

# Educational Development as a Nurture: Theoretical Discussion

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## Abstract

This article deals with the educational development in the context of educational policies and different initiatives for the promotion of enrollment in the primary schools in Pakistan. Parents' perspectives along with community point of view regarding the utility of formal education for economic and social development has been discussed in the study. With the passage of time, number of OOSC is increasing. The policies along with different small-scale initiatives are not able to motivate parents for the enrollment of their children in formal educational system rather than sending them for non-formal technical skills for economic benefits. The study highlights the parental authority over children's educational choices influenced by the short term and immediate financial benefits. It also depicts that the people with lesser economic resources invest less on the education of their children because bulk of the resources are utilized on kitchen and other utilities. Spending on children's formal education is the long-term investment, whereas informal-technical education is a short-term investment and brings the benefits early. Therefore, the people especially the poor population are motivated towards short-term investments and get financial benefits at the household level. So, the informal-technical education is preferred and getting popular in the area.

**Keywords:** Human Capital theory, Social Learning theory, OOSC, Educational System

## Introduction

According to different reports of UN, UNESCO, South Asia is the most populous region in the world which has the highest number of out of school children (OOSC). Statistically, around the world 162 million children are under the category of primary school age children and 42 million of them are out of school in South Asia (UIS-UNESIF 2015). Among all countries, the highest number of OOSC

in primary school going age group is living in Pakistan. Approximately, here in Pakistan there are 20 million school-aged children, out of them 8 million are still out of school (UIS, 2005).

A report was established on the basis of data gathered by the National Institute of Population Studies (NIPS) and some of the previous trends jointly authorized by the Government of Pakistan and UNESCO stated that in the primary school going age (5-9 years) there are 3.8 million children living in Punjab province solely (Government of Punjab & UNESCO, 2010).

For exact number of education statistics number of international agencies are working to find out universal primary school age children (5-9) who are either enrolled in primary or secondary school (ISCE, 1997). The OOSC conceptualized as those children who are in primary school age, but they are not in school (UIS, 2005). According to UNICEF (2015), there is no universal definition for 'out-of- school Children' but a number of characteristics can refer it to the universality as;

- Children do not have school in their locality
- They are not enrolled due to certain reasons
- First, they enrolled but left school shortly
- Children enrolled in less equipped schools e.g., poor facilities, no teachers
- Drop out
- Get enrollment but did not attend school

The issue of out of school children (OOSC) remained a prevalent global problem, as evidenced around 14.3 million out of school children was living in East Asia and the Pacific regions. The global rise in such numbers suggested that progress in expanding the access to basic education was poor (UNESCO and UIS, 2015). According to the UNESCO (2016), all over the world there are 263 million children which is one-fifth of the global population at the primary school age are out of school. Globally around 63 million (24%) of the total children belongs to primary school age group which was 6-11 years old. There were 61 million (23%) of the adolescents which falls in lower secondary school age (12-14 years); remaining 139 million (53%) of the total children were youth which lays upper secondary school age which is approximately 15-17 years old. UIS (2018) report represented that 61 million children were out of school from primary school going age, from them 43%

children were expected never to enroll in school. 30 million from 61 million out of school children were living in Sub-Saharan Africa and particularly 8.7 million from them lived in Nigeria. Regionally there were two major reasons in Africa, access problem of the schools and localities, whereas in East Asia, dropping out from schools were the major reasons of out of school children (Burnett, 2017).

The total number in Pakistan has declined per year since 2012 up to 1 million (UNESCO, 2015), the number of OOSC was 26 million in 2014, the numbers were 25 million in 2015 and it remains 24 million in 2016. Report further states that (4 years old) 23.7% children attending pre-primary schools, 25.1% attending primary schools and 51.2% children do not enter either in pre-primary or primary schools. At primary level 6.5 million (34.4%) children are out of schools, from them 3.6 million are girls and 2.9 million boys. In back days (2000-2011) Pakistan was on third in number in the list of out of school children produced by UNESCO, the number of children who were in the age of primary school going was 6.9 million. According to the financial aid which was given by the international donors e.g., International Development Association (IDA) to eradicate the issue of OOSC; Pakistan was the second in row which got 1.5 billion USD from 2000-2012 timeframe which was 15% of the total funds given by World Bank for primary education.

