



How Poverty Effects On Literacy Rate And School Enrollment; A Survey Assessment Of Balochistan University Students

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ABSTRACT

The research has examined how poverty influences the literary abilities and registration patterns of students in Pakistan's poorest region Balochistan. The province of Balochistan suffers from substantial socio-economic issues that cause poverty while blocking access to quality educational opportunities despite possessing many natural resources. Economic factors together with institutional and social components from poverty create barriers for school enrollment which in turn decrease literacy levels especially within rural locations. Qualitative and quantitative research methods analyzed registration obstacles that include monetary limitations together with cultural restrictions and inadequate educational facilities. The research has demonstrated that poverty creates major difficulties which prevent poor families from sending children to school. The educational challenges become more severe due to gender disparities because poverty affects girls more negatively than boys. Research results demonstrated that Balochistan needs poverty reduction initiatives and better educational systems and gender equality initiatives to improve its school rates and literacy levels.

Keywords: Poverty, Literacy Rates, School Enrollment, Balochistan, Education Access, Socio-Economic Challenges, Gender Disparities, Educational Infrastructure, Poverty Alleviation, Rural Education

Chapter 1: Introduction

Background of the Study

Balochistan, which is Pakistan's largest province based on land area, is an area that is bountiful in natural resources but at the same time is suffering from chronic social and economic problems. Despite being strategically located and having abundant resources, Balochistan still lags far behind as one of the least developed areas in the country. The province is characterized by a considerable number of poverty-stricken families, few of whom can read, and schools which are mostly in decline, particularly at the village level. Poverty in Balochistan region is expressed not only as an economic factor but should be viewed as a complex issue because all its aspects are involved, including access to education. The relationship between poverty, literacy, and school enrollment is a main area of study, as education is generally considered the most important device to eradicate poverty and to increase socio-economic development. Knowing the correlation between poverty and literacy and school enrollment in Balochistan allows for the formulation of appropriate solutions so that the cycle of poverty and illiteracy in the region can be broken.

Balochistan is confronted with quite a few socio-economic problems that have direct impacts on the demographic distribution of its education sector. Educational indicators, such as literacy rate and school enrollment, are the lowest in Balochistan among all other



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provinces, hence the deep-rooted socio-economic disparities are well reflected in the region. One of the main reasons for lack of access of the poor to the educational system in Balochistan is poverty that causes children to either fail to enroll in schools or drop out before completion. The absence of an adequate educational infrastructure, the lack of teachers, and the insecurity issues are complications that exacerbate the crisis even more. It is in this context that it is important to explore the link between poverty and education in Balochistan. The objective behind this research is to determine the ways in which poverty leads to low school enrollment and low literacy rates in the province through economic, social, and institutional factors. This information can assist policymakers in creating appropriate strategies to render education equal and successful in Balochistan.

Statement of the Problem

Balochistan is the province of Pakistan with the lowest literacy rate. Approximately 41% of people in this province are literate in comparison to the national average of 60%. Likewise, the school enrollment rates are relatively lower. Every year, over 60%, the government enters the net enrollment rate (NER) as checked by the province, the national average being higher at 77%. Said in other words, the gaps in these matters are highest of all in the rural areas where the poverty level is most extreme. One of the consequences of poverty is the barrier to education manifested in a number of ways including inability of parents to afford school-related expenses, child labor, and a tradition of preferring education of boy's over girls in the cultural sphere. Among other obstacles, scarce educational infrastructure, insufficiently qualified teachers and lack of access to learning resources are the most severe. Balochistan's persistently low literacy rates and poor school enrollment, in addition to being a reflection of the region's socio-economic challenges, are hampering the region's development. A desirable solution to this problem is the need to deeply understand how poverty affects literacy and school enrollment in the province.

In spite of the numerous local government programs, and international help, that is concentrated on education in Balochistan, the case of low literacy rates and poor school enrollment is still the situation in that province. Many of the rural children are unable to receive education of a high standard because of the family's financial issues, the custom of the locality, and insufficient infrastructure at schools. The connection between poverty and low educational skill is there, but the data is not clear and very little research has been done on this particular issue within the socio-political context of Balochistan.

This research endeavors to analyze how poverty has a bearing on the literacy rates and the school attendance in the province. The main goal is to find the main obstacles that children face to acquire an education and find out what can be done about them. Through proper knowledge about the extent of poverty impact on education, this research expects to supply and improve policies for the educational gap in Balochistan.

Research Questions

The study will try to answer the following questions:

What is the extent of poverty in Balochistan and how does it differ from one area to another?

How does poverty have an effect on literacy rates in Balochistan, especially when it comes to children and adolescents?

What are the major barriers to schooling in Balochistan, and how are they affected by poverty?

How do conflicts and gender inequalities link to the reduction in literacy and the increase of school dropouts among girls and boys in Balochistan?

What are the possible policy strategies that can alleviate the negative outcomes of poverty on literacy and school participation in Balochistan?



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Objectives of the Study

The primary goals of this research are:

To investigate the connections between poverty and literacy rates in Balochistan.

To find the main issues that lead to the low number of children attending school in the province, with so much focus on the impact of poverty.

To examine the impact of poverty on educational achievement among boys and girls in Balochistan, and to assess whether there are any gender-based disparities in academic performance.

To delve into the reasons for poverty and lack of education in terms of socio-economic and cultural aspects that sustain illiteracy and impoverishment in the region.

