

Urban-Rural Differentials of Health and Educational Inequality in District of Faisalabad: A Social Analysis

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Abstract

This study aims to find out the relationship between socioeconomic determinants of rural-urban social inequity specifically with regard to health and educational facilities and the public perception of this inequality in Faisalabad District, Punjab, Pakistan. The data were collected through a survey by using interviewing schedules. The multistage sampling technique was used to collect data. At the first stage two Tehsils of district Faisalabad were selected randomly, while at the second stage four union councils, two from each Tehsil (one urban and one rural) were randomly selected. A specimen of 240 respondents, 120 from each Tehsil (60 from urban and 60 from country regions) were chosen arbitrarily from the selected regions. Data were analyzed by statistical analysis using SPSS software. Results of study revealed that peoples living in urban areas had better literacy level than rural peoples. T-statistics also revealed sharp contrast between urban and rural population regarding availability of basic education and health facilities. The study also revealed that urban people were more satisfied about available health and educational infrastructure. The study concludes that rural peoples are badly facing the impacts of social disparity due to lack of health and educational facilities as compared to urban peoples.

Keywords: Social Inequality, Health, Education, Social Perception, Pakistan

Introduction

Urban areas throughout the world have become the center of activities over the last few decades and Pakistan has no exception. An urban area consists of places surrounding a city and is characterized by multiple non-farming occupations. The urban areas are characterized largely by human developments, for example, houses, streets, business structures, spans and railroads (NG, 2012). Urban places have generally spatial grouping of people whose lives are arranged and linked with mainly non-agricultural occupations. Social inequality is classified by the nearness of uneven prizes and opportunities in the interest of differing or different social positions and statuses in the society and groups. Disparity among societies, institutions and individuals are be the most vital piece of recreating the system of social inequalities related with class, sex and race. It is concluded by the sociologists that racism which, is found in our social institutions is constructed in the basis of our society (Crossman, 2013). The term social imbalance is linked with term social prohibition in that it limits people from taking part completely or equally in the society. Rural urban differences present in all extents, presently, 33% of family units in Pakistan lack public health facilities and there is a huge gap between urban and rural areas as 49% of rural families lack public health facilities as compared

to 4% of their urban counterparts (Mandhro, 2014). Size of urban-rural welfare differentials varies to a great deal across countries, it is argued that development of these gaps trails a predictable pattern when a country grows & develops (Annez and Buckley, 2008).

In Pakistan, access to better quality education is very restricted, social mobility is extremely restricted. In the lack or absence of opportunities for personal growth via better education and health care or wealth, lure of an organization which provides a livelihood, economic power opportunities and also forms of insurance treatment for the larger households, becomes ever stronger. Therefore inequality in the primary distribution of assets possibly leads to the development of rigid class structure, which in turn might be a breeding base for militancy (Azam and Aftab, 2009). Education in Pakistan is still facing many issues including low levels of public spending, acute regional and gender inequalities in the budgetary distributions to education, poverty and gender constraints. Gender related gaps in urban educational system almost do not exist but they remain wider in rural educational system since gender inequalities are also remaining higher in rural areas. Poor condition of public educational institutions i.e. schools of Pakistan has an adverse effect on the total enrollment rates (SDPI, 2007-08).

Keeping in view the wide social inequalities prevalent between rural and urban life, it was planned to study this rural urban differential. It is worthy to study and understand the social inequalities and their impact on human development.

The objectives of the study are as under;

1. To identify urban rural differentials in health and educational facilities in District Faisalabad
2. To study the perception of health and educational facilities inequality in rural urban residents.
3. To determine the relationship between urban rural differentials and the perception of people towards such social inequality.
4. To suggest some policy measures to decrease health and educational inequalities in urban and rural areas.

Given the above discussion and objectives of the study, following are the hypotheses of this research;

Hypothesis-1: Urban community enjoys more health services as compared to rural population.

Hypothesis-2: Urban community enjoys more educational facilities as compared to rural community.

