



Causes of Illiteracy among Masses in Pakistan to Make the Political System Immorally Benefited

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Abstract

This study explores the influence of illiteracy on awareness of fundamental rights, demanding for ideal democracy, empowerment of feudalism, and insisting on accountability of rulers, as all the governments of Pakistan since 1947 has not been taking a keen interest in promoting education in contrast to the global literacy rate. The Likert-scale questions were asked by 560 participants who were citizens of Pakistan and had a political science background. The influence of illiteracy on awareness of fundamental rights, demanding ideal democracy, empowerment of feudalism, and insisting on accountability of rulers was assessed through correlations individually. As well as the effect of awareness of fundamental rights, demanding ideal democracy, empowerment of feudalism, and insisting for accountability of rulers on illiteracy was found. The collective effect of illiteracy on awareness of fundamental rights, demanding for ideal democracy, empowerment of feudalism, and insisting on accountability of rulers was assessed through the multiple-regression technique. The findings demonstrate that illiteracy promotes the political system in an unethical manner.

Keywords: *Causes of Illiteracy; Illiteracy Prevails in Pakistan; Immoral Support to Political System; Non-Ethical Benefits of Illiteracy; Political Illiteracy; Disadvantages of Illiteracy*

Introduction

Literacy and Illiteracy have been variously defined and their definitions are changed with respect to time as social needs. At the General Conference, United Nation Educational, Scientific & Cultural Organization (UNESCO, 1978), it was realized to figure out the literacy among the people i.e. whether they can read or write, for the purpose the practicable definition and standard was found. As follows,

An individual who can read and write a brief, uncomplicated statement about everyday activities is considered literate.

An individual who cannot read and write a brief, informal statement in his routine life is considered illiterate.

In the modern world, literacy is associated with innovation, get to know things, be aware of things, as well as in the medium of digital communication, it is also recognized as mediation of text and the knowledge of the fast-changing world beyond its traditional concept as a collection of reading, writing and counting skills (UNESCO, 2020).

Literature Review

Literacy Rate

United Nations International Children's Emergency Fund (UNICEF, 2019), internationally, throughout twenty years period, the amount of uneducated youth dropped from 170 million to 115 million, whereas the literacy rate among youth got rise from 83 percent to 91 percent. There is the persistence of Regional and gender differences. However, the least developed countries have the lowest literacy rates, and women have lower rates than men. The participation of young women had 59 percent of the illiterate youth population as the data recorded in very recent years.

According to the (UNESCO, 2017) report of Education & Literacy, the literacy rate of Pakistan was 59.1 percent. It means that 40.9 percent of people were illiterate.

Masses Are Facing Severe Problems Due to Illiteracy

Health crisis, starvation, poverty, the child death rate (stillbirth rate), life expectancy as well as deprivation of public services and inequality are the drawbacks of illiteracy. These sorts of problems occur in every regional pattern whether internationally, or between and within the countries as well as their urban and rural regions (Bhola, 1993).

Using both theoretical and empirical data, past literature has shown a favorable correlation between education and health. According to the health demand model, people with higher levels of education want higher levels of health care as they are potentially more effective pursuers of health (Grossman, 1972). Grossman (2015) looked at past quantitative research and established that there was broad consensus that higher levels of education are significantly associated with excellent healthcare. Health information, fertility decisions, and harmful behaviors such as smoking, physical inactivity and excessive alcohol consumption are some of the causal links between education and health. In addition to these direct effects, education also has indirect effects on health status through higher income, broader skills and maintains social relationships (Berkman et al., 2014).

