

Role of Education in Promoting Employment Opportunities in district Rajanpur (South Punjab) Pakistan

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ABSTRACT

This study is based to examine the role of education in promoting employment opportunities in Rajanpur District (Southern Punjab) Pakistan. Study was descriptive in nature and survey method was assumed for the collection of data. The group of 200, teachers 170 and 30 lawyers were recognized as sample for this study purpose. Data was collected through questionnaire that was consisted 30 close ended questions and 3 open ended questions. Data was analyzed by using SPSS data analysis sheet, mean score, standard deviation, frequency, percentage, ANOVA, Tukeys HSD, Pearson correlation and simple linear regression. Findings were drawn on the basis of data analysis and it showed that education had a positive relationship in employment opportunities. Results showed that it's an important requirement for employment. Education is the key of employability and there is coordination between education and employability. Level of education is influencing the employability and lack of university education effecting on individual career. There is a connection between studies and workplace and policies in education to support unemployed youth to get work. There is involvement of private sector in educational institutions and education is influencing the career of individuals. Moreover, education is playing a positive role in employment opportunities.

Key Words: Role of Education, Employment, Career, Opportunities, Wellbeing Punjab (Pakistan)

Introduction

Education is regarded a significant instrument in economic growth and easing the conditions of poverty and unemployment, offering empowerment chances for individuals. This is fully acknowledged that when individuals obtain education, then they have the main purpose of making use of their information and competencies in attaining career prospects. Every individual desire to gain career chances to create cash, so they may properly sustain their living conditions (Salas-Velasco, 2007). Therefore, when the individuals appreciate the relevance of

education and make use of their talents and abilities, then they can encourage economic progress and well-being of the community. Education is often viewed as a vital component of socialization. At an individual level, it is increasingly being viewed as one of the most significant components of human capital formation (Brennan & Shah, 2003).

When people spend money on education, it is commonly acknowledged and accepted that they are doing it to improve their work chances and living circumstances. Everyone strives to find a career they like that pays well enough to allow them to adequately provide for themselves and their loved ones. At universities, students pursuing higher degrees such as a bachelor's, master's, or PhD study a plethora of material and knowledge. As a result, these graduates will have greater career opportunities. As a result, before participating in formal education programs and making good contributions to society's economic and social well-being, people must recognize the value of education and make full use of their talents and abilities. An individual's life may be enhanced by education, which starts at home and continues until death. Education is important because it not only broadens a person's perspectives and skill set, but it also changes their character and outlook on life. Higher levels of education boost people's career prospects; those with advanced degrees have the highest chances (Iftikhar & Mahmood, 2017).

The recruiting and selection process at reputable firms and institutions is significantly weighted toward individuals who have the essential requirements in terms of education, expertise, and previous work experience. As a result, it is critical for people to pursue higher education, develop their talents, and actively seek out career possibilities in order to improve their lives (Kapur, 2019). According to the human capital idea, an individual's wages will grow as a direct consequence of their amount of education and experience. The word knowledge is often used to characterize an individual's level of understanding in job-related topics (Kapur, 2018).

It is generally agreed that schools, both public and private, play a critical role in helping young people acquire the knowledge and skills they'll need to be successful in adulthood. By improving participants' literacy and numeracy skills, the program widens their pool of potential employment opportunities. If other factors remain constant, the human capital model predicts that a person's work prospects will grow in direct proportion to his or her level of education (Muhammad & Iqbal, 2015). But there's also the argument that the real, underlying causes of the shortage of skilled workers are more nuanced. This school of thought argues that skilled worker unemployment is complicated by a wide range of factors, including educational attainment, a lack of relevant work experience and discrimination in the workplace, rigid employment regulations, and other structural factors. Power imbalances in institutional settings like schools, governments, and training program have been documented in recent studies. Populations with low levels of education tend to have lower per capita incomes and higher poverty rates, which is especially noticeable in developing nations. In the twenty first century, poverty and unemployment is two of the most pressing issues for any economy in its evolutionary stages (Watson, 2022).

