



**RESEARCH PAPER**

**Contributions of Rural to Urban Area's Migration to Education in Rural Community: A Study in District Karak, Khyber Pakhtunkhwa, Pakistan**

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**ABSTRACT**

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Holy Prophet Muhammad Peace Be Upon has said that the attainment of education is obligatory for all Muslim males and for all Muslim females. Though, a lot of improvements in education sector are required in Pakistan - being a Muslim country. The contemporary state of education in any community is subject to multiple variant socio-cultural and economic factors. However, the core aim of this study has been to analyze positive impacts of rural to urban migration on society's education. Therefore, for primary data collection, district Karak, Khyber Pakhtunkhwa was selected as sampling region. The first-hand data was collected through face-to-face interview from 100 married male respondents having at least 35 years' age. Findings show that majority respondents viewed that the rural to urban migration has made significant contributions in improving state of education in study area. This inter-geographical movement and migration initiate factors like community's increasing demand for education, ensuring qualified teachers' presence, emphasizing teachers' regularity and punctuality, and hard work by teachers etc. It is recommended that the individuals, groups, and communities shall be given with exposure to academically advanced communities.

**Introduction**

Literature is relatively lesser available on the subject, as no such study is being done on the rural-urban migration's impact on state of education in rural

locality of origin, especially in indigenous terms, contrarily. Hence, studies are done highlighting the link of migration with education. The secondary data is given in three parts for elaboration of phenomenon under study.

### **Education**

The education was incepted in earliest ancient history; elders were socializing youth through skills and knowledge, and through transmitting knowledge, experiences and civilizations eventually (Chomsky, 2013). Chaudhry (2004) states that education intends to adjust a person to his/her environment in respect of one's talent, capabilities, and aptitude. In earlier times, the formal specialist agencies/institutions working for imparting education were rarely available. In the then times, the function of socialization was performed by religious, family and economic institutions, as a joint effort, while, currently this role-performance is replaced by modern-age formal educational institutions with formal socialization. Contrarily, formal socialization and education is held through dedicated institutions with objectives and aims of education, through mostly paid instructors and teachers. In event of informal education, the playmates, parents, and neighbours serve as true socializers. The education is socialization of individuals, as majority skills and knowledge leading to socialization are ascribed from education being done informally. It is notable that in case of primitive societies, greater majority of inhabitants are socialized informally. Though both informal and formal education play significant role in educating, socializing and forming personality of individuals, therefore education shall be made within reach of every individual of society.

Kant (2013) says that every human needs education, and for this we necessarily know nurture (feeding and tending of children), teaching and discipline, in addition to culture. Based on this thinking, human is in progression of child that require nursing, youth require discipline, and scholars require teaching. Education is thus a fostering, a nurturing, and a cultivating process. Bruner (1977) argue that generations shape ambitions that figure-out education in every era, contemporarily, education may be serving as a medium of civilizing and training well-mannered and well-balanced democratic inhabitants. Education generally is a learning type within that skill, knowledge, and habits of a people's group are transmitted among generations via socializing, teaching, training, and research. The socialization and education is held in supervision of parents, teachers, seniors, elderly, learned ones, and so on. Education is to bring anticipated changes within human's attitude, being the process of acquiring and imparting knowledge and habits through study and instruction. Education must be of quality and modern, that builds the nations, bring prosperity, and serves as further path for development.

More specifically, the Article 28 of UN's Convention on the Rights of the Child (CRC) elaborates that acquiring education is the right of all children,

including having respect of person, with one's cultural distinctiveness and to equip one with all needful to have a life of responsibility in a democratic society (United Nations, 1989).

Hence, a state's education policy should be framed according to its religion, time, situation, and culture. Human needs to control natural resources and powers through acquiring of sufficient knowledge via balanced, clear and wide-ranging education system; by connecting man's energies in utilizing outer powers in obedience to the Qur'anic injunctions to benefit humanity.

