

## **Social Impacts of Education On Women Decision Making in Khyber Pakhtun Khwa, Pakistan (A Case Study of District Swat, Pakistan)**

**Majid khan<sup>1</sup>, Rahamd Zaid<sup>2</sup>, Muhammad Asghar Khan\*<sup>3</sup>, AsadUllah Khan<sup>4</sup>, Maimona  
Adil<sup>5</sup>**

<sup>1</sup> PhD Scholar, Department of Social and Gender Studies University of Swat. Email:

[majidkhan348mm@gmail.com](mailto:majidkhan348mm@gmail.com)

<sup>2</sup> Assistant Professor, Department of Sociology Abdul Wali Khan University, Mardan. Email:

[rahamzaid@awkum.edu.pk](mailto:rahamzaid@awkum.edu.pk)

<sup>3</sup> Lecturer, Department of Social and Gender Studies University of Swat Email:

[asgharsocio@gmail.com](mailto:asgharsocio@gmail.com)

<sup>4</sup> M.Phil Scholar, Department of Social and Gender Studies, University of Swat)

[asadkhan95.soc@gmail.com](mailto:asadkhan95.soc@gmail.com)

<sup>5</sup> PhD Scholar, Department of Social and Gender Studies University of Swat. Email:

[maimonaadil08@gmail.com](mailto:maimonaadil08@gmail.com)

(Corresponding Author). Email: [asgharsocio@gmail.com](mailto:asgharsocio@gmail.com)

**DOI: <https://doi.org/10.70670/sra.v3i2.738>**

### **Abstract**

Education has the main role in girls' socialization and their career growth. In this regard, this study investigates the complex influences of education on women's decision-making processes in Khyber Pakhtunkhwa, Pakistan, while they are thinking about their decision making in every aspect of life. It has long been understood that education is essential for achieving socioeconomic advancement and self-determination, especially for women who have historically faced obstacles in their personal and social life. The nature of this research study is qualitative while the primary data has been gathered with the help of an interview guide, (FGDs) focus group discussion. The data was collected from female students and house wife whose faced some obstacles in life, is the targeted population. The study conclusions show that women's early educations play a major influence on their decision to pursue further education and make them able to take decision in life. Furthermore, parents have a crucial role in helping daughters make decisions about continuing their education. Moreover, women are empowered to make decisions about their education because of family support and encouragement. On the other hand, societal perception has a significant impact in women's education. While urban culture values about girls' education since it strengthens their capacity for further study, rural society forbids females from pursuing higher education due to the conservative nature of its culture. Women also face difficulties in juggling their schooling with their family responsibilities, but they manage somehow as their early education gave them management skills. Furthermore, because to social and cultural constraints, the majority of women in Pashtun society are not permitted to pursue higher education outside. The ratio of male to female literacy is not equal. The study strongly suggests that the media should play its role in raising awareness and launching campaigns regarding education for all, high-quality education, hiring more female teachers, requiring

teacher training, and community involvement in education promotion in order to close the achievement gap and further raise women's literacy levels.

**Keywords:** Women Education, Women Decision Making, impacts of education, general impacts.

### **Introduction**

Nicaragua (2012) says that education is a key part of a country's social, economic, and political growth. Since education is a way to grow and one of our basic human rights, it needs a lot of attention to make sure that all sections of society can get it without any bias based on gender, class, race, or color. This will give everyone more power. In this situation, their education lowers apathy toward things like baby and maternal mortality and helps them grow as people (King & Hill, 1997). On the other hand, educating women is important in many ways because it closes the gender gap and makes sure that everyone has the same rights and chances. The educated health and happiness of women is also good for the mental growth of men. Better cognitive skills make women's lives better and make it easier for them to make choices about their health, fertility, and political participation (Kabeer, 2005; Sen, 1999a). There is also evidence that political growth is more likely to happen in places where a lot of women have gone to school (Levine, Lloyd, Greene, & Grown, 2008). Developing countries also put a high value on women's education and see it as a key way to lower the child mortality rate (Herz & Sperling, 2004; Schultz, 2002; Watson, 2005). Researchers from different time periods have found that going to primary school makes a 40 percent difference in the lives of children, while going to secondary school makes women less fertile, lowering their birth rate from 5.3 to 3.9 children per woman (Subbarao & Raney, 1993). On the other hand, girls tend to get 10 to 20 years older when they go to school more (Psacharopoulos & Patrinos, 2004). Clearly, having a higher percentage of educated people (especially women) raises national output and cuts hunger by as much as 40% (Smith & Haddad, 2000).

