



International Journal of Advance Research, IJOAR .org

Volume 1, Issue 7, July 2013, Online: ISSN 2320-9151

## **EDUCATION FOR FEMALE CHILD AT SECONDARY LEVEL PROMOTION AND FINANCIAL AID**

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### **ABSTRACT**

Secondary school enrollment rates within the developing countries are typically lower for ladies than Boys, particularly in rural areas. Within the middle 2000's a feminine faculty regular payment program was introduced to subsidize girls' education in rural Asia. Though all of rural Asia was eventually embraced by this program, it had been not conferred at constant time altogether areas and to all or any category cohorts. This variation in temporal order is that the supply of the parameter known within the analysis. Exploitation 2 completely different datasets and school/village-level mounted effects; we tend to estimate the results of this regular payment program on faculty enrollments. The analysis primarily based upon 2 cross-sectional family surveys covering a typical ton of villages finds that the feminine regular payment program inflated girls' education well, yet had no discernible result on the schooling of boys. The analysis performed by an annual panel of school-level information conjointly finds a big consequence of the regular payment program on girl's enrollment and reduced the enrollment of boys in integrated secondary colleges.

### **Keywords:**

Asia, Rural education, girl, boys

## **INTRODUCTION**

Gender disparity in adult literacy, faculty enrollment and attainment is severe in Africa, the Middle East, and South Asia. Despite this disparity in schooling exists for all ages, it is a lot of pronounced at the middle school than at the primary level. Matters in the Asian nation aren't atypical. The country's literacy rate was solely 22 percent for females in 1999, compared to 47 percent for males. In 2001 solely 25 percent of rural women completed the 10th grade compared to 50 percent of boys.

This paper estimates the impact of the feminine secondary regular payment program on ladies and boys using each school and household survey knowledge. A key feature of the program that we rely on to spot its effects on college enrollment is that the varying times at which it absolutely was instituted across the territories of Asia. Realizing that the temporal arrangement of the program's placement across the Asian nation is also endogenous, perhaps based on the effect of the perceived academic wants or demands of the communities, we make use of community fixed-effects strategies to comb out unobserved community-level heterogeneity.

## **DATA AND ITS CHARACTERISTICS**

The household survey information used comes from 2 recent surveys distributed by the Asian Institute of Development Studies (AIDS) with financial support from the World Bank (WB). The AIDS-WB micro-credit project surveyed households and faculties in 32 randomly drawn sub districts throughout Asia. In conjunction with household survey, a school-level survey was simultaneously administered covering the 687 primary, middle and post-middle schools attended by members of households surveyed. The school-level survey collected info on student enrollment by gender and by category and alternative info such as the quantity of teachers and their gender and qualifications.

## **ECONOMETRIC ISSUE WITHIN THE MÉNAGE LEVEL ANALYSIS**

The data available for the ménage-level analysis consists of two household surveys conducted in 1991/92 and 1998/99 that sample households from a standard set of villages. These surveys that supply of our outcome measure, child-specific school enrollment, furthermore as parental characteristics. The crucial attributes of the information that affect estimation and interpretation are these:

- Programs were not functioning in any village throughout the primary cycle;
- Program's operated in every village throughout the second round;
- The sole supply of program varies is the date of its first appearance between the two circles.

This knowledge is adequate to estimate the marginal effects of a program on the school enrollments of children; however, they're meagrely to spot the common effects of the program. To manifest the character of our knowledge and its limitations within the simplest manner, take into account an illustrative model with the initial spherical outcome  $y_{i1}$ .

$$y_{i1} = \alpha_1 + \epsilon_{i1}$$

Where  $\alpha_1$  is an intercept and  $\epsilon_{i1}$  is an error related to outcomes in round one, and a second round outcome  $y_{i2}$

$$y_{i2} = \alpha_2 + \delta\pi_{i2} + \epsilon_{i2}$$

Where  $\pi_{i2}$  is that the intensity of an intervention within the second spherical. Observations are indexed by solely I and time  $t=1, 2$  as we tend to abstract from "villages" or other cluster of the information, further as problems with endogeneity and glued effects. The intervention failed to operate at the time of spherical 1, in order that  $\pi_{i1} = \text{zero}$  for all  $I = 1, \dots, N$ , within the second spherical  $\pi_{i2} > \text{zero}$  for all I.

