
**SOCIAL ASSESSMENT OF FEMALE EDUCATION AND ITS
IMPACT ON POVERTY ALLEVIATION IN BADIN DISTRICT
OF SINDH, PAKISTAN**

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ABSTRACT

The aim of this study is to review the status of female education and rural poverty in district Badin of Sindh, to analyze the socio-economic causes and correlates of feminization of poverty, with special reference to Badin district, to undertake a survey of perceptions of rural women in Badin district, about the impact of different levels of education on their lives, to identify educational programs influencing the income and social status of rural women. It undertakes a survey of perceptions of rural women in Badin district, about the impact of education on their lives and the severity of these problems as perceived by women with comparison of literate and illiterate women. The study sample consists of 174 women (Target Population: Female population between age 15-60 years). This paper is based on Primary data collection, structured questionnaire were used to observe and record the perception of female using Likert Scale of 1-4.

INTRODUCTION

In this modern world of technology the role of education cannot be denied, but in Pakistan female are still ignored to get education due to many reasons. Review of literature shows strong association among education and female empowerment, and economic development.

Poverty is among one of major problems which impact more upon women because women in some districts of Sindh are generally unskilled and uneducated. This is the reason that more women participate in low-priced labour or are unemployed. Poverty and illiteracy, when combined make women condition even worse and complex. Undoubtedly, the association between education and poverty is vice-versa. This research paper attempts to understand this relationship from sociological view point.

State of education in Badin

The recent state of education sector in Badin is characterized below:

Female are 47.5% of whole population and About 63.62% of them are engaged in self employed labour force like farming, domestic cattle, fisheries and handiwork. Gender disparity is prevalent as female have less access to work or have lower wages as compared to male (Official website of Badin).

TABLE-1

Level of School	Enrollment of Students			Teachers		
	Boys	Girls	Total No. of students	Male	Female	Total
Primary	84,347	61,221	145,568	4,041	834	4,875
Middle	4,516	3,222	7,736	226	42	268
Elementary	1,396	793	2,189	57	06	63
Secondary	14,104	6,810	20,914	537	136	673
Higher secondary	8,005	1,414	9,419	206	35	241

Source: SEMIS Census 2010-2011.

METHODOLOGY OF STUDY

Descriptive research method involving structured survey was employed. Target Population: Female population between age 15-60 years:

Sampling Method: Three stage cluster sampling Badin District: Total 46 Union Councils Badin Taluka: Total 16 Union Councils, Four (4) Randomly Selected Villages: Four (4)/UC,s- Two (2) Small, Two (2) Large Sample Respondents: Three (3) respondents each from Three (3) Age Groups: 15-30 years; 31-45 years; and 46 to 60 years to be selected purposively.

TABLE-2
SAMPLING PLAN FOR SELECTION OF RESPONDENTS
FROM EACH U.C.

Village size	Number of Villages	Respondents Age Group				Total
		< 20 years	21-29 Years	30-39 Years	> 39 Years	
50-200 H H	Village 1	12	11	10	10	43
	Village 2	13	11	10	10	44
	Total	25	22	20	20	87
>500 H H	Village 3	12	11	10	10	43
	Village 4	13	11	10	10	44
	Total	25	22	20	20	87
Grand Total		50	44	40	40	174

Total sample size =174 respondents.

Sample Size is justified at ± 8 error rate (Wunsch, 1986).

Structured questionnaire

- Questions about Respondents' personal characteristics and perceptions; family profile & resources; facilities and opportunities.
- Scale to record respondent perceptions.
- Analysis of primary data.
- Statistical Package for Social Sciences (Ver. 12) Descriptive statistics: Proportions, frequency, percentage, means, distribution, S.D.
- Inferential Statistics F-test (ANOVA), t-test, and regression.

REVIEW OF LITERATURE

Both education and poverty are very important features in MDGs. Human Capital theory (Schultz, 1961; Becker, 1964) gives a conceptual ground for affirmative association between education and poverty alleviation but education attainment itself is not human capital until and unless it is utilized for economic welfare. On the other hand, indirect effects on poverty are much more than direct impacts. As education increases living standard which include life expectancy, decline in infant mortality rate, access to social services (education, health, etc.) access to clean drinking water, sanitation, electricity, awareness of rights and much more.

According to World Bank (1995) poverty is deficient food, unavailability of home, poor health and not capable to go to doctor, poverty is illiteracy, poverty is hopelessness without any power, and not have freedom and representation.

