*Original Research Article*

# INFULCE OF EXPENDITURE PATTERN ON EDUCATION STATUS OF HOUSEHOLDS IN MALAPPURAM DISTRICT


## ABSTRACT

This study investigates the relationships between household expenditure patterns and education status, drawing insights from 386 households in Malappuram district between December 2021 and September 2022. Employing statistical tools such as Correlation, multiple regression, ANOVA, and chi-square, the research scrutinizes and quantifies these relationships. Notable findings underscore the prioritization of food and education in household budgets, emphasizing their pivotal role. The strong connection between education level and marital status unveils the interdependence of these decisions, reflecting societal norms. Financial implications of educational achievement shed light on how education acts as a mitigator of economic inequality by exposing income disparities.The correlation between total expenditure and education is positive, indicating that household spending plays a crucial role in achieving educational goals. The impact of food and medical expenses in affecting educational status is further highlighted by the regression analysis. When taken as a whole, these results add to a more sophisticated picture of the relationship between spending patterns and academic achievement. In the particular context of the Malappuram district, this knowledge provides insightful information for policymakers and programmes aiming to improve economic prosperity and educational accomplishment at the same time.



Keywords:Household Expenditure Patterns,Education Status,Socioeconomic Relationships,Economic Inequality




## 1. INTRODUCTION

One of the most significant factors influencing several dimensions of well-being is the distribution of financial resources among households, with educational status being one of the most significant. The decisions made by households about the amount of money they spend on everything from necessities to indulgences have an impact on members of the household's choice of educational paths in addition to their current consumption. This comprehensive study looks at the intricate relationship between family spending patterns and the educational attainment of its members to comprehend the fundamental mechanisms that impact educational outcomes.Understanding household spending dynamics requires a thorough analysis that considers all of the factors that influence spending

decisions. Economic theories state that wealth, tastes, and the availability of goods and services all influence how much money households spend. The complex web of decisions that households make on a daily basis is influenced by a variety of factors, including social influences, financial constraints, and individual priorities. Examining the relationship between spending patterns and educational achievement is crucial, as education is both a basic human right and a driving force behind socioeconomic development.According to the Human Capital Theory, a person's productivity and earning potential are increased by education, which is like investing in their human capital. According to this hypothesis, households should fund their children's education according to the expectation that doing so will raise their standard of living and income. Moreover, behavioural economics sheds light on the reasons behind households' possible resource allocations for education by illuminating the psychological variables, biases, and heuristics that affect spending decisions.At the foundational level, households allocate funds to basic necessities such as food, shelter, and healthcare. The adequacy of these allocations directly affects the ability of individuals to engage in educational pursuits. Malnutrition, inadequate housing, or health issues can hinder educational attainment (Sen -1999).In the digital age, technology plays a vital role in education. Access to computers, the internet, and educational software can enhance learning opportunities. Disparities in technological resources may contribute to educational inequalities (Warschauer, M. -2006) Education can increase the value of labor force of individuals by developing their economic abilities, which can increase their wages and prevent poverty. For this reason, education is critical in reducing poverty (Song, 2012). Education provides people with the ability to improve themselves. Additionally, it increases the possibility of acquiring a profession and making progress in it (Cavus et al., 2021). Human capital theory argues that education enables individuals to acquire the knowledge and ability they need for a decent job accordingly, increases productivity and promotes economic growth (Song & Zhou, 2019).

## 1.1 THEORETICAL FRAMEWORK

- The major theoretical innovation in the study regarding expenditure pattern and education system is The Human Capital Theory, which was formulated by economists Gary Becker and Theodore Schultz, asserts that people can be thought of as investments. With regard to education, this idea contends that learning improves a person's human capital, which in turn raises earning potential and productivity. The amount of money that households spend on education is regarded as an investment in human capital that benefits both society and the individual economy.
- Microeconomics-based Intertemporal Choice Theory looks at how people choose to allocate resources throughout time. Households must make trade-offs between their current and future consumption when it comes to schooling. This theory aids in the explanation of how households balance the projected future benefits of education against the immediate expenditures, taking into account things like higher earning potential and a higher standard of living.

