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Examining the Influence of Household Factors on Educational Achievement Inequality: An Analysis of ASER Data in Pakistan

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Abstract

Inequity in education is the worldwide accepted challenge that hinders achieving sustainable development goals. In Pakistan educational inequality is higher because of widening socioeconomic and family factors, and disparity in the types of schools. This study is aimed to respond to the research questions; what can be revealed about the contribution of family socioeconomic condition and household characteristics toward the children’s inequitable achievement in Pakistan? And what are the contributions of private schools and paid tuition in creating inequality in learning achievement? In this study, we have applied the concept of Equity in Education, particularly the impartiality approach, where children's disadvantaged conditions will be taken into account. In this instance, we have analyzed the Annual Status of Education Report (ASER) Pakistan household-based survey data (N= 247,978) conducted in 2021, while applying descriptive and logistic regression analysis to measure how much family socio-economic factors contribute to the student’s achievement inequality. Students' achievement in the local language, arithmetic, and English language kept a dependent variable meanwhile household factors remained a predictable variable. The results explain that family socio-economic factors including parents’ education and income, household facilities, and school types have a significant influence on children learning achievement and contribute to inequality.

Keywords: educational achievement, inequality, equity in Education, ASER Pakistan, socioeconomic factors