Hypothesis 3: Urban community feels more satisfied with the available facilities (educational and health) as compared to rural community

Review of Literature

Social inequality is a well studied subject globally and different aspects of social inequalities and their effects on social development have been documented in different societies. Farooq (2010) researched the effect impact of education and schooling on income inequality in Pakistan. The study applies Gini-Coefficient method to figure the pay disparity in Pakistan utilizing information from Pakistan Social and Living Standard Measurement (PSLM) Survey of 2004-05 of the Federal Bureau of Statistics (FBS) Islamabad. The outcomes demonstrate that the circulation of wage amongst male and female work power was observed to be unequal. The disparity was higher in males when contrasted with females. The estimation of the Gini-Coefficient for provincial and urban territories demonstrates that salary disparity was more in urban ranges (0.341) when contrasted with rural areas (0.261), while the estimation of the Gini-Coefficient for the entire of Pakistan stayed 0.301. The

consequences of the study demonstrate that instruction and tutoring do influence the conveyance of pay for the general population with more training. Accordingly, the study infers that equivalent chance of tutoring and job ought to be given to male and female with no segregation.

Saeed and Fatima (2012) explored the education rate and education inequality in Sindh for the time period of 2004-5 to 2010-11. Not exactly a half (47%) of the number of inhabitants in region Sindh in age range of 15 years or more is ignorant and only 7.5 percent have received graduation and higher degree. The reasonable difference in education attainment of the public in rural and urban regions Sindh. Utilizing the instruction Gini list, they assessed imbalance in instructive fulfillment. Despite the fact that, inequality declined between 2004-05 and 2010-11, however, the degree of disparity stays high (above 58 percent in 2010-11). The Gini index is higher for provincial ranges as contrast with the urban regions crosswise over locale demonstrating rural–urban divergence in education attainment. Improved infrastructure and quality education are imperative to encourage kids enrollment in schools. Keeping in mind the end goal to enhance the education level in Sindh generally and in rural areas zones specifically to accomplish the MDGs, solid coordination is additionally required between the Donor organizations and Government with the backing of private sector.

It has been reported (Dawn, 2012) that the education rate of individuals of 10 years and more is just 58 percent with sharp contrasts amongst urban and rural areas and amongst male and female. It is just 49 percent in rural territories compared with 74 percent in urban regions. Female literacy rate is much lower in rural (35 percent) against urban (67 percent) zones contrasted with male education rate of 81 percent and 63 percent in urban and country zones, individually. Moreover, family unit salaries for the urban working class have kept on rising, while the rural people see their livelihoods declining. The normal wage in urban ranges is around 42 percent higher compared with those of rural zones. Giving vital abilities to rural individuals will help in sharing development advantages impartially amongst urban and rural ranges. As such, a greater part of agriculturists utilize conventional techniques for yield development, animals raising, fish cultivating, and so forth. The livelihoods of rural individuals can be expanded fundamentally by embracing current strategies as utilized as a part of the greater part of the developed nations.

Afzal et al. (2013) noticed the centrality of schooling and education; each succeeding government has given pretty much need towards instruction division. He proposes two potential channels for the gender bias i.e. injustice in the choice to enroll little girls and children in schools. A study led at center and optional school levels discovers enough proof of critical professional male inclinations together with the enlistment choice notwithstanding choice in regards to the amount to pay restrictive on enlistment. In FATA, NWFP, Baluchistan, and in the remote areas of Punjab gender disparities are discovered more clear and solid.

Annez and Buckley (2008) uncovered that there is a lot of difference in urban-provincial differentials inside school enlistment rates, especially among low-pay nations, e.g. inside Bangladesh and Kazakhstan remote and urban enlistment extents at this age remain practically equivalent, yet in Burkina Faso differentials in enlistment rates are 44% focuses (63% in urban regions though 19% focuses inside country regions). The rural and urban enlistment contrasts are by and large littler amongst the lower-center wage countries.

Methodology

The population for the present study was comprised of two Tehsils of District Faisalabad. The specimen is a littler representation of a bigger entire (Chaudhry, 1984). The elements of time expense and physical restrictions as a rule assume a vital part in social looks into. The information

was gathered through an interviewing schedule. The multistage sampling technique was used for information accumulation. At the first stage two tehsils of Faisalabad District were chosen randomly, while at the second stage four union committees, two from each tehsil (one urban and one country) were chosen randomly. At the last stage a specimen of 240 respondents, 120 from each tehsil (60 from urban and 60 from country regions) were chosen randomly. Apretest (Goode and Hatt, 1952) of the study was applied on 10 respondents and differences observed were adjusted accordingly. A number of statistical tests were applied such as univariate/graphic and bivariate methods in order to assess recurrence, rate and measures of focal propensity (mean, standard deviation). In bivariate investigation, relationship among various variables was inspected through applying, t-test, chi-square test (Fisher, 1928) and gamma tests. Gamma test is characterized as, the quality of affiliation/relationship of the cross arranged information when two variables are being measured at the ordinal level of estimation (Sheskin, 2007). The qualities range from - 1 implies (100 percent negative affiliation), or (impeccable) to +1 implies (100 percent positive affiliation), or (flawless understanding), and estimation of zero demonstrates the nonattendance of relationship in the variables. This test is otherwise called Goodman and Kruskal's gamma test. Nie, Hull and Bent (1968) created SPSS out of the need to rapidly dissect volumes of the sociology information accumulated through different strategies for examination methods.

