

Does education eliminate the rural poverty in Pakistan?

Zerish Tasleem

Dr. Norlaila binti Abdullah Chik

Prof. Madya Dr. Ahmed Zubir Bin Ibrahim

School of Government (SOG), Universiti Utara Malaysia (UUM), Malaysia,

Email of the corresponding author: zerishtasleem@gmil.com

ABSTRACT

Nowadays, education has become protuberant issue as it requires all the people to take education and become literate. Everyone needs to be educated including both males and females. In the development of every nation, education plays an important role. The current study explores the relationship between quality of education, level of teachers' education, technology and infrastructure on rural poverty. In analysing the data, this research used quantitative methodology of research. The data was collected via cross-sectional survey from the household of rural areas of Punjab. The statistical results show significant association between quality of education and rural poverty, level of teacher's education and rural poverty, and technology and infrastructure and rural poverty. Besides providing suggestions for future research work, this study provides numerous recommendations for policy makers and developmental authorities.

Keywords: Education; Poverty, Rural areas.

To cite this article: Tasleem, Z., Chik, N. A. & Ibrahim, A. Z. (2020). Does education eliminate the rural poverty in Pakistan? *Competitive Social Science Research Journal (CSSRJ)*, 1 (3), 21-31

INTRODUCTION

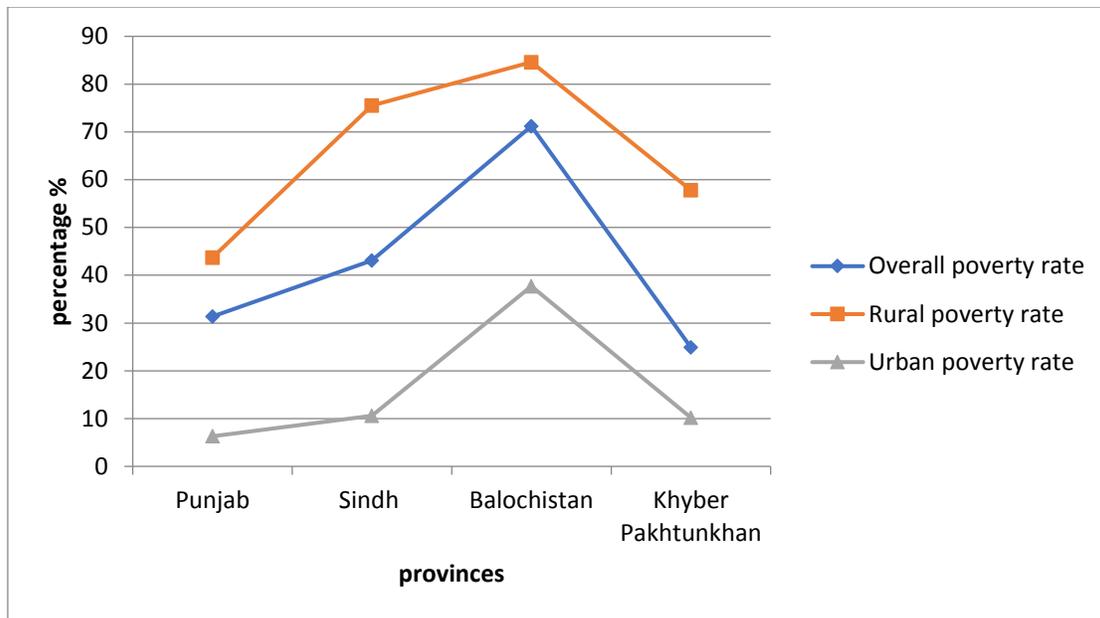
Currently, Education in the rural areas has become a significant issue and it is a part of human's life. It is the need of time that both female and male are to be educated. Both have the same right to get education as they want because there are no limits for education. Not matter of age, gender, caste etc. everyone has equal right of education. Hence no such things as too late to get education. For the better futures of people, education is only one bridge. For the development of nation education plays significant role. If nation cannot have the proper system of education, it might be left behind the other nations which strongly support the system of educations. Country development can be determined by weather the people of nation have higher education or not. Better quality of education has direct link to the higher or faster development of country. Irrespective what global issues that a country facing, if it's alleviation of poverty. Education plays a role of bridge among the people and their bright and shine future. For the development of nation, education is very important. Every country needs proper system of education to win the race of development (John and Harlan, 2014).