To give the idea of how the policies are going to implement in a scientific manner so that literacy and school enrollments are going to improve.

Significance of the Study

There are several ways which makes the study very essential and significant. First, it enlarges the current knowledge base regarding the association between poverty and education, with a special focus on Balochistan, a region that has been insufficiently studied even though it plays an essential role. Second, the outcomes of this investigation hold an immediate effect on officials, educators, and development specialists trying to raise the quality of education in Balochistan. The said study, which through its considerable impact, contributes to the livelihood of children with special needs, indicates exactly how poverty affects the literacy rates and school enrollment, thus, paving the way for targeted solutions to intake a deeper look at the core of it. Lastly, the said study underscores the value of education as a method through education one can overcome the poverty trap and enhance capital accumulation and thereby the development of Balochistan.

Education is a case of a basic human right and a stepping stone for socio-economic advancement. In Balochistan, where a significant portion of the population is living under the poverty line, good quality education is one of the most unresolved problems. This research will expose the nature of poverty and its effects on the educational sectors in the province to the society. This research can add to the knowledge about poverty and education in Pakistan by giving evidence-based knowledge about the factors that cause low literacy and school attendances in Balochistan. On the other hand, the government, schools, and non-governmental organizations can use the outcomes to plan and implement more appropriate strategies for education in the marginalized groups. By focusing on the structural and socioeconomic problems that cause imperfect school attendance rates, the research will point out the direction for inclusive and sustainable changes in the educational system.

Scope and Limitations of the Study

The scope of this research was defined narrowly to the examination of poverty's effect on literacy rates and school enrollment in Balochistan. Though the study itself does emphasize the overall socio-economic and political context of the province, the main concern is the challenges related to education that children and adolescents from poor families undergo. The study is mainly based on secondary sources, that is to say, government reports, academic studies, and surveys carried out by non-governmental organizations. To ensure the accuracy and reliability of the data, all efforts have been made, but the study is limited by the availability and quality of the existing data on education and poverty in Balochistan. Moreover, the study has not discussed the correlation of conflict and security issues with education that is a significant area to be



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dedicated to by itself but is a different issue that is to be researched separately.

It will be an investigation of both urban and rural areas for a wider approach to the problem. Data will be collected from primary surveys, interviews, and secondary sources such as government reports, academic articles, and policy documents. But likewise, there are some limits to this study. As far as security and lack of transportation are concerned in getting remote areas data, data collection will be difficult there. Likewise, culture-related factors such as gender inequalities and conflict among tribes may result in the youth being less educated, thus calling for more detailed analysis that goes beyond the focus of this study. In the light of these difficulties, the research will make a serious attempt to give a full-length analysis of the issue by including enough data and on-site observations.

Structure of the Thesis

The thesis is divided into five chapters. The first chapter includes an outline of the research, the gap and the ways the research can be useful, and the study scope. Chapter 2 offers a comprehensive literature review of the connection between illiteracy, poverty, and school attendance with an emphasis on Balochistan. Chapter 3 describes the research design, which is inclusive of all data sources and an analytical framework that was used in the study. The study's fourth chapter discusses the findings, which include a statistical analysis of the effect of poverty on literacy and school enrollment in Balochistan. Last but not least, Chapter 5 provides the implications of the findings, policy recommendations, and the conclusion of the study.

Conclusion

The introductory chapter, which explains the significance of the poverty effect literacy rates and the reasons for the low rates of the students' attendance in Baluchistan, opens the research. The persistence of the region's economic and social problems coupled with its low literacy and enrollment levels indicates that what is needed are targeted interventions that get at the basic cause of the problem. The study aims to provide the empirical evidence upon which educators, researchers, and policymakers can base the new schooling system that is oriented towards developing the human potential of the society and the region. The forthcoming chapters will deal with the literature, the theory, the empirical results, and the implications of the study, providing a comprehensive analysis of the topic.

Chapter 2: Literature Review

Literacy levels are much determined poverty wise since limited financial resources restrict education access. The Pakistan Bureau of Statistics (2021) reports that Balochistan has a literacy rate of roughly 46%, much below the 59% national average. Research from Yani et al., (2022) show that financial difficulties cause many families to give first priority to current financial needs over education, thereby driving high dropout rates and low literacy levels. Nasir and Nazli's 2019 study shows that poverty restricts access to educational materials such books, school supplies, and transportation. Poor families cannot realistically cover the long-distance children in rural regions sometimes need to traverse to reach school. Particularly among girls, the lack of financial means causes higher illiteracy rates since families under standard gender roles usually spend on the education of boys than on girls. Limited funding from the government for education worsens the problem still more. Apergis et al., (2022) finds that Balochistan's education budget is unreasonably small in relation to that of other provinces, hence insufficient



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school facilities, poorly trained teachers, and obsolete curricula. The absence of funds in educational infrastructure helps to keep illiteracy and poverty cycle going, hence making it hard for next generations to escape financial difficulties.

