

An analysis of the effect of post elementary education on poverty reduction in Sindh province, Pakistan

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Abstract: The current study investigates the impact of Education on poverty reduction; Sindh is amongst poorer provinces of Pakistan. Since there is a high poverty rate in rural areas of Sindh. Similarly, Approximately 70% of the families stay in below poverty line. Education is the only weapon by which we can enhance the financial boom as well as lower the poverty rate. In this respect education of Sindh is also lowest in position from the remaining provinces. The survey strategy was used, the population of this research is Sindh, and sampling is Shaheed Benazirabad province of Sindh, Pakistan. Sampling techniques were selected stratified by which covering both urban and rural areas of the district. This study has a level of education, household size, income, expenditures, loans and poverty as the variables. Data Collection Questionnaires are used for the above variable from data collection of primary research from five areas of Shaheed Benazirabad district. Analysis Techniques questionnaire were analyzed through Statistical SPSS software. We used ordinal least square (OLS) and seemingly unrelated regression (SUR) model to analyze the relationship between variables at the household level. The conclusion of this research is that most of the people of Sindh remain away from the education, Most of the respondents were believe that the peoples of Sindh are very poor due to poorness, they are not able to bear the educational expenses government is not given in full attention toward the assessment of learning educational program. They have not provided basic education and the literacy rate also shows their poor names of education it is recommended that the education of Sindh must be implemented on the emergency level and its monitoring and assessment should be a very proper way to achieve the millennium goal of 21st century.

Key words: *Analysis; Education; Sindh*

1. Introduction

Sindh is considered as the poorest province. Since there is a high poverty rate in rural areas of Sindh. Similarly, Approximately 70% of the families stay in below poverty line. Education is the only weapon by which we can enhance the financial boom as well as lower the poverty rate. Both poverty and education got an inverse relationship, the more you spread education among the people, the lesser will be the poverty rate as education offers competences, understanding, a better capacity of thinking in order to earn more income.

According to Haq & Arif (2004), Pakistan is considered as having a very low literacy rate. People are still unaware of the advanced level of earning money. Many individuals don't have enough ability to use the modern techniques of earning money for them as well as for business purpose and because of this reason business do not attain at World Wide standard. Sindh throughout Pakistan has a low literacy rate in comparison to other provinces of Pakistan. This research has done at district levels in Sindh, Pakistan in order to evaluate the effect of education on poverty.

In 2006, International bank informed that Pakistan's Sindh province has ironic natural assets. Sindh province has energy to make strong economically province because Sindh has 40% commercial production over to different provinces of Pakistan. The independence of Pakistan in 1947, Sindh has 55% maximum in step with-capital income. In the middle of 2004 and 2005, Sindh accomplished an essential role in all economic areas and also contributed to the decline in the GDP price of the United States of America. In 2003 and 2004, Sindh had around 610,000 jobless populations. The international bank (2006) assumes that in future unemployment can be multiplied if the economic growth of the country did not boom 7% to 8% according to year. Aftab (2006) located that Sindh province has 52.2% ordinary poverty-stages.

Indecision with the Sindh deficiency decrease policy paper (2003), poverty due to uneducated ladies and great family length due to infant-humanity produced stress to refill the critical needs of the family. In keeping with the SDPI (2014), now Sindh, 47% population of Tharparkar area is alive in under deficiency-line. at the same time as Badin has 42% population, Tando Muhammad khan has 41% population, Thatta has 40%population, Jamshoro and Nawabshah have 39% population, Shahdadkot and Larkana have 38% population, Jacobabad has

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36% population, Tando Allah yar has 32% population, Dadu and Matiari have 29% population, Sanghar and shikarpur have 28% population, khairpur has 27% population, Sukkur and Skrand have 25% populations are residing in beneath poverty-line.

Justification for conducting this research is as following:

1. Some researchers have studied the poverty relief in Sindh yet their study is based on secondary data.
2. Likewise, in 2005, an investigation might have been led to destitution, Tharparkar region Also, they utilized just basic regression-model for examination.
3. Some researcher's observation based on Poverty in SBA but covered Taluka with little information sampling.

Objective of the study is to analyze the factors evolve in developing Pakistan. This study has a level of education, household size, income, expenditures, loans and poverty as the variables.

