



## **The Role of Household Wealth in Combining Child School and Child Labor: Evidence from MICS Balochistan (Pakistan)**

Tabish Nawab<sup>1</sup>, Beyza Nur Aktas<sup>2</sup>, Tusawar Iftikhar Ahmad<sup>3</sup>, Ruqayya Ibraheem<sup>4</sup>

<sup>1</sup> Ibn Haldun University, Istanbul Turkey, Email: [tabish.nawab@ibnhaldun.edu.tr](mailto:tabish.nawab@ibnhaldun.edu.tr)

<sup>2</sup> Ibn Haldun University, Istanbul Turkey, Email: [beyza.aktas@ibnhaldun.edu.tr](mailto:beyza.aktas@ibnhaldun.edu.tr)

<sup>3</sup> Assistant Professor, Department of Economics, The Islamia University of Bahawalpur, Pakistan, Email: [tusawar.iftikhar@iub.edu.pk](mailto:tusawar.iftikhar@iub.edu.pk)

<sup>4</sup> PhD Scholar, Department of Economics, The Islamia University of Bahawalpur, Pakistan, Email: [ruqayyaibraheem13@gmail.com](mailto:ruqayyaibraheem13@gmail.com)

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### **ABSTRACT**

The issue of combining school & work has taken considerable focus in the past years from policymakers, advocates and researchers. In the literature, the role of household wealth, combining school & work is still an unresolved issue. The researchers have contradicting views about the impact of household wealth on combining child school & work. Child labor and low schooling attendance are found pervasive issues worldwide, particularly in developing countries. This study aims to explore the impact of household wealth on combining child school & work, particularly focusing on the wealth index of the household. For this purpose, microdata having 18471 observations from Multiple Indicator Cluster Survey Balochistan (2010) has been utilized. The binary logistic model has been applied for the children (5-15 years) activity whether they are combining school & work or not. The main finding of this paper is the wealth status of households which has a statistically significant and positive influence on combining child school & work. Both mother and father's education is positively associated with combining school & work. In addition, mother and father being alive played a vital role in their children's combined activities of schooling & work rather than doing nothing because the expectations of child schooling are high in parent's lives. Furthermore, gender, age of the child, and area of residence are positive effects combining school & work. The children from urban zones are more likely to be involved in combining school & work. The policy of this paper suggests that education is the key to break child labor in society by providing education facilities for both girls and boys equally. In addition to policy recommendations, there should be crucial steps to provide a better economic environment for the well-being of the masses to enhance their economic condition especially in rural and deprived areas of Balochistan, and the applicability of child labor laws needs to be focused on.



## 1. Introduction

Child labor acts as a major obstacle in the way of ensuring free, quality education for all children. The problem of child labor has taken considerable focus in the past years from policymakers, advocates, and researchers. Child labor and low schooling attendance are found pervasive issues worldwide, particularly in developing countries<sup>1</sup>. Despite that children are not well paid, they still serve as the main contributor to family income in developing economies. Inaccessibility to schools and low quality of education also contributes to the schooling problem which parents tend to send their children from where more profit comes. Traditional dynamics, for instance, specific cultural norms and social roles in certain regions, cause restrained child schooling and increase child labor. A wide concept flows among developing nations, poverty and child labor are jointly reinforcing because it shows the vicious cycle of poverty. When parents are poor, it forces children to work and consequently remain out of school. Thus, such children grow up to be poor as adults and the chain continues. In contribution to a common view among many economists that implies an inverse association between rising incomes and child labor. This statement is reflected from such studies where child labor is a substandard parental preference (Basu & Van, 1998)<sup>2</sup> and (Pattnaik & Pattnaik, 2020).

Admitting all that (Rogers & Swinnerton, 2004) argue in the existence of two-sided altruism when parents and children care about each other's utility they find that rises in parental income require not always lead to increase and decrease schooling and child labor, respectively. The lack of a strong negative association between economic status and child labor within a cross-section in a society is usually explained in two ways. Firstly, if child labor is not awful according to parental choices due to cultural norms or parental behaviors, so thus increases in income may have no ramifications on child labor (Deb & Rosati, 2002). Secondly, child labor may be positively associated with advancement in economic status because of increases in market earnings or earning opportunities (Bhalotra & Heady, 2003).