Education helps decrease poverty through rising the efficiency of the deprived people, by means of decreasing fertility and get better health, as well as by providing individuals capacity of skillfulness which are highly required to contribute fully in economy and society (World Bank 1995:1).

The labor of girl child is supposed to subsidy for mothers work load like to fetch water collecting fuel, taking care of young siblings etc. this is the main reason for girls not attending the school and mostly remaining in house (Herz *et.al.*, 1991).

Human capital theory was redefined from sociological perspective in 1975. By emerging many factors economic, social and education level of parents refine the human capital theory, the role of environment on investment on education (Mingat and Eicher, 1982).

Generally disparity in educational attainment and effects shows wide discrimination in society over all. Social norms make people's actions and assign the roles of male and female in the family.

According to Mazumdar (1993) specially rural women curriculum does not match modern needs of agriculture, sanitation, health problems and political rights and methods of teaching ineffective to utilize in everyday life.

In Pakistan just two studies by Shabir and Khan (1991) are present on national level both of these employed Mincerian Earning Function Approach while these studies are supported by more than twenty years old data.

**SOCIO-ECONOMIC & DEMOGRAPHIC CHARACTERISTICS
OF WOMEN/RESPONDENTS**

TABLE-1
SOCIO-DEMOGRAPHIC AND WOMEN CHARACTERISTICS
ACCORDING TO STUDY SITES

Variables	District Badin	
	n	%
<u>Age Distribution</u>		
< 20	50	28.5
21 to 29	44	25.2
30 to 39	40	22.9
>39	40	22.9
Total	174	100
<u>Marital Status</u>		
Un-married	90	51.7
Married	77	44.3
Divorced	5	2.9
Widow	2	1.1
<u>Education level</u>		
Non formal/Illiterate	68	39.1
Primary / Middle	62	35.6
Matric / Inter	30	17.2
BA / MA	14	8.0
<u>No. of Male children<18 years (If ever or currently married)</u>		
No child	30	35.7
1-3	45	53.6
4-6	9	10.7
More than 7	0	0
Total	84	100.0
<u>No. of Female children <18 years (If ever or currently married)</u>		
No child	23	27.4
1-3	53	63.1
4-6	8	9.5
More than 7	0	0
Total	84	100.0
<u>Monthly Personal Income in PKR</u>		
Housewife/women	57	32.8
From 1 to 1000	4	2.3
1001 to 2000	21	12.1
2001 to 3000	69	39.7
More than 3000	23	13.2
Total (N)	174	

The women's responses of Socio Economics and Demographic Characteristics of District Badin are likely; they had to say about the Demographic information. 34.5% ages are less than twenty years old and approximately 31.6% ages between 21 to 29 years old. Of the sample interviewed, 16.7% said 30 to 39 years old and lastly 17.2% ages greater than 39 years old.

51.7% women are unmarried and only 44.3% are married. Of the sample interviewed, 2.9% are divorced and 1.1% women are widow.

The education results are very obvious, 39.1 % of respondents are Illiterate and 35.6% are Middle/Primary, results showed approximately 75 % women are not much educated. Other statuses of education are 17.2 % women got Metric/Inter certificate and only 8% women are graduate or Masters.

35.7% respondents does not have child, majority married respondents have children between 1-3 and they are 53.6%, between 4-6 children only 10.7% and respondents does not have more than 7 children (male) whose ages are less than 18 years.

27.4% No child, majority female married respondents have children between 1-3 they are 63.1% , between 4-6 children only 9.5% and female respondents also does not have more than 7 children (female) whose ages are less than 18 years.

32.8% percent of the respondents have no any personal income, they are housewife/women, and only 2.3% respondents have monthly income between 1-1000 PKR. 12.1% are laying between 1001-2000. About 39.7% of the respondents claimed, they are getting money between 2001-3000 and remaining respondents said, more than 3000 PKR and they are only 13.2%.

TABLE-2
ASSESS THE ASSOCIATION BETWEEN
EDUCATION AND OCCUPATION

EDUCATION AND OCCUPATION				
Variables	Districts			P-value
	Badin		Total n	
	Illiterate %	Literate %		
<u>Occupation</u>				
Housewife/women	22.1	39.6	57	<0.001
Govt. employee/Private Job	1.5	17.0	19	
Handi craft/labor	16.2	25.5	38	
Agriculture/Livestock	30.9	9.4	31	
Others	29.4	8.5	29	
Total (N)	100.0	100.0	174	

