years in Rural areas of Pakistan. To conduct this study, I will use secondary data provided by IFPRI about girls' in households of rural areas in Pakistan.

3.4 VARIABLE

The dependent variables of the study are; Dummy variable "dp1" for the province Sindh. Dummy variable dp2 for the province Punjab. Aidx is the aspiration index. Aspiration that girls in rural Pakistan seek from female leaders (independent women how have a source of income) to get educated and make their own career. Flidx is the female leadership in the community. If there are female leaders in a community, then the attitude of girls in that community towards education will be different from the case where there are not female leaders in the community.

Interaction term of this study is the multiplication of Aspiration Index with the female leadership. It is represented by Itm. Variable Ay is the girls age in years. Variable Ghh is the dummy for gender of household head. Variable Dms is the dummy for marital status of girls. Ehh is the variable to represent the education level of household head. Variable Sh shows the household size. Number of adult male members is represented by variable Amh and variable Afh is used to represent adult female members of the family. Present income of household is represented by the variable Pih. The independent variable of this study is Measure of girl's education in years 'Ei".

3.5 HYPHOTHESIS

H_o = Women leader role as aspiration for female in getting her education exist

H_1 = Women leader role as aspiration for female in getting her education do not exist

3.6 ANALYSIS

The very first thing that is done in the estimation process is **Principle Component Analysis (PCA)** of Aspiration Index. Principle Component Analysis is a useful technique that helps the compression of data. Its purpose is reducing the dimensions of dataset or sample by giving a new column of variables which are smaller as compare to the original variables. After giving single column for different dimensions of an index it retains the sample information. Here, information means variation that is present in the sample which is given by correlation between original variables. The new variable that is formed through principle component analysis is uncorrelated and is ordered by the fraction of total information each retain.

The purpose of doing PCA is to compress 4 variables and get one single variable which represents these variables. With the help of Principle Component Analysis (PCA) one variables is created for four variables that are income, assets, social status and security level. Now the new variable that is formed retain the information of variables prior to Principle Component Analysis (PCA). By using Principle Component Analysis (PCA) technique, for dimensions for aspiration index are compressed to one single variable.

After Principal component analysis, the study undergoes Descriptive Statistics to have a feel of the dataset. i.e. what does your sample convey? Last but not the least, the study used Stata for regression analysis. Stata is a general-purpose statistical software package developed by StataCorp for data manipulation, visualization, statistics, and automated reporting. It is used by researchers in many fields, including economics, sociology, political science, biomedicine, and epidemiology.

3.7 RESEARCH STRATEGY

As there are two main types of research strategies which are used by researchers in their research and they are Quantitative research strategies and Qualitative Research strategies. (Kothari, 2004)

In his studies discuss Quantitative research strategies and suggest in his studies that the methods that we use in quantitative research strategy are divided into three groups. The first group that can be used in quantitative research strategy is method that is used to collect the primary data from the field. This will be firsthand information which means the data didn't undergo any research yet. Second group comprises of the methods that includes statistical techniques that are used by researcher for establishing the relationships between various indicators and all pieces of the data and their unknowns. Third group that can be used in quantitative research strategy includes the methods through which accuracy of obtained results can be evaluated.

In this particular study I will use Quantitative research strategy and I will use the second group that I discussed in above paragraph which comprises of the methods that includes statistical techniques that are used by researcher for establishing the relationships between various indicators and all pieces of the data and their unknowns.

3.8   RESEARCH DESIGN

My study will undergo Descriptive Research. It describes a particular phenomenon, focusing upon the issue of "What is happening, or "How much of it happened".

As there are a lot of study already done on Female leadership and women empowerment at international level and a very few on National level.

The reason to choose descriptive research design is that based on this theoretical and empirical studies I will undergo my research by describing how much aspiration to seek education, girls in rural areas of Pakistan are getting because of female leadership and women empowerment that is emerging with the passage of time.

CHAPTER 4

4   ESTIMATION AND RESULTS:

The very first thing that is to be done is Principle Component Analysis (PCA) of Aspiration Index.

