

**Evaluating the impact of Girls' Education on Reduction of Poverty:
A Case Study of District Khairpur Mirs' Sindh, Pakistan**

Sana Talib Malik

sanatalibmalik@gmail.com

MPhil scholar, Department of Education, Shaheed BenazirAbad Bhutto University, Shaheed BenazirAbad, Pakistan

Dr Mahboob Ali Dehraj

mahboobali@sbbusba.edu.pk

Associate professor @SBBU SBA

Urooj Chang

uroojchang@gmail.com

MPhil scholar, Department of Teacher Education Shah Abdul Latif University Khairpur, Pakistan

Shahzadi Khand

khandshahzadi7@gmail.com

Ph.D, Shah Abdul Latif University Khairpur, Pakistan

Naeem Fatima

naeemfatimalashari@gmail.com

MPhil scholar, Department of Teacher Education Shah Abdul Latif University Khairpur

Corresponding Author: * Sana Talib Malik sanatalibmalik@gmail.com

Received: 09-03-2025

Revised: 10-04-2025

Accepted: 21-04-2025

Published: 21-04-2025

ABSTRACT

The aims of this research paper is to Evaluating the impact of Girls' Education on Reduction of Poverty in the Faiz Gunj District Khairpur Mirs' Sindh, Pakistan. The premise of this study is that girls in Pakistan's more isolated regions are subjected to a male-dominated society in which they are socially, culturally, traditionally, and politically constrained. Compared with boys, girls have fewer educational and career options. In addition, girls make up half of the population, and in order to strengthen their contribution to the development of the country, they must receive an education. In order to measure the impact of female education on poverty we conducted quantitative research, and data was collected through the primary mode of data collection which is self-developed questionnaire The population of this study consists of educated and successful girls from District Khairpur Mirs, and the sample size consists of 198 educated girls selected using the convenience sampling technique.SPSS (Statistical Package of Social Science) software version-23 was used to analyze the data and yield findings. We found that there is negative relation between female education and poverty, which means increase in female education will decrease level of poverty. It means promoting girls' education and breaking the cycle of poverty.

Keywords: Poverty, Pakistan, Khairpur

INTRODUCTION

"If you educate a girl, she will change not just her own life but also her family's and society's prospects." Additionally, the best method to combat poverty is to invest in the education of girls. So, as Pakistan is an underdeveloped country, where all kinds of people live including poor or rich where the level of poverty in urban and rural areas is different. In rural areas, there is extreme indigence society's people give chances to boys or males education rather than girls. Girls' education is fewer priorities due to financial issues ([Zulu, 2013](#)). In rural areas, most of the

population lives in entirely adverse circumstances. Failure of Girls to continue school, obstacles: social, cultural, and economic. To cease poverty there is a need to put emphasis and cast light on the importance of girls' education ([Sperling & Winthrop, 2015](#)).

Education of girls in the Khairpur Mirs district is still less prioritized than that of male education. Khairpur district is one of the below-standard and poverty-stricken parts of the country. Khairpur has divided into eight sub-districts (talukas) including Khairpur, Sobhadero, Nara, Thari Mirwah, Kotdaji, Kingri, Gumbat and the last one is Faiz Gunj. In addition, Faiz Gunj's people have financial distress, poverty, and a shortage of safe ways to reach the school, convenient, accessible, and quality learning opportunities result in girls' children to less likely than boys' children to be enrolled in school. In the rural part of district Khairpur primarily Faiz Gunj Students may face major problems like long and unsafe distances to reach the school which consumes more time and affects the education of students, especially on girls' education. Moreover very great deprivation and poverty where families try to meet their fundamental necessities, parents focus on the education of sons because educated boys are more likely to support the family income.

The finding of this research is to express rural girls' perceptions of how Poverty is reduced by acquiring proper and rational education and skills development. So girls also describe how they improved their lifestyle, serve family and society and also get better opportunities by getting standard education.