Though policies and global initiatives are there but number of OOSC still increasing, lack of policies and measurement of the actual situation it is not possible to eradicate the issue. All the educational departments and ministries were working properly. In spite of putting a lot of efforts, the illiteracy was growing constantly due to lack of coordination in their jurisdiction. Theoretically, there is something which may be including during policy making e.g., the actual aim of the education, cognitive development and utility of the education for the promotion of future lives in respect of economic and cognitive development. Current study will try to identify and elaborate the social cognition with the help of two different theories 'Human Capital Theory (HCT)' and 'Social Learning Theory (SLT)' to find out the cognition of the natives and expected outcomes what they imagine from exiting educational policies

The Human Capital theory most of the time defined as the productive nature of human beings that could be any e.g., their labor work, skilled work or the knowledge which were utilized for betterment (OECD, 2001; Garibaldi, 2006). The theory suggested that the education increases the productivity and earnings of individuals; therefore, education is an investment in this regard. This investment can be analyzed into two ways, for the personal development and

growth of the country. According to the Kiker (1966) the human capital term has a long irregular history, however, the term was formally introduced in late 50s and the analytical development of the theory was done by the Chicago School of Economics. The term was criticized during its conceptual development till 20<sup>th</sup> century (Mill, 1909). The theory was developed by the Schultz (1959), as stated earlier the criticism upon the theory was due to its linkage with slavery. But surprisingly, the concept led him to the Nobel Prize in 1992. Moreover, the concept used in different fields and the education was one of them.

The Social Learning theory deals with the social learning and adaptation of behavior in a certain environment which was developed after observing and living in a certain community (Bandura, 1963). The theory also stated that learning is an on-going process with cognitive development which developed in given environment through interaction with community members, day to day activities and observing others even without any specific ideology (Bandura, 1971). People observed both phenomena, positive and negative but they go for those which provide them stability and rewards. The punishment and rewards remained the central point of behavioral change. Behavior adaptation always worked like the popular culture, when people get rewards from any particular personality trait other community members get motivated to opt that particular trait. Same in the case of punishable character, the offensive and punishable traits were vanishing with the passage of time no one opt them and they die their natural death (Bandura, 1963).

Social learning is operationalized by measuring the extent to which target behavior is taken up by an individual after exposure to the demonstration of that behavior in the modeler (the external factors which motivate individuals to act in a certain way). Because interaction among the individuals is obvious in social settings (Bandura, 1971) there is strong potential for social learning to occur.

## **Research Methodology**

Generally, the data for the article were extracted from PhD research work. The area of the study was Noor Pur Shahan and Muslim Colony of Bari Imam Locality in Capital Territory. Ethnographic research methods were administered for the study and data were haul out from in-depth interviews of the parents and the community members. Document analysis has been done to find out the working definition of the OOSC, inclusion of the children and missing links. After collection the data were analyzed and transcribed according to the application of 'Human Capital' and 'Social Learning' theory. The data was presented to identify the factors which influence the parents to send their children for skill-based education/learning other than formal educational development.

## **Results and Discussion**

Education is considered the central point for human development. Formal education or technical skill is necessary for human development and in other words it improves the productivity and lifestyle as a whole. If we say, literate population is the most productive population, it won't be wrong; education has the ability to construct new cognitive stock that is the latent function of education for the promotion of efficiency and productivity among the individuals in macro and micro labor market. Investment in human education, have greater significance over the investment on physical development (Psacharopoulos & Woodhall, 1997).

In the new era of globalization, physical development may not be as important as it was before due to technological advancement and the diverse productive patterns in human investment. Friedman (1955) extensively wrote about the importance of education in the new world, that education is the knowledge economy. In last, Smith (1976) constructed the basic essence for the human capital's understanding. In previous two centuries there were two different schools of thought. In the first school of thought the capital was the knowledge and skills for the betterment of the society but according to the second school of thought human beings are the central point for human capital. Whereas, in the modern 21<sup>st</sup> century, all the human interactions at one point linked with economic affairs and self-interactions for benefits that is why individuals are more concerns and mobile entity of market

.HCT emphasized on the training and education as the essential and compulsory part of the new global economy. OECD claimed this change as the radical changes in private and Government sector in the response of globalization (1997). Some other scholars stated that educational advancement in the field of human related disciplines on equal basis around the world is the core component

of globalization. OECD believed, this equal and universal educational at all sectors could be seen as the authoritative and one order development in the context of globalization; and claimed that such type of investment is for the market financial resources rather than for the commodification of necessities of life.

In this new world of technology, the nation's development without considering physical and human capital at every stage is not possible. The present research study mainly focuses on the behavioral change/adaptation in the context of economic participation in household affairs generally and in the community particularly. Generally, human capital is concerned with the economic productivity and adaptation of educational and development policies for the betterment of the community and economic prosperity.

According to the Babalola (2003), there are three coherent points in favor of human capital such as:

1. Upcoming new generation must have the share of previous knowledge which was accommodated by their younger generation for better understanding,
2. Skill development and cognitive transformation of the new generation is more necessary than how they can use existing knowledge for production of new ideas and products, development of process and social services for the well-being and;
3. With the help of point two, encouragement for new ideas, and products are a must for the advanced level of commitment and professional personalities at large.

