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# **A Conceptual Framework on the Determinants of Poverty and Its Impact on Households in Pakistan**

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## **Abstract**

This paper discusses the multifaceted impact of socioeconomic problems, including low incomes, poor education, joblessness, and widespread poverty, on the effectiveness of the government in fulfilling its role as a governing and regulating agency. More than half of the population in urban and rural Pakistan subsists in poverty, which remains a grave challenge to the stability and advancement of the nation. Not only do these socioeconomic constraints compromise the health of individuals and communities, but also increase the challenges for the government to implement development programs, enforce laws, and maintain social order. Based on data collected from a cross-sectional survey administered to a statistically selected sample of 384 households, the study takes a quantitative approach. The Statistical Package for the Social Sciences (SPSS) was applied to analyze the data in order to identify trends and relationships between factors related to poverty and the effectiveness of the government. Findings reveal that the combination of low income, high unemployment, and poor education significantly incapacitates public compliance and institutional authority. By offering empirical evidence highlighting the compelling interrelationship between socioeconomic adversity and government functionality, this study contributes to the greater poverty discourse. Further, the research fills a huge gap in the knowledge base regarding the structural impacts of poverty in Pakistan and provides valuable data to social welfare organizations, development planners, and policymakers. The results emphasize the urgent necessity for comprehensive, multi-sectoral strategies to alleviate poverty as well as enhance governance.

**Keywords:** government intervention, lack of education, lack of employment, low income, poverty

## Introduction

Poverty is a complex global issue with widespread impacts, affecting countries with different economic backgrounds (Akerele et al., [2012](#); Van der Heijden, [2020](#)). Poverty is not distributed evenly, with regional differences being the main cause of its extent and severity (Ledenko & Patel, [2022](#)). In a country like Pakistan, it is important to understand the extent of poverty, as two types of poverty exist: rural poverty and urban poverty (Ahmed et al., [2022](#)). This suggests that poverty is to some extent differentiated, as most poor people live in rural areas. Thus, special areas for intervention are needed. This has been argued by prominent scholars such as Beker ([2014](#)) and Milanovic ([2016](#)) in relation to economic structures that increase the risk of poverty, widen the gap between rich and poor, and increase resource demands for the qualified few.

Marmot ([2006](#)) points out that social determinants break the cycle of poverty and suggests various strategies for improving nutrition and reducing taxes (Mirza & Tasleem, [2024](#)). From a global perspective, poverty is not limited to a particular geographical area, but occurs everywhere and is passed on through generations (Krishna & Shariff, [2011](#)). Households living in poverty often find it very difficult to escape from it, and the effects can be passed on to future generations. The chances of poverty are further exacerbated by other factors such as gender, race, and age (Sen, [2006](#)). Sen's study is one of many that shows the perpetual growth of gender inequality. Poverty is increasing and this burden is growing on women. Study of Chakravarty et al. ([2006](#)) also highlights the importance of recognising differences based in vulnerability in order to develop interventions that meet the unique needs of various groups of poor people.

The need for education in Pakistan is due to different components such as poverty, social standards, and insufficient government funding. Among these, poverty plays an essential part, as it straightforwardly limits access to educational assets and openings for numerous families. Bapsi Sidhwa emphasized that education is not just a privilege but a fundamental necessity to which everyone has a right. Moreover, many schools in Pakistan lack basic services such as access to clean sanitation and drinking water, hindering learning and personal growth. Gorar et al. ([2024](#)) noted in her study that lack of education is a symbol of suffering that must be addressed through knowledge, understanding and active engagement. Millions of children, especially in developing countries, face significant barriers to

receiving primary education due to factors such as poverty, conflict and gender discrimination (UNESCO, [2021](#)). This inequality creates a vicious cycle of poverty and impedes development throughout the affected regions. In many countries, girls face educational challenges due to cultural practices, early marriage, and economic hardships (Tasleem et al., [2024](#)). Gender inequality remains a significant issue, as highlighted in the UNESCO World Education Report (UNESCO, [2019](#)), asserting the urgent need to improve girls' and women's access to and participation in education.