### **The Migration**

The migration's origin may be linked to Stone Age when a number of people left their houses for higher standards of life. Assumptions are mostly made that migrants are forced for migration due to their low economic status; less skilled workers comprise the majority of migrations. Hence, at the same time individuals with comparatively greater level of trainings, is also at rise. In same connection, Eggert et al. (2009) say that tendency of migration is powerful among individuals with high level of skills. The economic inducement is the basic foundation for migration's theories mostly (Sjaastad, 1962; Lucas, 1997).

The United Nations (1998) give definition of migrant that the individual that shifts from one's country of usual residence. Migration can be defined differently according to its nature, for example, it can be perpetual when a migrated inhabitant never come back to one's place of origin, or migration can be of long term when an inhabitant enters a country which is not of one's usual locality for a duration around a year, and meanwhile a destination-country becomes one's usual country of residence. In similar way, a short-term migration can be defined as a movement to other than one's usual residence country around a period of 3-months hence is less than a year, and frequently this migration within regions is seasonal. Exclusive if an inhabitant travels and enter a foreign country to spend holidays, for recreational purposes, spending holidays, meeting relatives and friends, for treating some health issues, business purposes, or religious ceremonies and pilgrimages, then one is not pondered as a migrant (United Nations, 1998). For international migration the movement imply within the countries, and for domestic migration the movement imply within a country, especially rural-urban, or transnational migration implying developing multi-stranded relations linking societies of origin and settlement of migrants (Schiller et al., 1998).

The migration's frequency is accumulating subject to searching a good and protected space for initiating a better livelihood with compatible rate of education, inhabitants are shifting localities from non-urban areas to cities and metropolitan areas for searching better employments, social lives, residences, or some intended objectives. This migration could be perpetual or for a period unless the movement's goal is attained. Migration occurs across a political frontier, and could

be semi-perpetual i.e. seasonal, or permanent, for illustration, the labour's migration for employment is semi-perpetual as it is a matter of time. In similar manner, inhabitants migrate to other areas willingly (voluntary migration) or forcefully (involuntary migration) are considered as migrants (Jamil & Mohyuddin, 2015).

### **Impact of Migration of Education**

Migration at global levels is at all-time risen. The frequency of migrants at international level is affecting both originating and hosting countries globally (Adams & Kirova, 2006). Additionally, rural-urban migration streams became the segment of globalization progression. Fresh influxes, irrespective of their origin point or countries of destination do put unparalleled stresses in relation demand of education, healthcare, and social welfare services (UNESCO, 2008). Berker (2009) say that the link of international immigration's inflows with educational outcomes are found, hence local migrants in a country may also significantly influence outcomes of education. Chiswick (1989) argue that Immigration is found to have relation with educational attainment. Hunt (2012) contemplates the availability of support data regarding immigration improving education. The less educated inhabitants uplift their education when immigration occurs. Singer (2008) relates the occurrence of high immigration with increase in demand for schools in migration-areas.

Rivera and Gonzalez (2008) plead that migration may add to development of human in hosting communities. Consensus prevail that the reduction in child labour and rising spending are being allowed by credit-constrained households (Yang, 2008; Hanson & Woodruff, 2003). Knowledge and migration are connected in several ways. Education plays a significant role at several levels of migrations of individuals. Furthermore, migrants' choices in relation to their financial commitments, academics, and their priorities in relation to their future migration intents may also influence academics of their children (Jamil & Mohyuddin, 2015).

There are non-financial ways via which human capital may be influenced in migrants' origin-households through migration. Social remittances are propagated by Levitt (1998) indicating cultural transmission of beliefs, behaviour, social capital and beliefs, from destination to originating countries. Knowledge acquired from and communication among migrants can change the preferences of households in relation to decisions of investments. In addition to it, insight of remittances as steady or momentary, cyclical or countercyclical flows of income may direct households to specify them in a different way than usual income (Rivera & Gonzalez, 2008). It looks like that variations in behaviour persuaded by migration will mold imminent migration choices. Migration may be seen as an achievement urging a tradition of external migration (Massey et al., 1993), or in simple terms augment education and also change priorities for the duration and progression of studies by learners in originating and source communities

(Clemens, 2009). Both the international and internal migration do have varying effects on human capital products (Rivera & Gonzalez, 2008; Adams, 2005).