Intergenerational persistence of child labor exists because parents are uneducated. Moreover, in their own childhood, they engaged in labor activities so they may not appreciate the importance of education, and thus are inclined to send their children to work rather than schooling. M. Khan et al. (2018); Moav (2005) explain that literate parents have a comparative edge in raising educated children. Furthermore, Behrman, Foster, Rosenweig, and Vashishtha (1999) has analyzed that in India increases in the women schooling enhance human capital for succeeding generations and contend that a factor of significant and positive affiliation between mother's education and her child schooling demonstrates the productivity effects of home teaching.

In contrast, Bhalotra and Heady (2003) surprisingly identified that marginally negative instead of a significant positive connection between mother's and child's schooling once the ability is controlled. They found that maternal education influence to decline in home time for mother's which would increase mother's wages more than offset their increased productivity in child quality. However, they found that a positive and statistically significant relationship between father's and children's schooling. Finally, they proclaimed that the altruistic factors should be interpreted in their findings because it is possible that a mother's education leads to increase child labor.

The child labor dispute has spread worldwide. According to International Labor Organization (ILO, 2018), the world is combating 160 million children having to work, which is almost 11% of the child population aged between 5-17 worldwide<sup>3</sup>. As reported by Human Rights Commission of Pakistan in 2018, Pakistan is facing a big dilemma with child labor: Approximately 12 million are involved in child labor activities in Pakistan and having limited educational opportunities.

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<sup>1</sup><https://www.unicef.org/protection/child-labour>

<sup>2</sup> Following studies also argues that a negative relationship between rising income and child labor (Baland and Robinson, 2000; Endmonds, 2003).

<sup>3</sup> <https://www.unicef.org/protection/child-labour>

According to UNICEF Pakistan, 22.8 million children aged between 5-16 are out of school which approximately representing 44% of the total population of this age group<sup>4</sup>. In Pakistan, at the national level Net Attendance Ratio (NAR) is very low which is 59.9% in which male has 62.9% and female have 56.5%<sup>5</sup> for primary education and its completion rate is also lower which is 52%<sup>6</sup>. In addition, NAR for middle and secondary schools is about only 37% where 39.7% male and 34%<sup>7</sup> is female. Province-wise, Balochistan stands at highest percentage which is about 70% of children aged between 5 to 16 who are out of school<sup>8</sup>.

It is noted that to grow Pakistan, generations have to be educated but unfortunately, the government is not paying prudent attention towards its human capital, especially in Balochistan. In 2019, federal government made developments to abolish the worst form of child labor in Punjab, Sindh, Khyber-Pakhtunkhwa Provinces. Although, the federal government and Balochistan Province still have not formed a minimum age for work on the basis of international standards. Furthermore, the availability of data on labor laws and activities relevant to child labor is a major concern yet.

The current study is important because it gives empirical evidence to understand the determinants of child time allocation either more focusing combine child schooling & labor or otherwise for Balochistan. This study shows the impact of parent's education and wealth status have major role in child time allocation.

The organization of the study is as follows. The Section 2 provides the review of literature. Theoretical framework and methodology are explained in Section 3 and 4 respectively while results and discussions are discussed in Section 5. Lastly, policy is drawn in Section 6.

## **2. Review of Literature**

Kabeer (2000) focused on the relationship between intergenerational contracts, demographic transitions, and the quality with the dimensions of the trade-off between parent's children and investing in the future. The objective of this paper was to investigate the situations in which parents made the decision to invest in their children's education and expectations in return. Results showed that parent's decisions were fully motivated converts to their personal security in old age to assume child would take care of them as an alternative to institutional social insurance. Study concluded that investment in the current generation, especially on girls could be the most effective practice to ensure the survival, well-being, and education of the upcoming generations. They suggested that intergenerational contracts for parents could increase investment in their children.