Results and Discussion

The study was conducted to analyze the aspects of social inequality between urban and rural population of Faisalabad district. The results have the output in the form of descriptive and bivariate analysis. A descriptive analysis summarizes and organizes outcomes of a study in form which is easy to interpret (Nachmias and Nachmias, 1992). This analysis is presented below as classes, percentages, standard deviation and means.

Table 1: Descriptive Statistics

Residence Area	Rural		Urban	
Numbers	120		120	
%age	50%		50%	
Age (in years)	<i>f</i>	%	<i>f</i>	%
Up to 30	50	41.7	36	30.0
31-40	37	30.8	53	44.2
Above 40	33	27.5	31	25.8
Total	120	100.0	120	100.0
	Mean(36.11), S.D.(12.40)		Mean (34.94), S.D.(7.79)	
Education Level	<i>f</i>	%	<i>f</i>	%
Illiterate	82	68.4	12	10
Up to Matric	30	25.0	22	18.4
Intermediate-Graduation	6	5.0	47	39.1
Master and above	2	1.6	39	32.5
Total	120	100.0	120	100.0
	Mean(2.67), S.D.(3.15)		Mean(11.92), S.D.(5.51)	
Income (Rs.)	<i>f</i>	%	<i>f</i>	%
Up to 10000	29	24.2	10	8.3
10001-20000	55	45.8	15	12.5
20001-30000	13	10.8	18	15.0

Income (Rs.)	f	%	f	%
30001 and Above	23	19.2	77	64.2
Total	120	100.0	120	100.0
	Mean = 21650.33		Mean = 46683.33	
	Std. Dev. = 17526.28		Std. Dev. = 2297.94	
Children (Nos.)	f	%	f	%
No	7	5.8	21	17.5
1-2 children	44	36.7	49	40.9
3-4 children	40	33.3	37	30.8
5 or above children	29	24.2	13	10.8
Total	120	100.0	120	100.0
Family type	f	%	f	%
Nuclear	32	26.7	57	47.5
Joint	75	62.5	55	45.8
Extended	13	10.8	8	6.7
Total	120	100.0	120	100.0

The overall disparity is determined by various indices like poverty and income, infantile deaths, health services and many other factors (Annez and Buckley, 2008). In Pakistan, urban population is almost 38 % while rest presents rural areas (Economic Survey of Pakistan, 2013-14). Distribution of the respondents in this study was equal in rural (50%) and urban (50%) areas. Results showed that majority (41.7 %) of rural respondents in this study were around 30 years old, followed by 31-40 year age group (30.8 %) and above 40 years (27.5%) age group. Contrarily, distribution of age groups in urban respondents showed higher frequency (44.4 %) for 31-40 year age group followed by 30 year age group (30.0%) and above 40 year age group (25.8%) respectively. Moreover, average age in rural areas was 36.11 years while for urban areas it was 34.94 years. The age of an individual influences socio-economic characters by affecting behavior and intellectual abilities gained by experience to improve decision making (Okorley *et al.*, 2004). Regarding education of respondents, a majority (68.4%) of rural respondents were illiterate, followed by individuals having matric level education (25.0%). A very low majority of respondents were having education between intermediate and graduation (5.0%) and only 1.6 % were with master and above level education. Contrarily in urban areas highest portion of respondents (39.1%) had education level of intermediate to graduation, followed by master and above degree holders (32.5%) and matric level (18.4%). Only 10% of urban respondents were illiterate. Sharp disparity was observed in average number of schooling years in rural (2.67) and urban (11.92) respondents. Education is very important demographic aspect of human society as it directly affects human resources development (Cho and Boland, 2003). The high level of education found in urban areas found in this study is in agreement with earlier reports in Pakistan (Azam and Aftab, 2009; Khattak, 2013). Majority of rural respondents (36.7%) had 1-2 kids in their family followed by 33.3% families having 3-4 and 24.2% families having 5 or above kids in their family. But, only 5.8% families have no kid in their family. Contrarily, in urban families, 17.5% had no kids, while 40.9% had 1-2 children, followed by 30.8% having 3-4 children and only 10.8% families having 5 or more children.