Also, Brazilian women are 20 times more capable than men when it comes to taking care of the health of their children (Thomas, 1990), and Ugandan women with secondary education are three times less likely to get HIV (De-Walque, 2007). Also, Indian women who go to school are less likely to be abused by their partners (Sen, 1999a), while Bangladeshi women are more likely to be active in politics and meetings (Iltus, 2007).

Similarly, women's education has come a long way in Pakistan over the last few decades, which has changed the status of women in both the home and public spheres of life. In Pakistan, women's learning rates have gone up, which gives them more power in the family when it comes to making decisions in and out of the home. Women who went to school were able to make decisions, understand their property rights, choose their own partners, and negotiate well with their husbands, father-in-laws, and mothers-in-law. Today, they have a better chance of being able to teach, socialize, and plan for a bright future for their children. Additionally, they understand that her health affects the general well-being of her children, even her daughters, whom she treats the same as sons. In Pakistan, education also makes women more likely to run for office (Noureen, 2011). Also, Hussain (2003) says that the change in how women are educated in Pakistan has led to a higher life expectancy rate. Families that plan their families and treat chronic diseases at the right time have made women healthier. Their health has gotten better, and they are more aware of it. Also, traditional birth attendants have been replaced by modern maternity centers, which has had an even bigger positive effect on women's health. In this way, the discussion proves that schooling is necessary for women to gain power. The rate of literacy has gone up thanks to gender reforms and movements, as well as more women going to school. This has a good effect on women's status in many areas of public and private life. In the same way, women's schooling has gotten better over the last few decades, which has effects on

their status, their role in the family, their ability to choose a mate, their ability to claim property rights, and their care for their children's social and psychological development. Also, schooling is the main way that women get jobs, which makes them independent, and it also helps their health, politics, and the economy.

### **Objectives**

To explore the general impacts of education on women decision making

### **Literature**

In the traditions and culture of the Pashtun society, women are supposed to do everything as mothers and wives. Women are thought to be nurturing, so they are supposed to take care of the home and the kids. Besides that, they are supposed to follow the rules. Also, they should follow what the guys say. It is also thought that women are less skilled than men in all areas other than their official duties. This includes their bodies, minds, and other activities. Because of this, women are thought to need security, guidance, supervision, and leadership from men. This is why it is normal for men to make decisions and be in charge of society, while women's jobs are to support and care for others. The majority of parents think that girls will only be moms and wives when they grow up. In the Pashtun tradition, most parents and community members think that girls don't need to go to school to learn how to be moms and wives; they think that they can learn from their mothers and other community members. Because of this, most parents don't send their daughters to school or pull them out before they finish (Humala and Eshya, 2000). Girls' education is also seen as a waste of time and money by many parents and people in the community because the girls will eventually get married and their education will only help their husbands and the families they marry into. That's why spending money on girls' schooling is seen as pointless and a waste of money by their families and parents. Families with sons think that their sons will be the main source of income for their future families, so they make sure they have everything they need to do that. That's why they send their kids to as many schools as they can. On the other hand, girls know that their men will take care of them, so they don't need to go to school. A study was done on female teachers and how easy it is for girls to get into basic schools in Pakistan's rural areas. They said that parents agreed that both boys' and girls' basic education was important, but that boys' education should be given more attention because they are usually the ones who have to pay the bills. Both dads and moms agreed that if their kids are well-off, it will be easier for them to live in old age (Humala and Eshya, 2000). The vast majority of parents want their children to have both a high social standing and a well-established financial situation. Even with all of these things, the level of schooling is very low, especially for women. The vast majority of parents do not push their female children to go to school. For a person to have status, their sex is the most important trait. A father's level of education, income, social class, family size, and job are some of the other things that affect their daughter's schooling. Parents have different ideas about how to help their daughter learn. Parents with more schooling care more about their daughter's education. City dwellers care more about their daughters' schooling than country dwellers do (Rafiq, 2000).

