WOMEN EMPOWEREMENT IN HIGHER EDUCATION: ADESCRIPTIVE STUDY OF WORKING WOMEN

By

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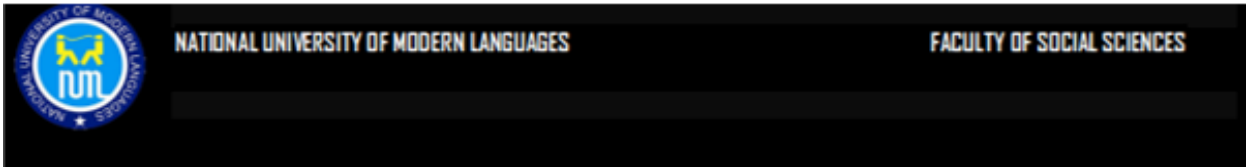
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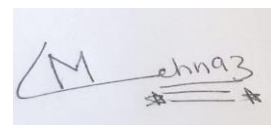
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ABSTRACT

Title: Women Empowerment in Higher Education: A Descriptive Survey of Working Women.

The objective of this study was to investigate level of working women empowerment at higher education. The theoretical framework for this study was by Pratley and Sandberg, (2017), which consisted of four dimensions: economic, social, psychological, and political dimension. The population of this study consisted of all working women of public and private sector colleges of Gilgit. There are total of 513 working women out of which total of 217 working women in higher education colleges were selected as the sample of the study. Random sampling technique was used to select the sample. The approach of the study was quantitative in nature. Questionnaire was used to collect the data. The questionnaire was adapted. The reliability of questionnaire was .865.The data was collected online and as well as personally visiting the colleges by the researcher. The data was analyzed through descriptive statistics (mean, percentage) and inferential statistics (independent sample t test, one-way ANOVA and Post Hoc test). The overall finding shows that working women in Gilgit are empowered to a moderate extent according to the four dimensions. Working women in higher education are more empowered in spending their salary according to their choices. In social empowerment women considered themselves empowered as they 'feel safe to work/ move freely during daytime only and they are allowed to visit any place using public transport. While in Political empowerment it was found that women are empowered to 'follow politics, but not permitted to attend political meeting, jalsa and rallies. It is also concluded that teachers' age, teachers' experience, marital status, and salary affect women empowerment. Women feel secure and more empowered when they are working as permanent employees and married female who were working were more empowered than unmarried female. It is recommended that training programs may be provided to encourage women's involvement in politics and be given more autonomy to carry out their works in a supportive atmosphere.

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AKESP	Agha Khan Educational Services Pakistan
AKDN	Agha Khan Development Network
GB	Gilgit Baltistan
GDP	Gross Domestic Product
KIU	Karakorum International University
NGO	Non-Governmental Organizations
SD	Standard Deviation
SDG	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
UNFPA	United Nations Population Fund

ACKNOWLEDGEMENT

DEDICATION

I DEDICATE THIS RESEARCH WORK,

TO MY PARENTS

AND

MY BEST FRIEND

CHAPTER 1

INTRODUCTION

Women make up half of the population, but for many years they were unable to participate fully in society. As the modern era began, they began acquiring higher education in such a way that many women are now active in various practical professions. Moreover, they are considered as empowered women. Their empowerment is the contribution of higher education which is always inseparable by which the economic growth of a nation is made stable. higher education makes women to be equipped with capacity to exercise the role of wife and mother and the significance of latter kind is very relevant in this globalized era to be strong enough in their lives.

Women empowerment as a single distinct idea, which first introduced in the year 1985.Women empowerment is nothing but to provide opportunities and equal rights to females hence, women empowerment is said to be a process of giving women the opportunity so that they may organize and shape their lives to the level of their efficiency. They should be given the control and ownership of their own resources which might result in confidence of challenging their own sub-ordination. If we focus the core meaning of empowerment and analyses it, it becomes clear that empowerment is all about enabling women to take control of their lives to make free decisions.

According to Oxford Dictionary empowerment is all about making someone "stronger and confident" particularly in matters relating to their life decisions and their rights acquirement. Education plays pivotal role for the development of every

nation and its manpower too. From the previous few decades' importance will give for educating women out of her role as a home maker. So, the traditional role of women will go through gradual change with primary education and higher education (Nagaraja, 2018).

Since the 1980s, the phrase "women empowerment" has gained popularity in the development sector. It is widely acknowledged that empowering women is crucial for long- term economic growth and reducing poverty via education in emerging nations. Women's empowerment is still a requirement for the development process even though it is not a sufficient prerequisite. It is unmistakably implied in the World Bank Policy Research Report that women's empowerment is increasingly being acknowledged as a significant policy priority for enhancing not just the well-being of women individually but also for its favorable influence on the family. Women who are economically independent are more involved in household decision-making and have more negotiating power, which allows them to boost spending on health and education (Chaudhry et al., 2018).

When a woman is empowered, can be able to take any decisions based on her own ability. As it makes women stronger and more confident especially in controlling their life and claiming their rights. Higher education is an important factor for the development of every nation and its human resource too. From the last few decades' importance is given for educating women out of her role as a home maker. This traditional role of women has undergone gradual change with primary education and higher education (Khokhar, 2018).

Extending educational opportunities for women is all that is necessary for them to be capable of making choices for their families and oneself. Giving women

the means to support themselves so they may start their own businesses and fight poverty is referred to as economic empowerment of women (Bayeh, 2016).

Education especially the higher education is the most influential element that helps to enhance the overall life, which provide places for developing different perspectives and it is the start stage in the development of economy and people become modern. Modernization has a great effect in changing behavior, attitudes and thinking patterns of human beings. Empowered women means that they are empowered in all dimensions. We can't measure the women empowerment only through political perspective alone; political empowerment of women will not the only way to flourish when the women in the society are not independent economically. One of the studies of Aga Khan Development Network (AKDN) has a critical thinking on women empowerment and has planned for female resource development through (AKDN).

Women has rights to made decision regarding economic resources / power and they will take the power of distribution of resources on their hands through which male dependency reduce. Due to this woman will become empower in many ways enhance their confident, free to made decision in every perspective of life, beside all that absence of higher education chiefly creates hurdles in many ways that women have no choices just to ask for help from males for every daily life affair. Higher education has the ability to provide the necessary platform to women in order to nurture their skills which might help in managing Gilgit Baltistan in better possible way (Murtaza, 2012).

Country like where women are mistreated as compared to males within the male dominance society. They will deprive of all their necessary needs of life and rights like, they are not allowed to get education, to participate in voting, which is

their basic right, but they don't have the right to deal with universal affairs and many more. In general, they will stick on to the traditional role of women within in the four walls of a house because of the stiff system of traditions and customs. They always lead secondary life. In this scenario giving value for female education will like an optical illusion. When a woman is empowered, will be able to handles their daily life affairs and take any decisions based on her own ability and choice.

Those decisions might be related to making choices, moving from place to place and take free decisions which might help in shaping their lives positively. When women participate and make decisions related to their lives by their own will, it is one of the eminent signs of empowerment. According to our measures, women are empowered when they can take their decisions regarding healthcare, mobility, spending their income freely and most importantly decision regarding childbirth and pregnancy. Most of the studies have mentioned the importance of Education and employment for empowerment. Educated females can take decisions regarding above mentioned areas more than those of uneducated females which shows the importance of education in empowering a woman. Similarly, employment too, can make a positive difference in their lives and it enables women to take their decisions freely because of their independency.

Higher Education is said to be an important element which helps in dealing with the issue's woman face and tertiary education has the capability to make women empowered. Education not only helps in getting knowledge for making their lives better in the form of making economically independent females, but it also helps female in getting their place in society. Education not only gives confidence to women to take their free decisions, but it also helps in reducing the poverty of women

and hence importance and necessity of women education can be seen explicitly in developed countries.

Women must play a significant role in their societies, and this is the reason why women empowerment and education are said to depend on each other. Throughout the world different movements are directed towards reducing illiteracy and making the larger masses educated. They stress upon education by knowing the fact that only education has the power which can result in changing women position in society. To develop nations, women education can't be ignored. Higher literacy rate of women also aids in reducing poverty of nation. One such role of higher education is the progress and development of women as an important element of society, and it plays a key role in nation development. There are different ways through which higher education helps women's in empowering them but now we are going to discuss the two ways first one higher education allows qualified women acting as a leader in society and the young generation follow as a role model.

As there are very limited studies to build an overview of women's empowerment covering all aspects (political, economic, social, and psychological), access to formal financial institutions and the process for saving and using, social mobility, participation in politics and psychological empowerment in every field of life. The purpose of the study was to gain a greater understanding of the sense of empowerment achieved by women in Gilgit through participation in higher education, as it investigates that do women with higher education and employment perceive themselves more empowered than those who do not have higher education.

Moreover, this study contributes to the development of significant research on empowerment in terms of concept, theoretical and dimensions of empowerment in

delivering to understanding of empowerment, especially the ignored dimension of psychological empowerment.

1.1 Rationale of the Study

The studies reported a significant gap in this area, keeping this in mind it is significant to report a study that assesses women empowerment in higher education Gilgit. This will highlight the necessity of working women empowerment in Gilgit. Obtaining credible data on women empowerment in the study region was one such factor which limited the scope of this study to a great extent. Even though the available data on women's empowerment offer little literature relevancy, up to date data, and baseline studies (Murtaza, 2016).

The majority of prior research has limited generalizability due to the dependence on readily available surveys or published data with limited aspects and dimensions of women's empowerment, and there are only a few studies based on primary data. In order to fill the gap, there was a felt need to conduct a research study by collecting data from primary sources. In the previous empirical study, social and cultural, household, and economic dimensions of women's empowerment, such as social mobility, control over financial resources, and family decision-making, were typically addressed separately while disregarding the phenomenon's holistic nature (Khan, 2016).

As it is mentioned in a study that even if a woman is literate and employed in the modern world, she may lack power in the following areas: domestic decision-making and control over the resources, societal mobility, and participation in the modern sector. However, it is also noted that a large percentage of women are either forced to participate in economic activities due to family circumstances or are rejected by their

families. The statistics that are currently available show that the participation of women in paid employment has increased over time. Women barely have any autonomy or decision-making authority in this occupation (Patil, 2017).

The psychological component of women's empowerment was largely ignored in studies on the topic. Self-efficacy was used in a few researches on this dimension as a stand-in for psychological empowerment. It is necessary to investigate this dimension as in a study it is mentioned that it is reasonable to draw the conclusion that the degree to which the general population of women is psychology empowered substantially influences their ability to achieve economic or social empowerment in any area (Batool, Ahmed, & Qureshi, 2016).