One-fourth (26.7 percent) of the respondents were living in nuclear family framework, while a huge dominant part 62.5 percent of the rural respondents had joint family system while 10.8 percent were living in extended family setup. 47.5 percent of the urban chose individuals were living in

nuclear family framework, while 45.8 percent of the respondents were having joint family framework. Above discourse demonstrates that joint framework is most normal in rural ranges, though urban group were inclined toward nuclear family framework. The results obtained are consistent with the observations already reported that rural population has very high frequency of joint family system (Mansoor, 2008). 24.2 percent of provincial respondents had up to Rs. 10,000/- monthly income from all sources, while a noteworthy extent (45.8 percent) of the respondents had Rs. 10,001-20,000 month to month income. 10.8 percent of them had Rs. 20,001-30,000 month to month income 19.2 percent of them had Rs. 30,001 or more month to month wage from all sources in rural ranges. Then again just 8.3 percent of urban respondents had up to Rs. 10,000 month to month pay from all sources, while 12.5 percent of the respondents had Rs. 10,001-20,000 month to month salary, 15.0 percent of them had Rs. 20,001-30,000 month to month pay and a greater part 64.2 percent of the respondents had Rs. 30,001 or more month to month wage from all sources in urban regions. Mean wage of the country respondents (Rs 21650.33) was low when contrasted with urban (Rs 46683.33) respondents. The consequences of present study are like those of Annez and Buckley (2008), Dawn (2012) and Khattak (2013). They found that salary imbalances exist amongst rural and urban zone of Pakistan.

Hypothesis-1: Urban community enjoys more health services as compared to rural community

Table 2: Comparison of health service between rural and urban areas

Health services	Rural (n=120)		Urban (n=120)		t-value	p-value
	Mean	S.D	Mean	S.D		
Condition of health services in your area?	1.00	.000	2.18	.389	-33.361	.000**
Quality of trained staff in your area?	1.00	.000	2.18	.467	-27.750	.000**
Quality of available medical supply?	1.00	.000	2.25	.506	-27.047	.000**
Quality and availability of Medical equipment?	1.00	.000	1.97	.621	-17.057	.000**
Quality of lab test facility?	1.00	.000	1.97	.673	-15.739	.000**
24/7 availability of emergency services	1.28	.448	1.62	.822	-3.998	.000**

Scale: 1 = Poor, 2 = Fair, 3 = Good

** = Highly-significant

* = Significant,

NS = Non-significant

Table-2 speaks about the correlation of wellbeing administrations amongst rural and urban zones. t-value (33.361) demonstrates a very noteworthy distinction between state of wellbeing administrations in rural and urban zones. Mean qualities demonstrates that the urban (2.18) regions had great state of wellbeing administrations when contrasted with rural zones (1.00), t-value (27.750) likewise demonstrates an exceedingly critical distinction between nature of prepared staff in rural and urban territories. Mean qualities demonstrates that the urban (2.18) zones had great nature of prepared staff when contrasted with provincial regions (1.00). Similarly, t-value (27.047) additionally demonstrates an exceptionally noteworthy contrast for urban territories between nature of access-

ible therapeutic supply. Mean qualities demonstrates that the urban (2.25) zones had great nature of accessible therapeutic supply when contrasted with rural territories (1.00). T-value (17.057) uncovers a profoundly noteworthy distinction amongst quality and accessibility of therapeutic gear in rural and urban regions. Mean qualities demonstrates that the urban (1.97) regions had great quality and accessibility of therapeutic gear when contrasted with rural territories (1.00). T-value (15.739) shows an exceedingly huge contrast between nature of lab test office in rural and urban zones. Mean qualities demonstrates that the urban (1.97) territories had great nature of lab test office when contrasted with provincial zones (1.00). T-value (3.998) demonstrates a very noteworthy contrast between all day, every day accessibility of crisis administrations in rural and urban zones. Mean qualities demonstrates that the urban (1.62) zones had day in and day out accessibility of crisis administrations when contrasted with country ranges (1.28).

So in the light of above results, we accept our hypothesis H1 that urban people group enjoys more health facilities as contrasted with country group.