Emerson and Knabb (2002) revealed the relationship between intergenerational redistribution expectation traps and child labor. The aim of this paper was to express that how the government's fiscal policy program was used to eliminate child labor and high schooling. It was assumed that child labor was taken as a last resort to escape from the adversity of poverty. Outcomes explained that reduction in child labor could become the reason for increases in child schooling and child's human capital. A three-period overlapping generation model was used to solve the dynamic relatedness between child labor, government policy, and uncertainty. In Bangladesh it was founded with a program of food-for-education increased in schooling but the decrease in child labor was quite small. Bolsa Escola educational subsidy program in Brazil had founded analogous outcomes but in Mexico, significant results had been seen in both child schooling and child working. Policy was recommended that the government's social security program could be properly implemented in the condition that if society perceived their government's stable or trustworthy actions could end with more children.

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<sup>4</sup> <https://www.unicef.org/pakistan/education>

<sup>5</sup> National Institute of Population Studies, PDHS 2017-18, Government of Pakistan, Islamabad, Pakistan, 2018.

<sup>6</sup> Pakistan Bureau of Statistics, Pakistan Social and Living Standards Measurement Survey (PSLM) 2014-15, Government of Pakistan, Islamabad, Pakistan, 2015.

<sup>7</sup> National Institute of Population Studies, PDHS 2017-18, Government of Pakistan, Islamabad, Pakistan, 2018.

<sup>8</sup> Analysis presented by the Institute of Social and Policy Sciences (I-SAPS), a national NGO which works on education policies, at the National Education Development Partners Group meeting in 2016.

Edmonds (2005) highlighted the relationship between child labor and the economic status of households. The author diagnosed the connection between child labor and improvements in per capita expenditure. A robust relationship was found between child labor and GDP per capita which depicted that child labor could reduce significantly by rise in incomes. Basu and Van's model was used for this study. It was concluded that improvements in economic status became the reason for decline in child labor in poor households than in rich households and it was also found that per capita expenditure improvements were a good illustration that reflected the changes in child labor in large households compared to small ones (Zhuang et al., 2021). In policy proposal, economic growth, international market integration, growth in productivity of agriculture, and agricultural liberalization stood up as a key factor to enhance per capita expenditure which could become the reason for the decline in child labor (Ahmad, Khan, Sohwardi, Shafiq, & Gillani, 2021).

Udry (2006) emphasized to understand the conditions that lead parents to put their children in labor activities and sacrifice children's future welfare in the exchange for current benefits for households. An intense negative link was observed between the incidence of child labor and household income, but this relationship was less marked in developing economies. As a result, a positive relationship had been seen between household earning and school enrollment in Pakistan but not in Peru. It was examined that the effective way to reduce child labor encourages school attendance so then it could improve in school quality and therefore gained to attend school. Outcome showed that failures in financial markets had seemed to be an important cause of child labor. So, smoothness of financial markets could become the reason of child entry into schooling increasing future earnings and return from investment to children's education could be consisted to a decade, not months. Policy recommended that subsidies could be provided to families who sent their children to school. Subsidy for school enrollment was suggested a key source to escape from child labor.

Moav (2005) focused on cheap children and the persistence of poverty. The author developed a theory of fertility and child educational opportunity that offered an illustration for the perseverance of poverty within and across economies. Poor households had seen high fertility rates and comparatively low investments for their children's schooling so therefore their children became poor as well, but the opposite was seen with high-income families. Alongside, the strong negative effect of women's schooling was examined regarding the transmission of poverty across generations.