Significance of the Studies

The significance of this study is to investigate the impact of education and experiences of girls in rural areas that how education helps to reduce the poverty. An educated girl is a change agent in society, especially in rural areas how, and under which circumstances, girls get an education and improve their own lives and support their families and society as well. In other words, educated girls play their roles in national development. This research proposes some research questions that help the researcher to understand how girls are participating to reduce poverty in rural areas of District Khairpur Mirs'.

Research Objective

1. To explore the impact of girls education on poverty reduction
2. To suggest the ways for poverty reduction in Rural Areas.

Research Question

1. How Girls education does reduced poverty?
2. What ways used for poverty reduction in Rural area?
- 3.

Review of Literature

Research conducted on girls' education in rural areas, reports worldwide inconsistency between the genders. Inequality between girls and boys takes the form of an income gap also considered

in education, health maintenance, rights, and access to some essential resources ([Malhotra et al., 2003](#)).

Background on Poverty

As Poverty is a universal circumstance that is a complicated and multi-dimensional issue ([Gilabert, 2008](#)). Many Economists, sociologists, and theorists explain poverty in various ways. According to ([Gilabert, \(2008\)](#)) poverty is comparatively a complex concept that has got many interpretations. In mostly rural areas people are born in poverty and will remain in poverty their whole life because they do not have any resources or proper education.

In addition, several economists describe poverty as insufficiency of money, due to not sufficient money the people of rural areas can't meet their fundamental needs, like food, Shelter, and water. According to ([Wong, \(2012\)](#)) the term Poverty means a lack of basic needs and necessities that every individual has the right to get those necessities for instance clothing, medical care, education, and food. The world Development Report (WDR) 2010 defined "poverty is more than inadequate income or human development; it is also vulnerability and lack of voice, power, and representation". Furthermore, they define poverty more broadly than lack of income.

Influence of Poverty on Girl's Education

According to ([Bank, \(2020\)](#)) one of the most important factors that determine whether or not a girl can access education is poverty. Families in rural areas can't afford the costs and expenditures of schools that's why they prefer to send only boys to schools rather than girls. "Almost 15 million girls never get the chance to attend schools as compared to 10 million boys." In rural areas, due to poverty and insufficient resources, people are likely forced into early marriage, after marriage the indigenous situation is still the same then it is very difficult for girls to get an education ([Shabbar & Manzoor, 2022](#)). Furthermore, due to insufficient access to adequate menstrual hygiene management, many girls are out of school and never returned. Moreover, mostly in rural areas there are no separate schools for girls' education then there are two conditions 1) get an education with boys in the same schools, 2) for safety concerns girls will stay at home and leave their studies, so for keeping themselves safe from sexual assault or harassment and parents choose the second option confidently ([Gavaravarapu et al., 2009](#)).

General Barriers to Girls' Education

Along with poverty other many barriers put affect girls' education like social norms lack of investment, High cost of education, poor quality of education, insecurity, and Attacks on schools ([Awan & Malik, 2020](#)).

Social Norms

Social norms are typically defined as "Rules and standards that are understood by members of a group, that guide of constraining social behavior without the force of law" ([Bamik, 2018](#)). Furthermore, social norms included, Social Beliefs, Values, Therefore social norms badly affect girls' education including Lower class, middle-class, or upper-class families. Some families of the High Class like Sayyed, valued and focused on tradition as well as culture, so they think girls do not get higher education. In addition, girls are not only a piece of paper they deserve a bright

future, and social norms one of the specific barriers to girls' education based on social norms and culture she is forced to stay at home and early marriage ([Bamik, 2018](#)).

LITERATURE REVIEW

Like boys' education, girls' education is also important. From the Islamic point of view getting an education is the duty of every individual including men and women. It means in Islam boys and girls have equal chances to seek education. But it is sad to say that Muslim societies have very low literacy rates as compared to other societies just because Muslim neglect girls' education.