Education offers the direction to socioeconomic development. Poor quality of education system can be one of the most imperative reasons that poor countries don't grow. In Pakistan, education quality is on decline in malice of the fact that the present in the rural region of Pakistan. Teachers' educational quality is still questionable especially at primary level. It proves that without transformation of teachers we cannot transform the system of education for improving the education quality (Rasool, 2007). Education quality, education investment, educational institutions and equal availability to education plays a significant role in the poverty alleviation and increase the economic growth (Chaudhry & Rehman, 2009; Santos, 2009; Moaz & Neeman, 2008).

Poverty is totally out of control in the rural areas of the Pakistan. Figure 1 shows the graph of poverty ratio in Pakistan. In this graph blue line shows the overall poverty in pakisatn and remaining two lines shows that rural poverty is more than the urban poverty. According to United Nation Development Programme report rural area poverty is 54.6%. Education is the one of the main determinants of poverty alleviation in Pakistan. Education increases an individual's skills and his earning power. Education has been recognized as an effective and expedient change agent suggested by Shirazi, 2016.

Figure 1

Poverty Ratio in Pakisatn



REVIEW OF LITERATURE

First step of process of development is education and it also provides the basis for the enhancement of socioeconomic condition of a nation. Different studies are already presented at international and national level regarding education and growth associations.

Pakistan gained its independence on 14 august, 1947 (Hatim, 2020; Hatim, Ahmad and Keling, 2020). Pakistan is particularly hit by poverty (Shams, 2014). Poverty known as diligent test challenging Pakistan since its initiation. The poverty matter of Pakistan is expanding additionally in country zones where practically 70% of the populace is living (Usman, 2009). In settings of Pakistan, poverty has consistently been higher in rural than urban region (Ashraf, 2017). Tariq, Idrees, Abid and Samin (2014), Poverty is a bitter truth which force silently one to die in the end. Poverty is that cruse whose depression is higher than the fear of losing something. The condition in which people cannot fulfill the basic necessities like shelter, food and clothing in known as poverty. Trend of poverty is high in Pakistan, almost 54% population of country is poor.

Usually, it is considered that education is the significant instrument for the alleviation of poverty. In the study of Aslam and Ayub (2019), studied the poverty effect and education policies on child labor, school attendance and growth. Researcher resulted that there is an interchange among child labor and human capital accumulation (HCA). Poor people don't have facilities and resources to send their kids in private schools to gain high education quality. While, government system of education widens and generates the poverty gap, this education system provides low education quality which

depreciate the growth of economic. Researcher also claimed that poverty gap might be broadened in absence of education quality which becomes a source of child labor. The government policies are required to break the gap of poverty by concentration of education quality in return, leads the growth of economics. High level of literacy rate was not assurance of justice, prosperity and peace in the society.

In the rural areas of Pakisatn, education sectors of pakisatn is suffering from poor management quality, supervision, monitoring, teaching, less fiancail input and low efficiency level foe the programs implementation. As a areuslt, in the world, Pakistan has one of the lowest literacy rate ad lowest between countries of comparative social-economic sisitutions and resources (De Talance, 2017). Education is the backbone of development. Education is strongly linked with poverty as parents seems to be reluctant to send their children for education due to poverty.

RESEARCH METHODOLOGY

In an attempt to accomplish the research objectives, the present study adopted the PLS-SEM to investigate the relationship between quality of education, investment in education, technology and infrastructure an independent variables (IV) and rural poverty a dependent variable (DV).