4.1   PRINCIPLE COMPONENT ANALYSIS

Principle Component Analysis is a useful technique that helps the compression of data. Its purpose is reducing the dimensions of dataset or sample by giving a new column of variables which are smaller as compare to the original variables. After giving single column for different dimensions of an index it retains the sample information. Here, information means variation that is present in the sample which is given by correlation between original variables. The new variable that is formed through principle component analysis is uncorrelated and is ordered by the fraction of total information each retain.

Table 1: Principal Component Analysis (PCA) of Aspiration Index:

Principal components/correlation

Number of obs	=	2403
Number of comp.	=	4
Trace	=	4
Rho	=	1.0000

Rotation: (unrotated = principal)

Component	Eigenvalue	Difference	Proportion	Cumulative
Comp1	1.387	0.370	0.347	0.347
Comp2	1.017	0.050	0.254	0.601
Comp3	0.967	0.339	0.242	0.843
Comp4	0.628	.	0.157	1.000

Principal components (eigenvectors)

Variable	Comp1	Comp2	Comp3	Comp4	Unexplained
inc	-0.037	0.803	0.595	-0.011	0
ai	0.217	0.585	-0.774	0.109	0
Ssi	0.698	-0.031	0.072	-0.712	0
sli	0.682	-0.111	0.205	0.694	0

Interpretation:

Above tables shows Principle Component Analysis (PCA) of Aspiration Index. Aspiration Index comprises of four variables and that are:

1. Income (Comp 1)

2. Assets (Comp 2)

3. Social Status (Comp 3)

4. Security Level (Comp 4)

With the help of Principle Component Analysis (PCA) one variables is created for four variables that are income, assets, social status and security level. Now the new variable that is formed retain the information of variables prior to Principle Component Analysis (PCA). By using Principle Component Analysis (PCA) technique, for dimensions for aspiration index are compressed to one single variable.

4.2 VARIABLE DESCRIPTION

Table 2: Variables Description:

Description of variables

Name	Varlab
dp1	dummy for Sindh (1==if province is Sindh, 0==if province is not Sindh)
dp2	dummy for Punjab (1==if province is Punjab, 0==if province is not Punjab)
Ei	Measure of Girls Education in Years
aidx	Aspiration Index
Flidx	Female leadership in community (1==if there is female leader in community, 0==if there is no female leader in community)
Itm	Interaction term=Aspiration Index × female Leadership
Ay	Girls Age in Years
Ghh	Gender of Household Head Dummy (1==if Head of Household is female, 0==if Head of Household is male)
Dms	Marital Status Dummy (1==if girl married, 0==if girl not married)
Ehh	Education level of Household Head
Sh	Household Size
Amh	No. of adult male members
Afh	No. of adult girls members
Pih	Present Income of Household

Table 1 shows the list of dependent and independent variables that this study will undergo with. There is one dependent variable and 12 independent variables.

Explanation:

Independent variable is Measure of girls' education in years which is represented by Ei. This will show, how different factors increase as well as decrease the girls' education aspiration in rural areas of Pakistan. We will measure the impact of 12 independent variables on girls' education. And what are the factors which compel and motivate a girl to seek education. Within communities what are the factors which effect the aspiration of girls to seek education to change her career.

On the other hand, this study has 12 independent variables which are mentioned in the above table. In this study our Interaction term is female leadership variable multiply by Aspiration index. Here, Female leadership variable is in dummy form and Aspiration index is continuous.

4.3   DESCRIPTIVE STATISTICS

Table 3: Descriptive Statistics:

Variable	Obs	Mean	Std. Dev.	Min	Max
Ei	2403	1.753	3.58	0	18
dp1	2403	.64	.48	0	1
dp2	2403	.254	.436	0	1
Aidx	2403	2.080	1.178	-3.186	9.019
Flidx	2403	0.29	1.526	0	1
Itm	2403	.041	1.876	-25.615	32.818
Ay	2403	36.174	13.288	18	35
Ghh	2403	.978	.147	0	1
Dms	2403	.836	.371	0	1
Ehh	2403	3.586	4.314	0	18
Sh	2403	6.755	3.157	2	35
Amh	2403	1.873	1.189	0	9
Afh	2403	1.868	1.158	0	7
Pih	2403	121307.58	304830.02	0	10000000

Interpretation:

As we know that before going into any regression analysis, it is essential to have a feel of your dataset. i.e. what does your sample convey? It is essential both in quantitative and qualitative

research. It tells you whether data sample is normally distributed. And it can also indicate if there are any outliers in the data which may affect your results. Apart from this, it also provides information about measures of central tendency i.e. mean and median. One can also obtain information about measures of dispersion i.e. mean, variance and standard deviation.