Napoleon says: "Give me a good mother and I shall give you a great nation." It clearly shows that educated girls/women build a supreme nation ([Suleman et al., 2015](#)).

In underdeveloped societies, parents assume that boys will be the main source of income that's why parents invest in boys rather than girls. In remote societies, parents think that educating girls is the waste of time and resources ([Mehta & Jain, 2022](#)). Furthermore, many factors that affect girls' education are teachers' absenteeism, parents' attitudes, political inference, lack of communication between teachers and parents, and many more. In addition, Among All factors poverty is one of the major factors that influence badly ([Zulu, 2013](#)). Life in remote areas tends to be tough for both girl students and female teachers. In most rural areas schools have no sufficient water for drinking, no electricity, no separate washrooms for girls, and no sanitation ([Suleman et al., 2015](#)).

RESEARCH METHODOLOGY

Research Design

A quantitative research design is used to determine the connections between poverty alleviation and girls' education in District Khairpur Mirs, Sindh, Pakistan. This study employs a deductive research methodology under the direction of theoretical frameworks.

To gather primary data, the study employs a cross-sectional survey method.

Theoretical Framework

Three main theories serve as the foundation for the study:

Human Capital Theory describes that spending in girls' education raises financial productivity and earnings levels.

Capability Approach focuses on how education improves socioeconomic outcomes by increasing individual freedoms and opportunities.

Feminist Economics promotes equal access to education and emphasizes the importance of gender-inclusive policies in economic development.

Data Collection Methods

Data was gathered primarily via online forms using a structured questionnaire that was self-developed. The questionnaire was close-ended and was created using a five-point likert scale: SDA, DA, N, A, and SA. The questionnaire consisted of 18 closed-ended questions intended to gauge socioeconomic mobility, household income, economic participation, and education attainment. The results are also supported by secondary data from previous publications, statistics on education, and measures of poverty.

Sampling Strategy

In order to guarantee representation across various socioeconomic groups, a Convenience sampling technique is employed. The target population consists of women who have successfully raised their socioeconomic standard after obtaining an education, thereby demonstrating the direct correlation between education and the fight against poverty.

Population And Sampling Size:

The total population consists of successful girls in District Khairpur, and the sample size consists of 198 educated women participants.

Data Analysis

The statistical package for the social sciences, or SPSS, is used to analyze the data that has been collected. Standard deviation, mean, and median are examples of descriptive statistics that are used for summarization. These methods provide a clear picture of the overall trends and patterns in the data, making it easier to understand how factors like education may relate to poverty alleviation and the success of the participants.

Ethical Considerations

There is strict adherence to ethical standards. All respondents provide their informed consent, and confidentiality is upheld. By guaranteeing voluntary participation and obtaining the required approvals from pertinent governmental and educational authorities, the study complies with research ethics.

Limitations of the Study

The study may be limited by respondent bias, limited generalizability outside of Khairpur Mirs, and difficulties obtaining reliable secondary data. Robust data validation techniques are used in an attempt to lessen these limitations.

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

DATA ANALYSIS AND INTERPRETATION

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	
.831	.827	24	

To ensure the credibility and consistency of the questionnaire used in this study, a reliability test was conducted. The results showed a Cronbach's Alpha value of 0.831, indicating a high level of internal consistency among the 24 items. This suggests that the tool used to collect data was reliable and the responses are dependable for further analysis.

Age of the respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 25 years	24	12.1	12.1	12.1
	26-35 years	56	28.3	28.3	40.4
	36-45 years	70	35.4	35.4	75.8
	46 & above	48	24.2	24.2	100.0
	Total	198	100.0	100.0	

Demographic information

Age Distribution

The study included 198 respondents from various age groups. The majority of participants (35.4%) were between the ages of 36 and 45, followed by 28.3% who were between 26 and 35 years old. Those aged 46 years and above made up 24.2% of the respondents, while a smaller portion, 12.1%, were under the age of 25. This shows a

balanced representation across different age brackets, with a notable concentration in the 36–45-year age range. This age distribution suggests a mature and experienced respondent pool, which is beneficial for obtaining insightful data. The age distribution is further visualized in a pie chart, reflecting the proportions clearly. The visual representation supports the numerical data and makes it easier to understand the demographic spread.