The term employability refers to the ability to find and maintain gainful work. A person is considered unemployed if they are actively looking for work but have not been successful. As a result, the issue of joblessness has emerged. Education is one of the most important tools for national progress in order to conduct fruitful interactions with individuals from all around the globe. The efficacy of education in fostering the expansion of job possibilities, on the other hand, is a key problem in the Rajanpur area. It is distressing to see such a big number of young people without work in the Rajanpur region. Many people hoped that higher education would be their ticket out of poverty a decade ago; yet, in today's work market, many institution graduates are stressed to find rewarding work. People now have a poor perception of schools as

a result of this. There are people in this world who are so poor that they can't even afford to dine out or have a nice place to live (Awan, Nadeem, & Rashid, 2015). Most individuals currently consider higher education to be futile since there is no guarantee that it will lead to a successful profession following graduation. Only in academia and government can one expect to find meaningful work. More schools must be created in the Rajanpur area if the government is to fulfill its aim of boosting the number of people working in the area. Because there are few enterprises in the town, hundreds of graduates fight for a few employments. As a result, the emphasis of this research will be on how educational attainment influences career chances in the Rajanpur area (Mukhtyar, Saleem, & ul Islam, 2022).

Education is crucial to a country's progress because it prepares its citizens to engage in productive dialogue with the rest of the world. One of the primary worries, however, in district Rajanpur is the impact of education on employment prospects (Khan, Iqbal, & Tasneem, 2015). It's deeply concerning that youth unemployment in district Rajanpur is at such a high rate. A decade ago, higher education was universally viewed as a means to lift oneself out of poverty; today, however, with so many recent graduates struggling to find work, the perception has flipped. For some, even the basics, like food and shelter, are out of reach. Due to the lack of security in one's future, most people today view higher education as pointless. There is a scarcity of job openings in the academic community. In order to boost employment opportunities in district Rajanpur, the government should set up additional educational institutions. There are only a limited number of companies in the world; therefore, many graduates will compete for each available post. As a result, the researchers in this study set out to determine whether or not increased access to education improved the employment prospects available to residents in Rajanpur's district (Suliman & AÇIKGÖZ, 2022).

Objectives of the Study

1. Identify the role of education in promoting employment opportunities
2. Investigate the relationship between education and employment
3. Factor effecting job opportunities in district Rajanpur
4. To find the causes of unemployment in district Rajanpur

Research Methodology

Research was descriptive in nature and survey was used as a method.

Population

The population under investigation consisted of 647 attorneys from Rajanpur, 484 instructors from 82 secondary and upper secondary schools, and all gender pupils from these same schools.

Sample

Thirty Rajanpur attorneys, sixty secondary and higher secondary schools, three bar councils, one hundred and seventy Rajanpur instructors, two hundred secondary and higher secondary pupils, and sixty secondary and higher secondary schools made up the study's sample.

Research of Tool

A questionnaire designed to gather data was created to obtain the opinions of Rajanpur students, instructors, and attorneys.

Validation of tool

Before any data was collected, a research tool pilot study was conducted to ensure the instrument's validity. Twenty children and 150 instructors from the Rajanpur area were chosen for this pilot program. Three questions were removed due to non-response after responses were received, and two tool items were changed.

Data Analysis

Using the frequencies, percentages, standard deviations, ANOVA, Tukeys HSD, Pearson correlation, and simple linear regression, a Statistical Package for the Social Sciences (SPSS) was used.