Sarkar and Sarkar (2012) studied correlation among health, intergenerational persistence of inequality, and child labor. In illustration, socio-economic characteristics like access to health and education which they passed from one generation to the next which became the cause of persistent morbidity and child labor could be focused (Gillani, Shafiq, & Ahmad, 2019). Studies related to this context assumed that income inequality credit market performance and fixed cost of education was denoted as a disadvantage for the poor relative to the rich (Noshad, Amjad, Shafiq, & Gillani, 2019). It was assumed that due to disparate distribution of returns of capital among household's child labor arises and in poor economies an inverse connection had seen between income inequality and child labor, but it was also postulated a positive relationship allied with income inequality and child labor. Credit constraints created shorter schooling time which led to longer time in paid work for low-income status households. Binary choice model (schooling or work) and two periods of lives childhood and adulthood were used. In India and Ethiopia, it was analyzed that in early life investment in health became the reason to raise the return to education and lowered morbidity in adulthood. Good health could become the reason to raise workers' capacity to work and then labor power (Shafiq & Gillani, 2018). Families which were below the threshold level of income chose to send their children for work rather than school. A non-linear relationship was seen between income and schooling. It was concluded a complementarity relation between health and education. Thus, inequality trap generated a high incidence of child labor low nutrition. Free public education was suggested as a good policy which was observed by the results of rising schooling, lowering morbidity, and income inequality reduced in the long run.

Hussain, Mahmood, Chaudhry, and Batool (2018) focused on determinants of child labor in Faisalabad, Pakistan. For that purpose, they conducted a survey of 200 respondents and applied inferential statistical methods like percentage, Chi-square, and Gamma to inspect. Findings revealed that according to 90% of respondent's lower family income of household caused to generate more chances of child labor in society. M. Khan et al. (2018) measured the factors of child labor in automobile workshops of Peshawar, Pakistan. Results depicted that the majority of the children got engaged in working place to secure their employment for future perspective. In addition, larger family size, low family income, and low literacy level played a key role to put children in child labor traps.

Sajid and Ahmad (2018) explored responsible determinants for child labor in Quetta and Pishin districts of Balochistan. They collected data through a questionnaire and applied a logit model to analyze results which revealed that poverty was one of the main obstacles for children to go to school and pushing them into child labor activities. In addition, it has also been investigated in results that parents were more in favor of their son's education rather than their daughter's which showed gender bias. Moreover, child labor and schooling have a negative association whereas positive attachment to the size of the household.

Hafeez and Hussain (2019) explored the impact of education on child labor in Pakistan. To empirically analyze the study, they used Pakistan Labor Force Survey (2014-15) and applied logit and probit model. A significant negative link was found between child labor and child school. Moreover, the study also found that male children have more probability to fall in child labor activities than female children. In conclusion, it has been recommended to put more focus on child schooling so that child labor activities could be reduced.

Ul-Haq, Khanum, and Raza Cheema (2020) investigated the impact on child labor through trade liberalization by using micro data set of urban Pakistan. As a result, it has been argued that trade liberalization increased the well-being of people in society which reduced child labor in the case of urban Pakistan. So, in conclusion there is a need to improve the economic status of people which would lead to shrinking the size of child labor in urban societies (Barech & Din, 2019). Pattnaik and Pattnaik (2020) also found poverty as the main root cause of child labor. Poor parents do not permit their children to go to school where many of the households were forced to resort to work instead of school.

### **3. Conceptual Framework**

To apply a regime that works efficiently towards eradicating child labor and stimulating child schooling, it is first important to realize the situations that lead to child time allocation.

#### **3.1. Child Labor**

Child labor is defined as the ages 5 to 11 years, at least 1 hour of economic work or 28 hours of domestic work per week. Ages 12 to 14 years, at least 14 hours of economic work or 28 hours of domestic work per week. As reported by economists, the participation of children in economic activities is considered child labor. Politicians in developing nations express child labor that harms the improvement and well-being of children.

#### **3.2. Hazardous Form of Child Labor**

The conceptual framework suggests dangerous practices of child labor. For instance, (a) the form of work which represents physical, psychological, or sexual abuse of children (b) working in a risky environment like at dangerous heights, under water or underground (c) moving heavy loads and dealing with dangerous machinery, equipment, tools, (d) working in an unhealthy surrounding which may have negative effects on children (e) working in difficult conditions like work for long shifts or during the night.

