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IS EDUCATION THE ONLY WAY TO ATTAIN WOMEN'S EMPOWERMENT GOAL? AN EMPIRICAL VIEW

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ABSTRACT

In this study, an attempt is made to remove a misconception that only education of women is necessary for women empowerment but it is not sufficient. Empirical Analysis shows that Women's Empowerment is a multi-dimensional process and it requires education of household head and removal of typical old age community norms. A total of 300 sample sizes is taken and primary data collected. OLS Method is used to manipulate the results.

INTRODUCTION

The empowerment of women is the UNDP Millennium Development goal. It is difficult to elaborate exactly as different people belonging to different cultures. When we define women empowerment then it means that she takes her life's decision on her own. Women Empowerment is not only declared as Millennium Development Goal in U.N.D.P's annual report of 2000 but is also a contemporary ingredient of development. By definition, Women's Empowerment is a process to make decisions about the lives of women.

Women are the vulnerable and deprived segment of society. Although Women constitute almost half or even more than half of the different countries of the World, yet they are still struggling for their rights in most of the parts of the world. Without giving rights to almost half of the population it is impossible to grow and develop. Different types of factors contribute towards Women's Empowerment. Women's life development needs special attention towards her education, special training to learn different skills, her proper sources of employment, asset ownership, and health facilities are needed.

Throughout the world, it is considered that to attain the objective of women empowerment education the only solution. Educate women and then they will aware and attain their rights. This policy sounds well but only giving education to women is

insufficient. Women alone could not fight against the barriers of her socio-cultural norm standing around her.

Education is the name of giving awareness to the society and making them able to understand about their wellbeing. It is such training in which we teach and train the person in such a way to live their life with comfort and honor. In different countries, there is different education systems are working according to specific religion, culture, and norms. All these systems aim to attain the same goal of well being of society.

When we talk about the education of women then we see discrimination here. Usually when we talk about such Underdeveloped countries or developing countries, then we see very low enrollment at the initial stage and this rate becomes low and low on the higher education level. Men and Women both are the same creatures of God. Both have the same biological structure irrespective of their different sexual structure which is the only difference between them. Both have the same mental qualities and abilities then why our societies discriminate between them.

Dera Ghazi Khan District is a remote area of South Punjab. This area is geographically divided into Urban, Rural and Tribal, and hilly parts. And we see different attributes in women's lives in all these areas. Here we check the situation that although sufficient education facilities are provided to the women of these areas then why they are still empowered less. After empirically estimating it is proved that it is not only the Education of women which will make them Empower but there are a lot of other factors which are more important than the education of women. The objective of the study is to reveal such factors.

LITERATURE REVIEW

Sathar and Lolyd (1993) studied the social behavior in the discrimination of girls. They checked different variables e.g Sex of the next baby, school enrollment and food of home give to bys first. Such behaviors are the main reason to hinder empowerment. Sathar and Lolyd (1994), where they work on the importance of Women's Education and Empowerment in the case of their daughters who are future mothers.

Rafiiq (1996) investigated and worked on the less-educating facilities of girls especially in rural areas of the country. There are different reasons behind that like poverty, lack of proper transportation, and discriminatory behaviors of society. s.

Lawrence (1999) discussed women's condition and status throughout the world. She studied the discriminatory behavior of Men and women in seven countries of the world. Her investigations concluded that women's situation is the worst in the three main countries of South Asia which are India, Pakistan, and Bangladesh. In these countries, women's discrimination is very high and goes through the next generation. Naila (1999) is a renowned researcher. She researched the Women's situation in South Asian countries. has done extensive research on women's status in South Asian countries. She developed a three-dimensional framework based on a peculiar concept. The names of these three factors are Resources, Agency, and Achievements. She further explained in detail these three factors. She also introduced new variables which affect empowerment.

Sathar and Jejeebhoy (2001) in their study used two new terms which contribute towards Empowerment. These two terms are region and religion. These two names were, directly and indirectly, related to Women's Empowerment in the two countries of South Asia i.e Pakistan and India. They used regression analysis to check the effects in five Asian countries. Research is funded by two foundations. Both of the researchers used a different set of variables from different countries and they resulted that Women's Empowerment is a Social Phenomenon and more depends on the region than the other factor which is religion. Malhotra et.al (2002) explained that how women's

empowerment is explained by different researchers by using specific techniques. He briefly explained different indicators for measuring women's empowerment. He also found different results.