<b>Independent variables</b>	<b>Mean</b>
Stipend duration (years)	2.658 (2.193)
Age (years)	14.174 (2.268)
Gender (boy=1, girl=0)	0.554 (0.497)
Education of household head (years)	3.514 (3.931)
Gender of household head (Male=1, Female=0)	0.930 (0.256)
Age of household head (years)	48.209 (11.317)
Household land assets (decimals)	174.061 (414.466)
If village has electricity	0.657 (0.475)
Percentage of village land that is irrigated	0.469 (0.353)
If village is accessed by road	0.788 (0.409)
Village daily adult male wage (taka)	38.807 (18.161)
Village daily adult female wage (taka)	21.748 (12.319)
Number of observations	2,446

Table: Household survey data

	Logit		Village FE Logit: Model 1		Village FE Logit: Model 2		Village FE Logit: Model 3	
	Age 11-18		Age 11-18		Age 13-18		Age 11-18	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Stipend duration (years)	-0.055 (-0.52)	0.056 (0.44)	0.139 (0.80)	0.557 (2.36)	0.152 (0.75)	0.808 (2.77)	-	-
Stipend duration*log of age (years)	-	-	-	-	-	-	0.057 (0.89)	0.209 (2.36)
Age (years)	-1.555 (-4.29)	0.097 (0.22)	-1.522 (-4.02)	-0.024 (-0.05)	-1.969 (-2.45)	-1.237 (-1.15)	-1.466 (-3.84)	-0.099 (-0.20)
Age squared	0.039 (3.16)	-0.02 (-1.36)	0.037 (2.88)	-0.019 (-1.14)	0.051 (1.98)	0.019 (0.55)	0.037 (2.84)	-0.018 (-1.07)
Education of household head (years)	0.137 (7.91)	0.165 (7.97)	0.124 (6.60)	0.172 (6.97)	0.134 (6.51)	0.183 (6.56)	0.124 (6.63)	0.172 (6.97)
Gender of household head (1= male, 0=female)	0.075 (0.38)	0.639 (2.47)	0.006 (0.03)	0.590 (2.01)	0.075 (0.30)	0.552 (1.57)	0.004 (0.02)	0.586 (2.00)
Age of household head (years)	-0.001 (-0.18)	0.004 (0.73)	-0.002 (-0.35)	0.002 (0.28)	0.004 (0.65)	0.002 (0.28)	-0.002 (-0.33)	0.002 (0.26)
Log of household land-holdings (decimals)	0.242 (6.58)	0.115 (2.67)	0.269 (6.54)	0.202 (3.98)	0.238 (4.99)	0.252 (4.22)	0.270 (6.55)	0.203 (3.99)
If village has electricity	-0.554 (-3.95)	-0.866 (-5.01)	-0.633 (-3.87)	-1.198 (-5.49)	-0.240 (-1.28)	-0.603 (-2.28)	-0.646 (-3.96)	-1.188 (-5.42)
If village is accessed by road whole year	0.487 (2.14)	1.002 (3.67)	0.735 (2.61)	1.216 (3.40)	0.804 (2.42)	0.892 (2.17)	0.718 (2.54)	1.199 (3.35)
Log of village male wage (taka)	0.062 (0.68)	0.231 (2.18)	-0.016 (-0.16)	0.183 (1.32)	-0.141 (-1.12)	0.189 (1.12)	-0.015 (-0.15)	0.193 (1.39)
Log of village female wage (taka)	0.270 (2.88)	0.109 (1.07)	0.293 (2.58)	0.164 (1.19)	0.359 (2.67)	0.273 (1.59)	0.292 (2.58)	0.165 (1.19)
Log likelihood	-1011.23	-732.99	-806.37	-497.77	-572.94	-330.10	-805.51	-497.32
Number of observations	1,967	1,682	1,967	1,677	1,386	1,180	1,967	1,677

Table: Impact of financial aids.

If the primary exposure occurs when the kid is older, he or she might have already got left school. The younger the kid when initial exposed, the larger the effect on resulting school behavior because the subsidy should, in theory, cut back the likelihood of departure school (or not entering) at every age higher than the marginal age of initial grade school entrance. On the other hand, the discounted price of the stipend to younger students UN agency would at most be in grade school is smaller the further they are far from the entry into secondary school. If there is non-independence in family decision-making among the village, then perceptive one's neighbors begin to send their daughters to attend secondary school in previous years might affect the parent's call on the schooling of their daughters in the present year. Consequently, the effect of the program can still grow well beyond its date of introduction.

## RESULTS & CONCLUSION OF THE ANALYSIS

Summary statistics of the freelance variables are shown in the table and the results of the household-level analysis are bestowed in the table. The dependent variable in every case is

current school enrollment. The sample is discontinued between boys and girls from the ages of 11 to 18 and from 13 to 18 years, the ages at which students considered to be risky for school leaving. The program duration variation reflects the date at which any school serving the youngsters of a village became related and is coded as the years since the introduction (1994=5, 1995=4, and 1996=3).

An analysis of exploitation of each household- and school-level information indicate that the nationwide rural regular payment program for girls has had a large positive impact on the middle school enrollment of school age girls, and reduced boys' enrollment in integrated secondary faculties in rural Asia.

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