Table 5 shows Measure of central tendency, Measures of dispersion i.e. how this data is spread out. Standard deviation shows how far observations are from the sample average. The mean value of "Measure of Girls Education in Years" variable is 1.753 with standard deviation of 3.58. It shows maximum value of 18 and minimum value of 0 in the descriptive statistics table. The mean value of dummy for province Sindh variable is .64 with standard deviation of .48. The maximum value of 1 is because of dummy variable and minimum value is 0 in the descriptive statistics table. The mean value of dummy for province Punjab variable is .254 with standard deviation of .436. The maximum value of 1 is because of dummy variable and minimum value is 0 in the descriptive statistics table.

The mean value of Aspiration Index variable is 2.080 with standard deviation of 1.178. Maximum value is 9.019 and minimum value is -3.186 in the descriptive statistics table. The mean value of female Leadership and Women Empowerment variable is 0.29 with standard deviation of 1. Maximum value of 1 and minimum value is 0 in the descriptive statistics table. The mean value of interaction Term is -.023 with standard deviation of 1.304. Maximum value is 21.175 and minimum value is -20.414 in the descriptive statistics table. The mean value of Age in Years variable is 36.174 with standard deviation of 13.288. Maximum value of 86 and minimum value of 3 in the descriptive statistics table.

The mean value of Gender of Household Head variable is .978 with standard deviation of .147. Maximum value of 1 for male dummy and minimum value of 0 for girls in the descriptive statistics table. The mean value of Marital Status Dummy variable is .836 with standard deviation of .371. Maximum value of 1 as dummy for married girls and minimum value of 0 as dummy for unmarried girls in the descriptive statistics table. The mean value of Education level of Household Head variable is 3.586 with standard deviation of 4.314. Maximum value of 18 and minimum value of 0 in the descriptive statistics table. The mean value of Household Size variable is 6.755 with standard deviation of 3.157. Maximum value of 35 adult members in a household and minimum value of 2 adult male individuals in the descriptive statistics table.

The mean value of No. of adult male members' variable is 1.873 with standard deviation of 1.189. Maximum value of 9 adult girls' members in a family and minimum value of 0 adult girls' members in a household in the descriptive statistics table. The mean value of No. of adult female members' variable is 1.868 with standard deviation of 1.158. Maximum value of 7 and minimum value of 0 in the descriptive statistics table. The mean value of Present Income of Household variable is 121307.58 with standard deviation of 304830.02. Maximum value of 10000000and minimum value of 0 in the descriptive statistics table

Table 4: Correlation:

Variables	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
(1) ei	1.000													
(2) dp1	0.076	1.000												
(3) dp2	-0.127	-0.779	1.000											
(4) aidx	0.151	-0.085	0.038	1.000										
(5) flidx	-0.027	0.008	0.008	0.023	1.000									
(6) itm	-0.027	0.045	-0.035	-0.028	-0.233	1.000								
(7) ay	-0.307	0.018	0.016	-0.001	0.011	0.001	1.000							
(8) ghh	-0.005	0.029	0.029	0.019	-0.007	0.020	-0.055	1.000						
(9) dms	-0.269	-0.082	0.086	0.016	0.018	0.005	0.311	0.247	1.000					
(10) ehh	0.322	-0.033	-0.071	0.139	0.015	-0.011	-0.110	0.091	-0.011	1.000				
(11) sh	0.055	0.057	-0.084	0.120	0.042	-0.007	-0.010	0.030	-0.094	-0.006	1.000			
(12) amh	0.107	0.119	-0.165	0.096	0.010	0.015	0.078	0.017	-0.109	0.013	0.595	1.000		
(13) afh	0.230	0.134	-0.179	0.083	0.015	-0.003	-0.077	-0.051	-0.333	0.032	0.640	0.547	1.000	
(14) pih	0.139	0.108	-0.100	0.216	0.017	0.030	-0.008	0.006	-0.042	0.063	0.165	0.203	0.144	1.000

Interpretation:

A correlation coefficient is a statistical measure of the strength of relationships between relative movements of the two variable. Its value range is -1 to 1. If the value is more than 1 or less than -1 then this means that we have some error in measurement of correlation. If there is -1 value of correlation than this means that there is perfect negative correlation exist between the two variables and if there is +1 value of correlation than this means that there is perfect positive correlation exist between the two variables.