Stine and Karina (2003) discussed that Empowerment is such a right by using it different people gain power. There are different parts of Women's Empowerment and among them, the Economic aspect is more important and strong. But unfortunately, women could not gain empowerment as this aspect is the weak of them. As they remained busy with household responsibilities than to do any job or paid work. Leonhauser (2004) checked different parts of Women's Empowerment in Bangladesh. In the rural areas of Bangladesh's district Mymensingh and developed a Cumulative Index by scoring different variables. He resulted from that to empower Women a complete framework is needed in which all the members of the society will participate. Fargues (2005) checked Women's Empowerment in the case of Arab Countries. He checked different variables from an Islamic point of view and found that Islam has given Full empowerment to women. Chaudhry and Nosheen (2009) attempted an empirical study in which they check the determinants which affect women's Empowerment. In their study, they conducted a field survey in the remote areas of Dera Ghazi Khan. They develop an Index and check different variables' effectiveness on WEI. They found different results.

Afzal *et al.* (2010) investigated the effects of school education on growth in the short run and long run. He used the changeable variables such as GDP, school enrollment, inflation, and physical capital. In this model, the most important model was the Autoregressive Distributed Lag Model (ARDL). Then he used the Time series data of Pakistan from 1970-2010 by applying the OLS method. These showed a positive relationship between all variables. Chaudhry, Nosheen, and Lodhi (2012). In this study, researchers found new results because they calculated women empowerment in an Islamic view. They attempted to remove a miss conception that Islam doesn't give rights and empowerment to women. They develop an index of the knowledge of Islamic rights of women. Results obtained reveal the truth that Islam ensures Women's Empowerment.

Memon (2020) observed the challenges, issues, and problems of education in Pakistan. According to this paper the development of people in respect of spiritually, mentally, and socially is the purpose of education. But as compared to developing and developed countries the participation of the education sector in economic growth is very low in Pakistan. In 1996-1997 only 2.61% financing budget was fixed for education. Memon says the teachers are very important in a country and can do the work for the betterment of the education system. But the untrained teachers, low investment in the education sector, poor infrastructure of the education department are the main issues in the education sector's development.

CONSTRUCTION OF WOMEN EMPOWERMENT INDEX (WEI)

Women Empowerment is a theoretical and conceptual term and can't be measured. In this attempt to calculate it, for this purpose, an index is developed and different variables and aspects are given different values. By checking the score of the Index we can easily say whether she is empowered or not.

Calculation of Women Empowerment is not an easy task, it is a conceptual term that is related to many other links of the society. This research attempted to create the Women Empowerment Index (WEI). We use this Index WEI as dependent variables following three aspects are chosen here. Economic Aspect i.e. Women's Decision-Making power economically, Household Aspect: the decision was taken power at home matters and Social Aspect i.e. it means easy and free movement

In the Index formation, all the items are given marks between 0 and 1, according to the construction method of the Human Development Index (UNDP, 2005).

The following formula is used

WEI = 1/4 (empowerment at home) + 1/3 (Empowerment in society)+ 1/3(Empowerment in economical matters)

$$\text{Women Empowerment Index(WEI)} = \frac{\text{Actual Score} - \text{Minimum Score}}{\text{Maximum Score} - \text{Minimum Score}}$$

DATA AND METHODOLOGY

When we analyze empirically to ant data then the source of such data must be authentic and reliable. In this study, we collected primary data from Dera Ghazi Khan District, a remote and deprived district of Southern Punjab. It is a small district in South Punjab which has a very unique history and cultural variations. Very strong Political personalities belong to that area, very famous of them are Nawabzada Nasrullah, Farooq Legari, Khosa brothers, and now Punjab Chief Minister Usman Buzdar.