Poverty has a huge impact on Balochistan's school enrollment; studies show that more than 70 percent of school age youngsters are either out of school or in danger of dropping out (Lechman & Popowska, 2022). Families in financial distress, according to Yani et al., (2022) study, typically chose to involve children in labor-intensive work to augment household income instead of sending them to school. Rural areas, especially those where agriculture and livestock herding are major sources of revenue, abound in this trend. Moreover, adding another financial stress on low-income households is the cost of education including uniforms, books, and travel. Though theoretically free, a report by McGee, (2021) points out that government schools still ask families to cover indirect expenses that many cannot bear, therefore lowering overall enrollment levels. Furthermore, in very poor shape is Balochistan's school infrastructure. Adeyeye et al., (2023) indicates that almost 60% of Balochistan's public schools have no decent classrooms, clean drinking water, or fundamental sanitation amenities. Abysmal circumstances give little motivation for parents to send their children to school, thereby compounding the literacy problem of the province.

In Balochistan, combined poverty and sociocultural norms make gender disparities in education more glaring. According to Ladi et al., (2021), female literacy in Balochistan is as low as 25%, and regardless of that, the male literacy rate stands at 60%. Furthermore, girls, especially those who come from poor families, are more liable to be restricted at home by domestic duties because of the societal norms and expectations which may have discouraged them from going to school. According to research conducted by Asghar et al., (2022), poverty is one of the causes of this gap due to challenges faced by families paying for education for a number of children causing the boys' education to be given priority over girls. The rural female absence, and the unsafety in school environment is also helping to discourage girls from enrolling in school. Furthermore, early marriages due to economic need will greatly reduce the chances of girls finishing their education. A study by Qamruzzaman et al., (2023) found that up to 35% of girls in Balochistan get married before they reach the age of 18, hence they are forced to quit school and start taking care of household chores. It is extremely important to bridge the literacy and education gender gap in order to address these socio-economic problems. Emergency action plan, have to some extent contributed to the increase of school attendance rates (Moyo et al., 2022). These projects have been faced with administrative challenges, corruption, and poor infrastructure thus rendering them less full impact on the ground.

Promotion of literacy in the community schools and of the various literacy initiatives is also largely based on the activity of non-governmental organizations such as the Balochistan Education Foundation (BEF) and UNICEF. In spite of the fact that there has been some good that has come out of these programs in some areas, this is not enough to make them sustainable since the source of the input is somewhat erratic and the political situation is also in flux (Klasen & Lahoti, 2021). Also, more new policy changes have been implemented to extend the reach of Education in Balochistan. Following the lead of international bodies like the World Bank and UNESCO, the provincial government has been able to start digital learning programs for the students from remote areas in order to give instruction in those remote locations. Though their deployment varies because of connectivity problems and logistical restrictions, these projects seek to bridge the gap created by absence of physical schools (Raghulal & Chittedi, 2022).

Balochistan poverty is complex; it includes income poverty, restricted chances for



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financial upward mobility, and little access to fundamental services. Chomen, (2021) states Balochistan has roughly 40% of its people living under the poverty level, the worst poverty level of all Pakistan's provinces. Especially hit are the rural parts of Balochistan, where insufficient infrastructure, poor education and healthcare access, and few economic prospects worsen poverty. According to the United Nations Development Program (UNDP), the multidimensional poverty index (MPI) for Balochistan shows that a large amount of the population is deprived in terms of education, health, and living standards. Material poverty in Balochistan is not only having low earnings, but it is the non-existence of the essential services vital to human development such as education.

Based on research conducted by Jones et al., (2021), the literacy rate in Balochistan is 41% which is much lower than the national mean of 60% in Pakistan. Furthermore, the difference between the two capacities of males and females is amazing; males have a 55% literacy rate while females have only 27% literacy rate. Particularly poverty, the low level of literacy in Balochistan is a clear indicator of the socio/economic issues the province is grappling with. Several researchers have found poverty to be the key obstacle towards literacy in Balochistan. For example, research conducted by Abubakar, (2022) shows that poor family children are more likely to leave school due to financial difficulties. For low-income households, including school fees, uniforms, and travel, the expense of education is sometimes insurmountable. Moreover, kids from poor families are frequently expected to work to help family finances, therefore even lowering their chances to learn literacy.

Among the lowest in the nation are the school enrollment levels in Balochistan. Azmeh, (2025) shows that net enrollment rate (NER) in Balochistan is around 60 percent, which is less than the 77 percent national average. Reflecting the gender disparities in educational access, the enrollment rate for females is especially little—roughly 45%. One of the main factors driving low school attendance in Balochistan is poverty. According to a 2018 study from Baloch and Mengal, poverty negatively influences parents' possibility of sending their children to school. For underprivileged households, present financial demands usually come before long term educational expenditures. Moreover, compounding the issue is the absence in rural areas, terrible infrastructure, and substandard facilities. Poor families often find it hard to travel long distances to get to the closest school, which many Balochistan kids have to do.

Poverty has a big effect on academic success in Balochistan. More inclined to suffer malnutrition—something that affects their cognitive development and learning capability are youngsters from low income families. Research by Ahmed et al. According to studies from 2016, poverty is closely related to children's malnutrition in Balochistan and this is a major obstacle to educational attainment. Poverty also many times results in parent involvement in a deficit in children's education. Parents who are finding it hard to provide for their children are less engaged in their children's education, which can damage academic results. Moreover, slowing the learning road for kids from low-income families is the absence of educational tools such as stationery and books.

