Effects of Poverty on Education in Rural Pakistan

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ABSTRACT

Purpose: The study's goal is to look into the impact of poverty on schooling in rural Pakistan. The purpose of the research is to see if pupils in Pakistan are truly affected by the country's economic situation and how much a standard of life can influence a student's education rural community.

Design/Methodology/Approach: This research study used a cross-sectional survey design to scientifically analyze and identifies or discusses various dimension of poverty that impacts education. The data was obtained using a questionnaire from a sample of 650 respondents drawn from the area. Using regression analysis and other results performed through STATA and Statistical Package of Social Science (SPSS).

Findings: In Pakistan, there is a long list of educational issues. We may not have the ability to change the system, but we do have the ability to change ourselves. As a result, many in positions of power are unconcerned about the government schools' weak educational system. Because parents' income is insufficient to sustain the entire family, Pakistan's rising poverty forces every member of the household to work. In this situation how can a poor man care about his children's education when he has nothing to eat.

Implications/Originality/Value: Education, more than ever, is the key to escaping poverty, while poverty remains the most significant barrier to education.

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Introduction

Education is the process by which a person gains knowledge, skills, and attitudes. Every child has the right to an education, whether traditional or not. As a result, education is recognized as a culture by man, people, and nations around the world. This explains why man is responsible for educating himself and his children in society. Poverty is one of the elements that prevent a person from excelling in his educational pursuits. A globally recognized definition of poverty is impossible to achieve due to the diverse perceptions and intricacies of the term. However, poverty is defined as the state of being poor.

Moreover, poverty is a way of life marked by a low-calorie intake, lack of access to proper health care, a poor education system, a short lifespan, unemployment, and underemployment. Poverty is a major anti-risk factor in Pakistan. As a result, it will be studied in a larger sense, implying that it will be regarded from multiple viewpoints, including one national state and home background. A nation might be deemed impoverished at the national level if its economic standard is very low, which inevitably qualifies it as underdeveloped.

The economy of a country that has not yet attained a specific level of development in terms of infrastructure and other indicators of development (Ashraf, 2017). The house, often known as the traditional method of educating children, is still recognized as a child's first school before entering the greater society (Parveen S, 2020). The importance of the home cannot be overstated, because widespread assumptions hold that poverty in the family or house has a significant impact on the educational development of adolescents or students. Many people believe that education is the key to overcoming poverty. Without a doubt, meaningful education is the most effective tool for reducing and finally eliminating poverty. When it comes to the impact of poverty on education, the most crucial factor to consider is the student's home environment. This will help researchers better understand the relationship between poverty and academic achievement. As a result, some aspects of the home or family background that must be evaluated include parent academic qualifications, socioeconomic class, and facilities provided in the home environment, as well as parent status.

Every human being has the right to an education. It is the force that propels a person out of illiteracy and into the light of knowledge. Education, in its broadest sense, is the process of passing on knowledge, habits, and abilities from one generation to the next. However, in our country, education is defined as the process of acquiring knowledge solely via the use of books. This is the primary cause of Pakistan's educational decline. Government neglect, poverty, class inequality, and a bad educational system are among the numerous causes contributing to the ruin of education in Pakistan.

In rural Pakistan, many elementary and secondary government schools have been built in cities and villages during the previous few decades, providing free education, but their quality does not compare to that of private schools. Every year, a large number of pupils enrolled in public schools, but the school management seems unconcerned about daily attendance.

Purpose of the Study

The study aims to determine how much a standard of life can influence a student's education in that community. When it comes to evaluating the performance of some students, some teachers may be surprised to discover that a particular student in the class is performing extremely poorly despite the use of a variety of abilities in carrying out an effective teaching and learning process. This research will also make recommendations for enhancing or boosting schooling by identifying poverty-reduction initiatives. For example, by adopting the new law system, which provides housing, transportation, food, sickness benefits, and clothes to families living in
poverty.

Objectives

I. To examine the relationship between poverty and education in rural Pakistan.
II. To explore the relationship between the role of parents in academic students.