Socio-economic factors contribute significantly to the persistence of educational underachievement. Families facing economic hardships often find it difficult to pay for education-related expenses such as tuition fees and necessities, leading to higher dropout rates. The World Bank has highlighted the need to develop poverty reduction strategies to break the cycle of poverty and improve educational outcomes (World Bank, [2024](#)). Lack of education hampers productivity, limits future employment opportunities, promotes poverty, and creates significant barriers to sustainable development (Pereira, [2020](#)). Unemployment is a widespread global issue with serious consequences for individuals and communities. In Pakistan, job scarcity is a complex issue that is closely linked to the country's economic and political situation. The challenge is particularly acute among young people, many of whom are affected by unemployment and underemployment. Furthermore, prolonged unemployment can lead to loss of skills, reduced self-esteem, and long-term social and psychological impacts that exacerbate poverty (Genda et al., [2020](#)). For example, living in poverty can affect employment prospects, as people facing economic hardship often lack the education, training, and transportation necessary for employment (Fishman et al., [2021](#)). To break this cycle, it is important that policies address the interrelated issues of unemployment and poverty, emphasizing the importance of fostering a positive relationship in job creation, skill development, and improving overall well-being. Amartya Sen's approach suggests that poverty should not be assessed solely on the basis of income criteria, but should be seen as a lack of basic resources (Martins, [2022](#)).

Government interventions are essential to address the interrelated challenges of inadequate education, unemployment, and low income to alleviate poverty. Research shows that investment in education is critical to

poverty reduction, individual empowerment, and improved employment prospects (Psacharopoulos et al., [2021](#)). The World Bank highlights the importance of government policies that create jobs and stimulate economic growth as a key element in the fight against poverty. Governments play a key role in developing solutions to these interrelated problems, thereby reducing the impact of education gaps, unemployment, and low incomes on poverty rates. Social assistance programs are commonly employed by governments as a vital means to alleviate poverty. These initiatives offer safety nets that encompass food aid, housing support, and unemployment benefits for individuals and families facing economic difficulties (Bourassa et al., [2023](#)). By providing financial assistance and essential services, government can directly lessen the adverse effects of poverty. The objective of government intervention through minimum wage legislation is to ensure equitable compensation for workers' efforts. Policies that establish or increase the minimum wage can effectively reduce poverty by boosting the earnings of low-income employees (Neumark & Shirley, [2022](#)).

### **Problem Statement**

Poverty remains a major global issue, affecting millions of people and impeding social progress. The World Bank ([2024](#)) defines extreme poverty as living on less than \$2.15 per day, which applies to approximately 700 million people. As stated by Pandey and Nagesh ([2013](#)) poverty is a condition in which an individual or community lacks sufficient resources to meet basic needs. Mhlanga ([2020](#)) expands this definition to include dissatisfaction in many health sectors. This study aims to explore the interplay of various factors that contribute to poverty, focusing on major freedom issues such as low income, unemployment, and inadequate education. Moreover, it is significant to take into account the potential reducing impacts of government activities in this setting. In any case, the association between poverty and education can be impacted by components such as unemployment. People with solid instructive foundations may battle to rise over poverty if work openings are restricted. The World Bank ([2018](#)) stresses that legislative arrangements, cultivating business and invigorating financial development, are basic for destitution reduction. To define effective approaches and methodologies, it is essential to understand how government actions influence the relationship between low wages, unemployment, and inadequate education within the context of poverty reduction. This study also aims to examine how factors associated with

poverty, such as unemployment, low wages, and lack of education, impact the success of government initiatives.

### **Research Question**

The essential objective of this paper is to address the following inquiries:

RQ1: Is there an association between lacking education and poverty?

RQ2: Is there a relationship between unemployment and poverty?

RQ3: Is there an affiliation between low-income levels and poverty?

RQ4: Do government policies affect the relationship between inadequate education and poverty?

RQ5: How does government interference influence the association between unemployment and poverty?

RQ6: Does government intervention affect the relationship between low-income level and poverty?

### **Research Objective**

The specific objectives of this study are:

RO1: To look at the relationship between inadequate education and poverty.