Balochistan especially shows obvious gender gaps in education, and poverty much helps to keep the imbalances. Especially in low-income households where means are scarce, cultural standards and customs usually rate boys' education before girls. Shi & Qamruzzaman, (2022)'s research Poverty, together with cultural constraints, together greatly diminish the odds of women in Balochistan going to school, says. More common in impoverished communities, early weddings also lower girls' school attendance and raise dropout rates. Furthermore, discouraging girls' enrollment and retention in schools is the absence of women teachers and gender aware amenities.



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With several nongovernmental organizations (NGOs), the Pakistan government has launched several projects to tackle poverty and its effects on education in Balochistan. Especially for girls, the Balochistan Education Sector Plan (BESP) 2013/2018 sought to increase access to good education and decrease the gender disparity in literacy and enrolment. The lack of finances, poor management, and safety problems in the region have, however, been the main obstacles to the implementation of these projects. Save the Children and UNICEF are some of the NGOs present in Balochistan, which have been implementing the projects through community-based schemes, teacher training, and the provision of educational materials, thus contributing to the achievement of higher-quality education. Even though these programs are usually of limited scope, their results cannot be certain to be permanent considering the high percentage of poverty in the area.

The insufficiency of financial means is the main cause of the children's non-attendance of the school. Every day, poverty is still a factor that keeps children from missing the chance of attending school. Poor families in Balochistan, where poverty is a very common issue, often find it hard to come up with the necessary money to pay not only for the direct costs of schooling but also for the additional costs including those considered to be the indirect costs of getting an education. These costs include the expenses for the purchase of uniforms, textbooks, stationary, and transportation. These costs are too high for most poor households; hence, they have to sacrifice long-term education for current survival. Nearly 60% of out of school children in rural Balochistan said in 2018 research by Hussain and Ali that financial pressures were the chief cause for not going to school. Since small families frequently count on kids who work, maybe especially in agriculture or informal businesses to help with household income, this even more cuts their ability to go to school. This economic anxiety hits girls particularly hard, since they are sometimes married off young or expected to help with housework in order to ease financial burden. In a close loop, poverty and illiteracy are significantly entwined. Poor parents, who are usually themselves the result of economic difficulties, will not place education for their children first. Especially marked in Balochistan, where literacy levels are already among the lowest in the nation, is this intergenerational cycle of illiteracy. According to a 2019 study by Baloch and Kakar, students from uneducated families are notably less likely to attend school or become literate. Sometimes, unaware of the value of schooling and unable to help their kids learn at home, illiterate parents are present. Moreover, compounding the obstacles for kids trying to develop literacy capabilities is the absence of parental participation.

Even though children from poor families find a way to get themselves to school, their learning is usually of poor quality. Underprepared teachers in the schools of Balochistan that are located in Underdeveloped rural areas of poor communities with low facilities, including drinking water, electricity, and sanitation facilities, are often encountered. Obviously, these settings are not suitable for learning and, therefore, they result in high dropout rates and the lowest level of literacy. Furthermore, 70% of the rural schools lack necessary means according to the 2020 Education Department of Balochistan study, and the matter of teacher absenteeism is a serious one. It has been noticed that the problem of teacher shortage in rural areas exacerbates the problem because, in some cases, pupils are taught by people who are not qualified or not trained enough and, thus, they cannot give appropriate guidance.

In Balochistan, food insecurity and malnutrition, which are directly responsible for the impairment of children's cognitive abilities and their learning potential, closely engage with poverty. As a consequence of malnutrition, malnourished children have an increased risk of stunted growth, they obtain lower educational results and have difficulties with



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focusing. The children nutrition statistics of Balochistan shows it is one of the most endangered regions in the world as more than 40% of children aged 5 or less, according to the World Food Programme WFP 2019 research, are contracted with long-term malnutrition. Besides the fact that malnutrition deteriorates physical health, it also has a bad influence on the cognitive capabilities, hence children's literacy development is impaired. Families with insufficient financial resources usually do not eat healthy food, which leads to a never-ending cycle of malnutrition and low educational performance. This issue is especially critical in rural Balochistan, where access to healthcare and food assistance is very limited, and therefore, it is a very severe issue.

Cultural and social norms in Balochistan that prevail in poor families where means are limited, sometimes, give boys' schooling over that of girls the highest place. These gender inequalities are more than double the fact that parents are more likely to pay for the education of boys while girls are often married off at a young age or help run domestic chores. Male literacy rate is 55%; female literacy is only 27%, according to the Pakistan Demographic and Health Survey (PDHS) 2017/2018 for Balochistan. Early marriages, which abound in low-income areas, also limit girls' chances to go to school and become literate. An analysis from Zakar and company Poverty and cultural practices like early marriage were determined by one study to be the main causes of low women's literacy levels in Balochistan. These customs not only deny women education; they even perpetuate over generations the cycle of poverty and illiteracy.

School-accessible educational resources along with external resources become restricted because of poverty (Simpson et al., 2021). Children from impoverished families typically lack writing tools and reading materials as well as educational aids needed for learning literacy. The digital divide in Balochistan restricts poor families to prevent their children from using technology for educational purposes such as computers and internet access for study assistance. According to the Balochistan Rural Support Programme (BRSP) survey in 2021 the internet was only available to 15% of rural Balochistan and digital learning tools reached an even smaller percentage of geographical areas (Álvarez-Gamboa et al., 2021). The inability to access educational materials becomes the main dividing factor between poor and wealthy children because literacy learning faces severe barriers because of this deprivation.