Among so many types of correlation coefficient, the one that is very common is Pearson correlation which is represented by r. it measures the direction and strength of the relationship between the two variables. If the sign of r is positive, then this means that the variables move in same direction. If the sign of r is negative, then this means that variables move in opposite direction. Means that if there is positive change in one variable then there will be decrease in the second variable.

Strength of the relationship between variables changes based on vale of the r i.e. correlation coefficient. If the value of r is 0.2 then there will be positive correlation but the relationship is week. If the value is less than 0.8 then it will be considered as having weak correlation between the two variables. If the value of r is more than 0.9 then it means that there is very strong relationship between the variables.

Value of r for independent variable "Ei" is 1 because the variable is correlated with itself. Value of r for "dp1" shows that there is positive relationship between Girls education and province in which she is living. This shows that one-unit Increase in a leader in province increase education aspiration for girl by the ratio of 0.076. On the Other hand, it can be seen that r value of province Sindh is 1.00 because the variable is correlated with itself. Value of r for province Punjab "dp2" shows that there is negative relationship between girl's education and province Punjab. This shows that one-unit Increase in a leader in province decrease education aspiration for girl by the ratio of 0.127. Value of r for aspiration index "aidx" shows that there is positive relationship between girl's education and aspiration. This shows that one-unit Increase in girls' aspiration increases girls education by the ratio of 0.151. Value of r for female leadership dummy "flidx" shows that there is positive relationship between girls' education and female leadership dummy. This shows that one-unit Increase in female leadership in a community increase girls education by the ratio of 0.022. Value of r for interaction term "itrm" shows that there is positive relationship with measure of girls' education. Value of r for age in years "ay" shows that there is negative relationship with age in years and Girls education. This shows that one-unit Increase age of girls' decrease girls education by the ratio of 0.307. Value of r for gender of household head "ghh" shows that there is negative relationship between girl's education and gender of household head because it is less than zero. This shows that one-unit Increase male household head decrease girls education by the ratio

of 0.005. Value of r for marital status dummy "dms" shows that there is negative relationship between girls' education and marital status dummy because it is less than zero.

Value of r for education of household head "ehh" shows that there is positive relationship between girls' education and education of household head because it is greater than zero. This shows that one-unit Increase in education of household head increase education of girls by the ratio of 0.322. Value of r for household size "sh" shows that there is positive relationship between household size and Girls education because it is greater than zero. This shows that one-unit Increase in household size increase education of girls by the ratio of 0.055. Value of r for amh shows that there is positive relationship between adult male members in household and Girls education because it is greater than zero. This shows that one-unit Increase in adult male members in household increase education of girls by the ratio of 0.107. Value of r for afh shows that there is positive relationship between adult girl's members in household and Girls education because it is greater than zero. This shows that one-unit Increase in adult girls' members in household increase education of girls by the ratio of 0.230. Value of r for present income of household "pih" shows that there is positive relationship between present income of household and Girls education because it is greater than zero. This shows that one-unit Increase in present income of household increase education of girls by the ratio of 0.139

4.5   REGRESSION RESULTS

Table 5: Linear Regression

Ei	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
dp1	.19	.214	0.89	.375	-.229	.609	
dp2	-.321	.236	-1.36	.175	-.784	.142	
Aidx	.301	.056	5.42	0	.192	.41	***
Flidx	.083	.042	1.95	.051	.166	0	*
Itm	.067	.034	1.94	.052	.135	.001	*
Ay	-.061	.005	-11.87	0	-.071	-.051	***
Ghh	.065	.451	0.14	.886	-.82	.949	
Dms	-1.281	.198	-6.45	0	-1.67	-.892	***
Ehh	.222	.015	14.76	0	.192	.251	***
Sh	-.158	.028	-5.53	0	-.213	-.102	***
Amh	.152	.07	2.19	.029	.016	.289	**
Afh	.596	.079	7.57	0	.442	.751	***
Pih	0	0	3.98	0	0	0	***
Constant	3.68	.512	7.19	0	2.676	4.684	***
Mean dependent var		1.753	SD dependent var			3.580	
R-squared		0.267	Number of obs			2403.000	
F-test		66.869	Prob > F			0.000	
Akaike crit. (AIC)		12230.099	Bayesian crit. (BIC)			12311.082	