There was a need for an accurate and reliable psychological empowerment scale for women in order to build a composite women's empowerment index that included the psychological empowerment factor in addition to the economic and socio-cultural empowerment elements that predominated. This was brought on by the significance of the concept (psychological empowerment) and the scarcity of instruments for measuring and evaluating it. Previous studies did not cover all facets of women's empowerment. As a result, it was necessary to integrate all aspects of women's empowerment in single research.

1.2 Statement of the Problem

Mostly in the rural areas of Pakistan, females are ignored by believing them with low education level and unintelligent (Sathar et al. 2000). They have less health, financial facilities, almost no political involvement then men and they are unable to plan anything about themselves. Mostly they are bound to marriage. They have barriers to set their own independent path in life and remained disempower (Ali et al.

2008). Despite of having sound educational background they face all given problems. Women continue to feel powerless and marginalized when it needs them the most in the process of decision making. They do not have the complete autonomy to have of their own choices. They have several restrictions regarding their free movement which place them under constant psychological strain.

However, it has been witnessed over the past few years that working women are now making their marks in higher education in Gilgit region. But their efforts do not attract appreciation that they deserve. So, whether the working women with higher education in Gilgit are really empowered or not. In this study, we aim to investigate the underline factors that hinder the progress of women empowerment at higher education in Gilgit region.

1.3 Objectives of the Study

The objectives of the study are:

1. To investigate women empowerment in higher education.

The sub- objectives for this study are:

1a. To investigate economic empowerment of working women in higher education.

1b. To investigate social empowerment of working women in higher education.

1c. To investigate psychological empowerment of working women in higher education.

1d. To investigate political empowerment of working women in higher education.

2. To explore the difference of working women empowerment in public and private sectors in term of demographic variables. (Different age level, marital status, job position, salary).

1.4 Research Questions

RQ 1. What is the level of working women empowerment in higher education?

RQ 2. What is the level of Economic Empowerment of Working women in Higher Education?

RQ 3. What is the level of working women empowerment socially in higher education?

RQ 4. What is the level of working women empowerment psychologically in higher education?

RQ 5. What is the level of working women empowerment politically in higher education?

1.5 Null Hypotheses

H01: There is no significant difference in working women empowerment due to public and private sectors.

H02: There is no significant difference in working women empowerment due to job position.

H03: There is no significant difference in working women empowerment due to marital status.

H04: There is no significant difference in working women empowerment due to different age level.

H05: There is no significant difference in working women empowerment due to salary.

1.6 Theoretical Base for Conceptual Framework

In this framework the researcher has modified two theories:

1. Pratley and Sandberg (2017) and

2. Scheyvens (1999)

Empowerment is normally measured as a goal that is achieved through education. However, all learning is not used to measure the empowerment; consciousness and skills development are also excellent tools to measure empowerment. Education, profession or work are a characteristic of a person; however, empowerment is not a characteristic. Educational attainment, good health, gaining self-respect and having self-confidence may also be included in the concept of progress.

In this conceptual framework the researcher has modified the Pratley and Sandberg,2018 and Scheyvens, 1999 framework of women empowerment and used four dimensions to measure the women empowerment as a process.

Pratley and Sandberg used economic, social and psychological dimensions to measure women empowerment. Women's work status, self-esteem, self-confidence, decision-making, social, political empowerment and awareness as the main dimensions of women empowerment(Sandberg & Pratley, 2018). Socioeconomic and demographic characteristics of the households are also the important factors affecting women empowerment. Whereas in the framework proposed by Scheyvens, according to him there are four main dimensions in empowerment, namely economic empowerment, social empowerment, psychological empowerment and political empowerment(Scheyvens, 1999).

1.6.1 Theoretical Framework
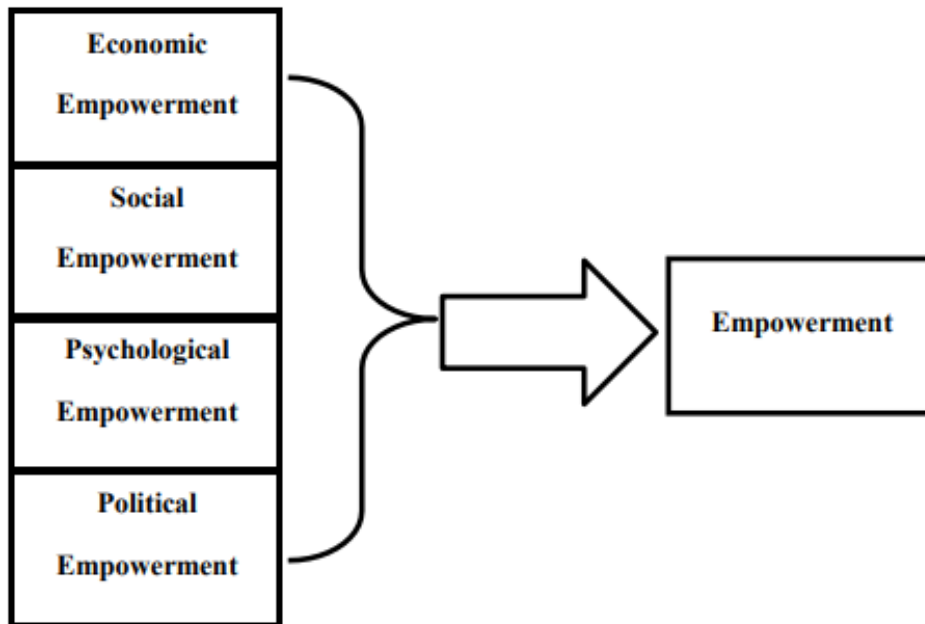
Figure 1

Theoretical framework

The dimensions of social empowerment refer to the situation in which social unity and integrity are recognized and reinforced. It involves the existence of united society groups, including women, youth and the elderly. In other words, the strengthening and preservation of cultural traditions and the conservation of natural resources can enhance the social empowerment of the local community. Generally, social empowerment can be achieved when the community is able to maintain or improve the balance in the community (Scheyvens & Watt, 2021).

The indicators of social dimension discussed are the following: Education , Labor Force Participation, Political Participation, Legal Rights and Protection, Access to Healthcare, Access to Information and Technology, Community and Social Participation and Cultural and Social Norms.

Economic dimensions arise when communities are empowered to consider economic benefits directly or indirectly in the long term of economic advantages. Economic empowerment can be achieved when the revenue gained is shared among local communities with a fair distribution network. And economic gains are widely distributed in the society, especially to the less fortunate, including women and the poor and not to the elite and outsiders (Scheyvens, 2002).

In economic dimension the indicators are Income and Earnings, Labor Force Participation, Access to Credit and Financial Services, Ownership of Land and Property, Entrepreneurship and Business Ownership, Access to Skills Training and Employment Opportunities, Economic Independence and Financial Inclusion.

The dimensions of psychological empowerment refer to community members who have confidence in the traditions, cultural and values inherent in nature and are optimistic about their future. Psychological empowerment can be seen when there is external recognition and in relation to the cultural values and natural heritage of the community as a recognition that can enhance self-esteem among the community, and they are more excited to share their knowledge, traditional culture and experience (Timothy, 2007). This can enhance the sense of pride and enthusiasm that can lead to the growth of confidence among members of society to participate in social activities by mutual cooperation among the community (Scheyvens & Watt, 2021).

In this dimension the indicators are: Self-esteem and Self-confidence, Autonomy and Decision-Making Power, Emotional Well-being and Mental Health, Sense of Control Over One's Life, Self-efficacy and Goal Setting, Sense of Belonging and Social Support, Freedom from Psychological and Emotional Abuse and last but not the least, Perceived Personal Fulfillment and Life Satisfaction.

The last dimension of empowerment is political empowerment. It refers to the situation when political power can provide opportunities for local people or the public to voice their opinion in the decision-making process of its development and implementation. Political empowerment involves all community stakeholder groups, including ethnic groups, women, and the poor, given the same opportunity to determine their own future (Yahaya, 2018).

Under political dimension the indicators are: Participation in Political Decision-Making, Rights in National and Local Constitutions, Voter Registration, Women's Political Advocacy and Activism, Involvement in Peacebuilding and Conflict Resolution and Access to Legal Redress.

According to Kishor, (2000), Women empowerment is a complex variable and because of its complex nature, it is not usually recommended to measure it using one simple indicator. Additionally, Kishor, (2000) stated that, to measure the empowerment, one should consider different dimensions of it. The dimensions which are used to assess women empowerment in this study are taken from (Pratley and Sandberg 2017) the dimensions include Economic indicator, social indicator, psychological indicator, and political indicator. Pratley and Sandberg (2017) haven't included political Dimension because of data constraint. In this study Political Dimension is also included.

As mentioned in the study of Pratley and Sandberg, (2017) economic dimensions have all those indicators relating to controlling of their resources and assets and taking decision regarding their resources and assets. Additionally, it includes the level of household decision making of female that whether they have any say in deciding something for their household or not. Similarly, it also has indicators regarding if the women own any land and property or not.

Second dimension of the framework is social dimension. According to Simon et al., (2002) and Koenig et al., (2003), social dimension includes access to information from different sources like form watching to news, listening to radio, and being allowed to be part of social organizations and groups. Similarly, the third dimension is psychological dimension which according to Malhotra and Schuler, (2005), includes a women belief on herself and her ability to achieve her goals by her own. According to the authors these dimensions can give the general overview of empowerment. The reason for choosing this dimensions-based framework is the complex nature of empowerment which according to many authors, for example Kishor, (2000) mentioned that empowerment should be measured based on dimensions and it is not recommended to measure empowerment based on single indicator. Hence, the researcher adopted to the dimension-based framework.

1.7 Significance of the Study

Several studies have analyzed the empowerment of working women at higher education, but there are very few studies about this in Gilgit specially on psychological and political empowerment.

Women empowerment has been a harsh reality in Pakistan. The opportunities given to them are few and far between. Therefore, highlighting the roles that women may play in the development of society need to be given great importance. This study has significant importance in several ways. Firstly, women empowerment has been assessed through their participation in decisions of household affairs. Secondly, women empowerment has been measured by their participation in economic decisions of their family, thirdly there political indolent and the level of psychological empowerment. Fourthly, it has examined the impacts of their income on their

decision-making power regarding their physical mobility, political involvement and use of their income in different ways.

