

# Analysis of Australia's Global Index

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## Introduction

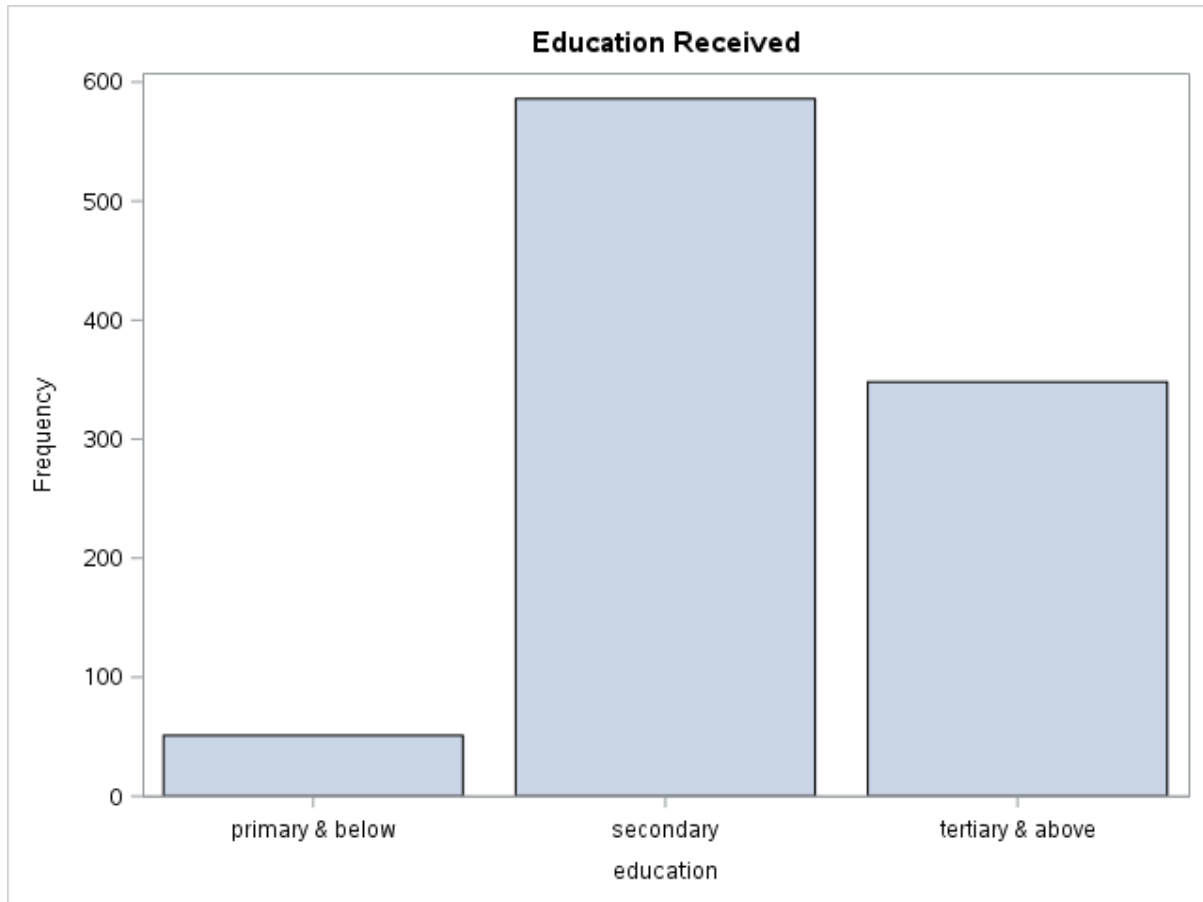
The Global Financial Inclusion (Global Findex) Database 2014, is a comprehensive gauge of how adults around the world manage their day-to-day finances, the data collected is a sample survey data which shows detailed indicators on financial inclusion such as transfers, payments, savings, borrowings, expenses and raising funds in emergency. In the following report we are regarding the saving and borrowing of Australian people based on the education received by them. Further after the analysis of the trend in saving and borrowing I anticipate that the result would be in favour of savings.

## Methods

The metadata collected is a detailed data which includes around 63 indicators of saving, raising, borrowing, use of bank account to carry on the transactions, level of education received, which are divided up into small category. The target population are civilians, non-institutionalized population of 15 years and above. Which is covered nationally. The units of analysis are individual. The sample survey data was released on 2015-06-25 produced by Development Economics data Group affiliated to The World Bank. We are analysing the behaviour of the people on the habits of saving or borrowing on the level of education received. For the analysis of the data we are using the Statistical Analysis System (SAS) which uses the SAS procedures, frequencies and plots to analyse the data and get the results which will help us to draw a conclusion.

## Results

### Number of People who received education.



From the above table we can see that the number of people educated on secondary level are the highest and the number of people who have received tertiary and above are the second highest but shows that people who received education decreased after their secondary education and while the people who received only primary education are very less, which shows that people tend to study until secondary level.