*** p<.01, ** p<.05, * p<.1*

Interpretation of results:

1. "star" indicates significance, 3 stars means significant at a level of $p < .01$, 2 stars means significant at a level of $p<.05$ and one star means significant at a level of $p< .10$

2. If there is no star on coefficient, then we will say the relationship between independent variable and dependent variable is statistically insignificant. It means that there is no relationship between dependent variable and independent variable.

3. Negative sign on coefficients indicates negative relationship between independent and dependent variable. And if there is no sign on coefficient it means the relationship between independent and dependent variable is positive.

4. As Prob> F which means that overall model is highly significant.

5. It can be seen that the value of R-square is 0.264. this number tells us that 26.4 percent of the variance of the education of girls is explained by the regression model.

6. We have Education of girls as response variables and 8 variables are explained variables. Now we will check if there is linear relationship exist between dependent and independent variables one by one. To do so we will undergo a hypothesis test. Our Null hypothesis is that there is no linear relationship between dependent and independent variables (means that the value of coefficient Is equal to zero.)

7. Another way to check the significance of the variable is to check the p value of that variable and if it is less than 0.05 this means that the variable is significant. Means that independent variable effect the dependent variable and the relationship exist between those variables.

First independent variable is dummy for province Sindh having zero star. Sign of coefficient Is positive which indicates positive relationship between dummy for Sindh province and girls' education. However, it is insignificant. T-test values show that its value is .89 with p value of .375. So, this gives us an evidence to accept the null hypothesis of no linear relationship in the population between girls' education variable and dummy for province Sindh. It gives us an evidence to conclude that there is no linear relationship between education of girls and dummy for province Sindh.

Second independent variable is dummy for province Punjab having zero star. Sign of coefficient Is negative which indicates negative relationship between dummy for Punjab Province and girls' education. T-test values show that its value is. -1.36 with p value of .175. So, this gives us an evidence to accept the null hypothesis of no linear relationship in the population between girls'

education variable and dummy for province Punjab. It gives us an evidence to conclude that there is no linear relationship between education of girls and dummy for province Punjab.

Third independent variable is aspiration Index having 3 stars. Sign of coefficient Is positive which indicates positive relationship between aspiration index and girl's education. T-test values show that its value is 5.42 with p value of 0. So, this gives us an evidence to reject the null hypothesis of no linear relationship in the population between girl's education variable and aspiration index variable. It gives us an evidence to conclude that there is a linear relationship between education of girls and aspiration index. This means that, if aspiration increases then education of girls also increases.

Fourth independent variable is female leadership dummy having 1 stars. Sign of coefficient Is positive which indicates positive relationship between female leadership dummy and Girls education. T-test values show that its value is 1.95 with p value of 0.051. So, this gives us an evidence to reject the null hypothesis of no linear relationship in the population between girl's education variable and female leadership dummy. It gives us an evidence to conclude that there is a linear relationship between education of girls and female leadership. This means that, the presence of a women leader in a community increases girls' education.

Fifth independent variable is interaction term having 1 stars. Sign of coefficient as this variable is multiplication of aspiration index and female leadership dummy so its impact on girls' education is seen that there is relationship between them. T-test values show that its value is 1.94 with p value of 0.052. So, this gives us an evidence to reject the null hypothesis of no linear relationship in the population with education of girls and interaction term. The interaction of female leadership and aspiration shows that household aspiration is higher in a community which has a female leader which results in higher girls' education in that community.