Numerous studies have shown that illiterate people, who are often the least educated group, are in poorer health and use health care less effectively than their more educated peers (Berkman et al., 2011). The ability to obtain health information is hampered by literacy problems. Illiteracy in particular can lead to a lack of literacy about healthcare. Health literacy is "the individuals' attributes and social resources that people must receive, interpret and use facts to make better healthcare decisions," as Brabers et al. (2017). In the United States, there is a higher correlation between the lack of knowledge of healthcare and inadequate physical and mental fitness (Wolf et al., 2007). A Chinese research of people under the age of 40 found a high and favorable correlation between schizophrenia and illiteracy, with an odds ratio of 2.08 (Liu et al., 2013). Illiteracy and health have been linked in the historical literature, but further findings are required so that it can be examined whether these links occur by causal processes or by processes based on reversal causation.

In Pakistan, lots of people are the victims of illiteracy. Due to Illiteracy, Illiterate people are unaware of new techniques of social life, as well as illiteracy creates hindrances while making social

relationships in a society, and also put obstacles in the development of resources. Illiteracy does not let the illiterate person read books, articles, and other literary materials (Wadood, 2018).

The ability of the government to give rights to the people living in the state is only a system of government, which is known as democracy. On the other hand, illiteracy is deemed an immense obstacle to democracy due to a lack of awareness among the citizens, as they do not know their rights (Halepoto, 2020).

In developing countries like Pakistan, the government is the only authority that can decide and give its consent. Civilians are not involved. In this way, the government has the monopoly to approve those financial proceedings that procure the interest of the government rather than the interest of the nation (Zulfqar, Valcke, Devos, Tuytens & Shahzad, 2016). Although the leadership recognizes the masses' need and the civil liberty right to have a say, no practical action has been taken. Government officials are aware that the public will not react negatively to their decisions that could harm the country's interests. Consequently, they avoid transparency in government affairs. Corrupt governments exploit people's lack of political knowledge of their participation rights (Siddique & Nawaz 2019).

The masses are unaware that the government has no monopoly to exercise its authority in every domain without their consent. The Pakistani people don't care. It is unknown what is becoming one of the main reasons government activities are not transparent. In other industrialized countries, the public participates in political decisions to promote transparency because they are well informed on political issues; however, in Pakistan, this information is lacking (Buledi, 2020). They are unable to hold the government accountable for their corrupt practices. Budgetary decisions are a critical area in which the public can participate. Although Pakistanis may talk about budgets and fiscal allocations, they are unfamiliar with the technical components of the budget. They have no access to solid information on these topics.

Democracy is the power or regime of majority it is widely recognized, and for assuring the democracy to be successful the masses must have political knowledge or awareness. It is widely recognized that democracy is the rule of the majority (government of the people) and that for democracy to be successful, the majority must be politically aware, informed and educated. Since citizens in a democratic form of government directly or indirectly control the government, it is crucial to take into account their educational background. Democracy is the epitome of the Enlightenment and is considered the ideal form of government because it has proven itself, while widespread illiteracy indicates ignorance and represents a general danger and threat. How can they coexist if they both choose a different path? A capable, sincere and competent political leadership is essential to achieve democracy, but the illiterate masses are unable to choose or choose the right people because of their illiteracy.

Since only an informed and educated mind is able to understand ideas such as freedom in its all sorts, equality among masses, justice based on the constitution, the rule of law in the territory or country, and their rights and duties, education and democracy are closely related (Inam, 2013). Democracy thrives only in cultures where people are politically informed and aware of their rights, freedoms and responsibilities. Democracy is an ideal that can only be inculcated to the general public through education. It represents equality, the peaceful coexistence of different and different perspectives and tolerance towards different religions, opinions and races.

In Pakistan, there are many reasons for the failure of democracy as illiteracy, a lack of democratic practices, and poor governance. Democracy works while countries develop in social, political, and economic contexts (Khan, 2017).