Hypothesis-2: Urban community enjoys more educational facilities as compared to rural community

Table 3: Comparison of educational facilities between rural and urban areas

Educational facilities	Rural (n=120)		Urban (n=120)		t-value	p-value
	Mean	S. D	Mean	S. D		
Level of educational facilities	2.00	.000	2.54	.565	-10.525	.000**
Level of public spending (how much peoples spend on education)	1.98	.761	2.43	.531	-5.367	.000**
Condition of public schools?	2.20	.574	2.03	.623	2.147	.033*
Quality of available trained staff (subject specialist)?	2.39	.523	2.55	.621	-2.081	.038*
Quality of curriculum is it proper including all the subjects (computer, geography etc.)	2.20	.751	2.30	.604	-1.162	.247 ^{NS}
Accessibility towards IT facilities	1.03	.180	1.42	.589	-6.873	.000**

Scale: 1 = Poor, 2 = Fair, 3 = Good

** = Highly-significant

* = Significant,

NS = Non-significant

Table-3 highlights the correlation of instructive offices amongst country and urban regions. T-value (10.525) demonstrates an exceptionally huge distinction between level of instructive offices in country and urban ranges. Mean qualities demonstrates that the urban (2.54) ranges had great instructive offices when contrasted with rural territories (2.00). T-value (5.367) additionally demon-

strates a very huge contrast between level of open spending in country and urban territories. Mean qualities demonstrates that the urban (2.43) territories had great level of open spending when contrasted with rural regions (1.98). T-value (2.147) demonstrates a noteworthy contrast between state of government funded schools in provincial and urban zones. Mean qualities demonstrates that the country (2.20) territories had great level of open spending when contrasted with urban regions (2.03). T-value (2.081) demonstrates a noteworthy contrast between nature of accessible prepared staff in provincial and urban territories. Mean qualities demonstrate that the urban (2.55) territories had great nature of accessible prepared staff when contrasted with country ranges (2.39). T-value (1.162) shows a non-huge distinction between nature of educational programs is it appropriate including all the subject (PC, geology and so forth.) in provincial and urban zones. Mean qualities demonstrate that the urban (2.30) and country (2.20) regions nature of educational programs is it appropriate including all the subject had comparative condition in rural and urban zones. T-value (6.873) demonstrates an exceptionally critical distinction between availability towards IT offices in rural and urban territories. Mean qualities demonstrates that the urban (1.42) zones had more availability towards IT offices when contrasted with rural zones (1.03).

Above table demonstrates that 5 (out of 6) explanations had a noteworthy contrast between level of instructive offices in rural and urban zones. So we accept our hypothesis H2 that urban people group enjoys more instructive offices when contrasted with provincial group.

Hypothesis 3: Urban community feels more satisfied with the available facilities as compared to rural community

Table 4: Comparison of satisfaction level with available facilities between rural and urban areas

Area of satisfaction	Rural (n=120)		Urban (n=120)		t-value	p-value
	Mean	S.D	Mean	S.D		
Available quality of services of educational institutions	2.20	.402	2.50	.674	-4.190	.000**
Available quality of health services	1.00	.000	2.08	.505	-23.328	.000**
Availability of economic opportunities	1.00	.000	1.36	.531	-7.388	.000**
Quality of available drinking water	2.56	.646	1.45	.548	14.341	.000**
Quality of sanitary conditions	1.28	.448	1.37	.533	-1.441	.151 ^{NS}
Condition of infrastructure (roads, streets, canals)	1.19	.395	1.32	.580	-1.952	.052*

Scale: 1 = Poor, 2 = Fair, 3 = Good

** = Highly-significant

* = Significant

NS = Non-significant

Table-4 speaks to the correlation of fulfillment level with accessible offices amongst country and urban territories. T-value (4.190) demonstrates a profoundly noteworthy contrast between fulfillment level with accessible nature of administrations of instructive foundations in provincial and

urban regions. Mean qualities demonstrates that the urban (2.50) territories' kin had more fulfillment with accessible nature of administrations of instructive establishments when contrasted with country ranges (2.20). T-value (23.328) demonstrates a very critical contrast between fulfillment level with accessible nature of wellbeing administrations in rural and urban ranges. Mean qualities demonstrates that the urban (2.08) regions' kin had more fulfillment with accessible nature of wellbeing administrations when contrasted with country ranges (1.00). T-value (7.388) demonstrates a very huge distinction between fulfillment level with accessibility of monetary open doors in rural and urban regions. Mean qualities demonstrates that the urban (1.36) territories' kin had more fulfillment with accessibility of financial open doors when contrasted with rural regions (1.00). T-value (14.341) demonstrates a very huge contrast between nature of accessible savoring water rural and urban regions. Mean qualities demonstrates that the rural (2.56) ranges had more fulfillment with the nature of drinking water when contrasted with urban territories (1.45). So country individuals had more fulfillment with the nature of drinking water. T-value (1.441) demonstrates a non-critical distinction between fulfillment level with nature of sterile condition in provincial and urban ranges. T-value (1.952) demonstrates a critical distinction between fulfillment level with state of framework (street, roads, channels) in rural and urban territories.