Sixth independent variable is age in years having 3 stars. Sign of coefficient Is negative which indicates negative relationship between age and girls' education. T-test values show that its value is 11.87 with p value of 0.000. So, this gives us an evidence to reject the null hypothesis of no linear relationship in the population between girls' education variable and age in years' variable. It gives us an evidence to conclude that there is a linear relationship between education of girls and age. This means that, as age increases the education of girls decreases. One-unit increase in age decreases chances to get education by the ratio of 0.061

Seventh independent variable is number of gender of household head having zero stars. Sign of coefficient Is positive which indicates positive relationship between gender of household head and girls' education. T-test values show that its value is 0.14 with p value of 0.886. So, this gives us an evidence to accept the null hypothesis of no linear relationship in the population between girls' education variable and gender of household head variable. It gives us an evidence to conclude that there is no linear relationship between education of girls and gender of household head.

Eighth independent variable is dummy for marital status having 3 stars. Sign of coefficient Is negative which indicates negative relationship between marital status of girls and their education. T-test values show that its value is 6.45 with p value of 0.000. So, this gives us an evidence to reject the null hypothesis of no linear relationship in the population between girls' education variable and marital status dummy variable. It gives us an evidence to conclude that there is a linear relationship between education of girls and marital status of girls. This means that, as marital status increases the chances to get education of girl decreases. One-unit increase in marital status of girls decreases education level of girls by the ratio of 1.28

Ninth independent variable is education of household head having 3 stars. Sign of coefficient Is positive which indicates positive relationship between size of household and girl's education. T-test values show that its value is 14.76 with p value of 0.000. So, this gives us an evidence to reject the null hypothesis of no linear relationship in the population between household size and girl's education variable. It gives us an evidence to conclude that there is a linear relationship between education of girls and education of household head.

Tenth independent variable is household size having 3 stars. Sign of coefficient Is negative which indicates negative relationship between household size and girl's education. T-test values show that its value is 5.53 with p value of 0.000. So, this gives us an evidence to accept the null hypothesis of no linear relationship in the population between household size and girl's education variable. It gives us an evidence to conclude that there is a negative relationship between education of girls and household size

Eleventh independent variable is no. of adult male members in household having 2 stars. Sign of coefficient Is positive which indicates positive relationship between no. of adult male members in household and girl's education. T-test values show that its value is 2.19 with p value of 0.029. So, this gives us an evidence to reject the null hypothesis of no linear relationship in the population between no. of adult male members in household and girl's education variable. It gives us an evidence to conclude that there is a linear relationship between education of girls and no. of adult male members in household.

Twelfth independent variable is no. of adult female members in household having 3 stars. Sign of coefficient Is positive which indicates positive relationship between no. of adult girls' members in household and girl's education. T-test values show that its value is 7.57 with p value of 0.000. So,

this gives us an evidence to reject the null hypothesis of no linear relationship in the population between no. of adult girls' members in household and girl's education variable. It gives us an evidence to conclude that there is a linear relationship between education of girls and no. of adult girls' members in household.

Thirteenth independent variable is present income of household having 3 stars. Sign of coefficient Is positive which indicates positive relationship between present income of household and girl's education. T-test values show that its value is 3.89 with p value of 0.000. So, this gives us an evidence to reject the null hypothesis of no linear relationship in the population between present income of household and girl's education variable. It gives us an evidence to conclude that there is a linear relationship between education of girls and present income of household.

Last variable is beta nod which is called constant variable having 3 starts. This shows that there is positive relationship between dependent variable and beta nod. While assuming all other independent variables constant the value of girls' education will be 3.68. T-test values show that its value is 7.19 with p value of 0.000. So, this gives us an evidence to reject the null hypothesis of no linear relationship in the population between girls' education variable and constant variable. It gives us an evidence to conclude that there is a linear relationship between education of girls and constant variable.

Explanation:

The results of the regression analysis let us understand that female leadership have a positive impact on girl's education. This means that, if there will be an empowered woman in the community then girls in that community will get aspiration form these leaders and motive them to become female leaders like these empowered women. As a result of which these young girls will

get motivation to seek education. Female leadership variable also seconds with these words, as the female leadership variable also concludes that presence of a women leader in a community increases girls' education. The interaction of female leadership and aspiration shows that household aspiration is higher in a community which has a female leader which results in higher girls' education in that community. We cannot deny that family pay a major role in providing education to their children. Inspite of getting aspiration from female leaders to seek education girls career still depends on her household. The linear relationship between education of girls and education of household head concludes that, education of girls in rural areas of Pakistan also get effected by the education level of household head.