Findings Table 1. Lawyers, Teachers and Students opinions

| Statement | Respondents | | SA | A | UD | DA | SDA | Mean | Std. Dev. |
|---|-------------|----------|------|------|------|------|-----|--------|-----------|
| <i>Opinions of the respondents on significance of education in job.</i> | L | <i>f</i> | 11 | 16 | 1 | 2 | | | |
| | | <i>%</i> | 36.7 | 53.3 | 3.3 | 6.7 | | | |
| | T | <i>f</i> | 66 | 81 | 4 | 14 | 5 | | |
| | | <i>%</i> | 38.8 | 47.6 | 2.4 | 8.2 | 2.9 | 4.1925 | .88453 |
| | S | <i>f</i> | 78 | 108 | 6 | 4 | 4 | | |
| | | <i>%</i> | 39.0 | 54.0 | 3.0 | 8.2 | 2.0 | | |
| <i>Level of education influences the employability.</i> | L | <i>f</i> | 13 | 15 | 1 | 1 | | | |
| | | <i>%</i> | 43.3 | 50.0 | 3.3 | 3.3 | | | |
| | T | <i>f</i> | 77 | 83 | 6 | 4 | | 4.0925 | .92525 |
| | | <i>%</i> | 45.5 | 48.8 | 3.5 | 2.4 | | | |
| | S | <i>f</i> | 47 | 108 | 18 | 16 | 11 | | |
| | | <i>%</i> | 23.5 | 54.0 | 9.0 | 8.0 | 5.5 | | |
| <i>Jobs are related to the qualification of the individuals.</i> | L | <i>f</i> | 10 | 16 | 1 | 3 | | | |
| | | <i>%</i> | 33.3 | 53.3 | 3.3 | 10.0 | | | |
| | T | <i>f</i> | 51 | 75 | 12 | 28 | 4 | 3.8325 | 1.10112 |
| | | <i>%</i> | 30.0 | 44.1 | 7.1 | 16.5 | 2.4 | | |
| | S | <i>f</i> | 64 | 72 | 28 | 31 | 5 | | |
| | | <i>%</i> | 32.0 | 36.0 | 14.0 | 15.5 | 2.5 | | |
| <i>Lack of university education effects individual career.</i> | L | <i>f</i> | 13 | 15 | 1 | 1 | | | |
| | | <i>%</i> | 43.3 | 50.0 | 3.3 | 3.3 | | | |
| | T | <i>f</i> | 84 | 73 | 6 | 3 | 4 | 4.2050 | .96192 |
| | | <i>%</i> | 49.4 | 42.9 | 3.5 | 1.8 | 2.4 | | |
| | S | <i>f</i> | 81 | 80 | 19 | 10 | 10 | | |
| | | <i>%</i> | 40.5 | 40.0 | 9.5 | 5.0 | 5.0 | | |
| <i>There is coordination between education and employability.</i> | L | <i>f</i> | 12 | 13 | 1 | 4 | | | |
| | | <i>%</i> | 40.0 | 43.3 | 3.3 | 13.3 | | | |
| | T | <i>f</i> | 60 | 87 | 7 | 15 | 1 | 3.9300 | 1.02847 |
| | | <i>%</i> | 35.3 | 51.2 | 4.1 | 8.8 | 0.6 | | |
| | S | <i>f</i> | 48 | 97 | 23 | 20 | 12 | | |
| | | <i>%</i> | 24.0 | 48.5 | 11.5 | 10.0 | 6.0 | | |
| <i>There is clear career path for</i> | L | <i>f</i> | 8 | 16 | 3 | 3 | | | |
| | | <i>%</i> | 26.7 | 53.3 | 10.0 | 10.0 | | | |