Pakistan's education system is imperfect in that it encourages mediocrity and stupidity, fanaticism, senseless rote learning, fanaticism and bigotry which over time will undermine democratic institutions, norms and practices by bringing citizens closer to the "spirit". In the end it will be bad for the nation and for democracy. Giving ourselves space and creating an environment for questioning are the true principles of learning, but our educational system suppresses even the minor impulse to demand as it is actually quite undemocratic (Inam, 2013). IDEA (Institute for Democracy and Electoral Assistance) reports that Pakistan has a literacy rate of 57%, meanwhile 32% of literacy rate is recorded in Afghanistan. These numbers are quite low compared to other South Asian countries such as Bangladesh, India, Sri Lanka, Iran, Maldives and Nepal which have literacy rates of 73%, 69%, 91%, 85%, 99% and 60%, respectively. Furthermore, in the previous elections, voter turnout in the above states was recorded as very high in contrast with Afghanistan and Pakistan, with the exception of Bangladesh (Khan A.S., 2018). According to the findings of the Independent Parliamentary Expenditure Authority (IPEA), voters' interest in casting of vote or the higher the turnout in democratic elections largely depends on the higher literacy rate among masses. Education is the primary condition for the development of democracy; undoubtedly there are further factors that promote democracy (Khan A.S., 2018).

The political elite and the masses fail to defend and implement democratic ideals, norms and practices in a society where the illiteracy and ignorance prevails. In a democracy it is important that the leaders who control the reins of power take responsibility and listen to the people. However, the uninformed and illiterate masses are unable to do so because they do not understand both the activities of the rulers and the current state of the state. Due to their lack of education, ignorance and literacy, most people constantly think and behave in reverse. Consequently, conservative and non-progressive socio-cultural and religious beliefs still prevail in such a community, making it impossible to promote and develop democracy in such an environment. Democracy is defined by the equal participation of all members of a community, regardless of caste, class, creed, and sex or skin color. However, this cannot happen in such a society where illiteracy prevails, in such a society education and learning is the only way to eliminate such discriminations. Only illiterate societies promote feudalism, and when this mentality rules a country, consequently, the political and socio-economic structures of that society are completely demolished. In a progressive society, freedom of expression and dissent is not questioned; as both are considered the cause of social progress of any society that is essential for the enhancement of democracy. However, in an ignorant and illiterate society, dissension and freedom of speech and expression cannot exist; as extremism and intolerance prevail in such a society. The ceaseless functioning of democracy depends on gender equality and the empowerment of women, but most uneducated people fail to understand the meaning of these two ideas and therefore will oppose them. Just as lack of education makes it difficult for a state to have strong institutions and strong and effective institutions, it is also impossible for a state to manage its democracy effectively and effectively without strong institutions. Because of all these problems, democracy is struggling to gain acceptance in the illiterate communities of developing countries.

Political Will to Promote Education

For an educational change, the "political will" is considered to be a vital force. From tertiary to primary education, Democracy is also steadily associated with a societal change in spending money in promoting education. However, democratic institutions like elected parliaments are responsible for the effect of additional spend on educational change (Patrinis, 2014).

According to the prominent journalist and writer Zubaida Mustafa, In Pakistan, for the promotion of education in the country, the government has a lack of political will even though the constitution of Pakistan under act 25/A shows the way leadership to spread free education to all children of the ages between 5 to 16 ("Govt Lacks Political Will in Promoting Education," 2019).

She added that if the education's providing commitment is not fulfilled by the government, ultimately, the private sector would allow itself to present it. The government needs to work with them to promote primary education, rather than putting obstacles in their way ("Govt Lacks Political Will in Promoting Education," 2019).

In Feudalism, people are not allowed to get an education, overcome their obsolete life standard, and get better at their societal conditions by the Feudal Lords (Dasti et al, 2013).

In Pakistan, feudalism prevails in the political system. Members of Parliament spend much money on democratic elections, and pay influence mostly belongs to the upper, privileged, and feudal classes. Hereditary legislators consciously keep away the people from qualitative education due to feudalism. Education creates great hindrances in their way as if the people would become educated; they would not get fooled by politicians to employ the money to win elections (Ahmed, 2017).