Results also show that, household size also effect the girls' education. If a girl gets aspiration form female leader to seek education and become future leader, then still the number of members in her household will negatively impact this aspiration. Another most important thing on which seeking education of a girls depends inspite of high motivation from female leaders is the present level of income of that household. The results show that, if there will be high average income of the household, then the girl who seek aspiration from female leader will have no hurdle to seek education and vice versa.

4.6   HYPOTHESIS TESTING

Table 6: Hypothesis Testing

H_0: ≠ Zero (at least one coefficient is not equal to zero)

H_1: = Zero

(1) $dp1 = 0$

(2) $dp2 = 0$

(3) $aidx = 0$

(4) flidx = 0

(5) itm = 0

(6) ay = 0

(7) ghh = 0

(8) dms = 0

(9) ehh = 0

(10) sh = 0

(11) amh = 0

(12) afh = 0

(13) pih = 0

   F(13, 2389) =   66.87

      Prob > F =   0.0000

Interpretation

Joint Significance of coefficients found.

It is important to do hypothesis testing to see if the coefficient is significantly different than zero. As it can be seen in the above table that there is an evidence to reject the null hypothesis by accepting the alternative hypothesis. Here, the probability value is 0.0000 which concludes that the coefficients are significant and all the coefficients are equal to zero. So by looking at the value of high R^2 and significant coefficients shows that the regression is correct.

4.7   HETEROSCEDASTICITY

Heteroscedasticity and Homoscedasticity are referring to as, whether or not, the variance of the prediction determine by regression remains constant or not. Perhaps, Heteroscedasticity is most often considered in case of linear regressions through the origin, although it is by no mean the limitation of its usefulness.

One of the assumptions about error terms/residuals in Ordinary Least Square-OLS regression is that, errors have the same but at the same time unknown variance. That is known as constant variance and it can be called as Homoscedasticity. And whenever this assumption is violated then the problem is called as heteroscedasticity.

Heteroscedasticity do not effect OLS coefficient estimates to be biased. It can effect OLS estimates of the variance (and thus the standard errors) of the coefficient to be biased-possibly above and below the true population variance. Robust error reduces the heteroscedasticity issue which is common in cross-sectional data.

Chapter 5

5   RESEARCH FINDINGS

As the first purpose of this study was to find the impact of Aspiration on Education of Girls in Rural areas of Pakistan? And the second purpose was to find, how much aspiration girls in rural areas of Pakistan are getting from female leaders to take part in seeking education? After going through a number of steps mentioned in methodology section the results were received. The results revel that this study seconds the base article named Female Leadership Raises Aspiration and Educational Attainment for Girls: A Policy Experiment in India. The results of this based article show that female leadership influences adolescent girls' career aspirations and educational attainment and the impact of women leaders primarily reflects a role model effect.

The findings of this particular study is similar to the base article "Female Leadership Raises Aspiration and Educational Attainment for Girls: A Policy Experiment in India". As the base article's literature suggest that female leadership influences adolescent girls' career aspirations and educational attainment and the impact of women leaders primarily reflects a role model effect. This means that, girls are getting aspiration to seek education after getting aspiration from female leadership in their community.

And this particular study has exactly the same findings i.e. there is significant positive relationship between aspiration and the education of girls in the rural areas of Pakistan. In addition, girl's education is higher (on average) in communities having female leaders as compared to other communities. The interaction of female leadership and aspiration shows that household aspiration is higher in a community which has a female leader which results in higher girls' education in that community. It is true to say that there is a strong link between aspiration of girls to seek education

and empowerment of women in the society and aspiration failure might be responsible for failure

of women's empowerment.

CHAPTER 6

6   CONCLUSION

The major focus of the study is on women leaders' role as aspiration for female in getting her education. This study used the term female leaders that means female Factory worker, Government employees, Private enterprise (sales person, manager), Teacher/professor, NGO worker in that particular community.

This study investigates the effect of aspiration and women leadership on the education of girls in rural Pakistan. The results show that there is significant positive relationship between aspiration and the education of girls. Also, girls' education is higher (on average) in communities having female leaders as compared to other communities. It means that, when there are leaders in a community then there will be high aspiration to seek education. When there are female leaders in society there will be higher aspiration for girls to seek education. On average, between communities where there is leadership is high, aspiration will be high as compare to where there is less leadership. The interaction of female leadership and aspiration shows that household aspiration is higher in a community which has a female leader which results in higher girls' education in that community. Besides the effect of marital status is negative on girls' education. The education level of household head is positively associated with the education of girls.