Valid	extremely poor	29	14.6	14.6	14.6
	poor	40	20.2	20.2	34.8
	below average	59	29.8	29.8	64.6
	average	62	31.3	31.3	96.0
	above average	8	4.0	4.0	100.0
	Total	198	100.0	100.0	

Financial Background of Respondents' Families

An analysis of the respondents' family financial situations reveals a range of economic backgrounds. The largest group (31.3%) reported having an average financial status, followed closely by 29.8% who described their family situation as below average. Another 20.2% considered themselves poor, and 14.6% classified their families as extremely poor. Only a small fraction, 4%, indicated their family's financial situation was above average.

These figures highlight that a significant portion of respondents come from economically challenged backgrounds, which could have implications for their educational experiences and perspectives—especially in research focused on the impacts of education and socio-economic status.

Exploring the impact of Girls' Education on Poverty Reduction

S.NO	Items	S.A	A	Neutral	D	S.D	total	Results
1	My education has significantly improved my financial situation.	62	56	61	13	6	198	
2	Education has helped me break the cycle of poverty in my family.	71	72	46	7	2	198	
3	Educated girls contribute more to poverty reduction than uneducated ones.	86	78	30	3	1	198	
4	Higher education has helped me secure a well-paying job or business.	87	69	32	8	2	198	
5	My income has increased significantly because of my education.	87	75	29	6	1	198	
6	Educated women contribute more to their family's financial well-being.	82	60	52	3	1	198	
7	Education has given me access to better job opportunities.	91	64	36	6	1	198	
8	Girls with higher education are more likely to secure stable employment.	72	76	42	7	1	198	
9	My education has improved my family's overall standard of living.	79	81	36	1	1	198	
10	Educated mothers provide better healthcare and nutrition for their children.	76	62	57	2	1	198	
11	My children/siblings have benefited from my education.	115	51	28	3	1	198	

Suggesting ways to reduce poverty in Rural areas

S.NO	Items	S.A	A	Neutral	D	S.D	total	Results
------	-------	-----	---	---------	---	-----	-------	---------

1	My current job requires the skills and knowledge I gained from education.	86	65	41	5	1	198
2	Education has helped me develop better financial management skills.	77	65	48	7	1	198
3	I have developed a habit of saving and investing due to my education.	81	75	37	4	1	198
4	Financial literacy should be a part of girls' education to promote long-term economic stability.	84	66	44	3	1	198

Item 1: "My education has significantly improved my financial situation."

Out of 198 respondents, a total of 118 participants either strongly agreed or agreed with the statement, indicating that more than half of the participants believe that their education has a positive influence on their financial standing. Only a small fraction (19 participants) disagreed or strongly disagreed, while 61 remained neutral. This indicates that many educated girls believe education significantly contributes to improving their financial well-being.

Item 2: "Education has helped me break the cycle of poverty in my family."

A strong majority—117 participants—agreed or strongly agreed with this statement. Only 9 respondents disagreed or strongly disagreed, while 46 remained neutral. These results underline the idea that education acts as a transformative tool, helping girls overcome generational poverty and improve their family's financial outlook.

Item 3: "Educated girls contribute more to poverty reduction than uneducated ones."

An overwhelming 164 out of 198 respondents supported this view, either by agreeing or strongly agreeing. The neutral responses were minimal (30), and disagreement was very low (only 4 in total). This shows a clear agreement that girls who receive education are better equipped to contribute meaningfully to economic progress and reducing poverty.

Item 4: "Higher education has helped me secure a well-paying job or business."