Moreover, it has striven to underpin the issues that keep hindering the progress of women across all highlighted sectors. The status of women assuming significant roles in different fields across the Gilgit region has been a dream coming true slowly. The same has been the scenario for women striving hard to achieve excellence in higher education. In this study, our specific focus will be on those women who have empowered themselves against all odds in a man-dominated society. Similarly, this study will also maintain a balanced approach towards the challenges faced by working women in Gilgit Division. Through this investigation hindrances faced by women can be pinpoint and measures can be suggested from time to time to overcome them. Moreover, local community involvement and intervention are essentially needed to raise the status of working women in this region.

This study can improve teachers' and other women's awareness of the empowerment paradigm at both the individual and societal levels. It improves current literacy by adding the knowledge that education boosts women's empowerment. It also practically identifies the obstacles that women face in rural communities that act as deterrents to their empowerment and shows how these obstacles may be overcome.

1.8 Research Methodology

1.8.1 Type of Study

Quantitative study in nature. Quantitative procedure was utilized for this study.

1.8.2 Population

All the female teachers working in public and private sectors colleges constitute the population of the study. There were 513 females working in all the colleges.

1.8.3 Sampling

Random sampling technique was used for data collection. A random sample was randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. Out of the total 513 working women 217 were selected as sample.

1.8.4 Research Instrument

The researcher developed questionnaire based on dimensions of framework of the study. As according to the conceptual framework there are four dimensions based on which the women empowerment was assessed. The four dimensions are Economic, social, psychological, and political. All the items were closed ended. The questionnaire was five- point Likert scale. The questionnaire contained the following demographic variables, college sector, marital status, job position, age level, teaching experience, and salary.

1.9 Delimitation of the Study

The study is aimed at investigating women empowerment in higher education at college level in Gilgit. Additionally, women empowerment was investigated in four dimensions only. Those dimensions were Economic Empowerment Social Empowerment, Psychological Empowerment and Political Empowerment.

1.10 Operational Definitions

1.10.1 Empowerment

It is procedures that promote power in people, for use in their own lives, their circle, and the public, by being able to act on matter that they explain as important.

1.10.2 College Education

It indicates education at an institution that offers a bachelor's or higher degree programme, or at an institution that offers at least a two-year programme that is suitable for full credit toward such a degree.

1.10.3 Economic empowerment

Economic empowerment is the ability to make and act on choices about financial resource control and use.

1.10.4 Social empowerment

The ability of women in deciding their social affairs.

1.10.5 Psychological empowerment

By psychological means self-efficacy, psychological well-being, and self-esteem of the women.

1.10.6 Political empowerment

Political empowerment includes the indicators related to awareness about politics and decision of women to take participation in politics.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

One of the most important modes of thinking about power is the capacity to make choices and being disempowered implies being robbed of those options. The most widely recognized definition describes empowerment as a rise in human ability to make thoughtful and strategic life choices and choices (such as where to live and who to meet or not) in a setting where the ability was initially rejected to them. Conversely Robert Adams (2003) describes it as the process through which individuals, communities, and society gain control over their environment and personal aspirations, allowing them to strive towards avoiding harming themselves and moreover others to improve their level of living and quality of life (Habib et al., 2019).

Women must emerge from their stupor and understand what true empowerment really means. It is important for everyone to realize that empowering women does not just mean giving them more control in technical fields. Women need to keep in mind that they are also thinking, logical, and clever individuals. Women have been treated differently from males for ages in many ways. Voting, property ownership, and employment in numerous professions were all prohibited for women. A deep devotion to culture and tradition is to blame for this. Such patience is displayed not only for the sake of the community and the children, but also because a single woman lacks the courage to face the difficulties of life.

Women now have more empowerment to do whatever they want now that we are no longer in the Dark Ages. This means they can choose their own destiny, job, vote, and do anything a man can do (Taxak, 2013).

2.1 Women empowerment

The fundamental idea of women's empowerment was introduced in 1985. This is really all about rights and equal and fair societies, so Kellera and define it as a process in which female become able to manage and shaping themselves to strengthen their independence, stress their right to do so, and be more self-sufficient, and regulate their own assets, which will aid in trying to challenge and abolition their own subordination (Mbewe, 1991) so, the core meaning of women empowerment clearly shows women's capability to take charge of her future, such as expanding her options, mobility, making some judgments, and doing additional actions as needed to alter their life (Habib et al., 2019).

Moreover, many authors provide comparable concepts of empowerment, emphasizing the significance of process and the outcome. According to Batliwala (1994), to make women empower in our society is the methods and an output of the process in which women mainly challenge existing power structures and take more control over the power sources as material and knowledgeable assets, as well as the thought that governs social relations in both public and private life.

Today, empowerment is the most used concept in development discourse. It is also the most ambiguous and widely misunderstood notion, serving as both a tool for analysis and an umbrella idea to justify development action. Others believe that women's empowerment is a complex, dynamic process that enables women to fully express their identities and authority in every area of life. Others view female empowerment is their ability to take on responsibility, envision a better future, and work to overcome obstacles. Women empowerment may be assessed using specific markers such as active participation in the home, career, and community.

In order for women to be empowered, an environment must be created where they can make wise decisions about their lives in a particular situation. It has never been easy to quantify the idea since it is so broad. As a result of this predicament, several researches have devised various conceptualization systems and metrics to quantify the complicated idea. Women's empowerment, for example, is dependent on a woman's cultural values, social standing, and life prospects. Women's empowerment may take place on 3 distinct stages: at the personal, societal, and behavioral levels in relation to important people and results. Moreover, there are four basic categories into which women's empowerment may be divided: economically empower, socially empower, educational, and health related empowerment. The corpus of existing information has commonalities even if there are disparities in how empowerment is assessed. The key themes commonly utilized to describe women's empowerment in this regard include household decision, financial decision, control over resources, and mobility (Abbas et at., 2021).

Gender inequality still exists in almost every country in the globe, notwithstanding recent large improvements in female labor force participation and female enrolment in schools. Urban working women all throughout India have demonstrated that they can not only compete with but even outperform males in a variety of talents provided equal chances are made accessible to them without prejudice. The argument for empowering women as a development goal is based on two premises: (a) that social justice is a crucial element of human flourishing and is inherently valuable to seek; and (b) that empowering women is a route to that end.

A recently Available policy research paper of world bank (2001), for instance, describes gender equality as a tool to boost growth, reduce poverty, and advance

improved governance in addition to be a development objective in and of itself (Sridevi, 2005).

Women's empowerment is a word with an unclear definition, making it difficult to convert into specific elements dependent on every context. Because it encompasses a wide spectrum of concepts, incorporating it into a given circumstance is difficult. So far, all theories agree that the broad idea of empowerment includes a sense of control over one's life, the ability to make decisions and live with those choices. It has also sparked a sense of individualism or autonomy. It also relates to enhancing the religious, political, social, and economic strength of individuals and groups. It is sometimes necessary for the empowered to acquire self - confidence. They stated that some characteristics, such as financial stability and obtaining a higher degree of education, are related with an empowered individual, which might also differ from an individual who is not empowered (Alimen et al., 2020).

Furthermore, Douglas et al. (1995) said that empowerment may be influenced by the environment. An empowering environment complements and strengthens the acts and characteristics that indicate individual empowerment. A female, for example, may prefer to work outside the home since the atmosphere supports and strengthens her to move forward and attain her goals (Ummi, 2018).

This atmosphere might be a supportive family or a society that values educating women and encourages them to reach their full potential. Additionally, it might be a work that fosters and enables the employment of women. The converse effect, that an empowered person may empower a setting, should also be true. According to studies, an empowering atmosphere helps a woman to be involved in job outside the house or to be self-sufficient regarding her. In conclusion, the

environment, as well as the family and the surroundings, may have a large impact on female empowerment (Haq et al., 2019).

Women empowerment is said to be the process which gives women power and authority to break status quo as it is mentioned by Swain and Wallentin, (2008) for a country to be stable and sustainable and to personally develop females and empowerment is prerequisite and it happens only when women choose their well-being Instead of culture norms and prevailing conditions. Women empowerment has generally two-fold objectives the first one is the social justice which is said to be the important factor for well-being and means to additional ends. As stated by Ethiopia Health survey (2005), females of developed countries are more empowered, and they have powerful voice. Hence, gender inequality is the issue generally faced by developing countries. Developing countries females' voices are suppressed due to their cultural factors (Ummi, 2018).

A lot of studies have been done to investigate women's empowerment. According to Vianello et al. (1990), a husband's authority inside the marriage increased up to the assets he could summon up: education, wealth, prestige, social standing, and so on. The author also discovered that the husband's authority was related to the phase of life and the existence of kids at home. Greater crucially, spouses who worked for a living had more authority than wives who were not gainfully employed. When the resource idea was applied in the context of marital power in various civilizations, the results were contradictory. Decision-making studies from the United States, West Germany, and other nations revealed a favorable relationship between the husband's authority and his socioeconomic assets, like education, social standing, money, and employment. The data in the preceding

research had curvilinear trends and weak associations that missed statistical significance (Sridevi, 2005).

2.1 Dimensions of Women Empowerment

Different researchers incorporated different indicators appropriate to the specific studies to represent the variable 'women's empowerment.' Economic, familial, social, psychological, political, and legal empowerment were proposed by Malhotra et al. (2002). Economic, familial, social, and psychological are the initial four aspects that connect to people at the household and community levels, while political and judicial are the final two dimensions that link to areas or nations at the national or international level. The psychological component has scarcely ever been operationalized in empirical study at any level, according to Malhotra et al. (2002), despite the fact that individual level studies have utilized the economic, family, and social dimensions.

2.1.1 Economic empowerment

Whenever a woman is capable of achieving financial success and growth as well as having the capacity to develop and implement decisions, she has gained economic empowerment. Women who are economically empowered have control over their income, make financial contributions to their families, have control over and access to socioeconomic resources, as well as having both useful and useless family assets. Women's earning potential, negotiation strength, resource control, participation in household economic decision-making, and capacity to meet basic needs would all increase as a result. Taken together, these factors might promote women's self-sufficiency and lessen their reliance on the economic (Parveen & Leonhauser, 2005).

The literature's arguments for fairness and equity form the foundation of the discussion of how important it is for women to participate in politics. Given that they make up half of the global population and that their experiences, values, and interests are different from those of men, women should first and foremost have equal access to political decision-making. Scholars also emphasize the importance of women's representation for the legitimacy of political institutions as well as the effects of women's political presence on policy outcomes. Regarding this, several studies have shown a beneficial relationship between women's engagement in social, economic, and political life and economic growth, development, effective government, and poverty alleviation in our country. Every society must have gender equality in order for national institutions and the government to be responsible and responsive to the demands of the people they serve. The absence of gender equality in political leadership, however, is one of the most glaring and urgent problems in many nations, therefore women political representation equally and involvement continue a protracted worldwide challenge. Despite the impressive progress made, women continue to be disproportionately underrepresented globally, with the exception of a small number of nations.