Above results indicate that 5 out of 6 explanations had a critical contrast between fulfillment level with the accessible offices in provincial and urban ranges. So the hypothesis H3 that urban people group will be more fulfilled by the accessible offices when contrasted with country group is accepted.

Conclusion

Pakistan's economy is largely agro-based and majority of people (>60%) population resides in rural areas. In Pakistan like many other developing countries, there is a sharp difference between urban and rural standards of literacy rate, labor participation rate, per capita income, purchasing power, health and other facilities etc. Results of study revealed that peoples living in urban areas had better literacy level than rural peoples. Similarly average income urban peoples were much higher than rural respondents. T-statistics also revealed sharp contrast between urban and rural population regarding availability of basic education and health facilities and quality of sanitary conditions. The perception of urban people about impact of social inequality on society in this study revealed that social inequality restricts people from participating fully and equally in society and is forcing people into low skill menial jobs. It hampers the decision making ability among individuals of society in family, resulting in decreased decision making ability among individuals of society in investments and exclusion in basic rights among people. This inequality reduces families' ability to earn income and pull them out of poverty while affecting the productivity of labor.

The comparison of availability of basic infrastructure, health and education facilities between urban and rural areas revealed that conditions of health services in rural and urban areas are highly-significant difference as these facilities were much better in urban areas. Moreover, quality of trained staff, quality of lab test facility, quality and quantity of available medical supplies and equipment were also highly significantly different in rural and urban areas. Moreover, a highly-significant difference in favor of urban areas between 24/7 availability of emergency services in rural and urban areas was observed. These analyses showed agreement with hypothesis "Urban community will be enjoying more health services as compared to rural community". The comparison of educational facilities among urban and rural areas revealed that both zones differ significantly as urban areas have better educational facilities and higher level of public spending on education. However, a non-significant difference between condition of public schools in rural and urban areas

was observed. Moreover, quality of available trained staff, quality of curriculum including all the subject (computer, geography etc.) accessibility of IT facilities were far better in urban areas as compared to rural areas. This analysis supported the hypothesis “Urban community will be enjoying more health services as compared to rural community” is accepted. The comparison between housing conditions revealed that quality and availability of clean water in urban areas was better as compared to rural areas. Moreover, urban community had better quality of sanitary condition, availability of separate kitchen, availability of basic facilities (electricity, gas etc.), and better general physical condition of house (boundary wall, roof, toilet). So, in the light of above conclusion the hypothesis “Urban community will be having good housing conditions as compared to rural community” was accepted. This study found a highly-significant association between residence area of the respondents and their perception about the impact of social inequality. Chi-square value shows a non-significant association between age of the respondents and their perception about the impact of social inequality. Highly-significant association between education and income of the respondents with their perception about the impact of social inequality. The study revealed that satisfaction level of urban peoples regarding available infra structure and facilities was far better than rural peoples. Significant associations between status of respondents regarding residential location, education and income levels and their perception regarding social inequality were found. The study concludes that rural peoples are badly facing the impacts of social disparity as compared to urban peoples.

It was found that the education level in rural territories was low when contrasted with urban regions. Additionally mean salary of the rural respondents (Rs. 21650) was likewise low when contrasted with urban (Rs. 46683) respondents. T-measurements demonstrate a huge distinction for urban zones between state of health facilities, educational institutes, sanitary condition in rural and urban regions. The study revealed that satisfaction level of urban peoples regarding available infrastructure and facilities was far better than rural peoples. A significant association between status of respondents regarding residential location, education and income levels and their perception regarding social inequality was found. The study concludes that rural peoples are badly facing the impacts of social disparity as compared to urban peoples.

Recommendations

Education is the fundamental component for change. It was found that the urban zones had more educational facilities when contrasted with rural territories, so Government ought to establish more educational institutes in rural areas to minimize the social frailty both in provincial and urban zones. A plan for training of LHVs and TBAs is required to enhance health status of rural individuals in light of the fact that majority of rural population depend on them for basic health advice and vaccination. There is a need for further subjective and longitudinal studies to investigate the social imbalances between rural urban regions.

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