- Behavioral Economics incorporates insights from psychology into economic analysis, exploring how psychological factors influence decision-making. In the context of education expenditure, this framework helps to understand the role of cognitive biases, social norms, and heuristics in shaping household decisions. It acknowledges that decisions about education are not purely rational but are influenced by various behavioral factors.
- The Social Capital Theory investigates the connections and social networks people form, highlighting the influence these connections have on financial results. Within the realm of education, this theory considers the ways in which social networks and relationships impact the availability of educational opportunities, resources, and data. Comprehending the influence of social dynamics on home schooling decisions is beneficial.

## 1.2 STATEMENT OF THE PROBLEM

Despite Kerala's global recognition for its significant achievements in social sectors but it still faces some issues epically in education sector.One special challenge is the growing number of highly educated people working in occupations that do not fully make use of their education. This problem centers on realizing how educational attainment and labour market demands do not align, as well as the possible fallout from an overeducated labour force.Kerala's highly educated population does not have easy access to work possibilities despite the state's economic progress. The challenge is realising how complicated the labour market is and how education and appropriate jobs don't always align, especially for the growing labour force. Kerala's highly educated workforce faces challenges related to unemployment and underemployment. There is a paradox between the state's emphasis on education and the ability of the job market to absorb the skilled workforce effectively (Zachariah, K. C., & Rajan, S. I. 2009) Despite significant public spending on education, there are concerns about the efficiency of this expenditure in terms of educational outcomes. The paradox lies in the need to align spending with tangible improvements in the quality of education (Government of Kerala. 2019) all this situation leads to Kerala's education paradox pertains to the state's educational landscape's bewildering differences and obstacles, coexisting with high literacy rates and a strong cultural emphasis on education

**OBJECTIVES:**

1. To assess the expenditure pattern of households in Malappuram district.
2. Evaluating the Education Status of Respondents Based on Socioeconomic Factors in Malappuram.
   District
3. To analyze the impact of household’s expenditure on education status Respondents in Malappuram district.

## 2. METHODOLOGY

The methodology employed in this research involves a systematic approach encompassing data collection, variable selection, statistical techniques, and analytical frameworks to effectively address

the research objectives. Each component of the methodology is carefully designed to ensure the robustness and validity of the study's findings.

Data Collection: Primary data was collected through a cluster sampling technique in Malappuram district. Using Cochran's formula 386 samples were collected. the survey questionnaire comprised sections that captured demographic information, education status, andoverall expenditure patterns of households. The data collection process was carried out with a rigorous approach to ensure the accuracy and reliability of responses.

Analytical Techniques: The analysis of the collected data employed a range of statistical methods to glean meaningful insights. Descriptive analysis was initially conducted, presenting percentages, means, and standard deviations for various variables. This approach provided a preliminary overview of the dataset, allowing for the identification of initial trends.

To discern statistically significant differences, Analysis of Variance (ANOVA) and chi-square tests were applied. ANOVA helped explore variations in means across different groups, while chi-square tests were used to analyze categorical variables and identify associations.

Regression analysis was a key component of the analytical framework, aiming to understand the impact of expenditure on the health status of households. Coefficients, significance levels, and goodness-of-fit measures were utilized to interpret and evaluate the regression model. Coefficients elucidated the magnitude and direction of the relationship between variables, while significance levels gauged the reliability of these relationships. The goodness-of-fit measures provided insights into how well the regression model explained the variability in the health status of households

Ethical Considerations: Ethical standards were adhered to throughout the study. Informed consent was obtained from all participants, ensuring their willingness to participate. Data confidentiality and anonymity were maintained, and ethical guidelines were followed in data collection, storage, and analysis.

## 3. RESULTS AND DISCUSSION

In this thorough examination, we investigate the complex relationship between spending habits and educational attainment in the heterogeneous Malappuram area. Our study aims to investigate many aspects that contribute to the comprehension of education dynamics and the utilisation patterns that are impacted by household spending. We want to shed light on the interactions that exist between demographic traits, socioeconomic factors, and educational results through close examination. The main objective of our research is to offer information that will help direct focused interventions and policy improvements, resulting in a more sophisticated comprehension of how spending patterns affect student status.