Migration possess prospective of advancing as well as impeding educational attainment status. The internal or local migration for the purpose of education usually is necessary in developing communities. Influence of migration on educational outcomes is significantly context-related and important aspects determining it comprise of type and status, migration's motivation, and policy and institutional atmosphere of hosting communities (Sabates-Wheeler, 2009). The migration's influence on education of non-migrant children also functions through various channels that are direct and indirect of varying magnitudes and directions of impacts. The important situation is that the overall impact generates the development of human in origin countries. There are agreements that remittances give output of greater household spending over accumulation of human capital (Rivera & Gonzalez, 2008; Yang, 2008; Adams, 2005; Hanson & Woodruff, 2003).

### **Materials and Methods**

The study was conducted being using quantitative research methodology. It has described the prevailing circumstances of social phenomenon under study. It has also found the cause and effect relationship of variables included in the study.

### **Hypothesis of the Study**

For this research study the following concept-phenomenon was hypothesized: -

**Research Hypothesis:** *"The inhabitants that migrate from rural origin to urban host localities do cause significant positive changes regarding state of education in their origin-area (rural locality), as in urban area usually there prevails more developed and advance education system".*

### **Universe of the Study**

This research has been carried out in the District Karak, Khyber Pakhtunkhwa, Pakistan. This area was selected due to its appropriateness to the phenomenon under study; a significant segment of its inhabitants have shifted (from this rural vicinity) to urban area within the country due to different reasons i.e. for acquiring education, searching employment, starting business, escaping from local animosity, due to lack of industrial and agricultural resources in locality, unsatisfactory socialization and development prospects etc. It was suitable and significantly justified to study the social changes caused by rural to urban area migrants' intervention in their indigenous rural-locality in relation to education.

### **Sampling and Sampling Procedure**

The appropriateness of sampling was decided. The sampling and samples' selection procedure with its justification is described in the following sub-sections:

### **Quantity of Samples**

A number of 100 respondents were chosen for interview purpose for this study from target area. One respondent was selected from each household selected for the study.

### **Justification and Characteristics of Samples**

Particularly those respondents were chosen who were males having attained 35 years' or above age with a married status. It was done because this age group was assumed of having significant maturity of having mature understanding regarding the said socio-phenomenal transformation progressions within community. These respondents were firstly the native inhabitants (living-local) consistently of the mentioned locality, and secondly at least one of their immediate-relative has shifted from rural area/household for dwelling in the urbanized vicinity, hence not permanently disconnected/detached from the household or local area. These migrated members occasionally visit back and stay for few days, and do have interaction back with their native households in rural vicinity in study-area. The rural to urban area migrants are in link and connection with their area of origin i.e. they do not leave their area permanently. The male autochthonous inhabitants were chosen to be interviewees for phenomenon's primary data gathering, as there was cultural restriction over interaction with female respondents by alien researchers.

### **Sampling Procedure**

For respondents' selection, purposive sampling technique of non-probability sampling method was used. Mere those respondents were selected as samples of whom close relative or family member moved to urban vicinity from around (at least) one year. The duration of one-year was considered, based on this assumption that it may be an enough period of time for having influence of differentials i.e. comparing of rural and urban area, and is hypothesized to have initiated influencing their (migrants' cognizance), the process of transformation initiated by them and the influence they have made to bring changes in their aboriginal-area. They are the proximate watchful of the stirring variations in attitude of the migrants toward their origin-vicinity.

### **Context of the Research Study**

The Ernst Georg Ravenstein's laws on migration provides basis to modern researches related to migration, who says that migration is in most cases done from rural to urban areas (Ravenstein, 1885). This research however deals with the impact of rural-urban migration on state of education, because of the assumption

that migration has wide-ranging implications for education. In this study the selected phenomenological social change in rural social structure has been studied while linking it to the factors of urban social structure from external community i.e. the rural to urban area migrants learn new things (which were previously alien to them/their-community) from within the urban social structure and then bring these ideas to their community of origin, and in this way they cause changes through socio-cultural diffusion in the indigenous social structure. The core objective of the research has been to discover the variations in the societal organization of district Karak produced by rural to urban migration of inhabitants of the district. Though the particular migration may have impact on almost all (other) institutions in rural social structure, hence, in this study, the researchers attempted to find out transformations in education institution of rural community within study region.