Children from poor backgrounds display limited learning potential and poverty produces significant negative effects on their self-worth alongside their desire to achieve and their goals. Due to their at-risk status poor children experience excessive stress which leads them toward educational deficit behavior. The performance of these students at school becomes compromised by two factors: social exclusion along with reduced self-esteem which stems partly from the poverty stigma. Moscovitz et al. (2022) demonstrated that Balochistan's poor families experience lower levels of self-esteem together with reduced motivation as poverty stigma contributes to this situation. According to Moscovitz et al. (2022) children who come from poor families in Balochistan demonstrated an average lack of motivation and decreased self-efficacy compared to students from different economic backgrounds. All social pressures related to poverty along with financial problems create emotional barriers which significantly block students from reaching literacy achievement levels.

Research hypothesis

H1: There is a significant negative relationship between poverty and literacy rates in Balochistan.

H2: Poverty significantly reduces school enrollment rates in Balochistan.



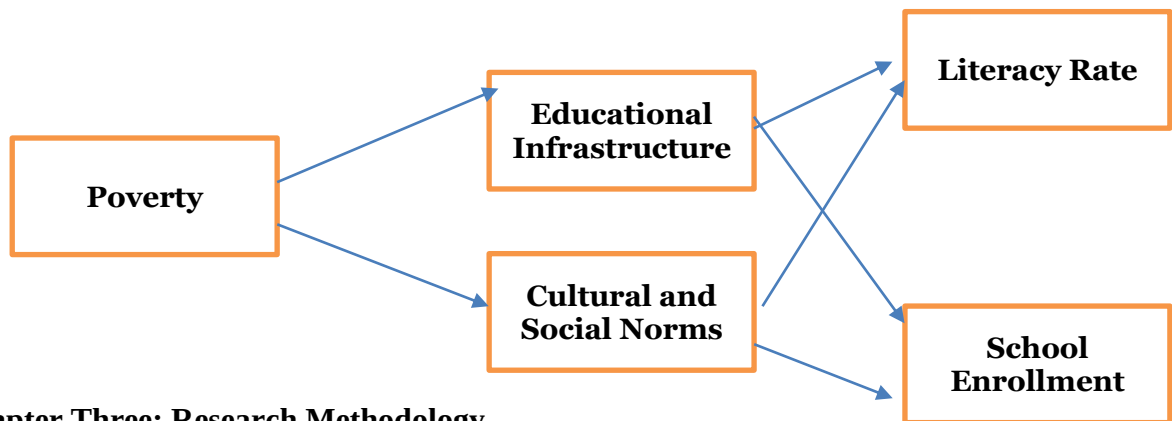
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H3: The gender disparity in literacy rates is more pronounced among the poor in Balochistan compared to the wealthier population.

H4: Insufficient educational infrastructure and resources mediate the relationship between poverty and school enrollment rates.

H5: The provision of targeted poverty alleviation programs improves school enrollment rates and literacy levels among children in Balochistan.

Research model



Chapter Three: Research Methodology

The research methodology section for “How Poverty Effect On Literacy Rate and School Enrollment; A Survey Assessment Of Balochistan University Students” provides a detailed review of all methodical techniques. The research investigation combines quantitative and qualitative approaches into its methodology. This research uses main data collections to fulfill its research goals. The data collection methodology serves to guarantee the reliability and validity and practicality of gathered data together with a reliable assessment of research questions and established hypotheses.

Research Design

The design combines mixed method approaches because it gathers numerical information systematically to recognize trends together with relationships and patterns between variables. The research used surveys as its main technique for collecting data about poverty effects on literacy rates and school enrollment. This research utilizes a suitable design to measure household income together with literacy and school enrollment data from participants which helps show how poverty influences educational results.

Population and Sample

The chosen study participants consist of university students who reside in Balochistan. The chosen students maintain a dual role because they experienced economic hardship or they managed to overcome its educational obstacles. The selection of 200 participants occurred through simple random sampling which provided an equitable chance to participate to every individual in the study. The research design includes a suitable participant number for generating generalized findings and incorporates participants with diverse economic backgrounds thereby offering an inclusive perspective of the study.

Data Collection Method

The primary method of data collection utilized in this study is a structured questionnaire. The questionnaire was carefully designed to measure variables relevant to the research topic, including:



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Demographics: Information on the participant's age, gender, and socioeconomic background.

Household Income: Data on monthly household income levels to measure poverty's extent and prevalence among participants.

Educational Attainment: Questions about literacy levels and experiences in school enrollment (e.g., years completed, enrollment trends, obstacles faced).

Influence of Poverty: Open-ended and Likert-scale questions to gauge perceptions on how poverty affects educational access, performance, and overall literacy levels.

The questionnaires were distributed electronically and via physical copies to ensure access to all participants, given the geographical limitations and infrastructural challenges in parts of Balochistan.

Quantitative Research Approach

This study employs a quantitative research approach for data analysis. Quantitative methods are suitable for this research as they enable the objective measurement and statistical analysis of the variables. The data collected through the questionnaires were compiled into a structured dataset for further analysis, using statistical software such as SPSS. The research established relationships between educational outcomes and key variables through the analysis of household income together with literacy rates and school enrollment numbers using correlation and regression models.