The objectives guiding this analysis are as follows:

**Table 1.Average Percentage Expenditure on Various Categories (Monthly)**

| Particular | N | Mean (in Rs.) | Std. Deviation |
|---|---|---|---|
| Medical | 386 | 3646.55 | 5474.830 |
| Food | 386 | 4135.68 | 2455.378 |

| | | | |
|---|---|---|---|
| Clothes | 386 | 3666.30 | 3902.365 |
| Entertainment | 246 | 2320.93 | 3461.219 |
| Luxuries | 58 | 2852.68 | 1988.203 |
| Fuel | 288 | 2837.50 | 3463.333 |
| Functions | 229 | 3032.53 | 2339.394 |
| Education | 386 | 3858.71 | 2155.596 |
| Others | 212 | 2932.55 | 2278.797 |
| Total expenditure | 386 | 19792.977 | 12924.9995 |

*Source: Primary Survey, 2023*

Table 1. provides insights into the average percentage expenditure spent on several categories by sampled households in the Malappuram district. The information is based on a primary survey that was carried out in 2023 and provides insight into the priorities, spending habits, and financial practises of the participants. Key spending categories are shown in the table, which include medical, food, clothing, entertainment, luxury, fuel, functions, education, and others. The mean spending, standard deviation, and rank for each category are shown, providing important information on how money is allocated among various needs and preferences.

Food Spending is a primary allocation with a mean expenditure of Rs. 4135.68, food expenses rank highest among household priorities. This highlights the critical role that nourishment and subsistence have in the spending habits of the households examined. The sampled group appears to have some regularity in their food expenditure. The second most expensive item is education, coming in right behind food with an average cost of Rs. 3858.71. This is a significant investment. This demonstrates how much value families place on investing in their children's education. Due to respondents' varying financial capacity and priorities, the standard deviation (2155.596) indicates a moderate degree of heterogeneity in education spending.

Medical Spending which is Moderately Prioritised its ranks fourth in terms of priority, with an average expenditure of Rs. 3646.55. The standard deviation (5474.830) suggests a higher degree of fluctuation in medical spending, even if it still represents a sizable share of the budget. Variations in home health conditions and erratic healthcare needs could be the cause of this. Entertainment, Luxuries, and Clothes, when it comes to spending, these three categories fall in the middle. Luxuries come in sixth place with a mean expenditure of Rs. 2852.68, while Clothes and Entertainment come in third and eighth place, respectively. Discretionary spending patterns and a range of preferences are indicated by the standard deviations, which show significant variety in expenditure across various categories.

Table 1. presents a comprehensive overview of the spending trends in the Malappuram district, which leads us to a conclusion. The allocation of primary funds to food and education highlights their importance in household budgets. The survey population exhibits a range of requirements, preferences, and financial capacity, which is reflected in the variety of expenditure between categories. This highlights the significance of comprehending these subtleties to inform policymaking and implement targeted interventions.

**Access to Education**

Education is fundamental to human rights, a potent growth-promoting agent for individuals, and a key component of society progress. Education is widely acknowledged as a fundamental entitlement, as it provides people with the necessary information, abilities, and channels to direct their own lives, participate meaningfully in their local communities, and access the global economy. Education is a force that has the power to shatter bonds, tear down barriers, and move people and society forward that is capable of much more than just imparting knowledge. This section analyze how socioeconomic factors influences the education status of respondents in Malappuram district.

**Table 2.Age and Education Status**

| Education | Age Category | | | | Total |
|---|---|---|---|---|---|
| | Below 18 | 18-40 | 41-60 | 61-80 | |
| Illiterate | 0 | 3 | 22 | 3 | 28 |
| | 0.0 | 1.2 | 20.4 | 27.3 | 7.3 |
| Up to SSLC | 0 | 17 | 22 | 2 | 41 |
| | 0.0 | 7.0 | 20.4 | 18.2 | 10.6 |
| SSLC | 11 | 60 | 35 | 3 | 109 |
| | 44.0 | 24.8 | 32.4 | 27.3 | 28.2 |
| +2 | 14 | 94 | 16 | 0 | 124 |
| | 56.0 | 38.8 | 14.8 | 0.0 | 32.1 |
| Higher Education | 0 | 68 | 13 | 3 | 84 |
| | 0.0 | 28.1 | 12.0 | 27.3 | 21.8 |
| Total | 25 | 242 | 108 | 11 | 386 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Chi-Square Result | Value= 101.512, df=12, p=0.000 | | | | |

*Source: Primary Survey, 2023*

Regarding the distribution of educational attainment among various age groups, Table 2 provides a thorough overview of the relationship between age and education status among the population questioned. Drawn from a main survey carried out in 2023, the data illustrates the frequency of different degrees of education within different age groups, ranging from illiteracy to higher education.