### Data Collection and Analysis Process

The secondary data was taken (and analyzed) from the related literature. While concerning primary data, interactive interviews of respondents were led face-to-face through usage of structured interview schedule. The primary-collected-data being brought in tabular form was textually described; and for analytical purposes, the fundamental statistics were applied.

### Ethical Considerations

For ethical considerations the respondents' willingness to be participants of study was taken through building their assurance on research's stature and they were also assured regarding their confidentiality. Impartiality and unbiasedness on part of researchers was guaranteed. Respondents were contacted in their natural social setup.

### Primary Data Analysis

This section elucidates the primary data collected through interviews, later on tabulated.

**Table1**  
**Demographic Information of Respondents**

Variable-1: Age groups in year	Age group: Years (percent)		Age group Years (percent)		Age group Year (percent)	Total	
	36-45 (35%)		46-55 (40%)		56 and above (25%)	100(100%)	
Variable-2: Professions of respondent	Agriculture	Daily wages	Government servi	Business	Private serv	Retired serviceman	Total
	17 (17%)	8 (8%)	34 (34%)	16 (16%)	3 (3%)	22 (22%)	100 (100%)
Variable-3: Educational	Primary	Middle	Matric	Intermedia Higher	Technical Educator	Medical/ Professional	Total

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Status	00 (00%)	15(15%)	43(43%)	30(30%)	11(11%)	1(1%)	100(100%)	
Variable-4: Educational status of fami- members	Family members' liter		Family members migrated from rural to urban locality insist to g atleast matric level education all members of family		Respondents' favour fo females' education		Family members migratec from rural to urban locality do cai favour for females' educati	
	Yes	No	Yes	No	Yes	No	Yes	No
	97 (97)	03(03)	100 (100%)	00 (00%)	100 (100%)	00 (00%)	100 (100%)	00 (00%)
Total	100 (100%)		100 (100%)		100 (100%)		100 (100%)	

The variable-1 of data Table-1 expresses that 35% respondents belonged to age-range of 35-45 years, 40% belonged to the age-range of 46-50 years and 25% were of age 56 years and above.

The Variable-2 of data Table-1 shows that 17% of the respondents were from agriculture sector, 8% were working on daily wages, 34% were government servants, 16% were having their own business, 3% were having private service and 22% were retired servicemen.

The Variable-3 of data Table-1 shows data on formal education level of respondents, and out of total 100 (100%) respondents - 15 (15%) pass middle level education, 43 (43%) of the respondents were matriculate, 30 (30%) respondents were of 12-grade and of higher qualification, 11 (11%) respondents were having qualifications of technical education and 1 (1%) was of medical/professional qualification.

The Variable-4 of data Table-1 expresses that among total 100 (100%) respondents, 97 (97%) told that all of their family members were literate and 3 (3%) reported otherwise; all of the 100 (100%) respondents approved that family members migrated from rural to urban vicinity insisted imparting up to secondary (matric level) education to each member of a family. The data do expresses that 100 (100%) respondents approved that women's education is supported; all 100 (100%) respondents approved that family members migrated from rural to urban area do support women's education.

**Table 2**  
**Rural-to-Urban Migration's Impact on Females Education**

Variable-1: Equal chances provisic to females of education and wheth family members migrated from ru locality to urban locality cause fo awareness of female education	Equal chances are provided to females regarding education		Members of the family migrated from rural to urban area are causing for equal education opportunity to females			
	Yes	No	Yes	No	Yes	No
	100 (100%)	00 (00%)	100 (100%)	00 (00%)	100 (100%)	00 (00%)
Total	100 (100%)		100 (100%)			
Variable-2: Necessary level of education for females	Primary educati	Seconda: educatic	Intermedia education	Graduatic	Higher	Total
	00 (00%)	00 (00%)	15 (15%)	43 (43%)	30 (30%)	100 (100%)
Variable-3: Family support in givi	Yes		No		Total	



higher education to respondents daughter(s) if respondents want to educate their female children	100 (100%)	00 (00%)	100 (100%)		
Variable-4: Sources of convincing for provision of higher education female children	Society	Friends	Relatives	Family members migrated from rural to urban locality	Total
	13 (13%)	16 (16%)	16 (16%)	55 (55%)	100 (100%)

The Variable-1 of data Table-2 expresses that all 100 (100%) respondents approved that equivalent opportunities should be provisioned to females in relation to their education, and all 100 (100%) approved that family members migrated from rural to urban area do push for provision of equivalent opportunities to females in relation to education. The provision of equal educational opportunities to both genders do create a balanced social-development in society Insha Allah.