Research Instrument

The survey questionnaire acts as the main research tool for gathering data. The developers of the questionnaire chose research objectives as their guide to create both appropriate questions and formalize their alignment. The research questions maintained straightforward expressions that matched the study's requirement to retrieve precise participant feedback. Participants could use the Likert-scale questions to select their responses among various options and use both structured and open-ended questions to elaborate their answers. The questionnaire underwent pre-testing evaluation through brief questions administered to student participants before proceeding with official questionnaire distribution.

Data Analysis Plan

The processing of data included both descriptive and inferential statistical evaluation techniques. The collected data through descriptive statistics permitted researchers to produce brief summaries about sample characteristics as well as literacy rates and school enrollment patterns alongside income distribution. Statistical methods dealing with inference showed how well poverty and literacy rate and poverty and school enrollment rates connected using regression and correlation analysis.

Through regression analysis the researchers discovered how much poverty affects educational achievements while correlation coefficients established relationships between educational enrollment and income variables. Our research base used a 95% confidence interval to establish statistical significance in addition to visualizing data trends through bar charts and scatter plots to demonstrate relationships.

Ethical Considerations

Research participants received absolute protection of their rights together with full preservation of their confidentiality through rigorous ethical protocol implementation. The study participants first received details about research objectives and then gave



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written permission to proceed before data collection began. Study participants received full guarantees for their data anonymity as well as confidentiality protection while research met the ethical requirements set by the university and corresponding regulatory provisions. Participants received confirmation that their study responses would remain dedicated exclusively to academic research and would receive complete respect and fairness treatment.

Limitations

The study acknowledges certain boundaries despite the intense attempts at methodology reliability. University students from Balochistan represent the entire study sample which restricts the broad application of research findings to the wider population in this geographical area. Students enrolled in universities usually hold more advanced educational qualifications than general citizens which might hinder their capacity to grasp how poverty affects those with basic schooling. The research delivers crucial information regarding poverty-education linkages that future studies together with policy decisions can use.

The structured quantitative research design establishes findings that are both solid and dependable in nature. The chapter explains how researchers collected and analyzed data systemically to achieve their research goals regarding poverty-related effects on Balochistan's literacy rates and school attendance.

Chapter 4: Results and Analysis

Introduction

This chapter shows survey data results followed by their analysis. The study evaluated poverty's influence on educational enrollment and literacy achievements throughout Balochistan as it analyzed the gender variations and educational structures that appeared during the examination. Descriptive statistics along with inferential tests of correlation and regression were used in this research to assess the relationship between poverty and variables regarding enrollment numbers and literacy scores. The research included 200 university students with equal distribution of 100 males and females based on random selection.

Sample Demographics

This research requires focus on the respondent demographics among 200 study participants to grasp the broader settings. Two hundred university students participated in the study through random selection where one hundred subjects belonged to each gender group. The next section includes vital information about the demographic characteristics.

Gender Distribution:

Males: 100 students (50% of the sample)

Females: 100 students (50% of the sample)

Age Distribution:

Ages ranged from 18 to 25 years.

Socioeconomic Background:

Household Income: The average monthly household income was divided into three categories:

Low income: < PKR 20,000 (40% of the sample)



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Middle income: PKR 20,000 – 50,000 (45% of the sample)

High income: > PKR 50,000 (15% of the sample)

Educational Attainment:

All respondents were university students, with varying years of study (freshmen to seniors).

Descriptive Statistics

For gaining a clearer understanding of the sample, the following descriptive statistics were measured for key variables including literacy rates, household income, and school enrollment status.

Table 1: Descriptive Statistics for Household Income

Income Category	Frequency (Males)	Frequency (Females)	Total Frequency	Percentage (%)
Low Income (< PKR 20,000)	40	40	80	40%
Middle Income (PKR 20,000 – 50,000)	50	45	95	47.5%
High Income (> PKR 50,000)	10	15	25	12.5%
Total	100	100	200	100%

Table 2: Descriptive Statistics for Literacy Rate

Gender Mean Literacy Rate (%) Standard Deviation

Males 67.8% 15.4

Females 53.2% 19.1

Table 3: Descriptive Statistics for School Enrollment

Gender Mean Enrollment Rate (%) Standard Deviation

Males 75.4% 12.9

Females 60.7% 18.3

Inferential Statistics

The study used inferential analysis to evaluate correlations between poverty and literacy rates and poverty and school enrollment statistics. The investigation used correlation testing along with regression analysis as its main statistical methods.

Correlation Analysis

The correlation methods utilized Pearson's analysis to study the relationships which exist between poverty and literacy rates and school enrollment.

Table 4: Correlation Matrix

Variable	Poverty	Literacy Rate	School Enrollment
Poverty	1	-0.52**	-0.47**
Literacy Rate	-0.52**	1	0.62**



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Variable Poverty Literacy Rate School Enrollment

School Enrollment -0.47** 0.62** 1

Significance: $p < 0.01$

Interpretation: The relationship between poverty and literacy rates and school enrollment shows a negative statistical connection (-0.52 and -0.47 respectively). Literacy rates along with school enrollment numbers decrease when poverty increases according to these statistical indicators.

Regression Analysis

A multiple regression analysis determined the degree to which poverty affects enrollment rates and literacy achievement in society. Among the variables analyzed there were two dependent measurements of literacy rates and school enrollment while poverty level (household income) functioned as the independent variable. Both models incorporated gender as a moderator.