### **3.3. Poverty**

A wide concept flows among developing economies, poverty and child labor are jointly reinforcing because it shows a vicious cycle of poverty as like parents are poor, so it influences to children have to work and as a result, remain out of school. Thus, therefore, such children grow up to be poor as adults and the sequence continues (Shaikh et al., 2015). According to a World Bank report sub-Saharan Africa and South Asia are the poorest regions in the world<sup>9</sup>.

Research carried out (Bhalotra & Heady, 2003; M. Khan et al., 2018) and gave ample evidence that poverty is the key factor of child labor. Poverty played a considerable hurdle to achieve high levels of school attendance which is often due to the high cost involved in child schooling, especially at the same time when the family is already fighting to meet subsistence level. Behind the child, labor poverty is a stimulating force that reduces child schooling (Hafeez & Hussain, 2019).

Admitting all that there is a pertinent inverse association between poverty and child labor. Bhalotra and Heady (2003) has found that sometimes children continued working even though subsistence level has met. Furthermore, Bhalotra and Heady (2003) suggested that child labor haven't always come from the poorest families.

### **3.4. Parental Income**

Low schooling and high child labor are the key reasons of low parental income. Edmonds (2005); Shaikh et al. (2015) found that a negative affiliation between child labor and rising incomes<sup>10</sup>.

### **3.5. Credit Constraints**

Credit constraints is another issue that could contribute to high and low levels of child labor and child schooling respectively (Rosati, 2016). Baland and Robinson (2000) argue that child labor increases because of capital market failures. In developing countries, it is often not possible for poor households to borrow some money from credit markets due to the lack of collateral.

By contrast, monetary outcomes of education do not come in the short run, so parents should wait for a long run to repay the debt, but markets do not delay until completing children's schooling. That's why education does not make it more attractive for parents in some societal brackets.

### **3.6. Parental Education and Household Size**

The quality of education is usually low in those regions where child labor is high (Moav, 2005). It is a fact that low quality of schooling decreases the return on education. Therefore, payback from education depends upon the standard of schooling. Whenever questioning to the parents that what's the reason behind that their children not attending school, the most frequent answer is substandard education. Even distance to travel for schooling and bearing the cost of sending children to school ranks behind it.

Poor households come up with high fertility rates and comparatively low investments for their children's schooling, so therefore their children follow the same pattern of poverty as well but on the other hand, high-income families with low fertility rates put more investment and get high economic outcomes. Thus, more children become more burden for parents and it would be

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<sup>9</sup>World Bank poverty estimates using the poverty line definition of \$1.90/ day.

<sup>10</sup>This following result is also evidenced where child labor is awful parental preferences depicted (Baland and Robinson, 2000; Ranjan, 2001)

more difficult to feed all offspring and manage their schooling at the same time (M. Khan et al., 2018). Especially women’s education plays a keen role to break generation’s poverty trap. Lam and Duryea (1999); Sajid and Ahmad (2018) found a pertinent negative impact of women’s schooling on fertility and strong affirmative influence of parental education on children’s schooling<sup>11</sup>.

### 3.7. Area of Residence

In urban locations accessibility of public services, water, sanitation, and essential social services are usually high compared to the rural zones that areas are often identified to greater health risks, high child labor, and low schooling.

## 4. Methodology

### 4.1. Source of Data

We have used the data of Balochistan MICS (Multiple Indicator Cluster Survey, 2010). It is a provincially representative survey of households, women, and children. The survey was outlined and executed by the Planning and Development (P&D) Department of Balochistan with technical partnership from UNICEF (United Nations Children’s Fund). From the total number of observations 89,193, we have used 18,471 number of observations in analysis in which combining school & work observations are 7,690 and all other observations are 10781. In the model, we have used child activity as a dependent variable in which combining school & work is coded as 1 and all others are coded as 0.