Certain trends become apparent when the table is examined from the prism of human capital theory. A significant percentage of people with educational attainment up to these levels are found in the age groups "Up to SSLC" and "SSLC". This supports the idea of the theory, which holds that a person's human capital increases dramatically with a basic education, making it possible for them to engage in the workforce more successfully.

Higher education and the "+2" (Higher Secondary) categories, which are more common in the "18-40" age range, indicate an investment in higher education. This investment should increase productivity, earning potential, and overall financial well-being, according to the Human Capital Theory. Higher education attainment is becoming less common in older age groups, which could be a reflection of how education and job have changed over time.Additionally, the Chi-Square result, with a significant p-value of 0.000, suggests a relationship between age and education status. This statistical association underscores the economic implications of education at different life stages. For instance, individuals in the "+2" and "Higher Education" categories within the "18-40" age group may contribute more substantially to economic activities due to their advanced skill sets.To sum up, Table 2's observed patterns are consistent with the principles of Human Capital Theory, showing how education is allocated across age groups when seen as an investment in human capital. This economic viewpoint supports the idea that investments in education have a major positive impact on economic development and prosperity by highlighting the role that education plays in influencing both individual outcomes and broader economic trajectories.

**Table 3. Marital Status and Education Status**

| Education | | Marital Status | | | | Total |
|---|---|---|---|---|---|---|
| | | Married | Separated | Single | Widow | |
| Illiterate | N | 23 | 0 | 1 | 4 | 28 |
| | % | 7.6 | 0.0 | 1.4 | 44.4 | 7.3 |
| Up to SSLC | N | 35 | 2 | 3 | 1 | 41 |
| | % | 11.6 | 28.6 | 4.3 | 11.1 | 10.6 |
| SSLC | N | 85 | 3 | 18 | 3 | 109 |
| | % | 28.2 | 42.9 | 26.1 | 33.3 | 28.2 |
| +2 | N | 87 | 1 | 36 | 0 | 124 |
| | % | 28.9 | 14.3 | 52.2 | 0.0 | 32.1 |
| Higher Education | N | 71 | 1 | 11 | 1 | 84 |
| | % | 23.6 | 14.3 | 15.9 | 11.1 | 21.8 |
| Total | N | 301 | 7 | 69 | 9 | 386 |
| | % | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Chi-Square Result | | Value= 42.006, df=12, p=0.000 | | | | |

*Source: Primary Survey, 2023*

A socio-economic analysis of the data reveals that educational attainment is unevenly distributed among different marital statuses. A sizable fraction is married, especially those with educations between SSLC and SSLC, which reflects the wide range of educational backgrounds within this marital category. Given that marriage often occurs when a person reaches a particular educational level, this distribution is consistent with societal and economic expectations.

The Chi-Square analysis shows a statistically significant correlation between marital status and education, with a significant p-value of 0.000. The statistical link between these variables highlights their interdependence, indicating that within the examined population, marital status and educational choices are not independent of one another.According to the statistics, decisions about schooling may be influenced by one's marital situation and vice versa. As an illustration of the historical setting in which education may have been less available for this group, consider the higher number of illiterate and SSLC-educated adults among the widowed category. However, the larger percentages of +2 and larger degree in the single category may indicate a trend where people value obtaining a higher degree more than getting married.

**Table 4.Income and Education Status**

| Education | N | Average Income | Std. Deviation | Std. Error |
|---|---|---|---|---|
| Illiterate | 28 | 12800.000 | 10060.9365 | 1224.2139 |
| up to SSLC | 41 | 17190.244 | 12400.8025 | 1936.6800 |
| SSLC | 109 | 27583.486 | 19789.3748 | 1895.4783 |
| +2 | 124 | 26762.903 | 23766.9391 | 2134.3341 |
| Higher Education | 84 | 42905.952 | 27002.0452 | 2946.1647 |
| Total | 386 | 29928.756 | 23308.9053 | 1186.3920 |
| ANOVA | F(4,381)=11.694, p=0.000 | | | |

*Source: Primary Survey, 2023*

Table 4 provides insights into the relationship between income and educational achievement, highlighting the financial aspects of educational success in the sample. A fascinating way to understand the financial effects of educational attainment is to look at average salary values for various degree groups.