By participating in making of choice process, politically empowering, one of the most significant domains of the empowerment framework, enables women to challenge male domination in the political sphere. Notwithstanding the empirical trend showing an increase in the number of women in politics and the normative importance of the topic, there is still a dearth of literature on women political empowerment. Furthermore, the lack of precise definitions and measuring indicators reflects the difficulties and slow development of the empirical typeface.

Savings money are a major indication of the woman's better and equally balanced power relations within the family, which suggests that having control over one's own resources has favorable consequences for enhanced ability and empower relations for the holder. Along with making financial contributions to the family, having the ability to spend money however she pleases is still a key sign of a woman's empowerment. It is a frequent belief that women enter professional occupations in order to enhance their financial situation, which may enable them to indulge their personal buying interests. Additionally, it is a frequent misconception that women are completely free to spend their income however they like, while in fact, such funds are typically given to a head member of the household (Japardize, 2021).

2.1.2 Socio-cultural or Social Empowerment

Socio-cultural empowerment is the ability of one to create the institutional connections and affiliations required for their wellbeing and productivity by instilling a sense of freedom and self-confidence. It is closely related to social integration and the reduction of poverty and is inextricably tied to a person's assets, including their physical, human, social, and psychological ones. Examples of these assets include savings, livestock, housing, education, and good health (e.g., high confidence, self-reliance, hopes for a brighter future). Examples of socio-cultural change include women's independence in terms of mobility, the promise to daughters to educate them, the lack of discrimination against daughters, the prominence of women in public spaces, male-controlled traditions like preference for sons in the family are altered by access to contemporary transportation, participation in non-family clusters and societal links, linguistic portrayal of women in tales, and traditional women education rate and approach to a wider public. The most significant and often used indicator of socio-cultural empowerment in the research to date is mobility.

Indicators of Social Empowerment

Social empowerment consists of four sub-factors namely; gender of household head, education of household, groups and networks, shelter and these four indicators further consist on thirteen indicators. The percentage share of each of the significant factors contributed to social empowerment are shown in the table.

Table 2.1

Indicators of Social Empowerment Index

Factor	Sub-Factor	Indicators
Socio-cultural or Social Empowerment	**Education** (Khan, et al. 2015; Chaudhry and Rahman, 2009; Hashmi, 2006)	Access to school Average education of the household Education of head of household
	Gender of household head (Khan, et al. 2015; Chaudhry and Rahman, 2009)	Gender of household head (male or female) Membership in formal or informal organizations or associations. Ability to get support from other than family members and relatives in case of hardship Ability to get loan from family and friends in case of hardship Participation in Community Issues
	Shelter (Arif, 2000)	Area of the house House own or rented Sanitation system (latrines) The availability of electricity Building types (Material)
	Assets and Property (Khan et al. 2015; Chaudhry, et al., 2009)	Land owned Land leased
	Health within Household (Khan et al. 2015; Chaudhry, et al., 2009)	
	Household Accessories (Khan et al. 2015; Chaudhry, et al., 2009)	Separate kitchen Motor-cycle Sewing machine Car / jeep Personal computer or laptop Water

pump Washing machine Air-conditioner Room-cooler Refrigerator Cell phone Television Radio Gold / Silver / Bonds

2.1.3 Psychological Empowerment

Identity, Self-efficacy, power, and self-esteem are all components of psychological empowerment. Psychological empowerment, in Siwal's opinion, includes the capacity to mobilize, self-efficacy, self-esteem, psychological wellbeing, a general awareness of injustice, knowledge of inclusion and women's rights, and a broad acceptance of women's power and inclusion. Women's beliefs of their fundamental rights and their capacity to handle diverse family shocks are two aspects of the psychological component. Improve the self, bargaining strength, freedom of choice, and family coping methods are a few of its advantages. It will increase freedom of choice, negotiation power, and confidence among families (Parveen &Leonhauser, 2005).

Indicators of Psychological Empowerment:

Psychological empowerment indicators include: Intrapersonal empowerment, Interactional empowerment and Behavioral empowerment (Gupta, 2018).

- Intrapersonal empowerment indicators includes: self, connected, safe and free.

- Interactional empowerment indicators includes: conscious, informed, understanding, solving, exploring.

- Behavioral empowerment indicators include: resist, prepare, engage, limit and pursue. Specific indicators of psychological empowerment are:

- Supportive and cooperative management

- Emotional stimulation

- Access to resources

- Reward system

- Performance evaluation

- Independency at work

- Adequate information

- Job satisfaction

2.1.4 Political empowerment

It is characterized as having knowledge of and access to the political system, as well as support from one's family for political responsibilities and the use of one's right to vote. It alludes to marginalized groups' capacity to alter the policies and choices that have an impact on their wellbeing. The following are the characteristics of political empowerment: familiarity with the political system and structure, the process and the means of accessing it; the support of the members in the family for political support, exercising the right to vote, involvement of women in political institutions or movements of the local area , availability for specific candidates or representation in local body governments, representation of women in both national and regional forms of government, power of voting, and depiction of interests are just a few of the factors that should be taken into consideration (Batool, 2018).

Pakistan has been a trend-setter for other Muslim nations when it comes to setting a positive example for women's political involvement, despite this relatively uneven track record on the promotion of women's political empowerment, particularly with regard to women's positions in political parties. In 1988, Benazir Bhutto became the first female prime minister of a Muslim nation. In the same year, Fahmida Mirza became the first female speaker of a national legislature in the Muslim world.

Indicators of Political Empowerment

Women's political empowerment is premised on "three fundamental and nonnegotiable principles:

 (a) the equality between women and men;

 (b) women's right to the full development of their potentials; and

 (c) women's right to self-representation and self determination

According to Bhargava and Subha, "Political empowerment is the capacity to influence decision making process, planning, implementation and evaluation by integrating them in the political system. It implies political participation which includes right to vote, contest, campaign, party membership and representation in political office at all levels and effectively influences decisions thereby leading to political empowerment"

Political participation can be explained as any voluntary act with the purpose to influence elections or public policy. It can be in the form of casting a vote or running for office and has always been taken as an essential indicator to measure women's empowerment in the political process (Devi, 2015).

The following four categories are included in the political participation.

 1. Communication with the people.

2. Participation in meeting.

 3. Participation in scheme implementation.

4. Participation in decision making process.

2.2 Role of Education in Women's Empowerment

To effortlessly live and learn, education empowers the thinking, mind, thoughts, imagination, power, and principle in many areas. Women's empowerment provides equal status, opportunity, and freedom to develop, as well as preparing women must be. A woman who has received an education becomes completely independent; she is no longer reliant on her father, husband, child, or brother. Education removes barriers-Education provides equal rights to women in social, political, cultural, gender, and religious contexts. She is encouraging both local and global unification because she will provide equality with men.

Education helps people to make decisions based on their preferences, whether they are related to their lifestyle, life partner, profession, career, eating habits, sexuality, or anything else. Education encourages students to stand on their own two feet. Women who have access to education will be better equipped to protect themselves against a variety of threats, including cultural pressures, sexual harassment, marital rape, and criminality.

Educated women contribute to the economy- If a woman is competent and useful to her family in earning money, she can improve the family's and the nation's economic condition. Women may help by working to eliminate problems examples include the high percentage of mother mortality, the prevalence of gender violence and other crimes against women, child sex abuse, female feticide, efforts to create family planning, and so on (Sharma, 2016).

The whole educational system is directed to play a constructive interventionist role in women's empowerment since education enhances women's quality of life and develops some approaches for advancement. reducing gender stereotypes by giving

more women access to professional, technical, and vocational education at each level (Bhargava, 2021).

2.3 Women Education for Empowerment

Female education, it is said, is the best indicator of empowerment and the cornerstone of their growth. Through education, they enhanced many aspects such as adaptability, decision making power, autonomy, ownership of household assets, liberty from household dominance, involvement in trying to earn for family revenue and expenditures, reproduction choice, understanding of legal authorities and world affairs, availability of information as well as media, and productive participation in social development programs.

Furthermore, highly educated women with better incomes are given favor in her household. Because females with a greater degree and a better income position may have a major influence on family decisions, the opinions of female more educated women are prioritized. Furthermore, additional years of education expose a woman to the world and society, increasing her knowledge, decision-making power, bargaining skill, personal freedom, and economic stability (Malhotra, Schuler, &Boender, 2002).

Women's education benefits society as a whole, according to the International Convention, which stated this in 1993. One of the most crucial methods for ensuring that women have the information, abilities, and confidence necessary to fully engage in the development period is education (Singh et al., 2018).

Therefore, if women have enough accessibility to and sustained support for higher education, they can find greatness in their future careers. According to one study, improving women's and girls' education leads to increased empowerment

through raising income, promoting health, and enhancing productivity. That is, education for women may bring an educated nation, therefore enhancing girls' educational levels has been shown to have definite effects on young women's health and financial future, which in turn enhances the situation of their complete society.

The study discovered that basic education had a beneficial influence on women's job status, however secondary and higher education have a negative impact. But at the other side, the partner's education at all levels has a favorable impact on awareness. Primary education has a detrimental impact on decision making, but secondary and higher education have a beneficial impact. Primary and secondary education have a negative link with their children, however higher education has a favorable association with their children and allows them to better assist their children. The total amount of kids born is significantly negatively correlated to working status, knowledge, decision making, and self-esteem, but positively related to self- confidence. According to Upadhyay and Karasek 2016, females with more children have less influence. Women's health is a powerful aspect in enhancing women's empowerment, however owing to the increased number of births, women often jeopardize their health and, as a result, confront a low degree of empowerment. In contrast, there are several studies have found a useful connection in women's empowerment and the number children born (Soharwardi& Ahmad, 2020).

2.4 Relationship Between Higher Education and Women Empowerment

Increased education, self-confidence, and gender equity awareness are all markers of the empowering process. Evidence suggests that these elements are often produced during and as a result of higher education. Female who are educated and

earn a living have a far higher status in our society than illiterate women workers. This is a widely held belief regarding the significance of education in altering women.

Whether or not they make a financial contribution to the household, more education unquestionably raises women's standing. She is capable of battling men. The majority of women in our country are oppressed because they lack knowledge. Teachers have a duty to explain to their pupils that getting married is not their final goal. It is significant that they are rising and doing something. Education may dominate miraculous growth in the lives of women, culminating in social revolution in the long term, by instilling the following characteristics in them: Increasing their self-esteem, elevating their prestige in the families and overall of the society, developing understanding of rights, develop their self-esteem, developing they self-efficacy, and decreasing the reliance, a good their children's upbringing, and expanding their professional options (Sharma &Afroz, 2014).