#### Functional Form of Model.

$$csw = f(gen, aoc, malive, falive, mes, fes, hhes, winx, lng, aor)$$

#### Econometric Form of Model

$$csw = \beta_0 + \beta_1 gen + \beta_2 aoc + \beta_3 malive + \beta_4 falive + \beta_5 mes + \beta_6 fes + \beta_7 hhes + \beta_8 winx + \beta_9 lng + \beta_{10} aor + \mu$$

**Table 1**  
**Operational Definition of Variables**

<b>Dependent Variable</b>	
CSW (Combining school & work)	0 for All Others 1 for Combining school & work
<b>Independent Variables</b>	
GEN (Gender of the Child)	0 for Female, 1 for Male
AOC (Age of Child)	5 to 15 ages of child
MALIVE (Mother Alive)	0 for No, 1 for Yes
FALIVE (Father Alive)	0 for No, 1 for Yes
MES (Mother’s Education Status)	1 for None, 2 Primary, 3 Secondary
FES (Father’s Education Status)	1 for None, 2 Primary, 3 Secondary
HHEs (Head of Household Education Status)	1 for None, 2 for Primary, 3 for Secondary
WINX (Wealth Index)	1 for Poorest, 2 for Poorer, 3 for Poor, 4 for Rich, 5 for Richest
LNG (Language)	0 for Urdu and English 1 for Pashtu, Balochi, Brahvi and Sindhi
AOR (Area of Residence)	0 for Rural, 1 for Urban

<sup>11</sup> Evidence of contrary connection between fertility and education also carried out (Kremer and Chen, 2002)

## 4.2. Definitions and Concepts

### 4.2.1 Child Labor

In the definition of child labor age from 5 to 15 is used for analysis because in Pakistan at least 15 years of a child is required for his/her matriculation (10 years of education).

### 4.2.2. Wealth Index

The inclusion of variable of wealth index makes the model of excluding the number of variables in the categories of household and community characteristics. For example, the household characteristics like the provision of electricity in the household subsidize its representation in the wealth index. Similarly, the cost factors of school in the form of fee, uniform and traveling cost, etc. These cost factors are also covered by the inclusion of the wealth index in the analysis. The wealth index is constructed by MICS by including components like radio, television, animals, and mosquitoes, etc.

## 5. Results and Discussion

The result of the model is described below.

**Table2**  
**Binary Logistic model**

<b>Combining child school &amp; work</b>	<b>Coef.</b>	<b>St. Err.</b>	<b>p-value</b>
Gender	.415	.032	0.000***
Age of child	.014	.005	0.000***
0.mother_not_alive	0		
1.mother_alive	.270	.149	0.000***
0.father_not_alive	0		
1.father_alive	.967	.263	0.000***
Moher's edu_status			
0.illeterate	0		
1.primary	.480	.101	0.000***
2.secondary	1.051	.092	0.000***
Father's edu_status			
0.illeterate	0		
1.primary	.335	.114	0.030**
2.secondary	.207	.075	0.000***
HH edu_status			
0.illiterate	0		
1.primary	.192	.108	0.076*
2.secondary	.374	.075	0.000***
Wealth_index			
0.poorest	0		
1.poorer	.632	.052	0.000***
2.poor	1.012	.051	0.000***
3.rich	1.183	.052	0.000***
4.richest	1.752	.057	0.000***
Language			
English/ Urdu	0		
Pashto/Balochi/ Brahvi & Sindhi	.759	.390	0.052*
Area of residence			
0.rural	0		
1.urban	.124	.038	0.001***

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



### **5.1. Gender of Children**

Female is taken as reference. The relationship between sex and combining child school & work is statistically significant and this relationship is positively related because the likelihood of combining child school & work is high and the chances of all others are low.

The reason behind this fact is that probably in South Asian countries like Pakistan due to social security male child is preferable (Sajid & Ahmad, 2018). Furthermore, in Balochistan cultural norms and ethics reflects the male dominant society. So, the elasticity of male child schooling & working is high.

### **5.2. Age of Child**

R. E. A. Khan (2003) has argued to the construction of child labor age from 5 to 15 years. The association between combining child school & work and the age of the child is statistically significant and positively connected because the anticipation of combining child school and work is high and all others is low (Sajid & Ahmad, 2018).