Literature Review

Pakistan's education system is made up of 260,903 institutions that educate 41,018,384 students with the support of 1,535,461 teachers. There are 180,846 public and 80,057 private institutions in the system. As a result, the commercial sector runs 31% of educational institutions, while the public sector runs 69% (Haroon, 2021). Pakistan has stated its commitment to promoting education and literacy in the country through domestic education policy and participation in international education initiatives (Shahid, 2019).

National education policies, in this context, are visions that recommend solutions for increasing literacy rates, building capacity, and improving facilities in schools and educational institutions. Pakistan has made worldwide commitments to promote literacy through the SDGs and EFA program (Hamna, 2014). A common misunderstanding among urban kids is that they cannot be taught until poverty is addressed. This is a comfortable story since it absolves everyone of responsibility for low educational outcomes (Saima, 2016).

Poverty can be blamed for anything. Regrettably, for some, this entails placing blame on the children and their parents. When the conversation focuses on the topic of who's at fault? any company or city is in jeopardy. What is the problem, and how do we fix it? instead of "What is the problem, and how do we solve it?" instead of "What is the problem, and how do we solve it?" (Roy, 2018); (Chandrashekar, 2018). Let's stop playing the blame game, in which decent teachers working in a poor system are demonized, politicians flee for cover, and citizens quarrel about the wrong issues (Ayesha, 2021). Believing that underprivileged children are unable to study simply paralyzes them. Children in government schools do not receive a quality education since many government school teachers do not care to visit the school, and students who attend these schools do not receive the education they deserve (Mahembe, 2017). The only way to remedy this problem is for the government to get involved. It should take steps to keep track of instructors' attendance at school (Parveen S, 2020).

Another major issue is class inequality, which is evident in Pakistan's educational system as well. Our ministers and officials, for example, send their children to some of the best private schools in the country (Haroon, 2021). The simple road forward is to recognize that the idea that impoverished children cannot be taught is incorrect and to provide excellent academic, social, behavioral, and physical education to our city's children right now (Ashraf, 2021). Human potential that is currently being squandered may be transformed into an economic engine that would make our region the envy of the nation and provide a better path to development than stadiums and other physical investments (Kerstin, 2014).

According to Pakistan's economic census, almost one-third of the country's children live in poverty, a situation that affects more than housing and food. In their educational lives, children from low-income homes encounter more risk factors (Tasos, 2020); (Amir, 2020). Poverty has an impact on a student's brain development, peer connections, and capacity to complete formal education. Education reform has been a popular topic in recent years, with politicians from both parties championing measures like expanded testing and teacher and school district evaluations based on performance (Jones, 2016). However, one of the most widespread issues plaguing public schools is rarely discussed as a matter of education. With the recent announcement that Pakistan's majority of K-12 pupils now live in low-income households, it's time to consider how poverty affects education (Kumari, 2017); (Amber, 2017).
Methodology
This research study used a cross-sectional survey design to scientifically analyze and identifies or discusses various dimension of the problem and seeks to assess the real or potential poverty impacts on education; the data was obtained using a questionnaire from a sample of 650 respondents drawn from the area. Focused group discussion and informant interviews in the area were also conducted. After data collection, the questionnaires were disassembled, and the data tabulated in preformatted (SPSS) Statistical Package of Social Science and STATA for analysis. Presentation results/findings regression, the correlation between a variable and involved graphical representation, quantified figures, and finally a summary of the whole study.

We started our review by looking for research-relevant literature that directly addressed the link between poverty and educational attainment and then reading as much of it as we could in the time we had. There were research papers, policy papers, evaluations, and other reports in this collection. We began to create a temporary mapping structure as we read.