There is significant relationship with education and occupation because p value is less than 0.05; it is .001 so we can say that after getting education good occupation or opportunity can be availed. Out of 174 respondents interviewed, 22.1% respondents did not get the education. The respondent said they are busy in domestic life; they all are Housewife/Women who did not pay sufficient attention to the education and vice versa due to illiteracy they are not economically active. only 1.5 % respondents got Government/Private job without getting education. But the 39.6% respondents (Housewife/Women) got education, 17% Literate respondents got Government or Private job, 25.5 % Literate respondents are busy in labor/Handi Craft profession at home and 16.2% are doing same occupation but they are Illiterate. Literate respondent are not much interested in Agriculture /Livestock profession just because of education, they are much interested in Government or Private job, and we can see that result are showing same thing, 30.9 % Illiterate respondents occupation are Agriculture/Livestock and only 9.4% Literate respondents are busy in this occupation. And remaining 29.4% Illiterate and 8.5% Literate respondents are busy in others occupation.

TABLE-3

**ASSESSMENT OF IMPACT ON FEMALE EDUCATION
AND ON POVERTY ALLEVIATION**

Variables	Badin	
	n	%
<u>Changes have occurred after getting education</u>		
Reductions in income-poverty	20	18.9
Reduction of child malnutrition	47	44.3
Husband's Earnings	3	2.8
Not at all	36	34.0
<u>Impact on family relations after getting education (Behavior)</u>		
Good	100	94.3
Bad	2	1.9
Same	4	3.8
Don't know	0	0.0
<u>Impact on family relations after getting education (Importance)</u>		
Increase	88	83.0
Decreased	2	1.9
Same	15	14.2
Don't know	1	0.9
<u>Impact on family relations after getting education (Rights of Selection Life Partner)</u>		
Yes	106	100.0
No	61	57.5
Same	38	35.8
Don't know	0	0.0
<u>Financial condition before education</u>		
Good	17	16.0
Bad	31	29.2
Same	56	52.8
Don't know	2	1.9
Total (N)	106	

In this table the impact of Female Education on Poverty Alleviation has been found. There are different variables have been used to find out the best results. Changes have occurred after getting education Overall, 18.9% of the respondents said reduction in income-poverty. 44.3% said, reduction of child malnutrition, 2.8% respondent said Husband's earning and this percentage is very much low so we can say that husband' earning have not contributed highly after getting education. While 34% said not at all.

Secondly we found behavior or family relation after getting education, Almost respondents said; they are living in Good Environment after getting education and this percentage is very high, it is 94.3%. Only 1.9% respondents replied the family relation after getting education is bad and 3.8% respondent said there is no change in behavior or on family relation after getting education.

The importance after getting education, the results are very obvious, 83 % of respondents said, their importance have increased after getting education. They were satisfied with the education. Only 1.9 % respondent said importance have decreased.14.2% respondents said there is no change in importance after getting education.

Overall, 100% of the respondents said they had rights of life partner selection after getting education. However, 57.5% said they do not have rights of life partner selection. While 35.8% said there is no change in rights of life partner selection after getting education.

Sixteen percent of the respondents said, they had good financial condition before education. While 29.2% respondents said they had bad financial condition before education. Majority of the respondents replied they had same financial condition before education and 1.9% respondents don't know about this particular option.

TABLE-4
RESTRICTED FEMALE TO NOT TO GET EDUCATIONS

FEMALE EDUCATION STATUS	RESTRICTED WOMEN TO NOT GET EDUCATION	District Badin	
		N	%
Non Formal/Illiterate	Father, Mother	2	2.9
	Any other	0	0.0
	No one	9	13.2
	No response	57	83.8
	Total	68	100.0
Formal Education/Literate	Father, Mother	13	12.3
	Any other	15	14.2
	No one	73	68.9
	No response	2	1.9
	Husband	3	2.8
	Total	106	100.0

2.9% of the respondents who were Illiterate said they were restricted to not get education by parents (Father/Mother). 13.2% respondents said no one and 83.8% did not reply. They did not want to highlight this issue.

And those respondents who got education and they are exist in Literate people even they faced problem to get education but they people got it, 12.3% respondents said they were restricted to not get education by parents (Father/Mother).14.2% respondents said any other and 68.8% said no one restricted to not get education. Only 1.9% respondents did not reply. The remaining respondents which is 2.8%, although, were educated said or communicated they were restricted to not get education by husband. Those respondents who were not literate but they did not say that they were restricted to not get education by Husband.