RO2: To examine the relationship between unemployment and poverty.

RO3: To analyze the relationship between low-income level and poverty.

RO4: To investigate how government intervention addresses the link between inadequate education and poverty.

RO5: To evaluate the relationship between unemployment and government involvement in poverty alleviation.

RO6: To explore the relationship between low income and government intervention in poverty alleviation.

### **Significance of the Study**

This research is noteworthy as it adds to our understanding of the challenges related to poverty by analyzing the complicated connections between lack of education, employment and low income. It extends our comprehension of instruction through a nitty gritty examination of how

these variables contribute to the hazard of poverty. Building on past inquiry about poverty, such as the work of Psacharopoulos et al. (2018), it is extraordinary to investigate the relationship between instruction and destitution while considering the different impacting components like unemployment and low-income level. Moreover, coinciding with the World Bank's center on approach intercessions, this investigation analyses the advancement of government endeavors pointed at destitution reduction (World Bank, 2018). The recognition of low income as a contributor to poverty, as highlighted by Ravallion and Chen (2021), aligns with the focus of this study on income. By complementing the significant part of government intercessions, this research points to offer suggestions for policymakers and worldwide organizations. This inquiry not only enhances scholastic talk by adding to existing information but it also serves as a profitable asset in creating vital plans and approaches pointed at breaking the poverty cycle and advancing economic improvement.

### Literature Review

Poverty is a multifaceted social challenge that has been altogether inspected over various areas of consideration. It is impacted by various factors playing a significant part in comprehending social, intuitive and financial conditions, commerce climates, and political structures. Analysts regularly examine poverty as a critical component affecting the well-being of people and communities, especially concerning financial improvement, social difference, and individual liberty. Economic imbalance is seen as an essential figure driving destitution (Stiglitz & Kosenko, 2024). Villani's (2024) inquiry sets up an association between uneven income dispersion and expanding poverty rates, underscoring the need of tending to financial difference to lighten poverty. Key determinants of poverty levels include education, healthcare, and lodging (Marmot et al., 2020). Walker et al. (2024) social decision-making show outlines how social connections impact results related to poverty.

Moreover, the work of Ahmed et al. (2022) demonstrates that ethnic and gender differences in labor makes deterrents pay, subsequently strengthening the affiliation between segregation and poverty. Sen's capabilities approach (Sen, 2022) emphasizes the significance of handling these systemic challenges to upgrade person potential and reduce poverty. While globalization can invigorate financial development, it too has the potential to compound income inequality, showing both openings and

impediments for poverty alleviation (Dreher et al., [2022](#)). Ravallion and Chen's ([2021](#)) inquiry demonstrates that social activities can contribute to destitution diminishment, highlighting the need for compelling approach mediations. Numerous specialists agree that education is crucial in breaking the poverty cycle (Dieppe et al., [2020](#)), and the relationship between economic success and educational accomplishment underscores the require for upgraded financing for education to combat poverty.

Poverty serves as both a cause and a result of poverty prosperity (Haddad et al., [2022](#)). Universal appraisals of worldwide poverty, such as those by Chen and Ravallion ([2021](#)), enlighten the patterns and impacts of global endeavors to address this pressing issue. Longitudinal inquiry by Brooks-Gunn et al. ([2021](#)) stresses the cruciality of handling the poverty emergency and advocates for the foundation of compelling intergenerational objectives to counter it. Also, De Haas ([2020](#)) analyzes the association between relocation and poverty, recommending that relocation ought to be recognized as a potential hazard for poverty, especially in light of advancing worldwide financial conditions.

The Monetary Record from the World Bank outlines the association between levels of education and expected pay, proposing that each additional year of tutoring can upgrade income potential (World Bank, [2018](#)). Lack of education can negatively impact health by resulting in poor health literacy, limited access to healthcare services, and an increased likelihood of various health issues (Tasleem, [2022](#)). A report from the Joined together Countries Educational, Logical and Social Organization (UNESCO, [2021](#)) shows a relationship between educational challenges and continuous financial battles inside communities. Ongoing research highlights the connection between unemployment and poverty, revealing the diverse impacts of unemployment on economic stability (World Bank, [2018](#)). Restricted work openings result in unsteady or non-existent livelihoods, altogether preventing endeavors for people trying to rise over poverty.