In the same way, culture and custom are another thing that makes it hard for girls to get an education up to the secondary level. In rural Pakistan, girls are married before they finish secondary school when they become teenagers. Because of this, they are no longer able to finish their education. Most Pashtun people believe that women don't need to work, so they don't see any point in sending girls to school. People in rural areas are behind in schooling because of the way they traditionally feel about girls going to school. Girls' higher education is hurt by having to travel a long way to school. There are not many secondary schools in rural places. But if there

is a school, it will be a long way away. That's why most girls can't go on with their schooling past the secondary level. Going to school a long way away causes a lot of troubles. It put the safety of girls at risk. Because of this, parents don't let their grown daughters go to school if it's far away. Girls may be at risk of losing their safety if they have to walk a long way to school. It is not safe, and many girls are at risk of being sexually abused there. Girls have to walk a long way to get to school, which is why their parents want them to learn about religion. Girls also had a hard time getting into schools, which made parents worry about their daughters' safety. Going to middle and high schools, which are far from home for girls in rural places, requires a way for them to get there. Since secondary schools are usually in district centers, girls over the age of 11 have to drive a long way to get to them. That's why girls drop out of high school for reasons like safety, getting to and from school, and culture. It is very important to have boundary walls, and the lack of them has become a big problem for girls' schooling. In addition to toilets for girls, secondary schools need to have a reliable water source to keep girls there. It is usually not a good idea for girls to go to a school that doesn't have toilets just for girls, especially once they hit puberty. However, many schools for girls still don't have them (Hunter, 2005).

### **Methods and Procedure**

The current qualitative study was carried out in Swat Khyber Pakhtunkhwa. The unit of analysis for this study was the secondary and graduate female students in Swat Khyber Pakhtunkhwa Pakistan. The researcher used non-probability sampling technique in this study. In non-probability sampling, researcher employed purposive sampling technique for the selection of the respondents. The tools of data collection for the study were an interview guide. An interview guide as a tool generally used for a qualitative study. The interview guide consisted of open-ended questions; this enabled the researcher to have as much as a rich data. The interview guide gives the freedom to ask probing questions from the respondents' responses (Flick 2018). This interview guide was the most appropriate tool for this study. The collected data were analyzed in the lines with thematic analysis technique. Thematic analysis is carried out with variety of approaches. However, the researcher followed six common steps of thematic analysis. These include: familiarization with data, coding data, generated themes from the data, reviewing the themes, defining and naming themes, and finally write up. The data analysis process went through the following steps: researcher repeatedly listened all the interviews and transcribed these into elaborated plain text. then familiarized with data. coded the data. Similar codes were clubbed together for generating broader themes and came up with more specific themes. titled each theme to know that what every theme is all about.

Last but not the least presented relevant respondents under each theme and supported them with similar findings from other studies where needed. Each theme is discussed and debated with the help of relevant theoretical reviews and empirical reviews.

### **Results and Discussion**

The researcher trying to discuss the experiences of female student about the impact of secondary education on women decision making in furthering education at Swat. And how secondary education affect and motivated the female student to further studies. The researcher have attempted to present, compare and contrast findings with the existing body of knowledge for exploring the similarities and differences.

#### **"Empowering progress: Expose the Transformative Role of Women's Education in Society"**

Education is the key of success. Every man and women are equal in this world. Education empower women by providing them best knowledge and skill. Education boost the ability of confidence of women to make decision of their lives. Women education is more important for

the development and progress of the next generation and society. Quality education is the dream for every student to pursue. The research findings illustrated that women education is very important for women and also for the society. In the developing and under develop countries women education is the first step to development and advancement of the society.

One of the respondents says that:

Women education is mostly important for women.it provide the skills, knowledge and be a better, daughter, sister, wife and mom. educated women work for herself and also for her family. Women education is very important for women health because it make them aware about their health in every mode of life like in pregnancy, menses. Women education aware women about there right like in Pashtun culture women are the inferior because patriarchal structure of the society. It makes them to raise voice about their property. Education able women to manage all the economic activities. And education also help in family planning. Women early education also help them to take decision for their next step in education.

Another respondent says that:

Women education is very important for better life. My cuisine was complete her education and become a doctor so it was a great motivation for me. So, when she back to the community after completion of her education, she was always talking about equality, the importance of women education and also the environment of Pashtun society. Early education is generally considered a foundation that plays a vital role in higher education.

One of the female respondents says that:

female student is familiar about the importance of women education in swat. A great motivation forces for these female students were their cousin, college teachers who had graduated from different institutions in vary subjects and work on good jobs. Female also inspire from different movies in which the women are educated.