- Level of education is the classifications of standard to measuring the education which are received by schooling. Level of education is classified into primary, secondary as well as high-level standards.
- Household size means the number of individuals who live under a roof each together.
- Income is money which received in exchange for any work.
- Disbursement of money or income is called expenditure.
- The amount of money or property borrowed by any institution or any party is called the loan.
- Poverty is a circumstance of deficiency. Poverty is usually described as poverty of income

2. Review of literature

From the economic Survey 2013-2014 of Pakistan, majority of Pakistan population living in the Poverty, and is facing poverty problems; they live in below the poverty line. According to UNDP-human development report (2008), Pakistan has been the 136th position from 177 developing-countries. Nearly, 73% of people struggling less than 2 dollars per day. If we position of the Asian countries in earning-poverty, Pakistan offer in last from all the Asian states. Throughout the last ten years, the Government of Pakistan spent comparing trillions-rupees for poverty reduces programs. Poverty has been reduced from 35% to 24% from 2000 to 2006.

According to Aina Tarabini (2010), Tilak worked on secondary Education, Higher Education, infant mortality, economic growth, rate of returns, life expectancy as well as poverty (2007).

"PerveezJanjua" learning based on the econometric adaptable form, the main changeable

was tending the income unfairness to find out the poverty improvement and further delegate are education, Pakistan, wages circulation beyond "generalized least squares" (GLS) approaches. In these lessons, poor quality is needy capricious and education, earnings and earning-inequality are independent flexibilities (2014)

Fatima, Malik, Begum, Afzal, & Sarwar (2012) used in the various conditions to get out the association among poverty, economics' growth, physical capitalism and education system in Pakistan. They also used "small run" (SR), "long-run" (LR) and causality connection between the Levin and the Benjamin described differently of variables to clarify the relation of the poverty with education is generalization or misconceptions?, as well as; elementary inferior education, educational achievement, school liability, overseas countries, child welfares, one-parent families , poverty, beyond the economically lacking(1994).

Niazi & Khan (2012) used ranges of index to rate the educational force on Multidimensional poverty in Punjab provinces areas of Pakistan as well as multidimensional-poverty, education and Punjab side.

Awan, Iqbal &Waqas (2011) to find out four important index in his research "the blow of human-capital on urban-poverty" to search out the power of educations-level and skill on urban poverty in the Sargodha's city of Pakistan. On the other hands after they were used human-capital index to cause on poverty.

Anka (2010) used deferent adoptable in "Empirical Analysis" of the identifies of Rural areas Poverty in Sindh Province of Pakistan" to calculate poverty hole in Badin and Sanghar and all districts of Sindh including, family-size, and numbers-of-earners positions, family circle qualification, properties, beyond the poverty.

3. Research methodology

3.1. Population and sample

The population of this research is Sindh, According to the 1998 census, the population of Sindh is 30,440,000. The sampling of this study is Shaheed Benazirabad from Sindh province of Pakistan,

3.2. Sampling techniques

This study used Stratified Random Sampling techniques; there are two strata's, In the first stage, the sampling units selected using stratified sampling design covering both urban and rural areas of the district.

3.3. Data collection methodology

Questionnaires are used for data collection of primary research from five areas of Shaheed

Benazirabad district. And for secondary research, use last 10 years statistics of Sindh education department.

3.4. Analysis techniques

In primary research, the questionnaire was analyzed through Statistical SPSS software. We used

ordinal least square (OLS) and seemingly unrelated regression (SUR) model to analyze the relationship between variables at household level.

Table 2 describes the variable explanation with their mean and standard deviation.

Table 1: Variable explanation with mean, median, mode and standard deviation

Variable Name	Variable Explanation	Mean	Median	Mode	S.D
NOC	Name of City, 1= Housing Society, 2= Skrand, 3= Qazi ahmed, 2= Khund, 1= Nawab shah Air port	2.33	2.00	1	1.326
UD	Rural Area, 1= Urban, 0= Rural	.62	1.00	1	.486
AgeR	AGE OF RESPONDENT, 1= 15-25, 2= 26-35, 3= 36-45, 4= Above 45	2.57	2.00	2	1.111
GenderR	GENDER OF RESPONDENT, 1= Female, 0= Male	.38	0.00	0	.530
PR	PROFESSION OF RESPONDENT, 1= Government Job, 2= Entrepreneur 3= Private Job 4=other	2.88	3.00	4	1.136
LOER	Level of Education of respondent	3.55	4.00	4	1.643
Skills	SKILLS	8.56	9.00	9	1.484
AgeHH	Age of household head 1= 15-25, 2= 26-35, 3= 36-45, 4= Above 45	3.17	3.00	4	.932
GenderHH	Gender of household head, 1= Female, 0= Male	.02	0.00	0	.135
LOEHH	Level of Education Of Household, 1= if the household is educated, 0= if the household is uneducated	.79	1.00	1	.405
FL	Family Language 1= Urdu, 2= Sindhi, 3= Punjabi, 4= Balochi, 5= Others	1.64	1.00	1	1.298
HEM	Highly educated members, 1= if the household has highly educated members, 0= if the household has not highly educated members	.15	0.00	0	.358
EFESE	Earnings from employment or self-employment, 1= if any household earn from employment or self-employment, 0= if no one earns from employment or self-employment	.99	1.00	1	.105
CB	Child Benefits, 1= if any household has child benefits, 0= if household has no child benefits	.00	0.00	0	.000
MCS	Maintenance/child support, 1= if household has maintenance or child support, 0= if household has no maintenance or child support	.00	0.00	0	.061