Studies such as Psacharopoulos et al. ([2021](#)) highlight the role of unemployment in exacerbating economic inequality, as unemployed people struggle to earn the income they need to secure employment opportunities. Prolonged unemployment can reduce retirement benefits and jeopardize subsequent financial stability. The effects of unemployment can last beyond the immediate future. High unemployment rates can also influence

international migration trends. A study by Beine et al. (2025) shows that economic inequality due to unemployment may lead people to migrate to other countries in search of better employment possibilities and economic security. The main factors and indicators that contribute to poverty pose significant challenges for individuals and families. Indeed, poverty is often a direct result of constraints caused by inadequate financial resources. When income is insufficient to meet basic needs such as housing, education, and healthcare, people enter a cycle of financial deterioration (World Bank, 2018).

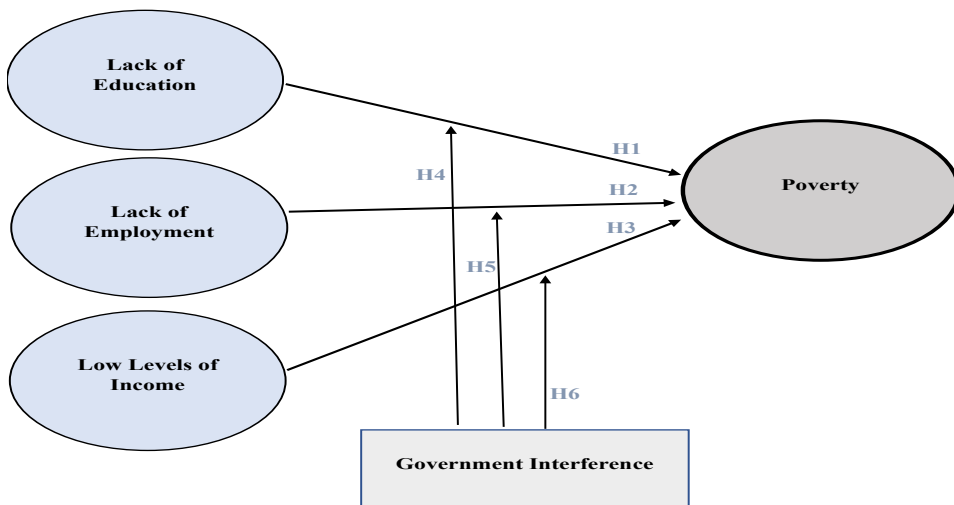
Low-income people often face housing instability, unsatisfactory living conditions, and difficulties maintaining a stable lifestyle (Milanovic, 2022). Low income contributes to income disparities within society. Research by Roine (2024) and others highlights how income disparities exacerbate economic inequality, promote divisive social relations, and limit opportunities for advancement. Financial constraints limit access to nutritious food, negatively impacting the health and well-being of individuals and families. Ravallion (2021) notes that low-income individuals face significant barriers to receiving appropriate medical care, leading to disparities in health outcomes. Coile and Zhang (2022) explore the impediments that people with confined money related assets experience in sparing for retirement and accomplishing budgetary soundness in later life. Financial confinements can moreover impact work execution. A study by Fairlie (2023) shows that these constraints may prevent low-income individuals from engaging in entrepreneurial activities, thereby further limiting their opportunities for self-employment.

Lusardi and Streeter (2023) highlight the association between financial proficiency and financial well-being. The importance of government intervention is altogether inspected all through the educational modules, given its basic part in cultivating political, administrative, and social progression. In his examination of the dangers related to free exchange, Stiglitz and Kosenko (2024) asserted that administrative involvement is pivotal for moderating financial misfortunes and guaranteeing long-term thriving. They underscored the significance of comprehending the part of government, casting question on the idea that diminished government intercession in budgetary markets constantly leads to progressed results. Dani Rodrik's One Economy, Many Policies contributes to the discourse on

state involvement by advocating for a more practical and targeted approach to policy-making (Rodrik, [2022](#)).