Methodology is defined by Holloway (1997) as “*Principles and philosophy on which researchers base their procedures and strategies, and the assumptions that they hold about the nature of the research they carry out.*” Research is an effort to investigate the solution to a problem. It is a multi-step process which is systematic and organized (Sekaran & Bougie, 1992). This study was conducted by using survey method in rural areas of Punjab Pakistan i.e., Bahawalpur and Multan division. The questionnaire was personally be administered in the four big districts of division Bahawalpur and division of Multan.

To reiterate what was earlier mentioned, the study data regarding education and poverty were collected from the households of rural region of Punjab. Data was collected via cross-sectional survey involving the distribution of structured questionnaires among the households. In research, selecting a representative sample from the population is a major step. Sampling is a process of selecting the subjects from the population which have almost the same properties as the population and the results could be generalized over all the population. Multan and Bahawalpur were selected as sample because they are major rural areas having large population in Punjab. The estimated rural population of Multan and Bahawalpur is 8,871,382 and 8,639,041 respectively (Census Report, 2017).

After defining the population, the next step is to select the sample size. Taking into consideration Krejcie and Morgan (1970) the sample size of 384 is suitable for the population which is more than 1 million. The sample of research study was 384 because population of study was more than one million. The unit of analysis is the households of rural region of Multan and Bahawalpur.

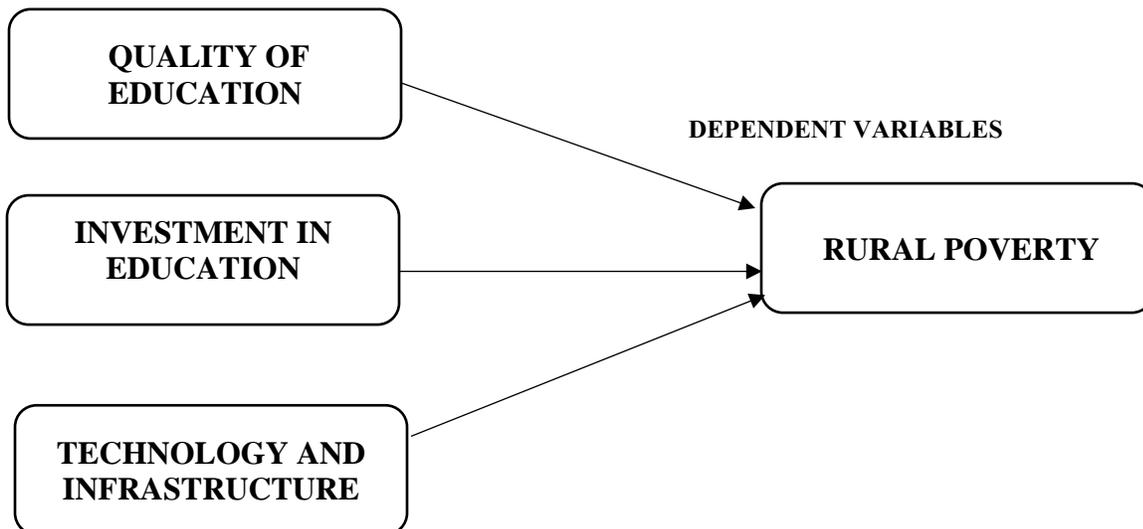
A scale is defined as a composite measure which is constructed based on an intensity structure among items comprising the measure. In the scale construction, response patterns across several items are scored (Scott and Xie, 2005). The measurement method developed by Rensis Likert, “Likert scaling”, represents a more systematic and refined means of constructing a scale of measurement. The term Likert scale is associated with a question format that is frequently used in contemporary survey questionnaires. The respondents are asked to indicate whether they “strongly agree”, “agree”, “disagree”, “strongly disagree” or are “undecided”.

The base of any research plan is the research framework which is the focal point of all the study (Ennis, 1999). The interrelated set of concepts which gives a course to the study is called the theoretical framework (Creswell, 2014). Figure shows the research framework. This research framework demonstrates the dependent and independent variables and also moderator. Quality of education, Investment in Education and Technology and infrastructure are independent variables and rural poverty is dependent variable of the research study.

