

Nexus of Familial Migration and Educational Credentials of Children of Azad Jammu and Kashmir



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Abstract: *This research examines the nexus of migration and education of children among the AJK migrants living in Islamabad and Rawalpindi city. The objective of this study was to examine the association of migration with socioeconomic status, education of children, and problems faced at destination. We used quantitative research design in the positivistic tradition while employed cross-sectional research method. A sample size of 100 families was determined by Taro Yamane formula. The population is accessed by using snowball sampling technique. Data was collected by a close ended questionnaire. We reached the conclusion that migration is a great source of exploring new earning/ economic opportunities at destination. Increased economic status helps migrant families to elevate their social status. Similarly, migration is a great source of better educational opportunities and, hence, educational achievements. Although children face issues of medium and communication while interacting in schools and public places. Similarly, children feel discriminated against in schools and public places. However, these issues are settled at the later stages. It is, thus, concluded that migration is a great source for the elevation of socioeconomic status and educational achievements of the children at destination.*

Keywords: Migration, families, achievement, education, social change, discrimination

Introduction

Migration is the movement of people from one place to the other with the intention of settling down and finding a new place for their livelihood (Kofman 2018). It often occurs from the place of usual residence to the other cities and countries (Hermansen 2016). Similarly, migration within the country may be from rural or land locked areas to the urban areas or cities (Lei and South 2016). Moreover, it is a constant source of improving socioeconomic status of humankind. This phenomenon happens for a variety of purposes, for example, socioeconomic goals, children's education, better livelihood,

and better health facilities. Similarly, migration across borders has serious implications for families (Mazzucato et al. 2015). However, the families moving within the borders also face many issues that sum up their experiences. This study focused on the migration of families within the country for the sake of better socioeconomic conditions, educational facilities, and achievements for the children. Research has been conducted on migration and education across the globe (Bonjour and Kraler 2015; Mulder 2018). These studies revealed many push and pull factors responsible for the migration of people. For example,

socioeconomic conditions at the origin are either unsatisfactory or limited. Similarly, educational facilities are not up to the mark. By the same token, health facilities are also an important factor of migration (Huanget al. 2017). Likewise, better achievements for the children are important indicators for the familial migration to the cities (Duncan and Trejo 2015).

Many studies have been conducted on the nexus of migration and education the world over (Mazzucatoet al. 2015, Bonjour and Chauvin 2018). These studies show that socioeconomic conditions are major indictors of the migration of families. By the same token, Guven and Islam (2015) found that socioeconomic conditions are coupled with educational facilities of the children. As the parents always wanted their children to grow substantially in education. Thus, steps are taken for the betterment of the children and their educational achievements. This argument is further strengthened by the assertions of Chen and Liu (2016). They argued that many of the families move for the sake of the future of their children. They also stated that livelihood is a basic need to foster these processes at the destination. Thus, parents struggle at their destination and strive for better facilities for the families.

It is pertinent to mention here that families moving to the cities face numerous problems. For example, Findley and Goldscheider (2019) identified that children face communication issues in the new cultural settings. Similarly, Jansen (2016) argued that children also face issues in getting education while they take long to get adjusted in the new environment previously unknown to them. He further stated that families also face the issue of adjustment in the new culture that affects the performance of the children. Feliciano and Lanuza (2017) mentioned that children of migrated families suffer from discrimination stereotypically fabricated in society. It is also found that children of these families face discrimination in schools and play areas. Moreover, this discrimination entails psychological issues of anxiety and stress.

Study context

This study is conducted in the twin cities of Rawalpindi and Islamabad. It focuses on the migrant families of AJK who moved to these cities for the sake of their livelihood. They have various objectives behind this migration, for example, better education and educational achievements of the children, health facilities, and socio-economic status. These families migrate from rural to urban areas as AJK is mainly hilly terrain. Many families are badly affected in hunting their livelihood. Studies on migration of families are conducted in the context of Pakistan (Aridi et al., 2019, Hasan, 2009). However, problems and opportunities of AJK migrants have not been focused on the researchers and scholars so far. Thus, this study is conducted to examine the nexus of migration and educational achievements of the children of migrants' families in Rawalpindi and Islamabad.

Review of Literature

Many studies have been conducted on migration and educational achievements across the globe (Farooq et al. 2015, Guven and Islam 2015, Findley and Goldscheider 2019, Abdullah et al. 2021). These studies show that people move from one place to the other for the prime objective of earning livelihood at the destination. Familial migration has severed implications at the destination. Hermansen (2016) found that families move to find better opportunities of the earning while it is difficult to sort out the better livelihood at the destination in a short period of time. It is noted that families suffer unless they find a better job to kick off their migration aspirations at the destination. Meng and Yamauchi (2017) also found that families suffer in many ways to find better earning opportunities. It is further supported by the argument of Mazzucato et al. (2015). They found that migrants experience discrimination in getting jobs. They also emphasized the equity policies for all the people, whether migrant or resident.