| | | | | | | | | | |
|---|---|----------|------|------|------|------|------|--------|---------|
| <i>educated people.</i> | T | <i>f</i> | 54 | 69 | 16 | 30 | 1 | 3.7675 | 1.16268 |
| | | <i>%</i> | 31.8 | 40.6 | 9.4 | 17.6 | 0.6 | | |
| | S | <i>f</i> | 59 | 76 | 20 | 29 | 16 | | |
| | | <i>%</i> | 29.5 | 38.0 | 10.0 | 14.5 | 8.0 | | |
| <i>Education is the key of employability skills.</i> | L | <i>f</i> | 11 | 17 | 1 | 1 | | | |
| | | <i>%</i> | 36.7 | 56.7 | 3.3 | 3.3 | | | |
| | T | <i>f</i> | 78 | 80 | 4 | 7 | 1 | 4.1500 | .93792 |
| | | <i>%</i> | 45.9 | 47.1 | 2.4 | 4.1 | 0.6 | | |
| | S | <i>F</i> | 70 | 87 | 19 | 16 | 8 | | |
| | | <i>%</i> | 35.0 | 43.5 | 9.5 | 8.0 | 4.0 | | |
| <i>There is a connection between studies and workplace.</i> | L | <i>f</i> | 9 | 16 | 1 | 3 | 1 | | |
| | | <i>%</i> | 30.0 | 53.3 | 3.3 | 10.0 | 3.3 | | |
| | T | <i>f</i> | 44 | 94 | 6 | 25 | 1 | 3.7425 | 1.12444 |
| | | <i>%</i> | 25.9 | 55.3 | 3.5 | 14.7 | 0.6 | | |
| | S | <i>f</i> | 44 | 87 | 28 | 20 | 21 | | |
| | | <i>%</i> | 22.0 | 43.5 | 14.0 | 10.0 | 10.5 | | |
| <i>I know how to write applications that will be successful.</i> | L | <i>f</i> | 7 | 19 | 2 | 1 | 1 | | |
| | | <i>%</i> | 23.3 | 63.3 | 6.7 | 3.3 | 3.3 | | |
| | T | <i>f</i> | 50 | 105 | 10 | 5 | | 3.9975 | .96167 |
| | | <i>%</i> | 29.4 | 61.8 | 5.9 | 2.9 | | | |
| | S | <i>f</i> | 61 | 89 | 23 | 12 | 15 | | |
| | | <i>%</i> | 30.5 | 44.5 | 11.5 | 6.0 | 7.5 | | |
| <i>I am confident that I would perform well in an interview.</i> | L | <i>f</i> | 11 | 16 | 1 | 1 | 1 | | |
| | | <i>%</i> | 36.7 | 53.3 | 3.3 | 3.3 | 3.3 | | |
| | T | <i>f</i> | 65 | 85 | 11 | 3 | 6 | 4.0025 | 1.03932 |
| | | <i>%</i> | 38.2 | 50.0 | 6.5 | 1.8 | 3.5 | | |
| | S | <i>f</i> | 61 | 85 | 26 | 15 | 13 | | |
| | | <i>%</i> | 30.5 | 42.5 | 13.0 | 7.5 | 6.5 | | |
| <i>Career guidance is available to all grades.</i> | L | <i>f</i> | 5 | 12 | 5 | 5 | 3 | | |
| | | <i>%</i> | 16.7 | 40.0 | 16.7 | 16.7 | 10.0 | | |
| | T | <i>f</i> | 39 | 91 | 13 | 21 | 6 | 3.8300 | 1.08121 |
| | | <i>%</i> | 22.9 | 53.5 | 7.6 | 12.4 | 3.5 | | |
| | S | <i>f</i> | 64 | 91 | 21 | 14 | 10 | | |
| | | <i>%</i> | 32.0 | 45.5 | 10.5 | 7.0 | 5.0 | | |
| <i>There are policies in education to support unemployed youth to get work.</i> | L | <i>f</i> | 10 | 13 | 3 | 4 | | | |
| | | <i>%</i> | 33.3 | 43.3 | 10.0 | 13.3 | | | |
| | T | <i>f</i> | 51 | 71 | 20 | 16 | 12 | 3.6900 | 1.20521 |
| | | <i>%</i> | 30.0 | 41.8 | 11.8 | 9.4 | 7.1 | | |
| | S | <i>f</i> | 47 | 82 | 30 | 20 | 21 | | |
| | | <i>%</i> | 23.5 | 41.0 | 15.0 | 10.0 | 10.5 | | |
| <i>There is a proper youth employment strategy.</i> | L | <i>f</i> | 6 | 15 | 4 | 5 | | | |
| | | <i>%</i> | 20.0 | 50.0 | 13.3 | 16.7 | | | |
| | T | <i>f</i> | 44 | 76 | 16 | 20 | 14 | 3.5225 | 1.22403 |
| | | <i>%</i> | 25.9 | 44.7 | 9.4 | 11.8 | 8.2 | | |
| | S | <i>f</i> | 33 | 82 | 30 | 33 | 22 | | |
| | | <i>%</i> | 16.5 | 41.0 | 15.0 | 16.5 | 11.0 | | |