Statement of the Problem

Since 1947, all the governments and stakeholders have not been growing the literacy rate in contrast to the global literacy rate, whether these governments belong to political parties or belong to the dictatorship. If there is education provided to the masses, then what will happen with the political setup which gets the benefits from illiteracy among the people as most of the politicians, bureaucrats and stakeholders belong to the feudal, aristocratic, and plutocratic families? After getting the education, they will ask for their rights; put the obstacles in the way of corruption and conflict of interest, demanding democracy and accountability of rulers.

Hypothesis

- H₁: Illiterate people are unaware of the demand for fundamental rights.
- H₂: Illiteracy prevents people from demanding ideal democracy in the country.
- H₃: Illiterate people are considered an asset in promoting feudalism.
- H₄: Illiteracy prevents the people from demanding the accountability of rulers.

Scope of the Study

This research was conducted in Pakistan to assess the causes of illiteracy to deliver the benefit to the political system of Pakistan. This study has measured the effects of illiteracy on the demanding of fundamental rights, ideal democracy, and accountability of rulers and promoting feudalism.

Research Methodology

Approach

To assess the causes of illiteracy, this study was conducted online. The participants were residents of Pakistan and belonged to political science backgrounds. The age of all participants was 20 and more so on.

Data Collection

The quantitative approach of data collection was used for gathering the primary data. The Simple Random Sampling (SRS) method was used in data collection. The responses were collected via Facebook using Google-Forms. The respondents were asked how strongly they disagreed or agreed with a statement using a five-point Likert scale. Ordinal variables with five or more categories, such as Likert scales, can

typically be treated as continuous variables without causing problems in the analysis (Solutions, 2019). The respondents' opinions on illiteracy, fundamental rights, ideal democracy, feudalism, and accountability of rulers were collected using rating or scale questions.

Among 16,700, of the population, 560 people were participated in the survey with 4% margin of error or confidence interval as calculated at 95% confidence level.

Method

As the occurrence of missing values is a common problem, therefore, the missing values were replaced by the mean value of the variable. According to Hyun Kang (2013), the mean substitution approach helps the researcher improve the collected data as it is a reasonable estimate for an incomplete dataset.

After collecting the data, the relevant computations were performed using the software Statistical Package for Social Sciences (SPSS). Firstly, the reliability of the survey was checked after collecting data. Secondly, the relationship or correlation of each independent variable (fundamental rights, ideal democracy, feudalism, and accountability of rulers) with illiteracy was found. Finally, multiple-regression, or the effect of explanatory variables (fundamental rights, ideal democracy, feudalism, and accountability of rulers) on the explained variable (illiteracy), was computed.

Results

Reliability

The general principle is that a reliability of 0.6-0.7 represents a satisfactory degree of reliability (Hulin, et al., 2001). The reliability of the study was calculated at 0.92, which is higher than the required 0.70. However, this scale was found to be reliable.

Table I. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.919	.920	5

Influence of Illiteracy on Fundamental Rights

It was investigated the association between two continuous variables, illiteracy and fundamental rights.

Table II. Correlation between Illiteracy and Fundamental Rights

		Illiteracy	Fundamental Rights
Illiteracy	Pearson Correlation	1	.649**
	Sig. (2-tailed)		.000
	N	560	560
Fundamental Rights	Pearson Correlation	.649	1
	Sig. (2-tailed)	.000	
	N	560	560

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson product-moment correlation coefficient was used to evaluate the association between illiteracy and basic rights. According to the central limit theorem, the population of large samples tends to be normal. $r = 0.649$, $n = 560$, $p < 0.05$, revealed a strong-direct association between two variables.

Influence of Illiteracy on Ideal Democracy

It was investigated the association between two continuous variables, illiteracy and ideal democracy.

Table III. Correlation between Illiteracy and Ideal Democracy

		Illiteracy	Ideal Democracy
Illiteracy	Pearson Correlation	1	.634**
	Sig. (2-tailed)		.000
	N	560	560
Ideal Democracy	Pearson Correlation	.634**	1
	Sig. (2-tailed)	.000	
	N	560	560
**. Correlation is significant at the 0.01 level (2-tailed).			