Approximately 119 respondents expressed agreement with this statement, showing a positive link between higher education and employment outcomes. Only 10 participants disagreed or strongly disagreed, while 69 remained neutral. The data suggest that higher education serves as a key stepping stone for achieving better job opportunities or launching sustainable businesses.

Item 5: "My income has increased significantly because of my education."

A total of 162 respondents agreed or strongly agreed with this statement, with only 6 showing disagreement. This strong positive trend confirms that education leads to better income prospects for women, which in turn supports broader poverty reduction efforts.

Item 6: "Educated women contribute more to their family's financial well-being."

This statement saw support from 144 participants, further solidifying the belief that educated women play a crucial role in supporting their families financially. Only 4 participants disagreed, reinforcing the view that women's education positively impacts household economic conditions.

Item 7: "Education has given me access to better job opportunities."

Around 160 respondents affirmed this claim, while only 3 respondents disagreed. This highlights the vital connection between education and employability, particularly for women aiming to escape poverty through stable career paths.

Item 8: "Girls with higher education are more likely to secure stable employment."

Similar to the previous item, 160 respondents agreed or strongly agreed with this statement. The results reinforce the idea that educational attainment significantly enhances a girl's chances of entering and sustaining employment.

Item 9: "My education has improved my family's overall standard of living."

About 148 participants felt their education had a direct effect on raising their family's living standards. Only a very small number (3) expressed disagreement. This emphasizes the broader societal impact of girls' education on family welfare and well-being.

Item 10: "Educated mothers provide better healthcare and nutrition for their children."

A total of 138 participants agreed or strongly agreed, while only 3 disagreed. This data suggests that education empowers women to make more informed decisions regarding health and nutrition, contributing to long-term poverty reduction through improved child development.

Item 11: "My children/siblings have benefited from my education."

The highest agreement was recorded here, with 166 participants strongly agreeing or agreeing. This indicates a ripple effect of education, where the benefits extend beyond the individual to the next generation, playing a pivotal role in breaking the poverty cycle.

Suggesting ways to reduce poverty in Rural areas

Item 1: My current job requires the skills and knowledge I gained from education:

Relating Skills from Education to the Job most of the participants in the survey (86 strongly agreed and 65 agreed) affirmed that their jobs required skills and knowledge they acquired through education, thereby signifying that formal education directly prepares a person for acceptance into the labor force. Only a negligible few disagreed, thus supporting the general positive relationship between education and job readiness.

Item 2: Education has helped me develop better financial management skills.

Improvement of Financial Management It appears that education has a positive impact on the ability of financial management and general budgeting skills. 142 individuals (77 strongly agreed, 65 agreed) stated that their education positively impacted their financial management abilities. Eight disagreed, and 48 remained neutral, which points toward a need for greater emphasis on financial education within the curriculum.

Item 3: I have developed a habit of saving and investing due to my education.

Earning and Investment Behavior another striking finding was the effect of education on the savings and investments behavior of individuals. The results show a significant correlation between educational attainment and building positive financial habits with 156 respondents agreeing (81 strongly agreed and 75 agreed). Only a few respondents held neutral or contrary opinions.

Item 4: Financial literacy should be a part of girls' education to promote long-term economic stability.

Support for Financial Literacy for Girls' Education almost unanimous support for the incorporation of financial literacy in girls' education was expressed by a large majority of 150 respondents, with 84 strongly agreeing and 66 agreeing that girls' education is a key to long-term economic prosperity. This broad consensus indicates an even broader acceptance of financial education as a means of empowering women and enhancing sustainable development. The results show that education also prepares people with work-related skills, but also very importantly with regard to financial capability. Hence, the significant support for the introduction of financial literacy into education systems, especially for girls, is a key area for policy attention and curriculum development.