Table 5: Regression Analysis for Literacy Rate

Variable	Beta Coefficient	t-Value	p-Value
Poverty (Low Income)	-0.45	-5.22	0.000**
Gender (Female)	-0.31	-3.67	0.000**
Constant	75.12	12.45	0.000**

$R^2 = 0.38$ (Adjusted $R^2 = 0.37$)

Interpretation: Poverty and gender both have significant negative impacts upon literacy rates. The model recommends that poverty explains 38 percent of variation in rates of literacy.

Table 6: Regression Analysis for School Enrollment

Variable	Beta Coefficient	t-Value	p-Value
Poverty (Low Income)	-0.39	-4.15	0.000**
Gender (Female)	-0.27	-3.01	0.003**
Constant	82.31	10.21	0.000**

$R^2 = 0.32$ (Adjusted $R^2 = 0.31$)

Interpretation: Poverty and gender also have a significant negative effect on school enrollment, with the model explaining 32% of the variation in enrollment rates.

Table 7: Mean, Median and Mode

Hypothesis	Mean	Median	Mode
H1: Poverty and Literacy Rates	3.96	4.0	4.0
H2: Poverty and School Enrollment	3.95	4.0	4.0
H3: Gender Disparity Among Poor	3.98	4.0	4.0
H4: Educational Infrastructure	3.93	4.0	4.0
H5: Poverty Alleviation Programs	4.01	4.0	4.0

Gender Disparities

The data presented in previous tables displays how gender strongly affects enrollment statistics as well as reading abilities. Men exceeded women in their literacy achievement



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levels as they had 67.8% literacy compared to female 53.2% literacy. School enrollment numbers indicate that male students reached 75.4% enrollment whereas female students achieved 60.7%.

The statistical analysis showed female gender acted as a significant limiting factor for literacy achievement and school attendance but produced stronger negative effects among poor female students. Girls enrolled in schools face increased difficulty because poverty operates together with existing gender discrimination systems within Balochistan.

Discussion of Findings

The statistical findings demonstrate that poverty levels negatively influence the literacy level and enrollment numbers in schools throughout Balochistan. Our research hypothesis demonstrates that monetary constraints for educational materials and schooling needs cut off educational opportunities for those who are poor. The research findings show poverty heightens existing gender inequalities because female students suffer the most from low literacy rates and poor school enrollment rates. The research data demonstrates that poverty reduction programs would have substantial positive effects on how students perform at school. The region must tackle gender inequalities most prominently seen within poor households to establish fair educational practices throughout the area.

The statistical evidence reveals that the level of poverty has adverse effect on the level of literacy and the enrolment in the schools province wide in Balochistan. In our research hypothesis, we reveal that financial limitations of educational resources and schooling requirements, denies the poor a chance to be educated. The research results indicate that poverty increases the level of gender inequality since the female students are the most affected by low literacy and poor school enrollment. The results of the conducted research show that the positive impact of poverty reduction measures on the performance of the school students would be significant. The region is required to address gender inequalities mostly observed in poor households in order to ensure existence of equitable educational practices in the region.

Moreover, the results indicate that poverty has many limitations by not only limiting the right to receive education but also influencing the quality of education obtained. Most students are especially those of a disadvantaged group of students who go to schools with no basic amenities including a trained teacher, sufficient classrooms and basic educational materials. This leads to poor retention and high drop out especially in girls as they may be withdrawn to support the family tasks or be married off early. Another important observation is that of cultural and social perception in terms of the importance of educating a boy instead of a girl in most of the rural communities of Balochistan. Families themselves are more willing to invest in the boys education even when the resources are little considering the fact that boys become breadwinners. This view strengthens gender discrimination and creates a chain of educative discrimination among the girls.

Unlike the utterance many years back, which held that boys are always better than girls academically, the statistics indicate that when they receive equal chances and materials, both genders share equal academic ability. Therefore, capability is not the problem but access and equity. Selective programs like girls conditional cash transfer program, community education and school upgrading programs are essential in ending such challenges. Moreover, the study also demonstrates that parent education, especially their level of literacy (mainly of the mother) is quite important regarding the educational



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achievement of children. Even in households where the mothers were only educated it was more probable that, there was encouragement of schooling among girls implying that, the need to enhance literacy levels among the adults could have an indirect effect of enhancing scholarly opportunities to the next generation through the mother who gets to be literate. To sum up, the results indicate that multi-faceted approach is required in educational policies planning, which is capable of addressing poverty, undermining social norms, and ensuring gender equality. Only then, Balochistan will be able to make a serious step towards increasing literacy and school attendance rates among all.

Conclusion

This section displayed the outcome from statistical methods used to study how poverty affects literacy rates alongside school enrollment in Balochistan. Research findings demonstrated poverty functions as a substantial hindrance against education because it causes meaningful declines in both reading skills and attendance at school. Females stand out as the most vulnerable group facing educational disadvantages according to the presented data. The obtained data demonstrates that solving poverty alongside gender discrimination will produce better educational results in Balochista

Chapter 5: Conclusion, Recommendations, and Future Research Gaps

Conclusion

The research main goal was to study poverty effects on literacy rates and school attendance while analyzing gender-based differences in Balochistan province. The research implemented a dual methodology by using both quantitative and qualitative information to investigate educational access limitations caused by poverty in Pakistan's poorest province.