There are notable differences in income among different educational levels, according to the analysis of variance (ANOVA) result, which has a significant p-value of 0.000. The correlation between educational achievement and Income is highlighted by its statistical significance.Education is seen as an investment in human capital, increasing a person's productivity and earning potential, in accordance with the Human Capital Theory. The rising average income trend from the illiterate to the more educated classes is consistent with the principles of Human Capital Theory. Higher education typically results in the acquisition of specialized skills, which increase an individual's value on the job market and raise their earning potential.

The wide range of income between groups is brought to light by the significant standard deviation in each education category, underscoring the variety of financial situations people may encounter even with comparable educational backgrounds. With the help of these insights, policymakers may create focused policies that lessen income gaps and advance economic

Multiple Regression Analysis of Impact of Households Expenditure on Education Status of Respondent

Table 5. Descriptive Statistics

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Education Status of Respondents | .421 | .1284 | 386 |
| Expenditure for Medical | .268 | .2041 | 386 |
| Expenditure for Food | .274 | .1644 | 386 |
| Expenditure for Clothing | .274 | .1644 | 386 |
| Expenditure for Entertainment | .029 | .0595 | 246 |
| Expenditure for Fuel | .042 | .0647 | 288 |
| Expenditure for Functions | .090 | .1169 | 386 |

*Source: Primary Survey, 2023*

$EDR = \beta + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + Ui$

Dependent variable

EDR = Education Status of Respondents

Independent variable

$X_1$= Expenditure for Medical

$X_2$ = Expenditure for Food

$X_3$ = Expenditure for Clothing

$X_4$ = Expenditure for Entertainment

$X_5$ = Expenditure for Fuel

$X_6$ = Expenditure for Functions

Table 6. Multiple Regression Analysis of Impact of Households Expenditure on Education Status of Respondents

| Model Summary | | | | | | |
|---|---|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson | |
| 1 | .346[a] | .120 | .103 | .12027 | 1.493 | |
| ANOVA | | | | | | |
| | | Regression | .743 | 7 | .106 | 7.343 |
| 1 | Residual | 5.468 | 378 | .014 | | |
| | Total | 6.211 | 385 | | | |
| | Regression | .743 | 7 | .106 | 7.343 | .000[b] |

| Coefficients | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Collinearity Statistics | |
| | B | Std. Error | Beta | | | Tolerance | VIF |
| (Constant) | .381 | .012 | | 30.908 | .000 | | |
| Expenditure for Medical | -.176 | .040 | -.283 | -4.425 | .000 | 0.567 | 1.762 |
| Expenditure for Food | .247 | .050 | .320 | 4.905 | .000 | 0.547 | 1.828 |
| Expenditure for Clothing | .101 | .092 | .062 | 1.095 | .274 | 0.736 | 1.359 |
| Expenditure for Entertainment | -.073 | .207 | -.034 | -.351 | .726 | 0.247 | 4.042 |
| Expenditure for Fuel | .037 | .181 | .019 | .204 | .839 | 0.274 | 3.648 |
| Expenditure for Functions | -.010 | .076 | -.009 | -.134 | .894 | 0.476 | 2.102 |

*Source: Primary Survey, 2023*

In the above regression analysis, the model attempts to educational status of households based on several predictor variables: Medical expenditure, food expenditure, cloth expenditure, entertainment expenditure, Fuel expenditure, functions expenditure. Here is the interpretation of the results:

Model Summary:

R-squared ($R^2$): The model explains 12% of the variance in educational status. This means that 12% of the variability educational status scores can be accounted for by the predictor variables included in the model.

Adjusted R-squared: When considering the number of predictors, the adjusted $R^2$ is 10.3%. It adjusts the $R^2$ for the number of predictors in the model.

F-Statistic: The F-statistic tests whether the overall regression model is statistically significant. Here, the F-statistic of 7.343 is associated with a very low p-value ($p < 0.001$), indicating that the model is statistically significant.

Interpretation of Coefficients:

- Constant: The intercept is 0.381. It represents the expected educational status score when all predictor variables are zero.