A study showed the following findings that greater education significantly boosts women's understanding of their rights, mostly the legal rights. The rules governing divorce and inheritance rights are of particular importance to women. While understanding of these laws is a big step forward, there are still considerable barriers that hinder women from claiming their rights.

According to a research, poverty cannot be decreased without the empowerment of women, and women's poverty, particularly in rural areas, may be reduced by increasing and accelerating women's education. Women will be more fit and healthy if they have good and improved education, and vice versa. If the degree of female education in society is low, the state's political, economic, and job prospects will suffer. Women's participation in education, socioeconomics, employment, and other political activities was likewise quite low. Women's education should be

identified as a critical priority area for eradicating poverty in the state. Keeping this in mind, basic education should be considered a bare minimum in the nation to upgrade to a good condition of living. The above study's findings also stated that the relationship between the women education and the increase in poverty, decrease in gender inequality, increase in family income, removal of societal barriers, and improvement in father education was estimated using the double log form of regression model because this relationship was obtained using scattered plots (Aslam & Aslam, 2019).

It would be required to create possibilities for women to obtain economic independence to significantly transform their standing in Pakistani society. Young women who are single nowadays are likely to live with their parents in rural regions, where they are expected to care for younger siblings and help the family function as a whole. They typically lack the right to work, which prevents them from achieving even the most basic level of financial independence. Married women can work in paid jobs, such as agriculture, Gender, and Education.

Furthermore, the study attempted to ascertain respondents' degree of economic independence, sentiments toward financial independence, and thoughts and assumptions regarding future prospects for gaining economic independence. The findings demonstrate that higher education enrollment is now one of the few avenues for Pakistani women to reach this elusive objective. Up to 62% of academics asserted full control of their personal compensation (Courtney, 2010).

Another study looked further into the issue of whether or not women's income contributing status is elevated by higher education. She can outshine guys. Due to their lack of knowledge, most women in our country are oppressed. Teachers have a

duty to explain to students that getting married is not their ultimate objective. It matters that they got up and did something (Reddy, 2021).

By instilling the following qualities in women, education can dramatically alter their lives and, in the long run, lead to social transformation: decreasing their dependence on others, raising their status in their families and society, increasing their mobility and career options, raising their self-esteem, enhancing their sense of self, and enhancing their sense of self-worth. Increased education, self-assurance, and awareness of gender fairness are all signs of the empowering process. There is evidence to support the idea that these elements often develop during and as a result of higher education. Women who are educated and employed are far more respected in our culture than female workers without degrees. This is a widely believed notion of how education may change women (Afroz, 2014).

A study outcome reveal that the primary elements of women empowerment are work status, self-esteem, self-confidence, choice-making, and awareness. The study also suggests that home socio - economic and demographic features are crucial determinants influencing women's empowerment in emerging nations. Female's job status and kind of employment had the greatest factor loadings among the 19 elements of the aspects of women empowerment. Confidence, recognized is a main factor of women's empowerment, encapsulated the women's attitudes toward spouse hitting, and these components of self- esteem accounted the majority of the overall variation. Women's participation in household significant buying decisions, as well as her mobility in obtaining healthcare, were highlighted as two of the most important measures of women's empowerment (Soharwardi& Ahmad, 2020).

Generally, scientists in the area agree on a few fundamental characteristics that define or impact empowerment. Age, gender, relationship status, nationality,

social position, economic activity, intra-household distribution, and health are examples of the these. Contribution to economic activities is yet another feature that is frequently seen as a crucial component of empowerment. Control over resources does not always result in empowerment, but it might act as a catalyst for empowerment (Khan, 2020).

Although "resources—economic, social, and political—are frequently crucial in guaranteeing women's empowerment," they are not always adequate. Resources cannot bring about empowerment unless women's individual or communal ability to perceive and exploit resources in their own interests is present. Access to the utilization of resources, on the other hand, is a fundamental subject in the empowerment narrative. Sociological theory has stressed the link between resource control and empowerment at the family level, but it has also sought for explanatory elements in the socio-cultural milieu (Rashid & Islam, 2012).

Economic success and the empowerment of women are intrinsically intertwined. While female empowerment will lead to growth, it will also affect how decisions are made, and this will directly impact development. Despite to what a few very enthusiastic policymakers believe, it is not necessarily true that protecting women's rights would begin a positive feedback loop in which women's empowerment and development would mutually support each other and women would finally reach equality in affluent nations. One the one hand, despite pervasive misconceptions about women's competence, considerable improvements in decision-making capacity cannot be guaranteed by economic growth alone in critical areas of women's empowerment. On the other hand, female empowerment benefits some facets of children's welfare more than others (particularly in terms of their health and nutrition) (Duflo, 2011).

Therefore, the key components of women empowerment in developing nations include work status, self-esteem, decision-making, and awareness. The socioeconomic and demographic aspects of homes have a high influence the empowerment of females in society. Among the 19 elements of women's empowerment, work status and kind of work had the greatest factor loadings. Self-esteem, recognized as a factor of women's empowerment, encapsulated the female's attitude toward spouse beating, and these components of self- esteem accounted the majority of the overall variation. Permitted to participate in household significant buying decisions, as well as her mobility in obtaining healthcare, were highlighted as two of the most important measures of women's empowerment.

Economic success and the empowerment of women are intrinsically intertwined. Female empowerment will arise from growth, but empowerment of women will change how decisions are made, and this will have a direct impact on their growth. Contrary to the beliefs of some more optimistic politicians, it is not always true that implementing women's rights would result in a positive feedback loop where women's empowerment and development mutually support one another, and women finally reach equality in affluent nations (Duflo, 2011).

The women's empowerment concentrates on a variety of issues and aims to provide them more accessibility to information, social and financial, politics and then economic making of decisions. Additionally, it fosters a feeling of dignity in women. Empowering women is a dynamic, multifaceted, and situation-specific process. Because the world bank or any other development organization has not recommended a precise way to measure it, the empowerment as a Sustainable Development Goal cannot be achieved for women. Due to this research to pinpoint the essential elements and factors that contribute to women's empowerment is very important since it will

assist funders and policy experts steer their decisions toward speeding progress and attaining the post-2015 development goal. women's empowerment and socioeconomic growth are closely related, it encounters a number of challenges in Pakistan due to patriarchal society and local traditions. Numerous factors made Pakistani women weak, oppressed, and marginalized, which also contributed to their severe poverty, poor health, and poor educational outcomes (Akram, 2017).

Numerous researches defined this women empowerment as a method instead of an end in itself. Articles on empowerment that consider the dominant role of males in society tend to concentrate on women. Women's empowerment is a continuous process or cycle that requires dynamic capacities to limit alternative options, decisions, and actions rather than it is a linear process, and this process is essential for other social reform, according to a slightly enlarged concept of empowering.

According to the literature, several researchers have found a number of factors that influence women's empowerment. In addition to the various socioeconomic, demographic, and political elements, the current study also takes into account those major female qualities that serve as important enablers in achieving this efficient tool for home and society welfare. In n addition to other segment of the population, socioeconomic also the economic, and political factors, tests were conducted on women's communication patterns, advertisements about a previously approved law protecting women, non - payment domestic working, sustainable development indicators, and variables relating to a safe and clean environment. No research has ever been conducted using all of these variables simultaneously anywhere in the world to evaluate the major drivers of women's empowerment, a critical variable in achieving development.

According to research, there are six key sectors of empowerment of females which are economic, political, socioeconomic, legal, and health moreover the interpersonal and psychological aspects. The authors' attention was divided between urban and rural areas. Females between the ages of 14 and 65 made up the sample size. The findings revealed that Islam and the home, employment, and education indices all significantly improved. In contrast to the desire to develop and make changes to the socioeconomic and cultural components of society which was the main priority of women empowerment.

According to a study the main indicators which are five of women empowerment are economic, political related, educational related, its achievement, health, and contribution in the workplace. In order to raise women income and elevate their position in society, economic involvement was quantified as a percentage of the labor force. More another study showed the main profile of female status in our country and presented causes for school drop- out females, which was related to poverty in the family, parents' unwillingness to send girls to school and the home duties conducted by young females. A researcher addressed the relevance of education as a key component and predictor for women empowerment. Semi-structured interviews using the case study method were used to conduct the research. According to the findings, poverty and early marriage were the two main predictors of illiteracy. Parents decision also played an important role in the mobility of women and that every asset registered in a woman's name has a favorable effect on her buying power and choices they make.

The cultural impediments to women empowerment in Pakistan were examined in research. The cultural factors restrained women empowerment and were due to male dominated family systems where females are not allowed to receive education or

take part in family related matters. the findings of which showed that local cultures obstacles as just a consequence of the lack of knowledge of fundamental information, resources which prevented women from even being able to acquire the bare necessities of life. In our country women empowerment is not a topic that has been extensively researched. Most previous studies relied on secondary data. Different studies used different dimensions of woman empowerment. There is no research that builds a complete index of female empowerment that covers all aspects, including access to formal financial institutions and saving processes, mobility, family, psychological and political empowerment. Using a household level, cumulative index of women rights as a measure of women empowerment in our society (Batool and Rehman, 2017).

2.5 Models and theories on women empowerment

In Pakistan, traditional gender norms reinforce female subjugation while preserving male dominance. These actions further reinforced the son's predilection for and prejudice against women in many aspects of his life. Girls' education, in especially, is changing the lifestyle of society, and their high literacy rate is also adversely connected with reduced gender disparities and gender equality. Gender roles in Pakistan, according to Bandura's theory, are the product of social behaviors and learning attitudes. This confines women to their homes or extended families and keeps them out of major decision-making, which is why more than half of women lack basic schooling and only about a third make a living (Muneer, 2021).

The current study investigates that women constitute half of the labor force; therefore, empowerment of women is high. The long-term equilibrium relationship between women's empowerment and the gender balance index, women's

empowerment and economic empowerment, and women's empowerment and awareness of their rights is examined using the Johansen co-integration test. The co-integration findings show that the variables have a long-term equilibrium relationship (Chaudhary, Chani, & Pervaiz, 2012).

Another study uses the following theoretical framework to measure women's empowerment because of the reserve of 33 percent of seats in local government to women. Political participation's efficacy and effects have been evaluated using three variables: political empowerment, economic empowerment, and social empowerment. According to the findings, total female councilor involvement in local government has grown and stayed adequate. They were politically involved in decision-making. However, their effect on policy changes was limited. The economic impact was significant. However, no funding was set up for female councilors. The new local government structure enhanced women's awareness, engagement, and cooperation. However, the women councilors were unable to minimize violence and raise awareness of female issues among other females (Shah, Aziz, & Ahmad, 2015).