Research shows that familial migration from rural to urban is primarily for the sake of education of their children in developing countries including Pakistan (Khan 2016,

Abbasi and Irfan 2019). Many studies revealed that education of the children is major focus of the parents moving from rural area or across cities (Jabeen et al. 2017, Rafiq & Mohy-ud-Din, 2018, Ali et al. 2021). These studies found that families from AJK prefer to move to the twin cities of Rawalpindi and Islamabad because it is most convenient to them from origin. They move to these cities for the purpose of education of their children. However, they have certain difficulties in locating the new place, livelihood and culture but they suffer for the sake of better educational facilities of their children. Ghafoor and Akbar (2022) argued that parents suffer in accomplishing the aspirations of their children, but they keep struggling for their better future. They also found that migrant families from AJK prefer the education of their children.

Literature is found on the migrants' intention of educational achievements of their children in the developing countries including Pakistan. However, this important area has been ignored by the researchers, academicians, and scholars in AJK. A study conducted by Hashim et al. (2021) on familial migration revealed that migrants of AJK prefer the education of their children. As mentioned earlier, they move to the cities with the prime objective of educating their children. It is noted that parents are always conscious of the educational achievements of their children. Ariadi et al. (2019) also argued that parents of children are more interested in educational achievements of their children. Similarly, they also want their children to perform and excel in education. It is pertinent to mention here that these migrants put their force to maximize the educational benefits of their children. Based on the above assertions, it is argued that migrants are more interested in the educational achievements of their children.

Research shows that children of migrants face several issues at the destination to get adjusted in the new cultural setting (Kanwal et al. 2015, Siddiqui 2017). These studies revealed that children face issues in communication with other children at destination. Similarly, they also face issues in communicating in the local languages due to differences of dialectics. By the same token, children also face issues in

education while communicating with teachers and other students. Hermansen (2016) found that children face minute issues of language barriers that can be resolved with the passage of time. They also argued that these issues exist, however less important for children because they have capacity to overcome such issues easily. Kavli (2015) in line with the assertions of Sajid (2023) found that children may face medium issues in education, but the language issues are easily settled. The above findings enabled us to argue that children face issues of communication and medium while living in the new setting.

A plethora of literature has been conducted on the migrants of children who suffer from discrimination at the destination (Bonjour and Kraler 2015). Living in a new place is always new experience that has several repercussions on the socialization of children. Atif et al. (2016) and Rafiq & Mohy-ud-Din, (2018) examined the factors affecting the children education in Pakistan. They found that children of migrants' experience discrimination in new cultural settings. For example, they do not know the local language, or they face issues of medium in education. Despite many factors, these two are major agents of their socialization that leave engraved impacts on the education and educational achievements of the children. This is unfortunate to know that children are discriminated against by the teachers in schools. Bakhshaei and Henderson (2016) stressed that school is a place to maintain equity and provide a just and fair environment for all the children to demonstrate their capabilities.

Conceptualization

This study is conceptualized as given below:

Hypothesis

There is an association between migration and educational facilities, medium, communication, discrimination, economic status, better institution and educational achievements.

Dependent variable

Migration

Independent Variables

Educational facilities, medium, communication,

discrimination, economic status, better institution and educational achievements

Research Methodology

In this study, we used quantitative research design in the positivistic tradition. A cross-sectional research method is employed to produce robust results. A sample of 100 families was determined by means of Taro Yamane formula. The population for the study is taken from both cities of the Rawalpindi and Islamabad. AJK migrants were accessed by using snowball sampling technique in both

cities. A closed-ended questionnaire was designed. The reliability of the instrument was measured by Cronbach Alpha, i.e. 0.83. Data was collected and analyzed by means of statistical packages for the social sciences (SPSS) by using univariate and bivariate analysis.

Findings

Demographic Information

Demographic information of the respondents is tabulated and interpreted as follows.

Table 1
Demographic Information of the Respondents.