Summarized views of the majority of female students are given below:

Education is important for the development of women. Education help women to eradicate social norms. Education help women to take decision in their life. It helps women to take better care of their family. Without education a nation is deaf and blind. Half of the population of our country is female. Only education can make women conscious about their rights and responsibilities. Education also gives authority to women to choose her career and support her family. Education also help women fights against gender discrimination. Similarly, the research findings of (Chaudhry et al., 2012). women education is one of the fundamental and main tools for empowering women in all sphere of life in society. Women education improves women's economic contribution and uplifts their life at the communal level and also at home at personal level (Chitrakar, 2009).

### **" Fostering Bright Future: The Vital Role of Parental Support and Encouragement in Women's Education"**

Parental involvement and support in women education have a big role in their success. Parent support their children socially, economically and personally. Without parental support women

education is uncomplete. Because parents support their daughter in every mode of educational life.

Respondent articulates that:

My parents are supporting me on every aspect of my education. My parents both mother and father are professional, they know better the importance of education that's why they are supporting me. My parents are supporting me financially. Our college is on distance, on daily routine my father picks and drop me in college.

Another respondent demonstrated that:

My parents are supporting me and my brothers equally in educational career. My parents helping me in my school work and also telling a success stories to me for best motivation. My parents also help me to improve my behavior. And also supporting financially.

One of the respondents showed that:

My mother supporting my education but my father is not in the favor of my education. Because secondary and college are on distance from our village and there is also some cultural restriction which not allowing me to further education. But my mother and my brother supporting me to do MBBS.

Majority of the respondent's view are summarized about parental support in furthering education:

Parental involvement in female education cannot be overstated. Parents prioritize and also actively participating in their daughter education. This support enhances the academic achievement and also shape female attitude, aspiration, and self-belief. Parental encouragement also is a vital role in positive change in society. Majority of the parents are supporting their daughter in educational journey. Correspondingly, results confirmations from other studies: Parental participation in the education of students starts at home with the parents providing a safe and healthy environment, proper learning experiences, support, and a helpful attitude about school. Most of the studies indicate that increased academic success with students have main role of parents (Epstein, 2009; Greenwood & Hickman, 1991).

### **"Through Education Empowering Women: Values, Decision Making and Societal Perception, and impacts"**

In the recent sitting and advancement of the urban society on one hand the perception of people regarding women education has been changed positively. Every individual knows about the importance and value of the female education. Women education in swat valley mostly in urban areas are very important for the society and women. Educated and professional women ratio are low in swat and every man want to treat, educate, their women from female because of that value of female education is increasing day by day. But one the other hand in rural areas of Pashtun tradition women are expected to assume the responsibility of mother and wives. Women also expected a homemaker and caring of the children, obedient to man. So, the people perceive that there is no need of female formal education.

One of the female respondents says that:

I am belonging to urban area of swat. The perception of society about girl's education is positive because all the facilities for girl's education are available. Schools, colleges are near. There is no cultural restriction on female education, most of the people of urban area are well educated and they want to educate women.

Another respondent elaborated that:

I am from rural area of swat the people are very conservative their women considered to require guidance, protection, and supervision from men. And it is accepted that man would make decision of women life and they will perform supportive and nurturing roles.



Majority of the respondent's views are summarized about societal perception about women education

Perception of the urban area people about women education is positive. Because in urban area the culture norms and roles are so weak and also the people are well educated and all the basic facilities for women education are available, educational institution are near to towns, communities. But on the other hand, In rural setting perception of people regarding female education are harmful. People don't want to allow girls to formal education. Educational institution is on distance, the required faculties in these institutions mostly are unavailable. So, women education is the catalyst for the economic growth and advocate for gender equality. Women education leads to unlock multifil ways of benefits. Similarly, results endorsements from other studies: (Humala and Eshya, 2000) rural community people perceive that girl's education is a waste of money and time, girls will sooner be later will married off. Investment on girl's education are meaningless. People are very conservative they do not allow girls to schools, colleges. On other hand urban societies people perception. (Latif, 2011). Education is not prohibited in Pakistan and in Islamic states but in some areas such as Tribble area of Pakistan girls are prohibited to receive formal education. when females enter teenage years, they are married before completion of secondary level. (Marmot et al. 2008) argue that: Investment on girl's education is one of the most inflated form in expenditure. In developing countries investment on girl's education is a source of wellbeing in family in the terms of health, wealth and educational status. Women education is not only confine to socio cultural and economic development but also it is compulsory for the economic, productive and reproductive contribution.