 There is highly significant positive relationship between Aspiration and Education of girls. And according to the results there is negative relationship between education of girls and marital status. Education level of household head is positively associated with the education level of girls. It is true to say that there is a strong link between aspiration of girls to seek education and empowerment of women in the society and aspiration failure might be responsible for failure of women's empowerment.

Chapter 7

7   POLICY RECOMMENDATION

The results show that there is significant positive relationship between aspiration girls seek from female leaders and the educational attainment of girls in rural Pakistan. So, this study suggests policy makers that there is a need of interventions that aim to rise aspiration those of girls particularly. It can be done through potentially low cost ways of changing the traditional norms and providing girls with the opportunities to get empowered by taking education as their base. Provide platform to girls in rural Pakistan to have direct interaction with female leaders so to get aspiration from them.

 On average, girl's education is higher in communities having female leaders as compared to other communities. So this outcome suggest policy makes and government bodies to keep quota for female leaders particularly in rural Pakistan. By doing so, there will be representation of female leadership in rural Pakistan and from these leaders' girls in rural Pakistan will get aspiration to seek education and become future leaders. Having female leaders within rural Pakistan will have direct role model effect on young girls in rural Pakistan. Adopting policies like these may raise their aspirations and shape educational and career choices for girls in rural Pakistan.

There are so much other effects of female leadership in some areas of Pakistan which is needed to be explored by researchers. It is mandatory to do more research in those areas because, we have example of North Pakistan where in spite of harsh weather condition, lake of facilities and opportunities it itself is a most developed area of the developing country i.e. Pakistan. By finding reasons behind development of such locale, policy makers can make policies in those areas of Pakistan where there is very little aspiration for educational attainment of girls and comparatively no as such aspiration through female leadership yet. Women empowerment and educating girls

sector of the society will be welfare improving. By empowering girls and educating them, household income, assets, and wealth of economy will increase because half of the population of economy comprises of girls' population and their active participation in economic activities will boost up the income, assets and wealth. It will improve health, nutrition, and education outcomes for adolescents as well.

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9 Appendix

9.1 ROBUST STANDARD ERRORS

Robust Standard Errors is a technique that helps to obtain unbiased standard errors of ordinary least square coefficients under heteroscedasticity. The presence of heteroscedasticity violates the "Gauss Markov" assumptions that are necessary to render ordinary least square the best linear unbiased estimator. (BLUE)

Robust errors reduce the heteroscedasticity issue which is common in cross-sectional data.

Table 7: ROBUST STANDARD ERRORS

Ei	Coef.	Robust St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
dp1	.19	.214	0.89	.375	-.229	.609	
dp2	-.321	.236	-1.36	.175	-.784	.142	
Aidx	.301	.056	5.42	0	.192	.41	***
Flidx	.083	.042	1.95	.051	.166	0	*
Itm	.067	.034	1.94	.052	.135	.001	*
Ay	-.061	.005	-11.87	0	-.071	-.051	***
Ghh	.065	.451	0.14	.886	-.82	.949	
Dms	-1.281	.198	-6.45	0	-1.67	-.892	***
Ehh	.222	.015	14.76	0	.192	.251	***
Sh	-.158	.028	-5.53	0	-.213	-.102	***
Amh	.152	.07	2.19	.029	.016	.289	**
Afh	.596	.079	7.57	0	.442	.751	***
Pih	0	0	3.98	0	0	0	***
Constant	3.68	.512	7.19	0	2.676	4.684	***

Mean dependent var	1.753	SD dependent var		3.580
R-squared	0.267	Number of obs		2403.000
F-test	66.869	Prob > F		0.000
Akaike crit. (AIC)	12230.099	Bayesian crit. (BIC)		12311.082

*** p<.01, ** p<.05, * p<.1

Interpretation

As it is shown that the results are similar in both regressions in table 7 and table 5 so it means the results are estimated correctly because they are consistent even if we use robust errors.