| | | | | | | | | | |
|--|---|----------|------|------|------|------|-----|--------|---------|
| <i>There is business plan for literate people.</i> | L | <i>f</i> | 7 | 13 | 3 | 6 | 1 | 3.6675 | 1.20855 |
| | | <i>%</i> | 23.3 | 43.3 | 10.0 | 20.0 | 3.3 | | |
| | T | <i>f</i> | 51 | 69 | 17 | 24 | 9 | 3.6675 | 1.20855 |
| | | <i>%</i> | 30.0 | 40.6 | 10.0 | 14.1 | 5.3 | | |
| | S | <i>f</i> | 49 | 83 | 24 | 26 | 18 | 3.6675 | 1.20855 |
| | | <i>%</i> | 24.5 | 41.6 | 12.0 | 13.0 | 9.0 | | |
| <i>Education is influencing the career of individuals.</i> | L | <i>f</i> | 9 | 18 | 2 | 1 | | 4.2475 | .83845 |
| | | <i>%</i> | 30.0 | 60.0 | 6.7 | 3.3 | | | |
| | T | <i>f</i> | 79 | 86 | 2 | 1 | 2 | 4.2475 | .83845 |
| | | <i>%</i> | 46.5 | 50.6 | 1.2 | 0.6 | 1.2 | | |
| | S | <i>f</i> | 76 | 95 | 15 | 6 | 8 | 4.2475 | .83845 |
| | | <i>%</i> | 38.0 | 47.5 | 7.5 | 3.0 | 4.0 | | |

L= Lawyers (30) T= Teachers (170) S= Students (200)

Table showed respondent opinions about importance of education for a job. It was clear from the data that 53.3% of the lawyers agreed and 36.7% of lawyers remained strongly agreed, 47.6% of the instructors agreed and 38.8% of the tutors were strongly agreed and 54% pupils agreed, and 39% students strongly agreed, that education is an important factor in job today. However, 2.9% instructors and 2% students strongly disagreed, 6.7% of the lawyers, 8.2% of teachers and 2% of the students disagreed about the statement. Similarly, 3.3% of the lawyers, 2.4% of the teachers and 3% of the students were undecided. The mean score ($M = 4.1925$, $SD = .88453$) indicated that respondents gave positive opinions about the statement.

The above table showed sample opinions about level of education influences the employability. Data in the table revealed that 50% of the lawyers agreed, 48.8% of the teachers agreed and 54% of the students were agreed. Similarly, 43.3% of the lawyers, 45.3% of the teachers and 23.5% of the students were strongly agreed that level of education influences the employability. However, 3.3% of the lawyers, 2.4% of the teachers, 8% of schoolchildren remained disagreed and 5.5% of the students were strongly disagreed about the statement. Similarly, 3.3% of the lawyers, 3.5% of the teachers and 9% of the students were undecided. Moreover, in conclusion, a large number of respondents ($M = 4.0925$, $SD = .92525$) thinks that education level influences the employability.

Opinions about jobs are related to the qualification of the individuals. It was clear from the data that 53.3% of the lawyers agreed, 33.3% of the lawyers strongly agreed, 3.3% of the lawyer's undecided and 10% of the lawyers were disagree. Similarly, 44.1% educators agreed, 30% tutors significantly agreed, and 7.1% teacher were undecided. 16.5% of the instructors disagreed and 2.4% tutors were significantly disagreed. Similarly, 36% of the students agreed, 32% pupils significantly agreed, and 14% schoolchildren were undecided. 15.5% pupils disagreed and 2.5% children were strongly disagreed. The score of mean ($M = 3.8325$, $SD = 1.10112$) indicated that respondents contributed positive views regarding the statement.

Table shows the data about lack of education effects individual career. Data shows that 50% lawyers agreed, 42.9% tutors agreed and 40% the students were agreed. 43.3% lawyers significantly agreed, 49.4% teachers strongly agree, and 40.5% undergraduates were strongly agreed that lack of university education effects individuals' career. 3.3% of the lawyers disagreed, 1.8% educators disagreed, and 5% students were disagreed. Similarly, 2.4% teachers strongly disagree, and 5% students remained strongly disagreed about the statement. However, 3.3% of the lawyer's undecided, 3.5% of the teacher's undecided and 9.5% of the students were

undecided. The mean score ($M = 4.2050$, $SD = .96192$) indicated that a large number of respondents gave positive opinion about the statement.