Figure 2

Research Framework

INDEPENDENT VARIABLES



1.

This section deliberates the relationship between the determinants of education “quality of education, level of teacher’s education, technology and infrastructure” with rural poverty. The key of economic growth of country is investing in education. Education helps in the alleviation of poverty and also improve the standard of life as well as economic growth of people and society. Strong link between poverty and education as parents seems to be unwilling to send their children for education due to poverty.

H1: There is an association among quality of education and rural poverty.

H2: There is an association among level of teacher’s education and rural poverty.

H3: There is an association among technology and infrastructure and rural poverty.

RESULTS AND DISCUSSION

DESCRIPTIVE STATISTICS

For the deliberation of the primary features of data, descriptive analysis is performed. Sekaran and Bougie (2010) stated that basically descriptive analysis is explicated via mean, standard deviation, in order to obtain a complete review about how the respondents have responded to questionnaire. Table 1 represents the descriptive statistics. The descriptive statistics include standard deviation, mean, maximum and minimum. The descriptive analysis outcome shows that the mean of all the variables lies in between 3.7427 to 4.0553. These values lie in an acceptable range.

Table 1

Descriptive Statistics

Sr no.	Variables	N	Minimum	Maximum	Mean	Standard deviation
1	Quality Of Education	384	1	5	3.9979	0.6455
2	Level Of Teacher’s Education	384	1	5	3.7427	0.6617

3	Technology And Infrastructure	384	1	5	3.975	0.6527
4	Rural Poverty	384	1	5	4.0553	0.6787

In the study of Pallant (2011), he states that linearity refers to the residuals representing a straight-line relationship with the predicted values of the dependent variable. In this study, linearity was tested by using scatterplots. Normality probability plot “p-p plots” and histogram are tools that confirmed the normality of the regression standard residual and through the Kolmogorov–Smirnov, skewness and kurtosis values. Figures 2 and 3 present normal distribution of data – and its insignificant deviation through the normal curve.

Figure 3

Histogram

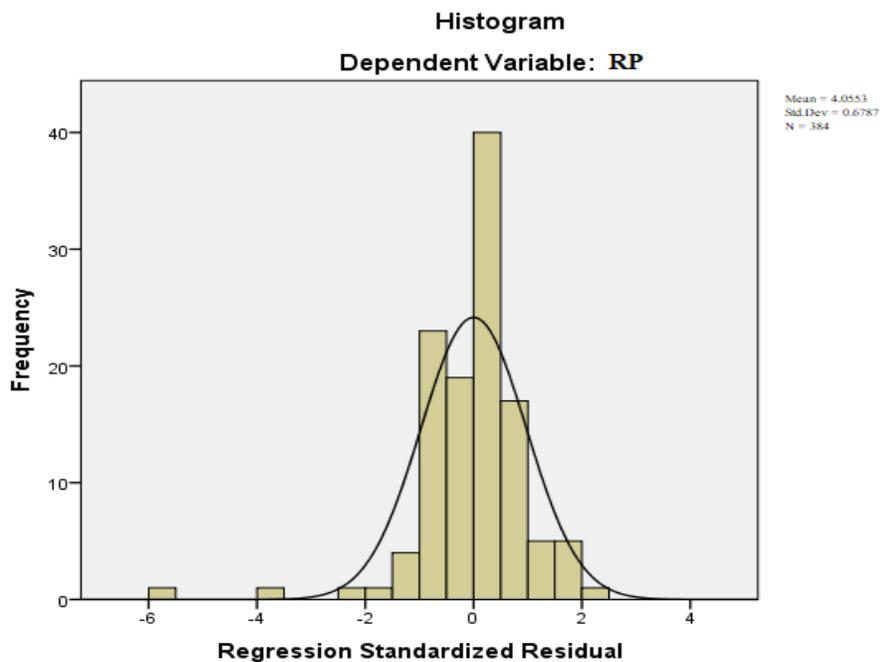
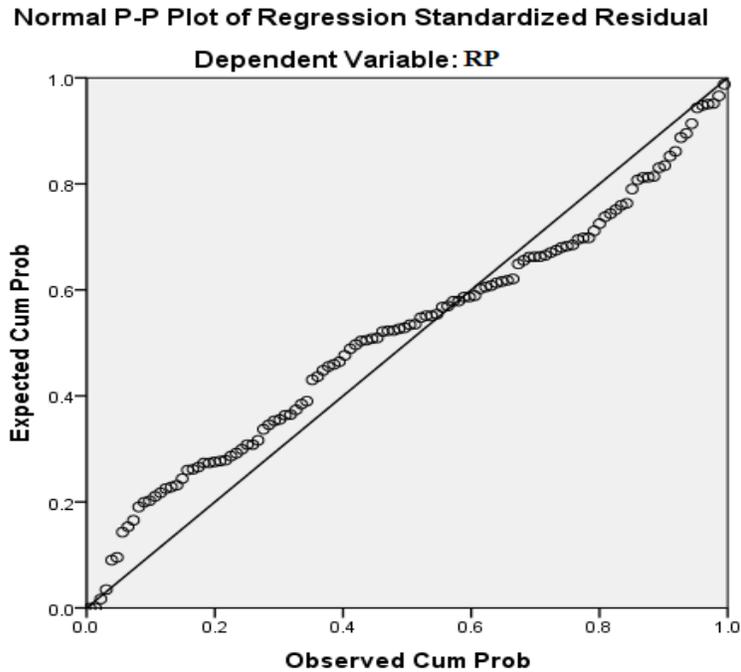