## Conclusions

This study in nature is qualitative, interview guide was select for the collection of data, the data were analysed thematically, purposive sampling procedure were used. The objectives of this study were to identify the social impacts of education on women decision making. Women education is important part of female life. It provides the skills and knowledge; it helps their children in getting education. Educated women support their parents as well as their husband in time of need. Education helps women to eradicate social norms. Education helps women to take decision in their life. It helps women to take better care of their family. secondary or early education able female students to get admission in further education and it is also breaking the cultural barriers towards female education. More over their finding stat that, women are facing many challenges in getting education like financial problem, distance education and also some sort of harassment. So that impact female student's decision making for further education. After that, parental involvement in their daughter education boost confidence of women in decision making in their educational journey. Moreover, societal perception about women education is not satisfied. There are two types of society, the rural one, very conservative. the perception about women education negative and the another one is urban society, people perception regarding women education are positive. Likewise, balancing further studies with familial responsibilities is a challengeable task but open communication, management skills, nuclear family system, familial support are the strategies to balance both sides.

## References

- Bassler, T. (2005). Learning to change: The experience of transforming education in South East Europe: Central European Univ Pr.
- Chaudhry Imran Sharif, Farhana Nosheen & Muhammad Idrees Lodhi. (2012). Women Empowerment in Pakistan with Special Reference to Islamic Viewpoint: An Empirical Study Pakistan Journal of Social Sciences (PJSS)Vol.

- Chaudhry, I. S., & Rahman, S. (2009). The impact of gender inequality in education on rural poverty in Pakistan: an empirical analysis. *European Journal of Economics, Finance and Administrative Sciences*.
- Haq, M. (2000). *Human development in South Asia 1999: The crisis of governance*: Oxford University Press, USA.
- Hussain, A. (2003). *Poverty, Growth and Governance*, Pakistan National Human Development Report 2003, UNDP: Oxford University Press, Karachi.
- Isani U.A.G. & Virk Mohammad Latif. (2003). *Higher Education in Pakistan: A Historical and Futuristic Perspective*. National Book Foundation. Islamabad.
- Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third-millennium development goal 1. *Gender & Development*.
- Khan Tayyeb Ali and Jabeen Nasira. (2011). *Tenurack System in Higher Education Institutions of Pakistan: Prospects & Challenges*. Educational Research & Reviews.
- Kim, R.I. & Goldstein, S.B. (2005). Intercultural attitudes predict favorable study abroad expectations of U.S. college students. *Journal of Studies in International Education*.
- Kabeer, N. (1999). Reflections on the Measurement of Empowerment, in *Discussing Women's Empowerment: theory and practice*. SIDA Studies No. 3. Stockholm: Novum Grafisca AB.
- Levine, R., Lloyd, C., Greene, M., & Grown, C. (2008). *Girls Count A global investment and action agenda*.
- Memon, G. R., Joubish, M. F., & Khurram, M. A. (2010). Education in Pakistan: The key issues, problems and the new challenges. *Middle-East Journal of Scientific Research*.
- Nica, E. (2012). Increased Significance of Education as an Investment in Human Capital, *The Contemp. Readings L. & Soc. Just*.
- Noureen, G. (2011). Women's education in Pakistan: hidden fences on open frontiers. *Asian Social Science*.
- Pakistan Education Statistics 2010-11. National Educational Management Information System (NEMIS)-Academy of Educational Planning and Management (AEPAM). Islamabad. Ministry of Education.
- Qasmi Marhab. (2009). An Analytical Study of Female Education in Rural Sindh & its Impact on Socio-Economic Environment. *The Women- Annual Research Journal*.
- Sen, A. (2001). *The many faces of gender inequality*. New republic.
- Schultz, T. P. (1993). Returns to women's education. *Women's education in developing countries: Barriers, benefits, and policies*.
- Subbarao, K., & Raney, L. (1993). *Social gains from female education: a cross-national study (Vol. 194)*: World Bank Publications.
- Umezina, R., & Chigbata, J. (2013). *Education of women for national development*. Academic Research International.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2010). *Education for all global monitoring report 2010-Reaching the marginalized*, USA.
- Wilhelm W B. (2004). The relative influence of published teaching evaluations and other instructor attributes on course choice. *J. Marketing Educ.*
- Wolf, A. (2002). Does education matter? Myths about education and economic growth. *Perspectives*.
- Schultz, T. W. (1961). Education and economic growth. *Social forces influencing American education*.
- Humala, E., and A. Eshva. Socio economic and societal impacts of education. *Academic Research journal international*.
- Rafiq. 2000. Impacts of education on women. *Social sciences journal*.