Respondent's opinions about the coordination between education and employability. It was clear from the data that 43.3% of the lawyers agreed, 51.2% teacher agree, and 48.5% pupils were agreed. Similarly, 40% lawyers significantly agreed, 35.3% teachers strongly agree, and 24% pupils were strongly agreed that there is coordination between education and employability. 13.3% lawyers disagreed, 8.8% tutors disagree, and 10% students were disagreed. 0.6% teachers strongly disagreed, and 6% students were significantly disagreed. 3.3% of the lawyer's undecided, 4.1% teacher's undecided and 11.5% students were undecided about this statement. The score of mean ($M = 3.9300$, $SD = 1.02847$) indicated that respondents provided positive sentiments regarding the statement.

Table clearly showed that 53.3% of the lawyers agreed, 40.6% of the teachers agreed and 38.0% of the students were agreed. Similarly, 26.7% of the lawyers were strongly agreed, 31.8% of the teachers strongly agreed and 29.5% students were strongly agreed that there is clear career path for educated people. Whereas 10% of the lawyers disagreed, 17.6% of the teachers disagreed and 14.5% pupils were disagreed. 0.6% teachers strongly disagree, and 8% students were significantly disagreed. 10% of the lawyer's undecided, 9.4% tutor's undecided and 10% students were unclear about this statement. The mean score ($M = 3.7675$, $SD = 1.16268$) indicates that respondents gave positive opinion that there is a clear path for educated people.

Data shows that 56.7% of the lawyers agreed, 47.1% teachers agree, and 43.5% students were also agreed. Similarly, 36.7% lawyers significantly agreed, 45.9% teachers strongly decided, and 35% undergraduates were significantly agreed. Other hand 3.3% lawyers disagree, 4.1% of teachers disagreed and 8% students stood disagreed. 0.6% tutors strongly disagreed, and 4% students were significantly disagreed. 3.3% of the lawyer's undecided, 2.4% educator's undecided and 9.5% students remained undecided about statement. The mean score ($M = 4.1500$, $SD = .93792$) indicated that respondents gave positive opinion about the statement that education is the key to employability skills

Table presented the data of respondents about there is a connection between studies and workplace. Its shows that 53.3% of the lawyers agreed, 55.3% teachers agreed, and 43.5% students were agreed. Similarly, 30% lawyers strongly agreed, 25.9% of the teachers strongly agreed and 22% pupils remained significantly agreed. However, 10% lawyers disagreed' 14.7% teachers disagreed, and 10% students were opposed. 3.3% lawyers strongly disagreed, 0.6% of teachers strongly disagree and 10.5% students strongly disagreed. 3.3% lawyers unsure, 3.5% of teacher's undecided and 14% of the students were undecided about the statement. The score of mean ($M = 3.7425$, $SD = 1.12444$) directs that respondent provided positive opinion regarding this statement.

Table shows the data about I know how to write applications that will be successful. It was clear from the data that 63.3% of the lawyers agreed, 61.8% of the teachers agreed and 44.5% of the students were agreed. Similarly, 23.3% of the lawyers strongly agreed, 29.4% tutors significantly agreed, and 30.5% students were strongly agreed. Whereas 3.3% lawyers disagreed, 2.9% educators disagreed then 6% students were disagreed. 3.3% lawyers strongly disagreed, and 7.5% students remained strongly disagreed. 6.7% of the lawyer's undecided, 5.9% teacher's undecided then 11.5% students were unclear about statement. Moreover, in conclusion, a large number of respondents ($M = 3.9975$, $SD = .96167$) know that how to write application that will be successful.

Table presented the data of respondents about I am confident that I would perform well in an interview. Data showed that 53.3% of the lawyers agreed, 50% teachers agreed then 42.5% pupils were agreed. Similarly, 36.7% lawyers strongly agree, 38.2% teachers significantly agreed, and 30.5% undergraduates were strongly agreed. Whereas 3.3% lawyers disagreed, 1.8% of instructors disagreed and 7.5% students were disagreed. 3.3% of the lawyers strongly disagreed, 3.5% teachers strongly opposed and 6.5% students strongly disagree. 3.3% lawyers unsure, 6.5% of teacher's undecided and 13% of the students were undecided. The mean score ($M = 4.0025$, $SD = 1.03932$) indicated that respondents gave positive opinion about the statement.