Figure 4

Normal Probability Plot



TESTING OF HYPOTHESIS

Table 2

Hypothesis Testing Results

Hypothesis	Relationship	B-values	T-values	P-values	Decision
H1	QE → RP	0.082	2.056	0.040	Accepted
H2	IE → RP	0.097	2.094	0.037	Accepted
H3	TI → RP	0.272	2.620	0.00	Accepted

Table 2 shows the hypothesis summary, all variables are direct in nature. Following hypothesis relationships were studied in this study.

H₁: It has been hypothesized in the study that quality of education has a significant impact on rural poverty. The bootstrapping results also show that quality of education casts a significant impact on the rural poverty ($\beta = 0.082$, $t = 2.056$, $p = 0.040$).

H₂: It has been hypothesized in the study that level of teacher’s education has a significant impact on rural poverty. The bootstrapping results also show that level of teacher’s education casts a significant impact on the rural poverty ($\beta= 0.097$, $t= 2.094$, $p= 0.037$).

H₃: It has been hypothesized in the study that technology and infrastructure has a significant impact on rural poverty. The bootstrapping results also show that technology and infrastructure casts a significant impact on the rural poverty ($\beta= 0.272$, $t= 2.620$, $p= 0.000$).

Table 3

Summary of hypothesis

Hypo.	Statement	Sign.	Sig.	Decision
H1	There is an association quality of education and rural poverty.	+	Significant	Supported
H2	There is an association level of teacher’s education and rural poverty.	+	Significant	Supported
H3	There is an association technology and infrastructure and rural poverty.	+	Significant	Supported

CONCLUSION

In conclusion, education is essential in the life of human. As time goes by, education system changes energetically following the needs of human beings. For the good education system, there is need to change and improved many things. Consequently, for the improvement of education system, also need of involvement of people, so that education system become more effective and efficient day by day. The current study discussed the relationship between quality of education, level of teacher’s education, technology and infrastructure. The overall research findings can be concluded as, quality of education, level of teacher’s education, technology and infrastructure showed significant positive impact on rural poverty. Hence, education plays a positive role in alleviating poverty, increase in level of education is due to increase in income of households. Therefore, the research study on the rural poverty is proposed which may provide valued direction to the administration of country about the improvement and alleviation of poverty. Also, this will ensure effective execution of policies regarding alleviation of rural poverty and also helpful to attain goals.