2.6 Women's empowerment in Pakistan

In Pakistan, a woman acts and plays the roles of both a perfect mother and a homemaker within the four walls of her home. Despite making more contributions to the country's progress, women in Pakistan have a lower social position than males (Nosheen, 2009). In Pakistan, male and females face significant disparities in a variety of areas, including political engagement, decision-making, ownership over their resources, employment possibilities, education, and job (Khan, Khilji, & Ullah, 2011).

Since male dominance and gender inequities impede women's progress in playing an active role in Pakistani society's growth, it is critical to examine women's empowerment in that country. Furthermore, women's healthcare decision-making and mental wellness are strongly predicted by empowerment. As a result of respecting a woman's autonomy over her own life and decisions, the case for women's empowerment is firmly rooted in human rights principles. Women make up over half of the world's population, thus empowering them is crucial for achieving the highest possible standards of acceptable development.

In Pakistan, a woman acts and plays the roles of both a great mother and a homemaker within the four walls of her home. Despite making more contributions to the country's progress, women in Pakistan have a lower social position than males. In Pakistan, male and females face significant disparities in a variety of areas, including political engagement, decision-making, ownership over their resources, job possibilities and education. Despite having the same degree of education and career as males, women get paid less. Due to their lack of recognition, women often have little influence over economic decisions. Family values, unemployment and insufficient legal and legal protection from sexual harassment are the most major issues impacting women's labor force participation (Habib et al., 2019).

Although widespread support for women's empowerment and the crucial part they play in the development process, the majority of countries throughout the world do not treat women in the same way as men. In many regions of the globe, women are in a difficult situation and, as a result, are frequently rated lower in the social hierarchy than their male colleagues. This disadvantage may be seen in the stark discrepancies between males and females on a variety of human-rights, cultural, economic, and social variables (Bushra &Wajiha, 2015).

For example, women spend two to 10 times as much time as men on unpaid care jobs across the world. Similarly, women account for 65 and 70 percent of the world's illiterate and poor population, respectively. Fewer than 1% of the world's total assets, according to studies, are maintained in women's names. Furthermore, estimates show that 70% of the 1.3 billion individuals living in severe poverty are women or girls. Women have much lesser status than males because of these problems (Raza & Murad, 2010).

Despite the fact that gender inequality is a global problem, Pakistan needs special attention in terms of empowering women. The normative and ontological structure of society today is hierarchical, with men and women holding unequal power relationships and women being rated below men. It is a non-egalitarian culture where gender equality and women's emancipation seem like far-off ideals due to substantial gender disparities. According to this viewpoint, Pakistan's low level of women's empowerment is a real problem because the nation ranks towards the bottom of the Gender Gap Index, 151st out of 153 evaluated nations. In a similar vein, women in the nation scored lower on the Human Development Index in 2019 than men did (Raza & Murad, 2010).

According to Akhter (2011), women endure violence at various stages of their lives. This has a bad impact on women's personalities, harms their mental and physical health, and kills their creativity and productivity. According to Ayesha (2013), women face challenges due to poor literacy rates, a lack of medical services in various places, and a lack of a source of income for family women. In general, males outnumber women when it comes to major choices affecting women's lives. In Pakistan, men and women face prejudice and lack of decision-making authority. No authorization to work for a living and the forcible elimination of property rights make

life difficult for women. Furthermore, no security to move freely in society, executing obligations at home and at work, no respect for divorcees, reliance on spouse after marriage, and little respect for women who raise their voices for justice are major issues for women in Pakistan.

Women's difficulties are caused by a variety of circumstances. The primary factor is male domination in nearly all household concerns (Ali & Bustamante, 2008). Furthermore, poor educational level of women, lack of women empowerment, and conventional societal practices to degrade women at various stages and phases of life (Akhter, 2011) cannot be overlooked when assessing the core causes of this issue. It is a fact that women who are surrounded by various family or societal difficulties are unable to accomplish their obligations precisely and successfully. This scenario impedes growth and the advancement of women's standing in society. It encourages governments and all charity groups to work together to empower women. Women's empowerment leads to the empowerment of the entire society. According to Chaudhry, Chani, and Pervaiz (2012), women empowerment brings fresh energy, ideas, and leadership, hence benefitting men and children in their households and improving their quality of life (Akhter & Akbar, 2015).

The information available clearly demonstrates the gender discrepancy revealed by these indicators. For example, in Pakistan, female labor-force participation is far lower than male labor-force participation (25 percent vs. 82 percent). Furthermore, adult females had a lower secondary-school education than males (26.7 percent vs. 47.3 percent). Concurrently, limited educational possibilities and accomplishment contribute to low empowerment among females, especially those living in remote areas of the country (Raza & Murad, 2010).

As according to recent survey in the case of Pakistan there are 50 % of the total population is of female who is not in competition with male in any field. Let's say, in the field of education they are less literate than male. Female literacy rate is 47% which is far less than that of male segment of society. Hence, they need to be given equal opportunities in order to develop society sustainably. Sohail, (2014) mentioned some of the model and argued that, by following these models' women can be empowered. The first thing researcher mentioned was, the development of institution so that they may provide equal resources to the men and women. The next thing mentioned by Sohail, (2014) was about media and NGO's that they both should play the role and make the masses aware of the right of females. Thirdly, the most important thing mentioned by author is the strict following of the policies so that inequality may be reduced. Women should be given employment opportunities and education, and this will help in empowering them. The next thing we can do to encourage female and to empower them is to give them loan on low interest. This will not only help in encouraging them but will develop their skills as well.

A participant from a case study describes the significance of education as follows: Higher education gives higher self-steam, confidence and enhances their earning well- educated, a well-paid lady makes a difference in her life. Her self-esteem is boosted by the knowledge that she is contributing to the household income. Her mobility improves as well; she can get around, drive her vehicle, see her friends, and attend various occasions at her leisure (Noreen & Khalid, 2012).

More according to the literature, an organized woman is better able to realize things and gather knowledge about her own situation and the status of the females around her. Higher education, according to 63% of female students, has contributed to their empowerment. While the part of single women who consider themselves to be

empowered women is smaller (58%) than that of the proportion of married women, and just 43 (36%) consider higher education has helped them acquire this status. Another study concludes that the highest number of empowered women, the majority of whom saw higher education as a benefactor, also had the highest output for higher education in terms of enhancing students' self-esteem. Approximately 78 percent of students believed that their self-esteem had improved as a result of their higher education (Kalhoro, 2015).

Women should have the freedom to own their own properties, and the procedure of registering a business should be made as simple for them as possible. This is known as women's economic empowerment. Sohail, (2014) further added that male dominancy should be dealt peacefully, and female should have access of economic resources for it will develop the economy. Women should be paid reasonable amount for their work so that they may spend life better and the pay for same amount of time should be same as that of male. Both male and female should be treated equally specially in assigning work and gender shouldn't be the case of judging someone's ability. Finally, women should be encouraged to join any field if they are interested whether it is male dominant filed or whatever the case may be, and they should be provided safe working environment.

According to a research, women's comprehension of their legal rights, particularly when it comes to divorce and property laws, is greatly improved by higher education. But it also demonstrated that, for a variety of reasons, knowledge of women's rights is not matched by their ability to use those rights. Gaining financial independence turned out to be a strong incentive for going to college. It was found that raising women's levels of education and economic status was related to better confidence and the perception of having a voice in the home and the larger

community. Women can contribute more completely to family matters and society because of being considered and treated to in a number of circumstances. There is a growing understanding that parents are more inclined to pay their sons' higher education (Courtney, 2010).

Moreover, a case study manifested; Farhana Rahman Srabony, one of the highest achievers in BRUR's inaugural batch of Women and Gender Studies students, considers herself fortunate. Since she is learning about women's empowerment and rights, she is becoming more conscious of her personal rights as well as societal responsibility to reduce gender gaps. According to her, most women in Rangpur are unaware of their own rights; as a result, they are denied their rights and lag behind males in economic, social, and political environments. She never imagined that by studying at WGS, she would be able to understand and utilize this vital information in her actual life correctly and efficiently. For example, she is confident to protest against any injustice and. superstition towards women and also against unlawful activities that he faces. She believes the departmental knowledge has changed her conservative thoughts and beliefs. Now, she is able to break down the stereotypical norms and values around her (Roy & Hossain, 2015).

This supports earlier research results showing a beneficial relationship between educational institutions and female empowerment. Education is a key component in the empowerment, prosperity, growth, and well-being of women, according to (Wong, 2013), who supported the similar relationship. By providing appropriate education, women may develop their power and confidence. In Pakistan, educated women with financial clout had more power to decide on matters of procreation and domesticity. Similar results were corroborated by (Chaudhry & Rahman, 2009), who argued that giving women access to all academic materials will

empower them and help them develop self-belief. (Tunio, 2015) asserts that empowering women entails granting them rights. Women can engage equally in society, the economy, and academics. Even while there are significant gender disparities in academia nationwide, some areas are far poorer than others. The second theory looked at how technology facilitation may be favorably related to female empowerment. The results show that women's empowerment in rural Bangladesh is positively and significantly impacted by both academic and nonacademic education (Umair, 2016). In a similar vein, technological facilitation was cited by Parveen (2016) as being crucial to empower women. It enhances the standard of living and opens up new opportunities for job or enterprise. The potential for technology to increase female productivity and financial independence. According to the research, suitable training, assistance, and skill development programmes are wanted to enhance women. They are unable to raise their standard of living for themselves and their families as a result of numerous limitations, restrictions, financial and moral constraints, or cultural norms (Mulhim, 2013), and research from Pakistan (Okolie, 2020) confirmed that both rural and urban women encounter numerous difficulties in acquiring modern operating techniques. Lastly, it boosts their confidence, which has a positive impact on personality dynamics and evolution (Sharif, Hassan, & Angel, 2021).

Research demonstrates the significance of education in the lives of women and the direct relationship between educational attainment and participants' ability to advance in their careers. The thoughts of participants about women's home obligations differed. Some advocated that spouses share household tasks, while others believed that domestic responsibilities might be further classified into outside and interior work, giving women more time with the child, the kitchen, and home

administration. Few people said that instead of causing conflict at home, women should accept that they live in an Islamic nation with deeply ingrained patriarchal norms from the Indian subcontinent (Noreen & Khalid, 2012).