## Salary Received on the Level of Education Received.

### The ANOVA Procedure

Class Level Information		
Class	Levels	Values
education	3	primary & below secondary tertiary & above

Number of Observations Read	985
Number of Observations Used	985

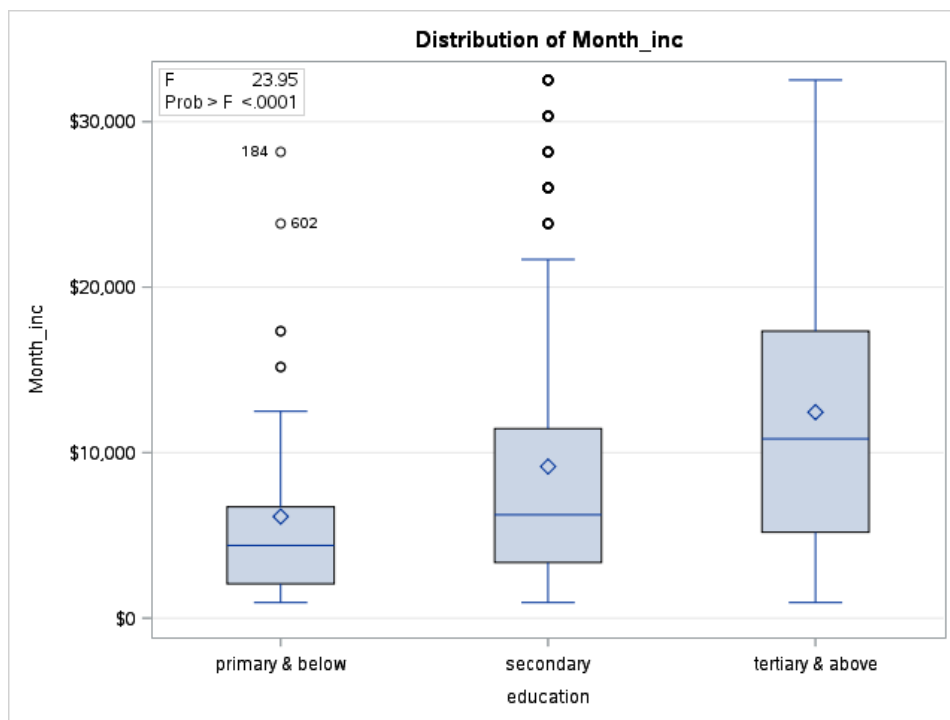
### The ANOVA Procedure

Dependent Variable: Month\_inc

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	3221431512	1610715756	23.95	<.0001
Error	982	66034974151	67245391		
Corrected Total	984	69256405663			

R-Square	Coeff Var	Root MSE	Month_inc Mean
0.046515	80.65363	8200.329	10167.34

Source	DF	Anova SS	Mean Square	F Value	Pr > F
education	2	3221431512	1610715756	23.95	<.0001



Level of education	N	Month_inc	
		Mean	Std Dev
primary & below	51	6137.8039	5870.56396
secondary	586	9165.4915	7954.78174
tertiary & above	348	12444.8966	8868.85638

The above chart represents the range of salary received by the people of Australia on monthly basis, we can infer from the chart that people who have received primary or less education receive the least salary followed by secondary education and next by people who have received tertiary or more education.

We can see that there are 3 levels primary & below, Secondary and tertiary, the p value is .0001 which is very small, so we will reject the null hypothesis and is statistically significant. The mean values for primary education is 6137.80, for secondary education it is 9165.49 and for tertiary it is 12444.89.

On the other hand, when we compare the first chart and the second chart we can see that the people who have received secondary education are the highest, yet the salary received is high for the people who have received tertiary or above education, through which we can say that the salary increases as the level of study increases.

### Government assistance for Education

Government Assistance		
The FREQ Procedure		
Frequency Percent Row Pct Col Pct	Table of education by q39	
	education	q39
		yes      Total
	primary & below	27 6.22 100.00 6.22
	secondary	285 65.67 100.00 65.67
	tertiary & above	122 28.11 100.00 28.11
	Total	434 100.00      434 100.00
Frequency Missing = 551		

From the above table we can see that the percent of support received for education of primary or less is 6.22 %, whereas for the secondary education was 65.67 % and for tertiary and above is 28.11 %, from which we can conclude that the assistance received for education is high until secondary level education but decreases when it comes to tertiary level education and the least assistance is received for primary or below education.

As we are researching on the level of education received by people, we further analyse about the saving and borrowing habit of people for their education.

We are considering the

q17c – Saved in the past 12 months for education or school fees and

q22a – Borrowed in the past 12 months for education or school fees from the metadata to analyse.

saving and borrowing trend for education				
The FREQ Procedure				
Frequency Percent Row Pct Col Pct	Table of education by q17c			
	education	q17c		
		(ref)	no	yes
	primary & below	0	47	4
		0.00	4.77	0.41
		0.00	92.16	7.84
		0.00	6.06	1.91
	secondary	1	481	104
		0.10	48.83	10.56
		0.17	82.08	17.75
		100.00	62.06	49.76
	tertiary & above	0	247	101
		0.00	25.08	10.25
		0.00	70.98	29.02
		0.00	31.87	48.33
	Total	1	775	209
		0.10	78.68	21.22
				100.00
Frequency Missing = 17				

From the above table we can see that the percent of people who have saved for primary education are very less and people who saved for secondary and tertiary are alike which is 10% on the other hand while we compare between people who saved and did not, the people who have did not saved are high.