The Pearson product-moment correlation coefficient was used to evaluate the association between illiteracy and ideal democracy. According to the central limit theorem, the population of large samples tends to be normal. $r = 0.634$, $n = 560$, $p < 0.05$, revealed a strong-direct association between two variables.

Influence of Illiteracy on Feudalism

It was investigated the association between two continuous variables, illiteracy and feudalism.

Table IV. Correlation between Illiteracy and Feudalism

		Illiteracy	Feudalism
Illiteracy	Pearson Correlation	1	.625
	Sig. (2-tailed)		.000
	N	560	560
Feudalism	Pearson Correlation	.625	1
	Sig. (2-tailed)	.000	
	N	560	560
**. Correlation is significant at the 0.01 level (2-tailed).			

The Pearson product-moment correlation coefficient was used to evaluate the association between illiteracy and feudalism. According to the central limit theorem, the population of large samples tends to be normal. $r = 0.625$, $n = 560$, $p < 0.05$, revealed a strong-direct association between two variables.

Influence of Illiteracy on Accountability of Rulers

It was investigated the association between two continuous variables, illiteracy and accountability of rulers.

Table V. Correlation between Illiteracy and Accountability of Rulers

		Illiteracy	Accountability of Rulers
Illiteracy	Pearson Correlation	1	.676
	Sig. (2-tailed)		.000
	N	560	560
Accountability of Rulers	Pearson Correlation	.676	1
	Sig. (2-tailed)	.000	
	N	560	560
**. Correlation is significant at the 0.01 level (2-tailed).			

The Pearson product-moment correlation coefficient was used to evaluate the association between illiteracy and accountability of rulers. According to the central limit theorem, the population of large samples tends to be normal. $r = 0.676$, $n = 560$, $p < 0.05$, revealed a strong-direct association between two variables.

Influence of Fundamental Rights, Ideal Democracy, Feudalism and Accountability of Rulers on Illiteracy

The Multiple Regression approach was used to determine how much variance in a dependent variable (illiteracy) may be explained by independent variables (fundamental rights, ideal democracy, feudalism, and accountability of rulers) as well as what each independent variable's relative contribution to the dependent variable is.

Table VI. Model Summary of Multiple Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726 ^a	.527	.524	.566
a. Predictors: (Constant), Accountability, Fundamental Rights, Feudalism, Ideal Democracy				

The R, the multiple correlation coefficient value in the table states the extent of the influenced on the dependent variable. Hence, the value of R is 0.726 indicates the strong quality of variance. The R square, the coefficient of determination value represents the extent of variance in the dependent variable that can be explained by the independent variables. Hence, the value of R square 0.527 indicates 52.7 % of the variance in illiteracy.

Table VII. Coefficients^a of Multiple Regression

		Coefficients Unstandardized	Standardized Coefficients	t	Correlations	SSig.	Collinearity Statistics

Model		B	Std. Error	Beta		Zero-order	Partial	Part		Tolerance	VIF
1	(Constant)	1.234	.113		10.901				.000		
	Fundamental Rights	.196	.045	.239	4.347	.649	.181	.127	.000	.283	3.538
	Ideal Democracy	.097	.048	.114	2.036	.634	.086	.059	.042	.272	3.678
	Feudalism	.154	.044	.171	3.501	.625	.147	.102	.001	.358	2.790
	Accountability	.252	.048	.286	5.277	.676	.219	.154	.000	.289	3.455
a. Dependent Variable: Illiteracy											

The standardized coefficients beta (regression coefficient) tells how much the variation in the dependent variable occurred by an independent variable when all the independent variables remain constant. In this study, the beta coefficient of fundamental rights was examined at 0.239, which indicates the higher contribution in explaining the dependent variable. The beta coefficient of ideal democracy was examined at 0.114, which shows the lowest contribution in explaining the dependent variable. The beta coefficient of feudalism was examined at 0.171, which indicates the lower contribution in explaining the dependent variable. The beta coefficient of accountability was examined at 0.286, which indicates the highest contribution in explaining the dependent variable.