Furthermore, families are transforming into nuclear families instead of joint families, indicating that Pakistani society is shifting toward individualism. Gender roles appear to be shifting, and female's rights have become a hot topic of debate and concern as women in Pakistan aspire to learn more and accomplish more, as is seen internationally. Education, job, and movement are now regarded as more acceptable by society, particularly in metropolitan areas, for women. Gender equality, according to the UNFPA (2014), is a society in which men and women have equal opportunities, results, rights, and duties in all aspects of life. Such developments have had far-reaching consequences for increased status and empowerment in Pakistan. In addition, the study found a decrease in gender gaps and a beneficial relationship between globalization and gender development (Mahsud & Ali, 2020).

2.7 Position of Women in Gilgit-Baltistan

It is disheartening that schooling favoritism for male children is still a widespread phenomenon. As a result, there has been a continuing scarcity of competent resources, particularly those who might play leadership roles in civil society growth. The region's cultural and religious sensitivities indicate that women's autonomy is severely curtailed. Conversely, regions in the region that were formerly known for their animosity toward it are now focusing more on the education of girls. The rise in requests from AKESP and other non-governmental groups for financial support for education and community development is evidence of this. Women are gradually leaving the house and assuming their position in the larger community.

Nonetheless, men's actions continue to shape women's life, and these decisions can be critical in deciding how far each woman can reach her full potential (Murtaza, 2012).

Murtaza (2012) recently performed study in Gilgit Baltistan on women empowerment through Higher Education Programme, an Agha Khan Development Network project (AKDN). Women's economic position, identity and confidence will improve with more education, and their dependency on men for daily duties will decline. Women may play an effective part in their community by developing their talents and abilities. The Agha Khan Development Network supports women and young girls in their pursuit of higher education. Additionally, this study highlights the current barriers to providing educational opportunities for women in this area (Murtaza, 2015).

The location the region has an impact on the lives of women as well. The location is secluded in and of itself, being 650 kilometers from the nearest large urban center. Conversely, the area has certain areas where isolation is more severe. After completing elementary school, it is extremely uncommon for children to continue their education by walking for several hours every day. For the reasons stated previously, this is not a choice for adolescent girls. A programme that provides a bundle of both learning and secure housing is required for girls from the most distant places who must be away from their homes (Field Research Series April, 2008).

2.8 Education Statistics of Gilgit Baltistan

Back in 1998 Education statistics of GB were low if compare it to the national level. But interestingly, according to near past survey of 2007 its above national level if we compare it holistically with literacy rate of 37.85%. This level is raised to 53% as compared to earlier 37%. Interestingly, this figure is higher than national figure of

52% in 2006-7. (Pakistan social and living standards measurement 2006-7). Presently, system of education of Gilgit comprised of 2100 educational institution in addition to those by Central Government, people group based and those lay by "Aga Khan Education administrations AKES" and another NGO's(Benz, 2012).
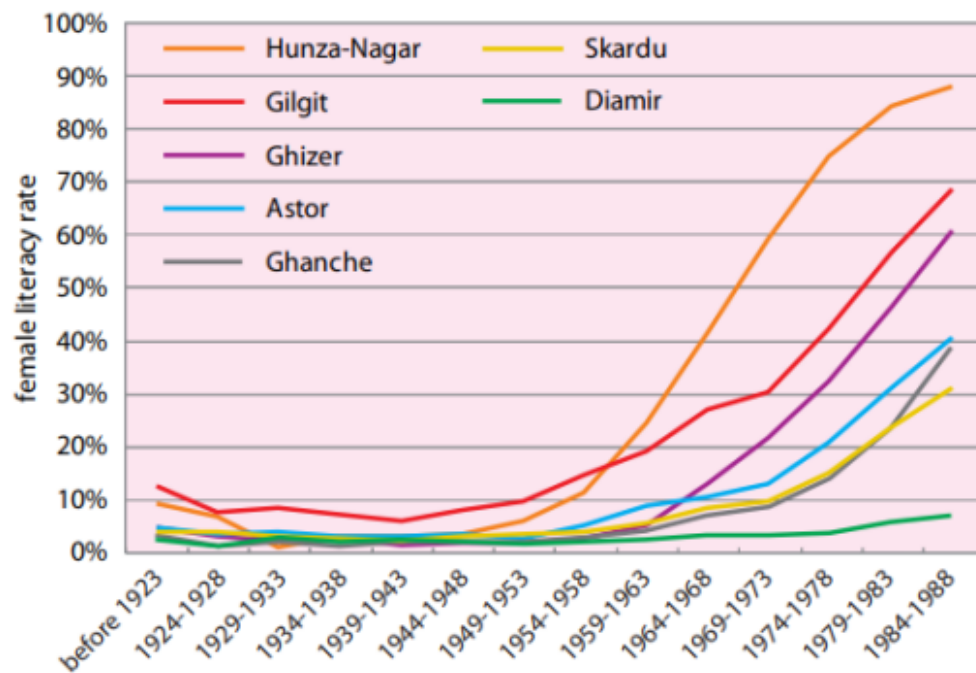
Figure 2

Female literacy rate in Gilgit- Baltistan, (Benz, 2013).

Some villages of Ismaili community have literacy rate of 100%. It is the result of awareness regarding education is the result of Ismaili's spiritual leader influence. The spiritual leader not only motivated them, but he also set educational institutions over there. These institutions were named as Diamond Jubilee or famously, the DJ school. The Ismaili communities living in this area Still some places in the southern part of Damir distract have poor literacy rate of female due to their old norms and women status. And where there is not even a single female school in the area but now the condition has becoming good by the initiative taken by different NGO's. There is only one higher Education institute named as KIU at the river and their curriculum

used to be the responsibility of Federal government and books hardly to the level 5 are developed there. Although due to growing awareness that unless and until socio-cultural elements are not incorporated in curriculum development, it cannot cope to the need's fulfillment. The GB Education department has taken the initiative by redeveloping the primary curriculum and they have considered the environmental factors by carefully doing situational analysis under Northern Areas Education Project According to the survey of late 90s and early 20s the boy's participation in education in different level of education were 80%, 63 % and 39% in primary middle and high class respectively. On the other hand, quiet astonishingly, the female participation rate was 56% 28% and 17% respectively in different level.

Men and women are two essential elements of society but here in Pakistan female doesn't enjoy the status the way part of population does enjoy, and female are marginalized group. Any society cannot progress without the participation of females. In case of Pakistani society, where female population is almost crossing the male population of the country.

Hence, we can say that more than half of the population is dependent on the other half. Women should be given equal chances for job to make their lives prosperous and by this way economy can be helped.

As a study from Gilgit mentioned that although significant efforts have been made in Pakistan normally, and in Gilgit-Baltistan in particular, to address the prevailing gender gaps, cultural norms and practices continue to impede the successful implementation of change. Various organizations have played an important role in offering higher education facilities. However, the ratio is still quite low, and more effort will be required in the future to make it equal (Murtaza, 2012).

Table 2.2

Women Higher Education in Gilgit

Subject/ Discipline	level of Education	2007 M	F	2008 M	F	2009 M	F	2010 M	F	Total M	total F	Total
Information Technology	Bachelor	17	4	15	7	3	9	6	4	41	24	65
	BBA IT	0	0	0	0	0	0	19	3	19	3	22
	Master	0	0	0	0	0	0	0	0	0	0	0
Communication Sciences communication (Self Support prog)	Bachelor	0	0	15	0	0	0	0	0	15	0	15
	Master	0	0	0	0	0	0	5	5	5	5	10
Management Sciences	Bachelor	47	12	65	12	70	13	46	7	228	44	272
	MBA	0	0	0	0	72	10	45	7	117	17	134
	MBA(P)	0	0	0	0	0	0	15	6	15	6	21
	MBA (E)Self	0	0	0	0	0	0	6	0	6	0	6
	MBA (R)Self	0	0	0	0	0	0	1	0	1	0	1
Education	Bachelor	0	0	11	16	2	10	3	8	16	34	50
	Master	0	0	0	0	6	43	7	44	13	87	100
	M.Ed 1 Year	0	0	0	0	0	0	0	0	0	0	0
English	Bachelor	9	6	14	5	11	7	7	3	41	21	62
	Master	0	0	0	0	22	22	27	42	49	64	113
Food Processing Technology	Bachelor	16	9	12	6	5	5	7	2	40	22	62
Economics	Bachelor	40	26	23	21	11	6	15	11	89	64	153
	Masters	0	0	0	0	33	24	31	21	64	45	109
Economics (Fin) S. Sport Prog	Master	0	0	0	0	0	0	11	3	11	3	14
Chemistry	Bachelor	0	0	7	13	0	0	1	6	8	19	27
	Master	0	0	0	0	0	0	4	12	4	12	16
Biological Science	Bachelor	8	24	4	24	8	16	1	10	21	74	95
	Master	0	0	0	0	2	17	5	9	7	26	33
	M.Phil	0	0	0	0	2	5	4	6	6	11	17
International Relation	Bachelor	26	9	25	3	12	5	9	2	72	19	91
	Master	0	0	0	0	29	8	32	11	61	19	80
Mathematics	Bachelor	20	21	16	24	2	5	10	4	48	54	102
	Master	0	0	0	0	4	6	5	2	9	8	17
Physics	Bachelor	0	0	6	6	8	1	4	3	18	10	28
Earth Science	Bachelor	0	0	24	1	0	0	8	2	32	3	35
Environmental Science	Bachelor	0	0	0	0	0	0	4	5	4	5	9
	M.Phil	0	0	0	0	0	0	8	3	8	3	11
Total		183	111	237	138	302	212	346	241	1068	702	1770

As rightly stated by Mittal and Rakhi (2007) Gender differences has common characteristic of system in Pakistan here they consider female are the only creation of Allah almighty just to be serve as mother and wife doing their responsibilities in the four walls of house. All these roles will socially embed in our society and play their great roles to debar females from empowerment. Unfortunately, female thought is that they would be empower unless they can interact with external resources, but this is

not the right way to be empower because empowerment is the way to take part in every aspect of life either it would be decision making or something else and empowerment is not the items handover to females, and they become empower.