The Variable-2 of data Table-2 expresses that out of total 100 (100%) respondents, 16 (16%) approved that females must be provided with at least primary education, 1 (1%) respondents approved that it is essential for females to secure at least 10-grade education, 17 (17%) respondents approved that at least 12-grade education is essential for females, 29 (29%) of the respondents said that at least graduation level education is essential for females, and 37 (37%) respondents shared that higher education is essential for females. All of the respondents were in favour of females' education. The agreement, awareness, and will for different levels of development parameters do reflect the sensitization and civilization level of a society.

The Variable-3 of data Table-2 expresses that all 100 (100%) respondents approved that if they attempted to provide their daughter(s) with higher education, in this case they expect support from their family members, Insha Allah. Family is an institution and a unit of a society, and if the members are positively supportive regarding a factor and a social phenomenon, then it (females' education) can be uplifted Insha Allah.

The Variable-4 of data Table-2 expresses that among 100 (100%) respondents, 13 (13%) approved that society persuaded them for provision of higher education to their female children, 16 (16%) respondents approved that their friends persuaded them for provision of higher education to their female children, 16 (16%) respondents approved that their relatives persuaded them for provision of higher education to their female children, and 55 (55%) respondents approved that their family members that are migrated from rural to urban area have persuaded them to give higher education to their female children. The individual's internal motivation coupled with external motivation for an activity raises the acceptance, motivation, and involvement level for any good cause. Internally, sometimes, an individual can be in a dichotomous condition and can be facing difficulty in decision-making, while external positive motivation can be leading toward enabling an individual in encouragement and decision-making.

**Table3**  
**Rural-to-Urban Migration's Impact on Educational Institutions, Accessibility, Teachers, and Syllabus Etc.**

Variable-1: Prevalence of feasible educational institution in the study area	Yes	No	Total		
	100 (100)	00 (00)	100 (100%)		
Variable-2: Accessibility of educational institution(s) and sending all children to it	Your children's educational institution(s) is/are in your reach		Send all your children to school		
	Yes	No	Yes	No	
	100 (100%)	00 (00)	96 (96%)	4 (4%)	
Total	100 (100%)		100 (100%)		
Variable-3: Number of teachers in educational institutions and family members migrated from rural to urban locality's relation to it	Prevalence of sufficient number of teachers in the educational institutions in the study area		Are the family members who have migrated from rural to urban area does cause a demand for sufficient number of teachers		
	Yes	No	Yes	No	
	100 (100%)	00 (00)	100 (100%)	00 (00)	
Total	100 (100%)		100 (100%)		
Variable-4: Qualification of teachers in their area schools and satisfaction from prevailing syllabus and rural to urban are migration's linkage with variables	Teachers in the educational institutions are well qualified		Family members migrated from rural to urban area insist for well qualified teachers		
	Agreed	Disagreed	Agreed	Disagreed	
	97 (97%)	03 (03%)	100 (100%)	00 (00%)	
Total	100 (100%)		100 (100%)		
Variable-5: Teacher's regularity/punctuality educational institutions study area and family members migrated from rural to urban area's linkage with it	Teachers in educational institutions shall ensure regularity/punctuality		Family members migrated from rural to urban locality push for teachers' regularity/punctuality		
	Yes	No	Yes	No	
	100 (100%)	00 (00)	100 (100%)	00 (00)	
Total	100 (100%)		100 (100%)		
Variable-6: Reasons responsible for educational competition	Electron Media	Demonstration's impact	Friends	Family members migrated from rural to urban locality	Total
	3 (3)	27 (27)	7 (7)	63 (63)	100 (100%)

The Variable-1 of data Table-3 shows that total sum 100 (100%) inhabitants established that they are having feasible educational institutions in their locality. The Variable-2 of data Table-3 exhibits total sum 100 (100%) inhabitants shared that the educational institutions of locality in which they intend to educate their children are accessible to them. The 96 (96%) inhabitants shared that they send all of their children to educational institutions and 4 (4%) of the inhabitants shared it as otherwise. The factor of prevalence of educational institution in vicinity of a community make it more feasible, accessible, and of more utility to community in locality. This factor also increases the involvement and motivation level of people.