The Sample of study size is 300 and stratified random sampling is chosen to interview women (Basheer et al., 2018; Hafeez et al., 2018; Hameed et al., 2019; Muneer et al., 2019; Basheer et al., 2021a; Nisar et al., 2021; Nuseir et al., 2020; Zahra et al., 2019; Asada et al., 2020; Yan et al., 2020; Basheer et al., 2021b). The age group of the interviewed women was 14-65 years. We included all the categories like educated and uneducated, married and Unmarried, and housewives and working women.

A list of variables is constructed for making women empowerment indices and to identify its determinants. Different variables regarding Women's Empowerment are also included. According to the objective of this study that the following variables like, 1-women education (Wedu)

2-having access to any type of media (MEDIA)

3- women's household head education (EduHH)

4--Age of the respondent (Age)

all the above variables have a strong positive relationship with WEI

while the variables like,

living in a community believing in typical outdated socio-cultural norms

(COMMUNITY),

fear of violence from father/husband (VOILance)

hurt WEI.

RESULTS AND DISCUSSION

In this study, the major objective is to check the impact of Education on Women's Empowerment and to explore the main determinants which contribute to it. This study is based on primary data of 300 women in Pakistan. Complete detail of the rest of the variables can be observed from the estimates of table 1

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	300	19.00	75.00	37.0933	11.31687
Marital Status	300	1.00	4.00	1.7767	.53015
EducationW	300	1.00	20.00	3.9667	2.07845
Profession	300	1.00	5.00	2.0200	1.49903
WINcom	300	.00	500000.00	29036.4767	94724.32008
HHIncom	300	.00	1680000.00	218666.6667	306237.47898
Health	300	.00	1.00	.6333	.48270

Voil	300	.00	1.00	.2700	.44470
Media	300	.00	1.00	.6133	.48780
Entertainmnt	300	.00	1.00	.7600	.42780
Comunity	300	.00	1.00	.7133	.45296
EIndex	300	.00	1.00	.6792	.34771
Valid N (listwise)	300				

Table 2. Regression Results of the Data

Variables	Regression Results
Constant	0.464* (0.000)
Age	0.003** (0.023)
HHedu	0.006*** (0.091)
Wedu	0.008** (0.042)
Wincome	1.981E-007 (0.264)
HHincome	3.164E-008(0.536)
Health	0.014 (0.739)
Voil	-0.010** (0.050)
Media	0.067** (0.050)
Enter	0.005 (0.907)
Cmunty	-0.012* (0.00)
MART	0.047 (0.143)
Wprof	0.017 (0.222)
R- Squared	0.84
Adjusted R-Squared	0.84
F-statistics	2.302

Sources: Author's Estimations using SPSS Statistical Software.

Notes: * Indicates that coefficients are significant at the 1 percent level.

** Indicates that the coefficients are significant at the 5 percent level.

*** Indicates that the coefficients are significant at the 10 percent level.

Figures in Parenthesis are t ratios.

According to table 2 regression results of a total 300 sample size are presented. In this table research result of women Empowerment of the Dera Ghazi Khan District is presented. The value of R square obtained is 84 percent which shows reliability.

Regression results which are computed in Table no 2 show that there are the following variables that are found significant with women empowerment. According to the

objective of our study that women's Education contributes toward Women's Empowerment so in the analysis we found the same results. Other important variables found are Age of women which contribute positively shows that women of older age are more empowered. A second important variable is Voil which means fear of violence of women from other male members of society. The negative sign shows that it impacts negatively on Women's Empowerment. Another important variable is Media and Community as we have hypothesized that Women Empowerment in the study area of D.G.Khan which has specific old age and discriminated norms, depends on the society in which women residing. Important results of Media show that media gives awareness and helps in the education of women which will make them more empowered.

Empirical estimation reveals different results that only educating the women is not sufficient to attain the goal. To fully empower the women of the deprived and underdeveloped areas of Pakistan we must have to educate the other members of the society. Need of the hour is that we should give awareness through media and other sources of communication to the male members of the society that women are equally able and competent.

CONCLUSION

In the conclusion, it can be said that as it was hypothesized that only Educating the women we can't empower them but we also have to educate guide, and aware society on the whole. our results obtained after empirical estimation also proved that. So a collective effort is needed in which all the important members of the society will perform their duties like Teachers, Social workers, religious scholars and influential.

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