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EMPIRICAL EVALUATION OF QUALITY EDUCATION EARNING'S POTENTIAL AND THEIR ROLE IN POVERTY ALLEVIATION IN PAKISTAN

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ABSTRACT

The Paper examines the role of quality education earning potential in Pakistan. The study focused on two types of education prevailing in Pakistan namely English medium and Urdu medium contributing mainly to earning volatility. Primary data consisting of 25 observations is used, taken from Wah Cantt, Islamabad and other places of Pakistan. Analysis of Variance (ANOVA) Model is used to analyze the results. The study revealed that higher education elevate living standard of family and ultimately help to reduce poverty level. The study further shows that quality of education in cities like Wah and Islamabad are better than other part of the country. The second important variable which brings more variation in earning is English medium schooling. Based on the finding of the study it is recommended, that government should improve educational institutions or make access of every citizen to quality education.

KEYWORDS

Poverty, ANOVA Model, Quality Education and Earning Potential.

INTRODUCTION

Education is not only an important factor of human capital formation but also very essential tool for the development of the economy. Economic growth is accelerated by getting better skills, increasing potential capabilities and efficiency. The benefits of education are not only for the individual but for the society as a whole. By removing social and economic inequalities education plays a vital role for the reduction of the poverty (Z. K. Kakar, 2011).

Higher education is a very important determinant of economic development which produces public as well as private benefits, higher education leads higher income which leads more saving and investment opportunities, more tax revenue generation and more developmental projects and entrepreneurial plans increases employment opportunities for the society (C. ÖZSOY 2008).

R. Rizk (2012) has supported the relationship between poverty and quality of institutions and proved that quality of education as an important determinant of poverty reduction. There are certain policies that a government has to follow for improving the standard of education and alleviating the poverty. (1) Governments must have to enlarge their investment in education so that more education can not only improve living standard but also economic growth. Educational subsidies play a vital role in reducing poverty gap. (2) For the purpose of reducing corruption in education sector, proper law must be introduced and also proper allocation of resources. (3) Gender inequality in educational institutions must be minimized because investment in female education will have a positive impact on productivity and economic growth.

Bramley (1995) in his study viewed that the skills, productivity, and living standard of poor families could be enhanced through investing in education. Poverty can also be a hurdle for educational achievement. Education has a significant positive impact on income because it enhances skills and knowledge of an individual which support him in attainment of higher wages.

Masood S. Awan (2011) study identifies the same relationship as that education is negatively correlated with poverty, if the education increases then not only the probability of being poor decreases but also it increases the earning potential of the individual. It is also proved that if an individual got more and effective education and experience that will enhances skills, expertise and capabilities that increases income and ultimately reduces poverty.

Davis-Kean (2005) proved in his study that parent's education play a vital role in the achievements of their child because they can structure a good environment for them. Family income also influence but it diminishes with age of the children, a closer look also have proved that if parents successfully provide a psychologically stable environment to their children's then their children's can execute well as well having limited financial resources.

Arnaud Chevalier (2005) examined the causal relationship between parental income and education and their impact on children's education. It is also examined that why children's left schools in early age (till 16) Arnaud Chevalier identified several reasons for that, it is due to (1) No permanent source of income (Parental support less or no income) (2) Parents less/not educated; especially maternal education has a large significant impact on children's education, more impact on sons than the daughters (3) No of shocks before 16 have a significant positive impact on early school leaving.

Adiqa Kiani (2011) proved that higher education programs have a significant positive impact on the economy development because efficiency can be only increased through higher education and it is the responsibility of the governments to do funding to the institutions, who educate and to prepare students so that they can adjust working in any sector, on the other side it is the responsibility of the students to improve not only their living standard but also work for society by solving or at least provide recommendations for solving current issues.

In the present study two different choices available to get higher education namely English Medium and Urdu Medium schooling are included to find out their impact on poverty alleviation.

OBJECTIVES

The main objectives are (i) To examine the inter-relationships that can be detected in this way between higher education and earning potential (ii) To detect links of quality education with better earning opportunity (iii) To see which type of education is more susceptible to poverty.

DATA AND METHODOLOGY

Primary data consisting of 25 observations is used, taken from Wah Cantt, Islamabad and other places of Pakistan are used for analysis. Analysis of Variance (ANOVA) Model is used to analyze the results. The following ANOVA is used for estimation:

$$Y_i = b_1 + b_2D_{2i} + b_3D_{3i} + u_i \quad (1)$$

Where Y = Salary of Master Degree Holder

$D_2 = 1$ for basic education in English Medium

$= 0$, otherwise (Basic education in Urdu Medium)

$D_3 = 1$ for Completed Education in Wah and in Islamabad

$= 0$, otherwise (Completed education in other places of Pakistan)

Taking expectation of model (1)

$$E(Y_i / D_{2i} = 0, D_{3i} = 0) = b_1$$

Mean salary of MA degree holder, who did not got basic education in English medium and did not completed their education in Wah and Islamabad)

$$E(Y_i / D_{2i} = 1, D_{3i} = 0) = b_1 + b_2$$

Mean salary of MA degree holder having basic education in English medium but did not completed their education in Wah and Islamabad.

$$E(Y_i / D_{2i} = 0, D_{3i} = 1) = b_1 + b_3$$

Mean salary of MA degree holder who did not got basic education in English medium but completed their education in Wah and Islamabad.

$$E(Y_i / D_{2i} = 1, D_{3i} = 1) = b_1 + b_2 + b_3$$

Mean salary of MA degree holder who got basic education in English medium and also completed their education in Wah and Islamabad.

RESULTS AND DISCUSSION

The results from the ANOVA model are given below

$$Y_i = 26,158 + 1734 D_{2i} + 3264 D_{3i}$$

$$S(e) = (1128.52) \quad (1435.95) \quad (1499.61)$$

$$t = 23.17 \quad 1.2078 \quad 2.177$$

$$p = (.0000) \quad (.233) \quad (.0349)$$

$$R^2 = .91$$

The result shows that average salary of MA degree holder is Rs 26,158 not matter from where he/she got education either from English or Urdu medium or from any school all over Pakistan. Those who got basic education in English medium are getting Rs 1,734 more salary than those who got basic education in Urdu Medium and also those who completed their education in Wah and in Islamabad are getting Rs. 3,264 more salary than those who completed their education from other area of Pakistan.

Coefficient of D_2 is statistical insignificant, indicating that all those having MA degree will get same salary whether they got basic education in English medium or in Urdu medium. Coefficient of D_3 is statistically significant indicating that those who completed their education in Wah and in Islamabad will get more salary by Rs. 3,264 than ordinary MA degree holder salary.

CONCLUSION AND RECOMMENDATIONS

The present study revealed that higher education play important role in improving family living standard. Those having master degree mostly remain outside vicious circle of poverty. The results further indicate that the variation in earning is mostly explained by differences in education level. The variation in schooling system in cities and rural area also make big differences in earning potential. The results of study indicate two systems contributing in poverty alleviation, one directed from Urdu medium to poverty alleviation and another from English medium to better living standard. Mostly independent type relationships are detected and no bilateral relationship is found. The results indicate that better living standard is the outcome of English medium education.

Based on these evidences it is clear that in Pakistan Urdu medium schooling is more susceptible to poverty than English medium schooling. It is recommended to harmonize both type of schooling system. Effective and smooth running of educational policies are required to reduce rely on costly schooling. The gap between private schooling and public schooling required to reduce.

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