Table showed the data of sample about career guidance is available to all grades. It is clear from the data that 40% of the lawyers agreed, 53.5% the teachers agree, and 45.5% students were agreed. Similarly, 16.7% lawyers strongly agree, 22.9% teachers strongly agreed then 32% students were significantly agreed. Whereas 16.7% lawyers opposed, 12.4% teachers opposed, and 7% students remained disagreed. 10% of the lawyers strongly disagreed, 3.5% educators strongly opposed, and 5% undergraduates were significantly disagreed. 16.7% of the lawyer's undecided, 7.6% of teacher's undecided then 10.5% student's unclear about statement. Moreover, in conclusion, a large number of respondents ($M = 3.8300$, $SD = 1.08121$) gave positive opinion about this statement.

Table presented the data of sample about there are policies in education to support unemployed youth to get work. Data showed that 43.3% of the lawyers agreed, 41.8% teachers agreed then 41% schoolchildren agreed. Similarly, 33.3% of the lawyers strongly agreed, 30% teachers significantly agreed then 23.5% pupils were strongly agreed. Whereas 13.3% lawyers disagreed, 9.4% of teachers opposed and 10% students disagreed. 7.1% educators strongly opposed, and 10.5% students strongly opposed. 10% lawyer's undecided, 11.8% of teacher's undecided and 15% of the students were undecided about the statement. Score of mean ($M = 3.6900$, $SD = 1.20521$) shows that respondents provided positive opinion regarding this statement.

Showed data of respondents about there is a proper youth employment strategy. Data showed that 50% of the lawyers agreed, 44.7% instructors agree, and 41% students were agreed. Similarly, 20% lawyers strongly were agreed, 25.9% teachers significantly agreed then 16.5% students were strongly agreed. Whereas 16.7% lawyers opposed, 11.8% teachers opposed then 16.5% students were disagreed. 8.2% teachers strongly opposed then 11% students were significantly disagreed. 13.3% lawyers unclear, 9.4% the educator's undecided then 15% students were unsure regarding the statement. Mean ($M = 3.5225$, $SD = 1.22402$) indicated that respondents gave positive opinion about the statement.

Presented the data of respondent's opinion about there is business plan for literate people. Data showed that 43.3% of the lawyers agreed, 40.6% of the teachers agree then 41.5% pupils were agreed. Similarly, 23.3% lawyers, 30% teachers and 24.5% students were significantly agreed. Whereas 20% lawyers disagreed, 14.1% teachers and 13% students were opposed. 3.3% of the lawyers strongly disagreed, 5.3% of the teachers strongly disagreed and 9% pupils were significantly disagreed. 10% lawyer's undecided, 10% teacher's undecided then 12% schoolchildren were undecided about the statement. Moreover, in conclusion, a large number of respondents ($M = 3.6675$, $SD = 1.20855$) gave positive opinion about there is business plan for literate people.

Showed the data of respondent's opinion about education is influencing the career of individual. It is clear from the data that 60% of the lawyers agreed, 50.6% teachers and 47.6% pupils were

agreed. Similarly, 30% lawyers, 46.5% teachers and 38% students remained significantly agreed. 3.3% lawyers, 0.6% of teachers disagreed 3% students remained disagreed. 1.2% educators and 4% students remained significantly disagreed. 6.7% of the lawyer’s undecided, 1.2% of the teacher’s undecided and 7.5% of the students were undecided about the statement. The mean score ($M = 4.2475$, $SD = .83845$) indicated that respondents gave positive opinion about the statement.

Table No: 2 One Way ANOVA Mean Comparison of the Qualification and Role of Education

| | Sum of Squares | df | Mean Square | F | Sig |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 12.043 | 3 | 4.014 | 6.593 | .000 |
| Within Groups | 241.100 | 396 | .609 | | |
| Total | 253.143 | 399 | | | |

Table 2 compares the mean effect of qualification and role of education. The role of education is significantly different $F(3, 396) = 6.593$, $p < 0.000$ with qualification between respondents. There are between 3 and 396 degrees of freedom, and the sig value indicated that there are significant differences both within and between groups.