Table 2. Variable explanations with mean and standard deviation

Variable Name	Variable Explanation	Mean	S.D
TFM	Total Family Members	6.97	3.377
TFP	Total Family Profile	6.97	3.377
NCP	Children Proportionate	.3546	.22051
Adult_dum	Adult Proportionate	.6439	.22296
MP	Male Proportionate	.5059	.16700
EMP	Educated members proportionate	.5774	.24874
PCAS	Primary Children Attending schools	1.19	1.286
MCAS	Middle children attending schools	.58	.976
CCAS	College children attending schools	.27	.593
UCAS	University children attending schools	.19	.635
NOHWP	number of household working proportionately	.2638	.13196
MI	Male Income	42321.69	33059.635
FI	Female Income	1494.49	7229.051
TIOF	Total Income Of Family	44093.75	34367.284
ACC	Accommodation	3.72	1.331
Cycle	CYCLE	.11	.432
MC	Motorcycle	.94	.842
Car	CAR	.16	.365
Radio	RADIO	.09	.297
TV	Television	.94	.637
Com	Computer	.47	.529
SM	Sewing Machine	.96	.624
FE	Food Expenditure	12816.54	7741.300
NFE	Non food Expenditure	9949.34	10720.855
EE	Education Expenditure	3215.44	6306.166
HE	Health Expenditure	1345.04	2454.761
TE	Total Expenditure	27227.46	20400.513

PCTExp	Per capita Total Expenditure	4494.78	4164.119
PCFExp	Per Capita Food Expenditure	2121.88	1753.697
PCNFExp	Per Capita Non-Food Expenditure	1658.72	2212.053
PCEduExp	Per Capita Education Expenditure	517.35	1076.202
PCHExp	Per Capita Health Expenditure	213.65	357.932
LA	Loan Amount	.08	.267
IFSD	Interest from savings, dividends etc, 1= if the household has savings or dividend, 0= if the household has no saving or dividend	.00	.000
SFL	Social fund Loans, 1= if a household has Social fund loan, 0= if the household has no Social fund loan	.00	.061
PB	Pensions Benefits, 1= if household has pensions benefits, 0= if household has no pension benefits	.01	.121
OSO1	Other Sources of Income, 1= if the household has another source of income, 0= if the household has no other source of income	.08	.273
ACC1	How satisfied are you with this accommodation? 5= Very Satisfied, 4= Fairly Satisfied, 3= Neither Satisfied, 2= Fairly Dissatisfied, 1= Very Dissatisfied	4.12	1.107
ACC2	Would you describe the state of repair of your home as good, adequate or poor? 3= Good, 2= Adequate, 1= Poor, 0= Don't Know	2.24	.762
SOS	Shortage of space, 1= if household accommodation has a shortage of space, 0= if household accommodation has no shortage of space	.29	.455
TDEL	Too dark or not enough light, 1= if household accommodation has not enough light, 0= if household accommodation has enough light	.24	.425
LAHF	Lack of adequate heating facilities, 1= if household accommodation has a lack of adequate heating facilities, 0= if household accommodation has no lack of adequate heating facilities	.26	.442
LR	Leaky Roof, 1= if household accommodation has Leaky Roof, 0= if household accommodation has no Leaky Roof	.25	.432
DWFF	Damp walls. floor, foundation etc, 1= if household accommodation has Damp walls, floor, foundation etc, 0= if household accommodation has no Damp walls, floor, foundation etc	.26	.438
RIWF	Rot in window frames or floors, 1= if household accommodation has Rot in window frames or floor, 0= if household accommodation has no Rot in window frames or floor	.21	.408
Mo	Mould 1= if household accommodation is mould, 0= if household accommodation is not mould	.13	.339
NPO	No place to outside e.g terrace or garden 1= if household accommodation has a terrace or garden, 0= if household accommodation has no terrace or garden	.63	.485
ACC3	Has your health problems or the problems of anyone in your household been caused/ made worse by housing situations? 1= if a household has a health problem by accommodation, 0= if a household has no health problem by accommodation	.21	.405
LA1	Do you think the amount borrowed increased household income? 1= if loan increase household income, 0= if the loan does not increase household income	.03	.199
LA2	If no tick the most appropriate reason? 1= Low amount, 2= High Interest rate, 3= Small Duration, 4= not properly utilized	2.41	.932
FS	Have the income-generating activities helped to improve your financial status? 1= if income-generating activities helped to improve your financial status, 0= if income-generating activities do not help to improve your financial status	.85	.535
POP1	Over the last 10 years, do you think that poverty in Sindh has been increasing? 5= Very Satisfied, 4= Fairly Satisfied, 3= Neither Satisfied, 2= Fairly Dissatisfied, 1= Very Dissatisfied	4.46	.940
POP2	Over the next 10 years, do you think that poverty in Sindh will reduce? 5= Very Satisfied, 4= Fairly Satisfied, 3= Neither Satisfied, 2= Fairly Dissatisfied, 1= Very Dissatisfied	2.19	1.255
LOA	People live in need because of lack of awareness, 1= if People live in need because of lack of awareness, 0= if People do not live in need because of lack of awareness	.36	.481
LOE	People live in need because of lack of education, 1= if People live in need because of lack of education, 0= if People do not live in need because of lack of education	.56	.497
LOW	People live in need because of laziness and lack of willpower 1= if People live in need because of laziness and lack of willpower, 0= if People do not live in need because of laziness and lack of willpower	.38	.486
IOS	People live in need because there is much injustice in our society, 1= if People live in need because of injustice, 0= if People do not live in need because of injustice	.25	.436
Oth	People live in need because of other reason 1= if People live in need because of other reason, 0= if People do not live in need because of other reason	.14	.351
POP4	What do you think will reduce poverty in your community?	1.21	.738