Results and Discussion

Table 1: Statistical Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>Observation</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Ratio</td>
<td>Rural Pakistan</td>
<td>650</td>
<td>45.62</td>
<td>2.08</td>
</tr>
<tr>
<td>Household Income (log)</td>
<td>Rural Pakistan</td>
<td>650</td>
<td>8.01</td>
<td>0.12</td>
</tr>
<tr>
<td>Gender Discrimination</td>
<td>Rural Pakistan</td>
<td>650</td>
<td>34.28</td>
<td>0.05</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Rural Pakistan</td>
<td>650</td>
<td>30.06</td>
<td>0.27</td>
</tr>
<tr>
<td>Working Status</td>
<td>Rural Pakistan</td>
<td>650</td>
<td>35.99</td>
<td>1.09</td>
</tr>
<tr>
<td>Basic Necessities</td>
<td>Rural Pakistan</td>
<td>650</td>
<td>35.69</td>
<td>0.54</td>
</tr>
<tr>
<td>Household Situation (financially)</td>
<td>Rural Pakistan</td>
<td>650</td>
<td>27.38</td>
<td>0.07</td>
</tr>
<tr>
<td>Socioeconomic factor</td>
<td>Rural Pakistan</td>
<td>650</td>
<td>31.55</td>
<td>2.09</td>
</tr>
<tr>
<td>Poverty Affects Education</td>
<td>Rural Pakistan</td>
<td>650</td>
<td>71.69</td>
<td>1.50</td>
</tr>
<tr>
<td>Eliminate Poverty (Through Proper Education)</td>
<td>Rural Pakistan</td>
<td>650</td>
<td>78.23</td>
<td>2.13</td>
</tr>
<tr>
<td>Illiteracy (Due to Poverty)</td>
<td>Rural Pakistan</td>
<td>650</td>
<td>54.96</td>
<td>0.14</td>
</tr>
</tbody>
</table>

The study results are very low as compared to overall; illiteracy and poverty are higher rates in a rural area of Pakistan. Most of the people were uneducated they have no well awareness of education and the absence of teachers in schools. Because in most rural areas there was a feudalism system these types reasons people cannot get a proper education. But through education, everyone knows that without education cannot reduce the poverty and education is the most powerful weapon that we can eradicate poverty. Rural people face so many difficulties in education they have a lack of resources an absence of the teacher, a lack of awareness, a lack of ignorance, a feudalism system, and many other problems.

In rural Pakistan, children are involved in labor work and parents are not interested in their child’s education because they just want to earn money in daily life to survive. Also in the rural areas, there was an environmental factor that effects on their education system, there was no environment for education because most elderly rural people are uneducated and they have no educational environment. As we understand and according to study results poverty affects the
education system and poverty is the main reason rural people did not get a proper education. We collect knowledge that often children cannot go to schools and colleges because of their parent’s low income. Most people who were strongly agreed that economics has a huge impact on academic performance.

Table 2: Regression Analysis

<table>
<thead>
<tr>
<th>Variable</th>
<th>Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>0.549***</td>
</tr>
<tr>
<td></td>
<td>(0.059)</td>
</tr>
<tr>
<td>Household Situation</td>
<td>-1.137***</td>
</tr>
<tr>
<td></td>
<td>(0.316)</td>
</tr>
<tr>
<td>Socioeconomic Factor</td>
<td>0.687**</td>
</tr>
<tr>
<td></td>
<td>(0.337)</td>
</tr>
<tr>
<td>Working Status</td>
<td>0.213</td>
</tr>
<tr>
<td></td>
<td>(0.021)</td>
</tr>
<tr>
<td>Gender Discrimination</td>
<td>0.924***</td>
</tr>
<tr>
<td></td>
<td>(0.359)</td>
</tr>
<tr>
<td>Basic Necessities</td>
<td>0.892*</td>
</tr>
<tr>
<td></td>
<td>(0.295)</td>
</tr>
<tr>
<td>Constant</td>
<td>-0.972**</td>
</tr>
<tr>
<td></td>
<td>(0.565)</td>
</tr>
<tr>
<td>No of Obs.</td>
<td>650</td>
</tr>
<tr>
<td>R squared</td>
<td>0.3458</td>
</tr>
<tr>
<td>Adj. R squared</td>
<td>0.3410</td>
</tr>
</tbody>
</table>

Standard errors in parentheses
*** p<0.01, ** p<0.05, * p<0.1

The relationship between the Poverty and education and other related factor has been analyzed by ordinary least square method (OLS) statistical of rural people in Pakistan. Poverty implies all factors including education for the rural people. The estimation results show that education, household situation, socioeconomic factor, working status, and necessities have positively correlated with poverty significantly at .01, .05, and 0.10 levels. Only gender discrimination has insignificant relation to poverty. The R-Square and the probability of the model are also considerably positive.