The Fagerlind and Saha (1997) also looked into this matter through another glance. They try to justify the investment in education as the token of development in underdeveloped and developed nations. Liberal and democratic evolution remains the part of theory in the west like it was assumed the return of investment in education in both micro and macro spheres of life. Money and natural resources are the supporting factors for the development of human beings, but the central point is on human beings if they exploited natural resources for the betterment of the society as a whole it is more convenient and appreciate-able effort by them which leads them towards a developed and error free society which has all the possible social, economic and political stability towards national development.

In the development of Social Learning Theory, the work of Skinner (1963) was used. He proposed stimulus-response theories to understand the use of language

and development because all behavioral advancements come up after verbal interactions (Skinner, 1947), his behaviorist theories provide the basis for reconstruction of the theory. Chomsky (1959) stated that 'human beings are somehow specially designed to' understand and acquire language, ascribing a definite but unknown cognitive mechanism to it.' He further added that stimulus-response theories were not able to account the language acquisition, this is a cognitive process which took hundreds of years. Tacking consideration of this process Bandura (1963, 1971) studied learning processes that occurred in interpersonal contexts and were not adequately explained by theories of operant conditioning or existing models of social learning (Bandura, 1971). Specifically, Bandura argued that 'the weaknesses of learning approaches that discount the influence of social variables are nowhere more clearly revealed than in their treatment of the acquisition of novel responses' (Bandura, 1963). Rotter proposed that adaptation of any personal trait is subjective on the basis of expectancy and value (Rotter, 1954). According to Bandura (1963), this could be fitted with only learning responses but misfit with those responses which is yet to be learned.

The basis of SLT, provided both cognitive and behavioral theories for a comprehensive approach to understand and learn the process of learning experiences and their adaptation in daily life circumstances. The theory was initially outlined by Bandura and Walters in 1963, but it mainly was functional in 1977. Some of the key points of the social learning theory were defined by as under:

1. The process of learning is not only behavioral; this is an on-going process which takes place in social settings.
2. This process starts when you observe others, as well as the rewards and punishment of such behaviors (vicarious reinforcement).
3. The process involves certain traits, first of all observation than extraction of information (either the information plays a positive or negative role in personalities were not included in this point) and now the phase of decision making, performance of observed and adaptation of new traits in the behaviors (observational learning or modeling).
4. Reinforcement plays a role in learning but is not entirely responsible for learning.
5. The learner is not a passive recipient of information. Cognition, environment, and behavior all mutually influence each other (reciprocal determinism).

In Human Capital theory the individuals were the central point of the theory who want to maximize their economic conditions. The theory also postulates that individuals invest in education and training in the hope of getting a higher income in the future. Father of two children shared that,

*'We, the parents wanted to see our sons prosperous in future and on good jobs. This is the wish of every father and mother. For girls in our family there is no culture of work outside the home.'*

Another father said,

*'We have just completed our time, now this is the time of young generation. I wished to send two of my sons to Military Colleges, but they were not interested to serve the country. They all have their own dreams, two of them wanted to become doctors and the younger one wanted to become an engineer because such professions are well paid.'*

Whenever asked respondents about the aspiration for the future of the children, the parents as well as the children said doctors, engineers, military personals and lawyers were the preference for future lives. As Blaug (1992) and Ambreen et al. (2022) have suggested, that these investments were not only for the sake of present enjoyment, but for financial and social returns in the future.

If we looked into the approach, this is closely linked to the individualism, which clearly states that the roots of all social patterns is found in the individuals behaviors. This understanding could confirm the assumption that human capital formation is typically undertaken by those individuals who seek to maximize their interests (Blaug, 1992). The theory defines both financial and social spheres of life.

Marginson (1989, 1993) find out that individual obtains information/skills for their betterment by the help of education and technical training, this is human capital. Such type of skills and knowledge may increase their workforce in work environment, and in return it benefited through higher salaries and wages. - According to the respondents,

*'Education is good, but where you put your efforts for economic development, there is lack of job opportunities, in our area lot of boys wandering for job after completing their graduations which create always negative impact on the parents who send their children for education.'*

Among the natives only 29% of the parents were educated in both the communities. The educational level varied from pre-primary to intermediate



level. All the educated parents (mothers and fathers) had a better understanding and motivation to send their children to the schools. They knew that the education was important for the self as well as the county's development. All school going children at least had one educated parent. According to a respondent,

*'We have spent our time, now our all intentions are for making our children good citizen and prosperous in their future lives and education is must in modern time. This is the way to interact with outside the country and communicate with other, there is a clear difference between educated and uneducated, educated individuals can get a job or not this is all about their fate, no one is responsible for that.'*

In the ideal labor market, the productivity of labor counted on his/her personal capabilities and determine their significance in the market. There are many ways of investment among individuals for example some of them get vocational degrees, some go to higher education that mainly depends upon the market around them. Like in education of the individuals, the investment continues until it reaches the parallel stage of benefits (return benefits). Under this assumption, the theory strengthens the view that the education and training increase human capital which leads to higher productivity. That would surely help in economic development at micro and macro level, on this logic the correlation of education and training for the economic development of the individuals are promoted.