Frequency Percent Row Pct Col Pct	Table of education by q22a			
	education	q22a		
		(dk)	no	yes
	primary & below	0	51	0
		0.00	5.18	0.00
		0.00	100.00	0.00
		0.00	5.40	0.00
	secondary	1	559	26
		0.10	56.75	2.64
		0.17	95.39	4.44
		100.00	59.15	66.67
	tertiary & above	0	335	13
		0.00	34.01	1.32
		0.00	96.26	3.74
		0.00	35.45	33.33
	Total	1	945	39
		0.10	95.94	3.96
				100.00
Frequency Missing = 17				

From the above borrowings table we can see that people who borrowed for primary education are nil, for secondary 2.64 % which is high than tertiary education which is 1.32 %. When we compare the people who said have not borrowed are high for secondary education but less for tertiary which means that people did borrow to do their tertiary study.

And when we compare both the q17c and q22a tables the total % of people who did not saved are high and people who did not borrow are high however when we compare the % of people who borrowed and saved, people who saved are high than borrowed.

#### **People who Saved and Borrowed in the past year**

Frequency Percent Row Pct Col Pct	Table of saved by borrowed			
	saved	borrowed		
		no	yes	Total
no		126	58	184
		12.57	5.79	18.36
		68.48	31.52	
		19.69	16.02	
yes		514	304	818
		51.30	30.34	81.64
		62.84	37.16	
		80.31	83.98	
Total		640	362	1002
		63.87	36.13	100.00

From the above table we can see that the people who borrowed but did not save are 5.79 % which is the least, next by the people who did not save or borrow, followed by people who borrowed as well as saved and finally the highest % people who saved and did not borrow are more. When we compare the total % we still get the same results, which states that people who saved are high.

## Conclusion

To conclude, for understanding the saving and borrowing habit of people in Australia on their education level from the above findings we can say that people who gained secondary education are high in number, next the salary is high for the people who have tertiary or high education, further the people who received assistance from the government were only till secondary education and dropped for tertiary level, finally from the comparison between the savings and borrowing habit of Australia's population, the saving is more than borrowing which shows that people have more saving habit than borrowing.

## References

Asli Demirguc-Kunt, Leora Klapper, Dorothe Singer, and Peter Van Oudheusden, "The Global Findex Database 2014: Measuring Financial Inclusion around the World". Policy Research Working Paper 7255, World Bank, Washington, D.C.

<http://microdata.worldbank.org/index.php/catalog/2380/datafile/F1>



## Appendix

```
libname tarun "/home/s3xxxxx4/ass 2";
```

```
data borrowed;
```

```
infile "/home/s3xxxxx40/ass 2/Borrowed.csv" delimiter="," firstobs= 2;
```

```
input wpid_random    q21a $ q21b $ q21c $ q21d $ q22a $ q22b $ q22c $;
```

```
run;
```

```
data demo;
```

```
informat wpid_random wgt female age educ Month_inc Dollar10.;
```

```
infile "/home/s3 xxxxx40/ass 2/Demographics.csv" delimiter="," dsd missover firstobs=2;
```

```
input wpid_random wgt female age educ Month_inc;
```

```
format Month_inc DOLLAR10.;
```

```
run;
```

```
*2;
```

```
proc sql;
```

```
create table demo_2 as
```

```
select
```

```
(case when educ=1 then "Primary & Below"
```

```
when educ=2 then "Secondary"
```

```
when educ=3 then "Tertiary & Above"
```

```
else ".")
```

```
end)
```

```
as education,*
```

```
from demo;
```

```
run;
```

```
*3;
```

```
proc sql;
```

```
create table full as
```

```
select*
```

```
from demo_2
```

```
where education ~= ".";
```

```
run;
```

```
quit;
```

```
ods graphics on;
```

```
proc anova data=full;
class education;
model month_inc=education;
means education / alpha=0.02;
run;
quit;
```

\*4;

```
proc sql;
create table goveredu as
select*
from full left join tarun.government on government.wpid_random = full.wpid_random;
run;
quit;
proc freq data=goveredu;
table education*q39;
title "Government Assistance";
run;
```

\*5;

```
proc sql;
create table final as
select *
from work.borrowed left join work.goveredu on goveredu.wpid_random = borrowed.wpid_random;
run;
proc sql;
create table final_1 as
select final.wpid_random,q22a,q22c,saved,borrowed,education
from tarun.table_1 full join work.final on final.wpid_random = table_1.wpid_random;
run;
proc sql;
create table final_2 as
select final_1.wpid_random,education,q17c,q22a,saved,borrowed
from tarun.q17 full join work.final_1 on final_1.wpid_random = q17.wpid_random;
run;
proc freq data=final_2;
table education*q17c education*q22a saved*borrowed;
title "Saving and Borrowing Trend for Education";
run;
```

--- End ---