REFERENCES

- Abbas, F., & Iqbal, Z. (2018). Language Attitude of the Pakistani Youth towards English, Urdu and Punjabi: A Comparative Study. *Pakistan Journal of Distance and Online Learning*, 4 (1), 199-214.
- Abbas, F., Jalil, M. K., Zaki, H. N., & Irfan, F. (2020). Implicit measure of language attitude: study of Punjabi native speakers by using matched guise technique. *International Journal of Innovation, Creativity and Change*, 13 (1), 194-206.
- Ashraf, M. A. (2017). Poverty and Its Alleviation: The Case of Pakistan. In *Poverty, Inequality and Policy*: InTech.
- Aslam, M., Aslam, M., & Ayub, M. A. (2019). ROLE OF EDUCATION IN WOMEN EMPOWERMENT: A CASE OF RURAL PUNJAB, PAKISTAN. *Pakistan Journal of Educational Research*, 2(2).
- Bhatti, A. M., Parveen, S., & Ali, R. (2017). Integration of speaking and writing skills for better grades: perception of graduate students in Pakistani public sector colleges. *International Journal of Research and Development in Social Science (IJRDS)*, 3(2). 1-14.
- Chaudhry, I. S., & Rahman, S. (2009). The impact of gender inequality in education on rural poverty in Pakistan: an empirical analysis. *European Journal of Economics, Finance and Administrative Sciences*, 15(1), 174-188.
- De Talancé, M. J. T. J. o. D. S. (2017). Better teachers, better results? Evidence from rural Pakistan. 53(10), 1697-1713.
- Hatim, M. (2020). The origin of the Pakistan-United States relations: A review of 1947-1958. *Competitive Social Science Research Journal*, 1(1), 60-64.
- Hatim, M., Ahmad, M. Z. B., & Keling, M. F. B. (2020). The dynamics of the pakistan-US alliances during the cold war: A psychology of threat perception. *Hamdard Islamicus*, 43(1), 295-302.
- Iqbal, A., Javed, Z., & Muhammad, N. (2020). The impact of school heads' demographic characteristics on their leadership styles. *Competitive Social Science Research Journal*, 1(2), 19–30. Retrieved from <https://cssrjournal.com/ojs/index.php/cssrjournal/article/view/5>.
- Johan, R., & Harlan, J. (2014). Education nowadays. *International Journal of Educational Science and Research (IJESR)*, 4(5), 51-56.
- Krejcie, R. V., Morgan, D. W. J. E., & measurement, p. (1970). Determining sample size for research activities. 30(3), 607-610.

- Moav, O., & Neeman, Z. (2008). *Bling Bling, human capital, and poverty*. Paper presented at the European Summer Symposium in International Macroeconomics (ESSIM).
- Rana, A. M. K., Bhatti, A. M., & Farukh, A. (2020). Perceptions of Punjabi speakers towards English language teaching policies in Pakistan: A systematic approach. *Journal of Talent Development and Excellence*, 12(1), 6257-6272.
- Rasool, G. R. J. I. J. O. B. S. (2007). Education in Pakistan: The key issues, problems and the new challenges. 3(1).
- Santos, M. E. (2011). Human capital and the quality of education in a poverty trap model. *Oxford Development Studies*, 39(01), 25-47.
- Sekaran, U. Bougie (2010). *Research methods for business: A skill building approach*.
- Shams, J. A., & Iqbal, M. Z. (2020). An investigation of prospective teachers' perceptions about research training environment at university level in Pakistan. *Competitive Social Science Research Journal*, 1(1), 1–13. Retrieved from <https://cssrjournal.com/ojs/index.php/cssrjournal/article/view/20>.
- Shams, K. (2014). Determinants of subjective well-being and poverty in rural Pakistan: A micro-level study. *Social indicators research*, 119(3), 1755-1773.
- Tariq, M., Idrees, A., Abid, M., & Samin, T. (2014). Rationale effects of poverty in Pakistan. *IMPACT IJRBM*, 2(6).
- Usman, M. (2009). Socio-economic Determinants of Poverty. *An MSc Thesis to be Submitted to Aalborg University. Denmark. 13p.*