TABLE-5
BENEFITS DERIVED FROM THE FEMALE EDUCATION
ACCORDING TO STUDY SITES

Variable	District Badin	
	N	%
Improvement in Housing sector		
Partially	28	16.1
Fully	58	33.3
No Benefits	80	46.0
No response	8	4.6
Increased no. of literate persons		
Partially	12	6.9
Fully	159	91.4
No Benefits	2	1.1
No response	1	0.6
Increased no. of skilled persons		
Partially	51	29.3
Fully	46	26.4
No Benefits	67	38.5
No response	10	5.7
Reduction of morbidity and Mortality		
Partially	24	13.8%
Fully	129	74.1%
No Benefits	10	5.7%
No response	11	6.3%
Increased livelihood Opportunities		
Partially	67	38.5
Fully	64	36.8
No Benefits	39	22.4
No response	4	2.3
Total (N)	174	

In Table-5 for all variables same scale has been used which is 4 likert scales, this scales are defined as partially, fully, no benefits and the last one no response. 16.1% of the respondents said who got partially improvement in housing sector benefits which derived from the female education according to study sites. 33.3% respondents said fully benefits. 46% respondents said, they did not improve housing sector from the female education and 4.6% respondents did not reply.

6.9% respondents said partially increased no. of literate person after getting female education according to study sites. 91.4% of the respondents said who got fully increased no. of literate person benefits from the female education. 1.1% respondents said they did not get any benefits and only 0.6% of the respondents did not show any response on it. More or less 98% of the respondents said partially and fully Increased no. of literate persons from the female education according to study sites.

29.3% respondents said partially increased no. of skilled person after getting female education according to study sites. 26.4% of the respondents said who got fully increased no. of skilled person benefits from the female education. 38.5% respondents said no benefits and only 5.7% of the respondents did not show any response. Around 55% of the respondents said partially and fully Increased no. of skilled persons from the female education.

13.8% respondents said partially Reduction of morbidity and Mortality after getting female education according to study sites. 74.1% of the respondents said who got fully Reduction of morbidity and Mortality benefits from the female education. 5.7% respondents said there is no benefit and only 6.3% of the respondents did not response on it. Approximately 88% of the respondents said partially and fully reduction of morbidity and mortality from the female education according to study sites.

38.5% respondents said partially increased livelihood Opportunities after getting female education according to study sites. 36.8% of the respondents said who got fully increased livelihood Opportunities benefits from the female education. 22.4% respondents said they did not get any benefits and only 2.3% of the respondents did not show any response on it.

TABLE-6
ASSOCIATION BETWEEN FEMALE
EDUCATION AND AWARENESS

	variable		Badin	
Status	Illiterate	Literate	Total n	P-value
	%	%		
Awareness of Human Rights				
Yes	0.0	100.0	106	<0.001
No	100.0	0.0	68	
Awareness of NGO's				
Yes	1.5	99.1	106	<0.001
No	98.5	0.9	68	
Awareness of Elections				
Yes	100.0	100.0	174	<0.001
No	0.0	0.0	0.0	
Awareness of Law & Order				
Yes	0.0	28.3	30	<0.001
No	100.0	71.7	144	
Awareness of Women Rights				
Yes	0.0	100.0	106	<0.001
No	100.0	0.0	68	
Awareness of Family Courts				
Yes	0.0	0.9	1	0.422
No	100.0	99.1	173	
Awareness of Family Planning				
Yes	75.0	33.0	86	<0.001
No	25.0	67.0	88	
	100.0	100.0	174	

There are two categories of respondent one is Illiterate and the second one is Literate and we are going to check the association between female education and awareness. We introduced different variables to find out the awareness of respondents which is mentioned in above table. 100% of the

literate respondents were completely known about the awareness of human rights. There is significant association between female education and awareness of human rights, p-value is less than .05 which is .001 because here we took 5% level of significance, so we can say that there is an association between female education and awareness of human right and 100% illiterate respondents did not completely know about the awareness of human rights.

99.1% of the literate respondents were completely known about the awareness of NGO's. There is significant association between female education and awareness of NGO's, here also p-value is less than .05 which is .001, so we can say that there is an association between female education and awareness of NGO's and 1.5% illiterate respondents also known about the awareness of NGO's. 98.5% illiterate respondents were not known about the awareness of NGO's. Only 0.9% of literate respondents did not know about it.

100% of the literate respondents knew about the awareness of elections. We can see that there is significant association between female education and awareness of election, in this variable also p-value is less than .05 which is .001, so it can be said that there is an association between female education and awareness of elections and 100% both literate and illiterate respondents were known about the elections. While none of literate/illiterate respondents did not know about it.