### **5.3. Mother Alive**

A well-known assumption of a mother's caring about her children is empirically explained in the results. Mother is not alive is taken as reference. The relationship between mother alive and combining child school & work is statistically significant and positively related because the expectations of child schooling are high, and all others are low.

### **5.4. Father Alive**

Father is not alive is taken as reference. The connection between father alive and combining child school & work is statistically significant and this relationship is positively related because the probability of combining child school & work is high and the probability of all others is low.

### **5.5. Mother's Education Status**

It is generally assumed that the impact of a mother's education on child schooling & working is very strong. This assumption is empirically explained as shown in the result. From 15 to 49 years old women have taken in analysis. As none (mother is illiterate) is taken as reference. The relationship between mother's education status and combining child school & labor is statistically significant and have a positive relationship (Carrasco & Gunter, 2019).

The significance between the relationship is not only positive at the primary level of education of mother but also present in the secondary level of education of mother because the possibility of combining child school & work and all others (child schooling or child working or child idleness) is higher and lower respectively for both primary and secondary levels of mother's education.

### **5.6. Father's Education Status**

A widespread concept is that like mother's, father's literacy rate also has a strong influence on their children's school or work activity, if the father is educated then it is more likely to send their children to school and low child labor (Sajid & Ahmad, 2018). However, here in the case of combining child school & work results presents as none (father is illiterate) is taken as reference. The association between combining child school & work and father's education status at the primary level is statistically significant and positively related. As in the case of secondary level of education of a father results are statistically significant and show a positive affiliation with combining child school & work.

## **5.7. Head of Household Education Status**

It depends that the head of household is father or mother, or any other person, but usually father is the head of household. If head of household is educated then the possibility to send their children to school tends to high and low child labor (Sajid & Ahmad, 2018; Shaikh et al., 2015). However, here in the case of combining child school & work results presented as: As none (head of household is illiterate) is taken as a reference. The correlation between combining child school & work and head of household's education status at primary level is statistically significant and positively related. As in the case of secondary education of the head of household results are statistically significant and show positive relation with combining child school & work.

## **5.8. Wealth Index**

Low levels of employment of parents lead to low per capita income thus as a result distribution of child time tends to focus on child labor rather than child schooling (Hussain et al., 2018). It is usually argued that the impact of wealth status on child labor is negative (Gayathri, 2017; M. Khan et al., 2018; Qamar & Shoaib, 2017). This assumption is empirically analyzed as shown in the results but in the case when a child is doing both schooling and working then results are as: Poorest is taken as a reference. The relationship between wealth status and combining child school & work is statistically significant and this relationship is positively related. In case of poorer the probability of combining child school & work is high and the probability of all others is low. When wealth status tends to increase from poorer to poor, rich, and richest then as a result the probability of combining child school & work tends to increase and by contrast, the probability of all others tends to decrease. Finally, it has been concluded that when wealth status increases then as a result combining child school & work increases.

## **5.9. Language**

Language (English/ Urdu) is taken as a reference. The relationship between combining child school & work and languages (Pashtu/ Balochi /Brahvi & Sindhi) have statistically significant and positive relationship because the chances of combining child school & work is high and all others is low.

## **5.10. Area of Residence**

In urban areas schooling facilities, hospitals, markets, and job opportunities are more than in rural areas. In the case of area of residence, rural area is taken as reference. The relationship between the area of residence and combining child school & work is statistically significant and this relationship is positively related. In urban areas the prospect of combining child school & work is high and by contrast, the likelihood of all others is low because in urban areas literacy and the working rate is high.

## **6. Policy Recommendations**

- To break vicious cycle of child labor, education is immensely important, so there should be schools or learning institutions either formal or informal and as well as vocational training centers for both boys and girls equally.
- Wealth is exceptional requirement to tackle child labor and out of school issues, so the provision of better economic environment for the well-being of the masses to enhance their economic condition is crucial one and especially put more attention towards rural and deprived areas of Balochistan.
- To end incidence of child labor from society, there should be some keen steps to apply child labor laws forcefully.

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