Finding and Results

This study examines the connection between poverty and female education. A significant inverse relationship between girls' education and poverty levels in District Khairpur Mirs' was founded by the SPSS data analysis. It shows that poverty decreases as female education rises; this is due to the high rate of female literacy, which expands female employment opportunities. Women are now contributing to the family income as well. Higher monthly income levels were reported by households with educated girls. Improved health and educational outcomes within the family were positively correlated with female literacy. Women will work like men and provide for their families and society if they receive an education. The notion that spending money on girls' education has a significant positive socioeconomic impact on families and communities is supported by these findings.

CONCLUSIOSEN

The impact of female education on poverty in Pakistan's Khairpur Mirs District was examined in this study. Based on the discussion above, we conclude that the poverty level in Khairpur Mirs is negatively correlated with female education. Therefore, the government of Sindh should prioritize female education and provide the most funding possible for this purpose. In addition to lowering the rate of poverty, it will raise family incomes, standards of living, and children's educational opportunities. In summary, female education benefits society in a variety of ways. Therefore, all obstacles to female education should be removed by the government. The findings of the study highlight the critical need for policy changes targeted at Improving female school enrollment and retention, Resolving sociocultural obstacles to girls' education, and offering financial rewards to families who send their daughters to school.

RECOMMENDATION

Future research can delve deeper into this subject by encompassing more districts in Sindh or other Pakistani provinces and utilizing a larger sample size. Research comparing urban and rural settings may be useful in determining how context influences the relationship between poverty and girls' education. An investigation into the ways in which primary, secondary, and higher education levels impact poverty alleviation would also be beneficial. Furthermore, to delve deeper into social and cultural aspects, future studies might incorporate focus groups or interviews. Last but not least, scholars can investigate how education for girls affects poverty over the long run, paying particular attention to outcomes related to empowerment, employment, and health.

REFERENCES

- Awan, A. G., & Malik, A. (2020). Impact of female education on poverty reduction: Evidence from Pakistan. *Global Journal of Management, Social Sciences, and Humanities*, 6(2), 220-236.
- Bamik, H. (2018). Afghanistan's cultural norms and girls' education: Access and challenges. *International Journal for Innovative Research in Multidisciplinary Field*, 4, 83-93.
- Bank, W. (2020). Monitoring global poverty. In.
- Gavaravarapu, S. R. M., Vemula, S. R., Rao, P., Mendu, V. V. R., & Polasa, K. (2009). Focus group studies on food safety knowledge, perceptions, and practices of school-going adolescent girls in South India. *Journal of nutrition education and behavior*, 41(5), 340-346.
- Gilbert, P. (2008). Global justice and poverty relief in nonideal circumstances. *Social Theory and Practice*, 34(3), 411-438.
- Malhotra, A., Pande, R., & Grown, C. (2003). *Impact of Investments in Female Education on Gender Equality* International Center for Research on Women. Washington, DC.
- Mehta, M. S., & Jain, A. B. (2022). Importance of Educating the Girl Child. *International Journal of Recent Advances in Multidisciplinary Topics*, 3(3), 35-38.
- Shabbar, S. Z., & Manzoor, A. (2022). AN ANALYTICAL STUDY ON EARLY MARRIAGE IN PAKISTAN: IMPACT ON EDUCATION AND HEALTH. *Pakistan Journal of Educational Research*, 5(2).
- Sperling, G. B., & Winthrop, R. (2015). *What works in girls' education: Evidence for the world's best investment*. Brookings Institution Press.
- Suleman, Q., Aslam, H. D., Habib, M. B., Yasmeen, K., Jalalian, M., Akhtar, Z., & Akhtar, B. (2015). Exploring Factors Affecting Girls' Education at Secondary Level: A Case of Karak District, Pakistan. *Journal of Education and practice*, 6(19), 95-109.
- Wong, S. Y. (2012). Understanding poverty: Comparing basic needs approach and capability approach. Available at SSRN 2066179.
- Zulu, L. T. (2013). *Female Education Breaks the Cycle of Poverty, a Case Study of Chikomba Rural District, Zimbabwe* Nelson Mandela Metropolitan University].