28.3% of the literate respondents were known about the awareness of law & order. There is significant association between female education and awareness of law & order, here also p-value is less than .05 which is .001, so we can say that there is an association between female education and awareness of law & order situation and 71.7% literate respondents also did not know about the awareness of law & order situation. 100% illiterate respondents were not known about the awareness of law & order situation. While none of the illiterate respondents knew about it.

100% of the literate respondents said they were completely known about the awareness of women rights. There is significant association between female education and awareness of women rights, p-value is less than .05 which is .001, so we can say that there is an association between female education and awareness of

women rights. 100% illiterate respondents said they were not known about the awareness of women rights.

The majority of the literate respondents, 99.1%, said they were not known about the awareness of family courts while 0.9% said they were known about it. There is insignificant association between female education and awareness of family courts; p-value is greater than .05 which is .422, so we can say that there is no association between female education and awareness of family courts. While none of the illiterate respondents knew about it.

Awareness of family planning results are very unusual 33% of the literate respondents were known about the awareness of family planning and 67% of literate respondents did not know about it. But here is significant association between female education and awareness of family planning, p-value is less than .05, so we can say that there is an association between female education and awareness of family planning and 75% illiterate respondents also known about it. Only 25% illiterate respondents were not known.

TABLE-7
ASSOCIATION BETWEEN THOSE WOMEN WHO
PERSONALLY EARNED SOME MONEY AND FAMILY
ATTITUDES TO WOMEN'S

Variables	District Badin			
	Earning	No Earning	Total n	P-value
	%	%		
Family attitudes to women’s work				
Positive	67.5	36.8	100	<0.001
Negative	7.7	38.6	31	
No interference	24.8	24.6	43	
Total (N)	100.0	100.0	174	

The majority of the respondents were completely satisfied with the positive attitude of family if they are earning money. There is significant association between earning women and family attitudes to women's work, p-value is less than .05 which is .001

because level of significance is 5% and value is less than .05, so we can say that there is an association between these variables and hypothesis is accepted.

The majority of the respondents, 67.5%, said the attitude of family is positive if they earning money while 36.8% expressed the attitude of family is positive even they are not earning money due to other reasons. 7.7% of these respondents said the attitude is not good or negative even they are making money for their family and 38.6%, said the attitude is negative that's why they are not generating money.

24.8% respondents said the attitude is moderate or interference if they are making money and 24.6% said same reply but they people are not earning money.

DISCUSSION

The results of study that significant age gap exists in getting education, as older age women are more likely to be illiterate. Though there is increase in female literacy however still great deal need to done. There are so many challenges. No doubt that that there is visible difference in literate and illiterate groups of women, research revealed that educates women earn more as education increase the type of occupation also change as more literate women are busy in Government or in private sector job. This study shows that illiterate women's have little or no control over their own lives in research site more illiterate women found than literate and on the other hand educated female considered as an important member of family. This is the reason family have good behavior towards literate female. In response of impact on rights of selection of partner a significant number of women said that after getting education they got the right of selection of life partner. Due to direct or indirect impact of women's education their financial conditions have improved. Research revealed an interesting finding that despite of restriction of father and mother girls received education. Research also exposed that illiterate women have no awareness regarding human rights, very less information about NGOs .this unawareness makes situation worse and make their lives more complicated. This reflects that female have a no any shorter way than education which converts unawareness to empowerment.

CONCLUSION AND RECOMMENDATIONS

- It is clear that while in the drive to raise female literacy and access to education in the schools for girls, schools must be constructed as near the residential areas as possible. This proximity will reassure parents of the security of the girls while reducing the time spent in the trip to the school that sometimes is detriment to the responsibilities of household.
- A significantly large impact of literary competencies and of attitude towards calculating the returns underlines the importance of competencies of basic education that helps achieve the highest salaries in job. Necessary attention should be taken to improve literary competencies and numerical by the definite one just like simple education. To minimize the waste in the education, the optimum resources should be diverted to more effective methods of modern education. Study suggests that there is highly need to not just increase quantity of education but quality of education is more important. There is also need to introduce modern and rapid changing technology and also to develop association between economical advantages and education.
- More attention should be given to marketization of education (a market oriented approach to education). In order to gain more economical and social gains from female education, new methods, system and modern syllabus are needed to match the new market requirement.
- Foremost and urgent need is of policies to ensure a educated person without discrimination of sex in job market. Job certainty surely can be pull factor to increase number of educated persons in the society rather than to push or force people to get education.

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