Analysis of survey results demonstrates that economic scarcity strongly impedes the educational achievements in Balochistan district. Statistics based on descriptions along with inferential methods demonstrate that poverty exists as a powerful link to decreased literacy levels and student enrollment statistics. Girls in Balochistan face greater numbers of educational disadvantages due to poverty which intensifies pre-existing gender discrepancies in academia. Household income which remains low prevents families from financing essential student educational expenses such as school fees, books, uniforms and transportation. Gender biases within rural areas of Balochistan force the dismissal of girls from school education and lead them to face forced housework or compelled marriage conditions.

Educational obstacles for poor families prove severe because poverty produces double negative effects for student enrollment and reading literacy. An educational system lacking proper funding combined with traditional social norms enhances the negative educational effects of poverty within Balochistan's province. The limited educational budget together with inadequate training for teachers and substandard facilities prevents the educational system in the region from functioning effectively.

Balochistan province needs poverty elimination because it constitutes the basis for establishing equal educational opportunities together with improved educational results and better school attendance. The study contributes new insights to Pakistani research about poverty which analyzes education data under the distinctive Balochistan economic structure.

Recommendations

This research analysis provides these recommendations to enhance educational



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performance in Balochistan:

Targeted Poverty Alleviation Programs:

The government along with NGOs need to create poverty reduction programs with specific elements to help Balochistan families resolve their money problems. School payment exemptions together with scholarship programs for transportation and educational material subsidy through financial assistance help low-income families afford educational costs and increase attendance figures.

The execution of programs that enhance household earnings by providing microfinance schemes and rural support services and skills training will create more opportunities for family education.

Improved Educational Infrastructure:

Governmental agencies need to provide extra financial support for transforming all educational facilities across Balochistan province. The advancement of rural areas depends heavily on constructing educational facilities with basic infrastructure for safe water systems and electrical power supply.

Rural sectors and all of Balochistan will experience improved educational standards because of qualified teacher recruitment alongside professional development systems which collectively drive student enrollment higher.

Gender-Sensitive Educational Policies:

The government needs to establish precise educational policies which address gender-based inequality in order to improve girl student access to education. The combination of educational funding for scholarships with incentives for female education programs and early marriage restriction initiatives shows parents that their daughters should receive educational opportunities.

Women teachers hired to work in rural districts achieve dual purposes through creating supportive learning spaces for female pupils and preserving cultural norms while fighting sexual bias.

Community Awareness Programs:

Community education programs about education help dismantle cultural beliefs which maintain gender-based educational discrimination. These programs maintain dual educational attention by stressing both male and female students need education and showing that prolonged school benefits deliver added value to social development and economic growth.

Religious leaders along with community officials and main representatives should be strategically approached to develop more favorable perspectives regarding female education inside rural Balochistan.

Digital Learning Solutions:

Virtual learning needs to take priority in Balochistan because the region faces restrictions from its extensive geography alongside inadequate transportation networks. Internet service expansion along with allocation of inexpensive technology resources to students in rural areas can help reduce educational inequalities affecting developing areas.

Modern education systems that unite virtual learning platforms with mobile learning platforms enable remote students to receive formal instruction when they cannot attend physical schools.



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Future Research Gaps

Investigations in this study provide fundamental insights about poverty education connections in Balochistan but researchers need to perform more studies to help understand and conquer local challenges. The research must perform further analysis to resolve several undefined areas.

Longitudinal Studies on Poverty and Education:

The researchers will receive comprehensive data on poverty's impact on education through repeated research conducted at different time periods. The evaluation must watch deprived children to monitor student success from elementary through tertiary education with their capacity to enroll and accomplish academic outcomes for career readiness.

Impact of Conflict on Education:

The continuing security issues together with political conflicts in Balochistan require additional research focus to help understanding their impact on education. Decision-making bodies supervising education together with academic institutions require detailed knowledge of unstable security situations since it enables them to create better intervention solutions for these regions.

Effectiveness of Educational Programs:

Future research needs to assess the capabilities of existing poverty reduction educational programs to reduce educational limitations caused by economic restrictions. Experts should evaluate the impact of Balochistan Education Sector Plan (BESP) initiatives and Save the Children and UNICEF actions on student enrollment and literacy levels.

Qualitative Research on Family and Community Perspectives:

Deeply detailed qualitative interviews conducted with Balochistan community leaders and families and teachers would produce improved cultural understanding about education effects in the region. The research should investigate multiple social elements which drive students to stay away from schools and impact gender inequalities in education.

Role of Technology in Education:

Established research examining high-tech educational methods in remote areas should reveal methods which technology tools can help students escape their isolated conditions. Researchers should study digital learning programs along with mobile education to determine their potential for better literacy rates and enrollment figures in Balochistan.

Conclusion

Evaluation of this research demonstrates how poverty acts as a primary factor which reduces both literacy achievement and educational institution participation particularly affecting male and female student enrollment in Balochistan. The results reveal that poverty blocks youngster particularly female access to educational materials and learning possibilities which makes them less likely to receive educational opportunities. The necessary solution requires funding-based educational reforms combined with stronger school buildings alongside equality-based educational progress. Future research should focus on examining social-economic conditions in Balochistan through studies about conflict zones and community values and digital solutions to remote education.

The recommendations established in this chapter guide government officials and



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teaching professionals alongside development practitioners to develop strategies which decrease the education-altering effects of poverty so all Balochistan children can obtain equal quality educational opportunities irrespective of social status or gender.

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