POP5	Is Poverty alleviation linked to education in your community? 1= if poverty alleviation has linked with education, 0= if poverty alleviation has no link with education	.94	.425
POP6	What do you think has influenced or impeded people's participation in these programs?	1.97	1.180
COETPA1	Contribution of education towards poverty alleviation, 5= Very Satisfied, 4= Fairly Satisfied, 3= Neither Satisfied, 2= Fairly Dissatisfied, 1= Very Dissatisfied	4.46	.691
COETPA2	Contribution of education towards poverty alleviation, 5= Very Satisfied, 4= Fairly Satisfied, 3= Neither Satisfied, 2= Fairly Dissatisfied, 1= Very Dissatisfied	4.47	.636
COETPA3	Contribution of education towards poverty alleviation, 5= Very Satisfied, 4= Fairly Satisfied, 3= Neither Satisfied, 2= Fairly Dissatisfied, 1= Very Dissatisfied	4.33	.774
COETPA4	Contribution of education towards poverty alleviation, 5= Very Satisfied, 4= Fairly Satisfied, 3= Neither Satisfied, 2= Fairly Dissatisfied, 1= Very Dissatisfied	4.21	.866
COETPA5	Contribution of education towards poverty alleviation, 5= Very Satisfied, 4= Fairly Satisfied, 3= Neither Satisfied, 2= Fairly Dissatisfied, 1= Very Dissatisfied	3.88	.980
COETPA6	Contribution of education towards poverty alleviation, 5= Very Satisfied, 4= Fairly Satisfied, 3= Neither Satisfied, 2= Fairly Dissatisfied, 1= Very Dissatisfied	3.76	1.156
H1	Over the last 12 months would you say that your health has on the whole been good, fairly good or not good?	2.26	.741
H2	Do you or does anybody else in your household have any long-standing illness, disability or infirmity?	2.52	.749
H3	Does any of this illness or disabilities limit your activities in any way?	2.63	.708
H4	Thinking about your health, are you ever in pain and discomfort?	1.61	.694

4. Conclusion

Education has a positive impact on poverty alleviation. It is clearly shown that urban households have better living standards (Food, Non-food, Education and Health) as compared to rural households. The educated household head is directly participating to spend in education as compared to the uneducated head of household. It also has been proved that educated household has high income as compare to uneducated households. Urban areas have educated households as compare to rural areas. It also describes that per-capita expenditure of an educated household is higher than uneducated household. Per-capita expenditures also depend on family size, a number of household working proportionate and urban or rural areas. Housing society and Sakrand has high all per-capita expenditures (food, non-food, education and health) as compare to Qazi Ahmed, khund and airport site.

It is recommended that education should be provided for the people of Sindh, the student should be given the skills of earning a respectable profession. they should be given free education and education should be on the emergency level. the people must be provided with some remuneration for the basic education and the High and Higher secondary level must be enhanced by their education, the student should be given the youth program training student must see the away from the education teacher must be trained and provided full remuneration for the girls.

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