When the community members were asked about the role of education in poverty alleviation they said,

*'Education is necessary for social and economic development; without education no one can become the part of economic development. Nowadays, every business needs some extra skills which are mandatory for its growth, without education such skills could not be incorporated, and business could not grow.'*

Another respondent stated about the link of education and poverty as,

*'Nowadays people are more concerned about the economic status of their families. Due to inflation and lack of opportunities for economic development, people only have one way of development which is education. If you want to develop you have to have an educated business-oriented mind which attracts new customers.'*

The educated parents had a very clear understanding that education was the only way to excel. But on the other hand, children had their own personal cognitive development towards the education. Majority of the children did not want to spend time in schools for their bright futures. It was observed that lack of interest from the fathers' side had developed a negative inclination towards education among the children who were also influenced by the community and friends.

For the development of any society, it is necessary to apply the human capital theory on the educational sector, it could be beneficial for the enhancement of production at greater level because in Pakistan we have a large number of labor force with diverse skills. Babalola (2003) shared in the finding that, educational development could be seen in the productive stability and skill enhancement of the laborers in the job market. However, investment of capital in education has some consideration as, Psacharopoulos and Woodhall (1997) shared that,

- It is the direct returns to capital investment, in terms of equal costs of resources and expected future returns;
- Indirect economic benefits by the skill and knowledge affecting other members of the society in both (positive or negative) ways;
- The demand for education in market along with other factors determining individual's demand for education;
- The demographic and physical distribution of educational opportunities plays an important role;
- The distribution and redistribution of monetary returns and issues of education.

It is affirmed that education plays an important role for the nation's development. To some extent educational investment have the greater significance by different scholars but majority of them believed that, without liberating individuals and giving them hope for a better future, development of anti-traditional personalities for the economic growth return back the equal share which was invested on education. This could be a great source of micro and macro development but without leaving the traditional thoughts it is not possible that is why education come-up with liberation and stimulation of new ideas and human commitment towards them.

## **Conclusion**

It was evident that number of out of school children in Pakistan was alarming i.e., 58% in 2017-18. Particularly, there were no concrete but some evidence regarding the actual number of the out of school children have shared that various segment of low-earning areas still missing from list. Study also discussed the theoretical development that how people idealize the education, government's facilities through social learning theory. The theory clearly states that, 'human learn things/ideas/behaviors from their surroundings, they act the same as their community.' Why parents send their children for economic activities rather than school enrollments, the question was critically analyzed through human capital theory which stated the actual measurement of the rewards in future on the basis of economic commodification of invested

potential, time and energies.

From HCT five concepts were borrowed to provide an understanding, how HCT worked in behavior modeling because it was all about investment of human beings for their livelihoods, as the wise decisions of the human engagement always come up with more sustainable benefits. As the parents shared that their understanding

of education and future worries for their children had developed their behavior preferable towards children's work rather than education. If government came up with some solid policies like provision of some aid or benefit in cash or kind for children, it could have been beneficial and may have increase the enrollment. It was also documented that economy was not the only reason for OOSC, parents' personal education, economic class and household characteristics were adding fuel for short-term economic benefits rather than educational development of children.

Same has been observed in the case of SLT, six factors were identified which influence the behavior and develop idealized personalities who share common traits. Parents had the authority for selection and rejection of something for their children both sons and daughters in Pakistani society. Like in the case of Muslim Colony and Noor Pur areas, parents had the authority on their children. Parents had different personalities, choices for their children mainly dealt with the personal traits of parents e.g., educated parents sent their children to schools meanwhile parents without having any formal education focused on the economic participation of children and they correlated education with economic participation of children in household affairs. Parents had a responsibility to take care of the family, so they acted wisely as per their personal understanding. Human beings learnt the things from their surroundings. They were also influenced by their economic classes. It was documented by different scholars that people feel comfortable and develop friendships with those who share equal economic conditions, so, people get influenced. Such social influences forced parents to act according to the social normative structure which shared equal/common interests for personal and social development of families. That's why, community and surrounding always played an important role for personality development and to opt new choices for socio-economic development. It was evident that various factors play an important role for influencing parents' choices from formal education to the technical informal skilled based education for early/short returns of their energies and investments.

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