Governments play a key role in reducing poverty by implementing policies and initiatives aimed at lessening economic inequality and improving the overall health of their populations. Social programs aim to provide economic support to individuals and families facing economic hardship and are a key strategy used by governments to fight poverty. For example, the US Supplemental Nutrition Assistance Program (SNAP) helps low-income families access nutritious food, improving health outcomes and effectively cutting poverty rates in half (Baldwin et al., [2023](#)). Governments have a continuous involvement in the labor market, directly affecting the welfare of the poor. Laws that set minimum wages and regulate work hours help protect workers from exploitation and ensure economic stability. For example, the Fair Labor Standards Act regulates the U.S. minimum wage, overtime entitlements, and child labor regulations, promoting fair wages.

### Conceptual Framework



### Underpinning Theory

The theoretical framework underpinning this study is based on the cyclical and interconnected nature of poverty. This theory is considered the

most complex of the poverty theories, including elements of other poverty theories to some extent. It describes society and people entangled in a challenge and opportunity where many seemingly impossible problems arise on the way to success (Bradshaw and Nieuwenhuis [2021](#)). The cycle theory clearly shows how people and resources in society are related, and addresses economic uncertainty. The theory is rooted in economics. Harmon and Johnson's ([2025](#)) book *Urban Education* shows the individual and societal interactions between work and education, describing the cycle of poverty that leads to decline and disinvestment. Conversely, similar changes lead to the prosperity and progress of more developed societies. At the individual level, this cycle continues. The prohibition of work leads to insufficient income, which further leads to reduced consumption and savings, thus inhibiting the ability of individuals to invest in education or start their own business. This inhibits expansion, encourages low investment, and consequently weakens the economy. These factors collectively influence the community negatively. In addition, lack of access to medicine, poor living conditions, and health problems resulting from malnutrition also support the cycle of poverty. This cycle can continue, propagating a system where people do not have the resources to participate in good economic activities which can increase the economic impact of the community through lower taxes or lower results (Nannan et al., [2022](#)).

### **Research Methodology**

Percentages and numerical data play an important role in collecting quantitative findings. Researchers use various methods, starting with hypotheses and theories that guide the research process. They apply objective thinking to analyze and evaluate perspectives, identify relationships between different elements, and strive to collect comprehensive, accurate, and reliable data (Chuang, [2021](#)). This particular study was conducted as part of a field study in Lahore, Pakistan.

The survey was conducted face-to-face over a 15-week period. This was considered to be enough time for participants to complete the survey and to be able to distinguish between early and late responses. The investigation included Lahore and Kasur areas, with evaluated populaces of 11,119,985 and 4,084,286, respectively, adding up to 15,204,271 collectively. The ideal test measure of 384 for this inquiry was done from the perspective of the rules set forward by Krejcie and Morgan ([1970](#)). Information examination

utilized PLS-SEM (Fractional Slightest Squares Basic Condition Modeling) and SPSS (Measurable Bundle for the Social Sciences).

A self-administered survey served as the inquiry instrument, gathering bits of knowledge from learned and unbiased respondents. The study inspected a few factors, including poverty, unemployment, low income, and government intervention, with each inquiry outlined to inspire the respondent's viewpoint. A five-point Likert scale measured the chosen respondents' conclusions on each variable. This approach allows for the prediction of specific factors while also testing complex models that involve conflicting data by assigning weighted scores to latent factors. Such an approach upgrades the understanding of cognitive forms and expository estimates. Moreover, PLS-SEM has been instrumental in tending to inconsistencies emerging from prioritizing inquiry programs and administration methodologies. SEM innovation served as the essential expository strategy in this study, encouraging the assessment and testing of investigation speculations.