Predictor Variables:

- Medical expenditure: For every one-unit increase in medical expenditure, educational status is expected to decrease by 0.176 points when the expenditure on other items is held constant.
- Food expenditure: For every one-unit increase in Food expenditure, educational status is expected to increase by 0.247 points when the expenditure on other items is held constant.
- Cloth expenditure: Not statistically significant; changes in Cloth expenditure do not have a significant impact on educational statuswhen the expenditure on other items is held constant.
- Entertainment expenditure: Not statistically significant; changes in Entertainment expenditure do not have a significant impact on educational statuswhen the expenditure on other items is held constant.
- Fuel expenditure: Not statistically significant; changes in Fuel expenditure do not have a significant impact on HDI when the expenditure on other items is held constant.
- Functions expenditure: Not statistically significant; changes in Functions expenditure do not have a significant impact on educational statuswhen the expenditure on other items is held constant.
- Significant Predictors: Medical expenditure and Food expenditure are significant predictors of educational status. Changes in these variables are associated with significant changes in educational status scores.
- Insignificant Predictors: Cloth expenditure, Entertainment expenditure, Fuel expenditure, and Functions expenditure do not significantly impact educational status scores.

Table 7.Correlation between educational status and total expenditure of households

| Correlations | | | |
|---|---|---|---|
| | | Total expenditure | education |
| Total expenditure | Pearson Correlation | 1 | .400** |
| | Sig. (2-tailed) | | .000 |
| | N | 386 | 386 |
| Education | Pearson Correlation | .400** | 1 |
| | Sig. (2-tailed) | .000 | |

| | | | |
|---|---|---|---|
| | N | 386 | 386 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

The correlation between household expenditure and educational status is shown in Table 7, which offers important information on the link between these two variables. While the significance levels evaluate the dependability of these correlations, the Pearson correlation coefficients show the direction and degree of the association.

The somewhat positive association between total expenditure and education is indicated by the positive correlation value of 0.400. One variable tends to increase along with the other.The correlation that has been detected is statistically significant, as indicated by the significance level (p-value < 0.01).The positive correlation implies that, on average, households with higher educational attainment tend to have higher total expenditures. This aligns with the notion that education enhances earning potential and economic well-being.The Human Capital Theory, which was developed by economists like Gary Becker, is supported by this positive correlation. This idea contends that investing in education increases human capital, which in turn raises revenue. According to the correlation, households with higher levels of education tend to devote more resources towards overall spending.Higher education can cause people to spend differently and make more deliberate and educated decisions, according to research on consumer behavior theory. The positive association between education and total expenditure that has been seen may have some explanation for this.To sum up, the results in the table demonstrate a strong and favorable relationship between household spending total and educational attainment. Establishing the importance of education in influencing household spending habits, consumer behavior, and income, these relationships are consistent with accepted economic theory.

## 4. CONCLUSION

This study explores the complex relationship between respondents' educational status and household spending patterns in the Malappuram region using data from a main survey conducted in 2023. A thorough grasp of how money is distributed among different needs can be obtained by analysing the primary spending categories, which include functions, medical, food, clothes, entertainment, luxury, gasoline, and education. The importance of sustenance is highlighted by the fact that food expenditure ranks first among household priorities, with a mean of Rs. 4135.68. With an average cost of Rs. 3858.71, education comes in second, highlighting the substantial investment made by families which means Food and education are prioritised, demonstrating how important they are to household budgets.Distributions of educational attainment between marital statuses are shown to be unequal, according to socioeconomic study. Indicating the interdependence of education and marital status, the Chi-Square analysis finds a statistically significant relationship between the two. Some indications of

past educational accessibility and societal expectations include, for example, a higher percentage of singles with higher education and a higher proportion of illiterate respondents among widowed respondents.According to the regression study, food and medical costs have a big impact on one's educational standing. A higher level of education is positively correlated with higher food expenditure, as indicated by a positive coefficient for food expenditure. On the other hand, after controlling for other variables, non-significant correlations for clothes, entertainment, fuel, and function expenses imply that they have little effect on educational standing. The fact that total spending and education have a positive association (r = 0.400) shows that higher levels of education are correlated with higher levels of household spending. According to the Human Capital Theory, this conclusion, which is backed by a statistically significant connection, confirms the positive effects of education on earning potential and financial well-being.

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