All the explaining variables such as fundamental rights, ideal democracy, feudalism, and accountability of rulers were found solely statistically significant as they have significant values of 0.000, 0.042, 0.001, and, 0.000 respectively. As well as, part correlation values of explanatory variables, 0.127, 0.059, 0.102, 0.154, as R squared 0.016, 0.003, 0.010, and 0.024 respectively, indicate the level of the total variation of the dependent variable is solely explained by the particular explanatory variable. Hence, the explanatory variable fundamental rights uniquely explain 1.6% of the total variation of dependent variable illiteracy. The explanatory variable "ideal democracy" has a 0.3% variation in illiteracy. The variable feudalism accounts for 1% of the variation in illiteracy. The variable accountability of rulers explains about 2.4% of the variation in illiteracy.

Table VIII. ANOVA^a of Multiple Regression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	198.427	4	49.607	154.723	.000 ^b
	Residual	177.943	555	.321		
	Total	376.370	559			
a. Dependent Variable: Illiteracy						
b. Predictors: (Constant), Accountability, Fundamental Rights, Feudalism, Ideal Democracy						

The F-Ratio is used to determine if the entire regression model fits the data well. As a result, the F value (4, 555) = 154.723, p 0.05, demonstrates that the independent variables statistically substantially affected the dependent variable (i.e., the regression model is a good fit for the data).

Discussion

In the first hypothesis, by correlation, it was examined that illiteracy is influenced by fundamental rights. The correlation results were as follows: Pearson Correlation (r) = 0.649, n = 560, p < 0.05. As a result, it was determined that there is a moderate positive correlation between such two continuous variables, indicating that both variables are interdependent. The null hypothesis is rejected based on this analysis.

H₀: Illiterate people are aware of the demand for fundamental rights.

H₁: Illiterate people are unaware of the demand for fundamental rights

In the second hypothesis, by correlation, it was examined that illiteracy is influenced by ideal democracy. The correlation results were as follows: Pearson Correlation (r) = 0.634, n = 560, p < 0.05. As a result, it was determined that there is a moderate positive correlation between such two continuous variables, indicating that both variables are interdependent. The null hypothesis is rejected based on this analysis.

H₀: Illiteracy does not prevent people from demanding ideal democracy in the country.

H₂: Illiteracy prevents people from demanding ideal democracy in the country.

In the third hypothesis, by correlation, it was examined that illiteracy is influenced by feudalism. The correlation results were as follows: Pearson Correlation (r) = 0.625, n = 560, p < 0.05. As a result, it was determined that there is a moderate positive correlation between such two continuous variables, indicating that both variables are interdependent. The null hypothesis is rejected based on this analysis.

H₀: Illiterate people are not considered an asset in promoting feudalism.

H₃: Illiterate people are considered an asset in promoting feudalism.

In the fourth hypothesis, by correlation, it was examined that illiteracy is influenced by accountability of rulers. The correlation results were as follows: Pearson Correlation (r) = 0.676, n = 560, p < 0.05. As a result, it was determined that there is a moderate positive correlation between such two continuous variables, indicating that both variables are interdependent. The null hypothesis is rejected based on this analysis.

H₀: Illiteracy does not prevent the people from demanding the accountability of rulers.

H₄: Illiteracy prevents the people from demanding the accountability of rulers.

Conclusion

The determination of this study is to examine the causes of illiteracy that make the political system unethically beneficial. Based on the findings, it is possible to conclude that each explanatory variable (fundamental rights, ideal democracy, feudalism, and accountability of rulers) has a significant effect on the explained variable illiteracy, both individually and collectively. The results show that illiteracy benefits the political system unethically.

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