### **Respondent Profile**

The investigation of this inquiry included 384 respondents. Of these, 34.2% held registration degrees, 28.1% had middle degrees, 24.5% had bachelor's degrees, and 13.2% had completed their master's degrees. The respondents hailed from different family units in Lahore and Kasur areas. Particularly, 42.0% earned salaries between 20,000-30,000, 28.4% earned between 30,000-40,000, 19.4% earned between 40,000-50,000, and 11.2% detailed salaries over 50,000. In terms of age dissemination, 35.98% of the respondents were in the 18-25 age run. Furthermore, 25.12% were between 26 and 33, 19.90% were mature 34-41, and 19.00% were over 41. With respect to gender, 65% of the respondents were female whereas 35% were male.

## **Results**

### **Descriptive Statistics**

A summary of features of the data, whether they are samples or the population, is provided by descriptive analysis. Determining central tendency and determining variability are the two primary categories of this approach. Comprehending the usual or central response in the data requires a comprehension of these categories. Determining variability involves assessing the spread or dispersion of the data points around a central value.

It helps to understand how much the data values deviate from the average or central tendency. Determining central tendency aims to identify the value that best represents the dataset. Commonly, central tendency measures include the median, mode and mean. These measures provide insight into where the majority of the data points cluster around. In general, descriptive analysis aids in the characterization of the data by revealing details about its variability and central tendency, which helps scholars better comprehend the underlying patterns and trends seen in the dataset.

**Table 1**  
*Descriptive Statistics*

Variable	<i>N</i>	Minimum	Maximum	<i>M</i>	<i>SD</i>
P	384	1.00	5.00	3.98	.318
LE	384	1.00	5.00	3.56	.444
UE	384	1.00	5.00	3.10	.663
IL	384	1.00	5.00	4.02	.438
GI	384	1.00	5.00	4.14	.334

**Note.** P = Poverty, UE = Unemployment, LI = Low level of income, LE = Lack of education, GI = Government Interference

Table 1 shows the descriptive statistics of the research study. Findings indicate that the mean values for all the variables fall between 3.64 to 3.85, showing consistency within an acceptable range. Similarly, standard deviation range scores from 5.36 to 6.82, also falling within acceptable range. These results affirm that all variables display reasonable and satisfactory level. The clear statistics for the factors are as follows: For the variable R, the test estimate is 384, with a least value of 1.00, a mean of 3.74, and a standard deviation of 0.58. For PF, the test size is moreover 384, with a minimum value of 1.00, a mean of 3.76, and a standard deviation of 0.68. EF has a sample size of 384, with a minimum value of 1.00, a mean of 3.64, and a standard deviation of 0.57. The SLS variable has a sample size of 384, with a minimum value of 1.00, a mean of 3.67, and a standard deviation of 0.69. Finally, CPE has a sample size of 384, with a minimum value of 1.00, a mean of 3.85, and a standard deviation of 0.54.

### Indicator Reliability

The traditional method of estimating indicator reliability involves calculating the factor loading or outer loading for every domain in a measurement model. An outer loading of 0.70 or higher indicates that the

item provides adequate indications of the underlying construct. If an indicator's loading falls below 0.40, it is considered weak and may need to be reconsidered. Hair (2020) suggests that even if the loading is between 0.40 and 0.70, it may still be considered acceptable if it helps raise the AVE to 0.50 or higher. Considering these parameters, no additional inference is required because all indicator factor loading values fall within an appropriate range (0.40 or higher), i.e., between 0.771 and 0.888. Furthermore, all variable AVE values meet the baseline requirement of 0.50 or above, i.e., between 0.47 and 0.597. This suggests that the measurement model's indication reliability is adequate.

### Convergent Validity

Agreeing to Hair et al. (2020), the degree to which a test corresponds with a substituted division of a related measurement, the table shows the average values used in the latest research. Every number matched the 0.50 AVE, demonstrating the accuracy of the estimating methodology used in this investigation. Furthermore, every characteristic satisfied the AVE's requirement for a boost value of 0.50, indicating sufficient convergent validity for the measurement schemes used in this investigation.