Table No: 3 Multiple Comparison Tukey’s HSD

| (I) Qualification | (J) Qualification | Mean Difference (I-J) | Sig |
|-------------------|-------------------|-----------------------|------|
| FA/F.Sc | BA/B.Sc | .480 | .000 |
| | MA/M.Sc | .217 | .169 |
| | MPhil | .252 | .136 |
| BA/B.Sc | MA/M.Sc | -.262 | .045 |
| | MPhil | -.227 | .210 |
| MA/M.Sc | MPhil | .034 | .990 |

Table 3 reveals the qualification wise significant mean difference regarding role of education. It illustrates that FA/F.Sc qualification holders are significantly different from the BA/B.Sc degree holders with a mean difference of .480 in their views of role of education. The BA/B.Sc degree holders are also significantly different from the MA/M.Sc degree holders with mean difference of -.262 in their views of role of education.

Table No: 4 The Pearson Correlation Matrix

| | Qualificati on | Gende r | Professio n | Role of Education | Employment Opportunities |
|-------------------|-------------------|------------|----------------|----------------------|-----------------------------|
| Qualification | 1.000 | | | | |
| Gender | -.090 | 1.000 | | | |
| Profession | .816** | .052 | 1.000 | | |
| Role of Education | .151** | .350 | .050 | 1.000 | |

**

| | | | | | |
|------------------------|--------|------|-------|--------|-------|
| Employment Opportunity | .078** | .080 | -.096 | .381** | 1.000 |
|------------------------|--------|------|-------|--------|-------|

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows the association between study variables. Here is a strong positive correlation among profession and qualification of respondents ($r = .816, p < .01$). The role of education also has significant weak positive relationship with qualification ($r = .151, p < .01$) and moderate positive correlation with gender ($r = .350, p < .01$). Similarly, employment opportunities has very weak positive correlation with qualification ($r = .078, p < .01$) and moderate positive association with role of education ($r = .381, p < .01$).

Table No: 5 Simple Linear Regression of Role of Education and Employment Opportunities

| Predictor | DV | B | t | F | R ² | Sig |
|-------------------|------------------------|------|--------|---------|----------------|------|
| Role of Education | Employment Opportunity | .558 | 17.206 | 296.051 | .427 | .000 |

Table 5 presents simple linear regression analysis for role of education with employment opportunities. The results demonstrate that role of education explained 42.7% variance in employment opportunities ($R^2 = .427, F(1, 398) = 296.051, p < .000$). The model fit is significant that indicate a linear association between the study variables. The coefficient table's values for the independent variable ($\beta = .558$) show the percentage by which the independent variable influences the value of the dependent variable. It shows that a one unit increase in educational importance would result in a 55.8% increase in job chances.

Discussion & Conclusions

Male participants were more than female, qualifications wise were Intermediate to MPhil and profession wise were lawyers, teachers and students in the study sample. Results showed that education has a positive role in employment opportunities and it's an important requirement for employment. Education is the key of employability and there is coordination between education and employability. Level of education is influencing the employability and lack of university education effecting on individual career. There is a connection between studies and workplace and policies in education to support unemployed youth to get work. There is involvement of private sector in educational institutions and education is influencing the career of individuals. Moreover, education is playing a positive role in employment opportunities.

Recommendations.

There are deficiency of higher education institutions and people are going wrong direction because of lack of education or illiteracy that is dangerous for District Rajanpur and also for country so there should be higher education institutions and government should improve and focus on education system. There should be a university for District Rajanpur people, which give quality of education, enable youth to employment and improve their living standard. Establish vocational and technical colleges, improve facilities, hire competent teachers those are willing and want to teach and organize training sessions for them and fill the vacant post in educational institutions. There should be quota system for Rajanpur District people in job and scholarship and minimize the cost of education. There should be a rule for politician of Rajanpur, which elect from this District; their children's get education from this District educational institution and ban reference system for the betterment of this region. Establish more and more industries, create employment opportunities for Rajanpur people, and reduce poverty. There should be campaign, equal chances, incentives and awareness for female education and provision of safe and secure workplace for financial support. To improve educational trust and assist young people in finishing their education and effectively entering the workforce, the education system must offer a more encouraging learning environment and adaptable learning opportunities.

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ISSN Online: 2709-7625

ISSN Print: 2709-7617

Vol.7 No.2 2024

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