In addition, it reduced and cut-off the over-head expenditure and bothersome traveling and commuting to far-areas.

The Variable-3 of data Table-3 exhibits that total sum of 100 (100%) inhabitants established that teachers in educational institutions of their locality are enough, and the total sum of 100 (100%) inhabitants established that family members migrated from rural to urban area do cause awareness in relation to prevalence of enough teachers in educational institutions of locality. The sufficiency of teachers in schools, or in other words, the employees in organizations do results in distribution of workload and enhances quality of service-delivery and efficiency. As if, there is more load or burden on an employee, it causes stress, and results in adverse impact on one's performance.

The Variable-4 of data Table-3 exhibits that total sum of 100 (100%) inhabitants established that teachers in educational institutions of locality are well qualified, and all do also agree that family members migrated from rural to urban area are causing demand-generation for availability of teachers with sound qualification. Total sum of 100 (100%) inhabitants established that the available syllabus and curriculum in educational institutions is of satisfaction, and all do also establish that family members migrated from rural area to urban area are a cause of creating awareness for evaluating syllabus and curriculum recurrently.

The Variable-5 of data Table-3 demonstrates that total sum of 100 (100%) inhabitants established that teachers of education institutions in locality shall guarantee punctuality and regularity, and do also establish that family members moving from rural to urban area are causing to demand for teachers to guarantee punctuality and regularity. The socio-professional personality trait of regularity and punctuality do have a lot to do with service delivery and objective-fulfilment of provision of quality education in the institutions Insha Allah.

The Variable-6 of data Table-3 shows that 3 (3%) respondents established that electronic media generate competition in education related activities in locality, 27 (27%) established that watching of others progressing create environment of competition in locality, 7 (7%) established that peers and friends create competition-effects in locality, and 63 (63%) inhabitants established that family members migrated from rural to urban area create competition in education related activities in locality. The demonstrative-effects have got significant influence over the habits-formation and shaping of choice.

### **Conclusion & Recommendations**

Findings significantly endorsed that due to the reason that the family members migrated from rural to urban area within country get greater exposure, sensitivity and realization of the reality that there are more opportunities available of education outside of the rural vicinity i.e. in the urban areas. Due to this awareness they do also want to promote the educational stature in their

indigenous rural-locality of which's horizon they are still members i.e. they are not permanently detached from that vicinity. It was found, as concluded, that they (rural to urban area local migrants) avowed to give at least elementary (matric level) education to their every family member, supported promotion of female education with democratic and equal opportunities, females' higher education, propagate prevalence of feasible and sufficient number of educational institutions in their locality, presence of well qualified teachers with regularity/punctuality, causing awareness for analyzing, updating and modernizing syllabus regularly, and generating an environment of educational competition in the locality.

The social change and social development are the evolutionary and consistent phenomena, continuous process, which is less visible because the social change is different than that of the more visible and tangible physical and infrastructural change and development. Findings of study give significant result in favour of research hypothesis, *"The inhabitants that migrate from rural origin to urban host localities do cause significant positive changes regarding state of education in their origin-area (rural locality), as in urban area usually there prevails more developed and advance education system"*, hence hypothesis proven as true.

It is recommended that the positive and viable changes may be accepted and diffused in every community, with a filtering mechanism of refutation and repulsion of adverse changes, harming the indigenous community's distinct values and traditions. Quality of education should be improved. Minimum level of education and literacy should be raised up to graduation. Females' education should be encouraged due to their vital role in socialization of their children. The phenomenon of local and international migration shall be supported as it brings positive changes and developments in the relative-society.

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