Age in Years	Frequency	Percent
20-25	26	26
26-31	22	22
32-37	27	27
38-43	15	15
44-49	5	5
50 and above	5	5
Total	100	100.0
Occupation		
Operator	18	18
Driver	21	21
Labor	19	19
Engineer	10	10
Salesman	8	8
Marketing	8	8
Supervisor	9	9
Business	7	7
Total	100	100.0
Education		
Less than Matric	13	13
Matric	29	29
Intermediate	31	31
Bachelor	20	20
Masters	7	7
Total	100	100.0

The above table shows the demographic information of respondents, i.e. age, occupation, and education. Age of the respondents is distributed as: 26 percent were found in age group 20-25 years, 22 percent in 26-32 years, 27 percent in 32-37 years, 15 percent in 38-43 years, 5 percent each in 44-49 years and above. A diversity of occupation is determined, 18

percent operators, 21 percent drivers, 19 percent labor, 10 percent engineers, 8 percent each salesman and marketing managers while 9 percent supervisors and 7 percent were businessmen. The education of the respondents is found as: 13 percent were having education less than Matric, 29 percent Matric, 31 percent Intermediate, 20 percent Bachelor, and 7 percent

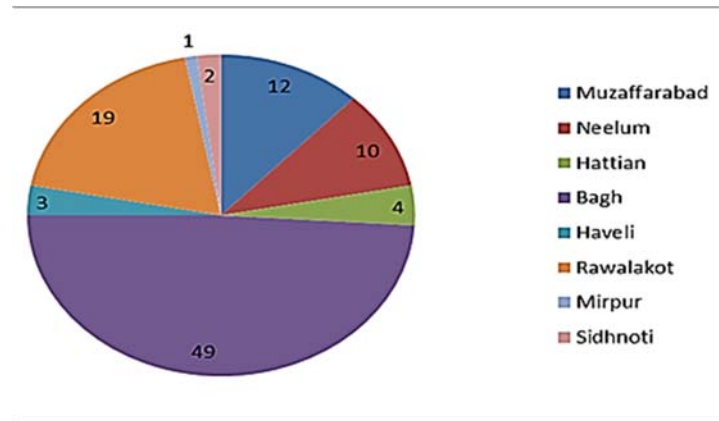


Figure 1: Distribution of Respondents District-wise

The respondents belonged to different districts of AJK, 12 percent were from *Muzaffarabad*, 10 percent *Neelum*, 4 percent *Hattian*, 49 percent *Bagh*, 3 percent *Haveli*, 19 percent *Poonch*, 2 percent from *Sidhnoti* and 1 percent from *Mirpur*.

Table 2

Distribution of Migration as Source of Education Facilities, Children's Medium, Communication, Gender Discrimination, Socio-economic Status and Education Achievements of Children.

Migration as Source of Educational Facilities					
Migration	SA	A	DA	SDA	Total
Strongly Agree	16	1	3	2	22
Agree	14	7	0	0	21
Disagree	16	12	0	0	28
Strongly Disagree	25	3	0	1	29
Total	71	23	3	3	100
Medium					
	Definitely	Probably	Uncertain	Not at all	Total
Strongly Agree	8	3	8	3	22
Agree	12	5	3	1	21
Disagree	4	8	10	6	28
Strongly Disagree	4	4	12	9	29
Total	28	20	33	19	100
Communication					
	No	Yes	To extent	some To extent	great Total
Strongly Agree	11	6	4	1	22

Agree	4	10	5	2	21
Disagree	14	5	9	0	28
Strongly Disagree	20	3	6	0	29
Total	49	24	24	3	100
Discrimination					
	No	Yes	To some extent		Total
Strongly Agree	21	0	1		22
Agree	16	5	0		21
Disagree	28	0	0		28
Strongly Disagree	29	0	0		29
Total	94	5	1		100
Socio-Economic Status					
	Prestige	Higher Status	Power	Honor	Total
Better Education	10	5	5	7	27
Better Health	7	5	3	7	22
Urbanization	2	3	5	6	16
Better Institution	8	4	5	7	24
Business	2	2	3	4	11
Total	29	19	21	31	100
Educational Achievements					
	Undergraduate	Graduate	Postgraduate		Total
Regularly	41	14	14		69
Occasionally	6	8	4		18
Quarterly	3	4	1		8
Irregularly	4	0	1		5
Total	54	26	20		100

Table 2 shows that 71 percent of respondents strongly agreed that migration has had been a source of educational achievements. The respondents migrated for the better educational achievements for their children aspired by relatives and friends. Similarly, 23 percent of respondents agreed that educational facilities are a pull factor for migrants while 6 percent disagreed that migration is a pull factor to education rather than entail some objectives of job commitments, facilities and investments.