Discussion

In Pakistan, there is a long list of educational issues. We may not have the ability to change the system, but we do have the ability to change ourselves. If we have the means, we should take on the task of teaching at least one illiterate youngster. We can provide tuition to those who attend government schools. We cannot alter the government by sitting and criticizing it; nevertheless, we can accomplish a lot. Poverty is caused by a lack of education. You won't have a job if you can't read or do basic math if you can't show up for work and put in the effort. You will be impoverished. Other efforts may help to alleviate poverty, although the War on poverty is 50 years old and has yielded limited results.

A charter school is a publicly sponsored public school that is free to all children. Most of the regulations, bureaucracy, and encumbrances that stifle district schools are removed from charter schools. In exchange, they are held accountable for their results and can be fired if they don't deliver. When was the last time a district school was closed due to poor performance? The apparent solution is to build good schools that are expressly tailored to assist this group. Schools receive barely two-thirds of the funding that district schools receive to sustain quality. Parents and kids would have a choice of good schools offering a diversity of educational approaches if
those schools were operated by proven charter leaders with repeatable school models. Teachers could work for a company that encourages them to reach their greatest potential as instructors.

As a result, many in positions of power are unconcerned about the government schools' weak educational system. Because parents' income is insufficient to sustain the entire family, Pakistan's rising poverty forces every member of the household to work. How can a poor man care about his children's education when he has nothing to eat? In this perilous position, the government must implement good measures for the poor that would assist them in educating their family. Because the poor are the majority, the government should assist them in obtaining an education so that they can contribute to Pakistan's future success.

However, the limitations described here provide insights and opportunities for developing novel measures to mitigate the impact of child poverty on educational performance. First, we raise concerns about how we measure poverty and if policies should be based on more refined poverty measurements that take into account regional differences in living costs and wage competition. Only HUD policy on housing subsidy rates accounts for differences in localized costs of living among the various federal programs examined here. While many have criticized Title I funding as being disproportionately allocated toward rural and urban areas, we find that this critique is unfounded when using regionally sensitive poverty indicators. In reality, based on updated poverty metrics, the allocation of Title I funding may be fine-tuned and more accurately targeted.

**Conclusion**

The government cannot overhaul Pakistan's education system alone; public-private partnerships and a combination of formal and non-formal education are needed to lift the majority of the country's population out of illiteracy. Similarly, vocational and technical training should be prioritized to make the country's youth an asset. Education, more than ever, is the key to escaping poverty, while poverty remains the most significant barrier to education. The key to ending the vicious cycle is to use the rising collection of neuroscience information effectively and practically. It is critical to underline that poor children do not have damaged brains or low IQ. They have immature brains that can be easily altered with neuroscience therapies. With the correct combination of education and assistance, these pupils have a great chance of succeeding.

In addition to better quantifying poverty and allocating resources properly, now is a good time to examine programs and techniques that can help to bridge the gap between poverty and educational opportunity. Sustained, equitable, and enough funding is required to provide high-quality programs, reasonable elementary class sizes, and a high-quality teaching workforce for schools serving children in poverty. Instead of focusing on competitive award programs like Race to the Top, federal policy should focus on directing the maximum amount of available cash to schools and districts with the highest percentages of students in need and encourage them to expand their commitment.

**Recommendations**

- Technical education should be included in secondary school. The curriculum must include carpentry, technology, and other technical education classes.
- Providing financial incentives to children may encourage parents to send their children to school, hence lowering the dropout rate.
- The local government system aids in the promotion of education and literacy throughout the country. The finances for education in the local government system would be spent on a need-based basis by the community.
• One of the reasons for the country's low literacy rate is corruption in education departments. Education departments require an effective monitoring mechanism.

• Relevant structures must be built for any system to function properly. To plan for the promotion of education in the country, legislation and structure should be developed. Education has become a provincial matter since the 18th amendment, so provinces should enact legislation and develop educational programs to provide quality education.

• Pakistan's unemployment of educated men and women is a big concern. Pupils should receive career counseling at schools so that they can gain a better awareness of the work market and develop their talents accordingly.

• Parents should be counseled so that they can choose a market-friendly career for their children.

References