**Table 2**

*Convergent Validity*

Variable	CR	Alpha Value	AVE
P	0.882	0.712	0.545
LE	0.723	0.769	0.467
UE	0.899	0.667	0.578
IL	0.778	0.713	0.589
GI	0.723	0.754	0.456

**Note.** P = Poverty, UE = Unemployment, LI = Low level of income, LE = Lack of education, GI = Government Interference

### Path Coefficient

The measurement coefficients of the structural model are also used to appraise or analyze it in momentum research. Weight values for coefficients are used to assess the importance and efficacy of an interaction between two new qualities (Hair, 2020). The current investigation shows a t-esteem of 0.95 at a significant level of 0.05, according to Hair et al. (2020). A test known as nonparametric measurable, also called bootstrapping, is used in

"PLS-SEM," to determine the significance of the obtained path coefficient. Furthermore, it is acknowledged that the coefficient ranges normally lie between "-1 and +1". Accordingly, this study demonstrates that correlation coefficient values near +1 imply a greater association, but values near -1 indicate a weaker or insufficient relationship. The table shows the exact p-esteem, t-worth, and path coefficients in the study's component parts. Path valuations determine whether a hypothesis is accepted or rejected. Consequently, and in accordance with the findings of the present investigation, every hypothesis is supported at a significance level of 0.05. This implies that the data analysis supports the statistical significance of the suggested correlations between the variables.

**Table 3**

*Path coefficient (Direct path and indirect path)*

Relationship	Coefficients	<i>t</i> statistics	<i>p</i> values	Decision
LE->P	0.14	4.567	0.000	Accepted
UE->P	0.554	2.987	0.053	Accepted
IL->P	0.034	6.086	0.000	Accepted
LE->PxGI	0.123	2.413	0.040	Accepted
UE->PxGI	0.045	3.098	0.056	Accepted
IL->PxGI	0.543	4.876	0.004	Accepted

The analysis shows that all the relationships mentioned in the model are significant but there are some differences in the significance of each. Both income levels (IL) and lack of education (LE) improve poverty (P) with a p-value of 0.000 indicating the strength of both relationships. Unemployment (UE) is also positively associated with poverty but is highly significant with a p-value of 0.053. Furthermore, UE has a small effect on PxGI while LE and IL have a significant effect on poverty with respect to government intervention (PxGI). Overall, the findings show the influence of low income, unemployment and lack of education in reducing poverty (albeit in different ways) through government intervention.

### Conclusion

In conclusion, this article thoroughly examines the relationship between poverty and various influencing factors such as educational attainment, unemployment, and low income, and evaluates the impact of government policies to address these issues. Supported by empirical data, the analysis

highlights that poverty is a complex and multifaceted issue. The results show that inadequate education, lack of employment opportunities, and low income contribute significantly to the continuation of poverty. Moreover, the importance of government involvement in mitigating or amplifying the impact of the choices of the poor should not be overlooked. Nevertheless, this study acknowledges certain limitations, such as the possibility of variation among different factors and the challenges associated with measuring poverty accurately. Future studies could be improved through a longitudinal approach to gain deeper insight into the nature and causes of poverty.

### **Future Recommendation**

In terms of future directions, this analysis makes several recommendations for research and policy. Policymakers should focus on interventions that address the root causes of poverty, such as improving education, promoting job creation, and ensuring equitable distribution practices to advance outcomes. Furthermore, there is a need for educational reform, particularly expanding access to education at all levels, to equip individuals with the essential skills and knowledge required to overcome the limitations imposed by poverty. Joint efforts to create a sustainable workforce that respects workers' rights and offers fair remuneration are also important. The study highlights the importance of identifying the root causes of poverty and developing community empowerment strategies, highlighting the effectiveness of community efforts as a means to fight poverty. Furthermore, rigorous evaluation of poverty reduction programs is essential to promote evidence-based policymaking and evaluate their effectiveness. Finally, multidisciplinary collaborations need to be promoted to bring together different perspectives and develop comprehensive strategies to fight poverty. Implementing these recommendations will enable stakeholders to effectively develop improved approaches towards poverty reduction and strengthen economic connectivity.

### **Conflict of Interest**

The authors of the manuscript have no financial or non-financial conflict of interest in the subject matter or materials discussed in this manuscript.

### **Data Availability Statement**

The data associated with this study will be provided by the corresponding author upon request.

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