The children of out-migrants recently moved to the cities for the period < 10 years face problems of medium in their studies particularly in private schools. As per the results of respondents, 28 percent of children faced severe problems of medium, 20 percent faced medium problem to some extent, 33 percent were not concerned to medium to interact and speak in schools. Similarly, 19 percent said that their children have never been victim of medium. The problem of communication was faced by 51 percent of

children when interacting with others while 49 percent did not face such a problem. The reason behind this was the new cultural setting and language barrier, however settled after sometimes. The table shows that 55 percent never faced any discrimination while 45 percent face discrimination in schools and public places. Similarly, for socioeconomic status of the respondents, 27 percent had prime objectives of between education to achieve prestige, higher status, power and honor in the society, 22 percent focused the health facilities, 16 percent for the urbanization, 24 percent for better educational institutions and 11 percent were there for the sake of businesses. Educational achievements of the children were found as; 69 percent regulatory in which 41 percent undergrad, 14 percent each for graduate and

postgraduate. Similarly, occasional achievements were 18 percent, 6 percent for undergraduate, 8 percent for graduates and 4 percent for postgraduates. Quarterly achievements were 8 percent, i.e. 3 percent undergrad, 4 percent graduate and 1 percent postgraduates. Irregularities in achievements were noted as 5 percent (4 percent for undergrads and 1 percent for postgraduates).

Hypothesis Testing

The following hypothesis was tested, and results are interpreted.

There is an association between migration and educational facilities, medium, communication, gender discrimination, economic status, better institution(s) and educational achievements.

Table 3
Chi-square Distribution of Variables.

Independent Variables		Chi-Square	df	P-Value
Migration	Migration Source of Educational Facilities	27.665	9	0.001
	Children Face Problems of Medium	20.931	9	0.000
	Problems in Communication	19.968	9	0.002
	Discrimination	23.287	9	0.001
	Socio-Economic Status	21.765	9	0.000
	Educational Achievements of Children	19.670	9	0.002

Table 3 shows distribution of chi square results. As migration has association with education facilities indicated by P-Values 0.001. This shows that the objective of migrants was educational facilities for their children. Similar findings are given by Abbasi and Irfan (2019) and Chen and Liu (2016). They unanimously found that migration is a major source of educational facilities of children. Similarly, migration has a strong association with medium of the children because p-value is 0.000. Hermansen (2016) also argued that children face issues of medium in new cultural setting. It denotes that medium issues are always there with migrant children. By the same token, tales shows that there is association between migration and communication. Kavli (2015) unveiled that children also face issues of

communication. Besides medium, communication is also issue for the children in new culture. Furthermore, children faced discrimination in schools and public places. Kofman (2018) and Khan (2016) stated similar results that children face discrimination at destination. Results revealed a strong association between migration and socioeconomic status. Sajid (2023) also found that migration elevates the socioeconomic status of children. In addition, migration has an association with educational achievements of the children. Siddiqui (2017) has asserted that in the long run migration entails higher educational achievements of the children (Raza et al., 2023).

Discussions

Findings of our study revealed that migration is

a great source of socioeconomic status. This means that migration is a pull factor to explore the new modes and economic opportunities at the destination. Economic opportunities ultimately increase the social status of the migrants. Similar findings are given by many studies, for example, Guven and Islam (2015) and Hermansen (2016) stated that migration increases the new economic and earning opportunities. By the same token, Mulder (2018) and Kofman (2018) argued that elevated economic status is a building block to the social status in society. We found that migration is a great source of seeking educational opportunities for the children at the destination. Hermansen (2016) also asserted that migration brings new chances to children for education. They also argued that children experience and explore new facilities and subjects of their interests. Many other scholars have the same view regarding the educational facilities of children. As Feliciano and Lanuza (2017) found that children find excellence in their education by achieving the set goals in their life. We also found that migration supports children for their high achievements. Similar argument is given by Guven and Islam (2015) and Bonjour and Kraler (2015). They unanimously stated that migration increases the probability of higher achievements of the children at destination. However, children face many issues when they reach the new destination. For example, medium and communication issues. We also found that children face medium and communication issues. Many studies have documented that children face issues of language, medium and communication at destination (Guyen and Islam 2015, Hermansen 2016). At the same time, we found that children are discriminated against by the teachers and other people at the public places. This is important to mention here that children face discrimination at destination as mentioned by Sajid (2023) and Siddiqui (2017). They unanimously argued that children are susceptible to discrimination, so parents have role to sway their children from such discriminations.

Conclusions

We reached the conclusion that migration is a

great source of exploring the new earning/economic opportunities at destination. Increased economic status helps migrant families to elevate their social status. Similarly, migration is a great source of better educational opportunities and hence educational achievements. Although children face issues of medium and communication in interacting in schools and public places. Similarly, children feel discriminated against in schools and public places. However, these issues are settled at the later stages. It is thus concluded that migration is a great source for the socioeconomic and educational achievement of the children at destination.

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