2.9 Current studies on women empowerment

Furthermore, a current study suggested that greater education among women relates to increased political engagement, i.e., casting a ballot, expressing political viewpoints, and developing leadership skills. Moreover, highly educated females have been found to have a greater awareness of politics and political processes, as well as their involvement in the process, demonstrating that education among females is critical to their degree of political engagement. Women are more politically involved in cultures and communities where women acquire greater educational levels (Naz, Ashraf, & Iqbal, 2020).
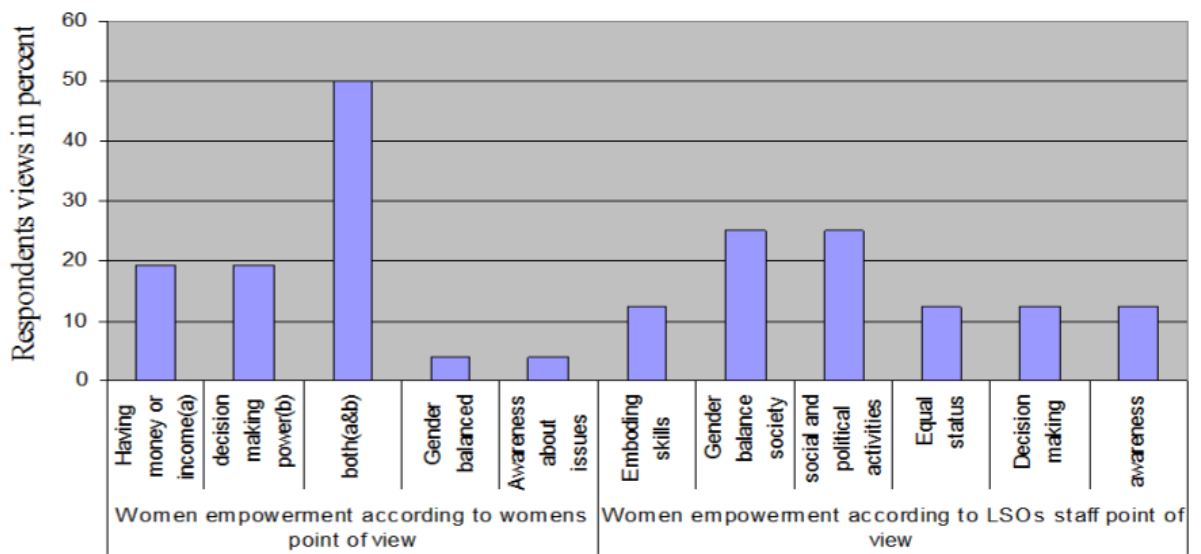
Figure 3

View of LSO and Women on Womens' Empowerement(Khan & Ali, 2019).

The results of the current study indicate that a university degree is essential for giving women the self-confidence, self-esteem, and respect they need in their families

and communities. This is the most significant sign of women's empowerment. Numerous studies have found that, especially in patriarchal environments, higher levels of education boost women's self-esteem, confidence, and respect in the family and community (Batool & Batool, 2018).

Additionally, women's empowerment is significantly impacted by their level of education if they work to support themselves financially as opposed to educated women who do not work and support themselves financially. Women from wealthy and middle-class backgrounds have also started to enjoy sufficient power to make decisions, according to Khan and Awan (2011), who also show how socioeconomic status, level of education, and employment status of a female can have an impact on a woman's empowerment. These findings are also consistent with (Batool & Batool, 2018). So, we could suppose that educated females who make a lot of money significant sums of personal income are more likely to play a role in regulating financial, internal decision-making the family, and are more socially significant, and all of this gives them greater power than educated women who do not work own earnings.

Additionally, results of another study indicate that having a job with an income is a factor that is significantly and positively related to female having a larger say in all aspects of family members decision making, because educated women who earn their own money may be in a better position to make their case in domestic bargaining, as they have the resources to sustain the costs associated with their own health care, in large purchases, and financial support their family. Indeed, earning a living lessens women's economic dependency and increases their control over assets, which leads to empowerment (Chaudhary et al., 2012).

Less women empowerment in Pakistan is due to less empowerment in politics of female. There is only 5 to 10 percent female in politics put of 50% of the population and the policies for female are made by male which can't make the effective policy and they aren't even aware of the problems, issues and hurdles faced by females in country. So, to empower female generally, they need to be empowered politically. There should be policies for problem like forced marriages and labor. By focusing on these little things, the overall broader empowerment can be achieved.

Pakistan is the developing country where a woman perform two types of duties she acts as an ideal and a typical housewife engaging herself in typical daily life activities and bounded in the walls of home and there is no exposure to avail new opportunities to empower herself. In this scenario gender difference is the key issues has spread quickly in developing countries and it is under the observation of scholar to explore the rank of women on highlighting the key factors of gender differences by researching on them (Haq& et al, 2019).

Gender empowerment is unavoidable, and one cannot ignore the importance of it. As it is discussed by different scholar in different articles that gender differences provide many ways to create discrimination. According to different studies like Ashraf, Haq, & Ashraf, 2017; Choudhry, Mutalib, & Ismail, 2019a, discrimination has its different form like female will be discriminated regarding health care, very low opportunities will be provided to fulfill their basic needs, have no permission to enter in educational institution. Additionally, discrimination in these entire domains takes our society towards economic instability.

2.10 Factors hindering women empowerment

One of the major problems frequently observed is the restriction on women mobility. women must face fix set standard and they have to deal with women base on these standards like they have restricted to no involvement in education affairs along employment this create a sense of feelings that women are cut off from the outdoor activities. Additionally, they are oppressed and feel like they have alone no one been with them, and they don't have power to make decision in political and social circumstances.

Women empowering is the ability to make decisions for themselves, the promotion of self-worth, and the right to participate in social change. Since the 19th century, feminism has grown into a significant global movement. The feminist movement has had an impact on practically every country in the globe. Women's Empowerment Day is also gaining popularity. The goal of Women's Empowerment Day is to spread awareness of how a happy, productive life may result from the cooperative involvement and cooperation of both sexes. A Report estimates that women make up about 48.54% of Pakistan's population. Given that it represents half the nation's population, this is a significant quantity that cannot be disregarded. In Asian cultures, men bear the whole weight of society. Women are hardly ever exposed to or given access to society. Let's look at the challenges women in Pakistan confront as they work toward empowerment. Education should be free, according to the Universal Declaration of Human Rights.

Additionally, in qualitative study conducted in India by (Gailits et al., 2019) they argued that systematic gender disadvantage can increase the risk of mental disorder. Higher education has a very important role to play in the development of

nation and women progress is one such role. There are two ways which Higher education can play. Firstly, it enables women to be leaders and secondly, they become role model for new generation (Inayat, 1996). Herz and Sperling have emphasized that" The importance of education cannot be denied, and it is said to be powerful tool (2004). Pakistan has the lowest enrolment in higher education of any country in the world. According to the literature, just 2.9 percent of the population between the ages of 17 and 23 were affected. In comparison, advanced education support rates in other arising nations, like India and Korea, are around 10% and 68 percent, individually. Primary reason of lack of growth in Pakistan is its very low spent. According to Govt of Pakistan, (2005b), in 2006-7 Pakistan just spent 2.5 % of their GDP on schooling which very less than planned budget.

One of the biggest obstacles a woman confronts on her path to empowerment is violence. A study estimates that 30% of women may experience physical or sexual abuse in their lives. In Pakistan, major issues including workplace harassment, forced marriages, acid assaults, and honor killings go unaddressed by the authorities. In Pakistan, women are afraid to emerge from their shells as a result of such brutal crimes. They live in fear their entire lives and waste their time. It is really challenging for women to be empowered in such a poisonous world. A woman can never develop and flourish in Pakistani culture because of the outdated thinking. In Pakistani culture, males view women as a challenge and cannot imagine any of them succeeding more than they do. The only way to raise awareness of the significance of women's empowerment is via education. Women's roles in a peaceful community ought to be taught in schools. That is how the next generation will learn, and attitudes will improve.

To realize and improve women's rights, significant policy changes are required. The legislation and regulations ought to allow for change. Equal participation by men and women is required in the decision-making process. There should be no gender discrepancies of any type. There must be more chances for women in the public sector. Such policies and initiatives that increase women's access to stable employment and financial resources should be prioritized. The execution of Pakistan's several laws for women has been a complete failure.

We may draw the conclusion that women's effective participation and empowerment are key to achieving sustainable development. Women make up half of the worldwide people, as we all know. Joint duties should be made between raising children and maintaining the home. Realize that women have an equal role in fostering wealth and developing nations.

According to the findings of Samina (Malik & Kathy Courtney, 2011) it is declared that Higher education can put up to the empowerment. This study was a mix method study and the respondent mentioned that economically independent and support from family can largely contribute to empowerment. As when a female is supported by their families, they are likely to get higher education which ultimately makes them independent and empowered.

The word 'empowers' implies that it is not an internal phenomenon, but rather that external elements are required to provide one with the desired power. Empowerment is defined as "the outcome of a process that allows an individual to learn about herself/himself, what she/he wants, express it, try to achieve it, and fulfil her/his needs, while also enhancing confidence, awareness, mobility, options, resource control, and decision-making authority." Empowerment is the process that allows a person to acquire all of the attributes listed above (Rasul, 2014).

After reviewing the literature, it was found that most of the authors link empowerment with education and education is said to be the chief element for female empowerment, for example the studies of Bhat. R, 2015; Beyah. E, 2016; Sohail. M, 2014 have mentioned the importance of education in empowering women. Although, the scenario of Gilgit is bit different because of the literacy rate of Gilgit as compared to other provinces of Pakistan but still women are not empowered. This researcher, through this study will strive to know if employment and education do have any effect on empowerment or not and this might help other researchers by focusing on factors of no-to-less empowerment and future studies might be conducted on knowing the factors which delay the female to be empowered.

A study showed that the development of any society is based on education, education play an important role in developing society. Through it, humans' interaction with each other builds relationships and transform different culture in this way social change take place. For any change in society, it is mandatory for both female and male to take part equally for the development of society. Gilgit – Baltistan is the remote area where it difficult to provides equal opportunities towards education for all. At present a series of initiatives are underway to address primary areas of corner for women such as gender disparity, challenges, and opportunities in higher education etc. Good strides behaviors are still in practice which are strengthening the perception of discrimination against female kids. What is more striking is that female adults are confined to homes and are not added in the mainstream decision making. They are thus kept in aloofness mostly citing their gender. This approach leads directly to a multitude of consequences not only at home but also in place of education where their presence is highly prejudiced and there would be skill are poorly understood. Further, it has a lot more inconvenience for these genders to

produce any results of high merit out of their educational history. Ultimately as they proceed with this desolated picture, they find themselves in awkward situations. By virtue of this widespread biased approach from all corners of our society they face innumerable hardship in accomplishing themselves in position of higher education. Having education means that you are economically independent, you are free to take household decision, you are enough to develop to deal with personal problem confidently. Most important thing is that you are responsible for your status in the society. These all factors are helpful in empowering women and are interconnected to give benefit for women.

In our society there is a particular mindset, like our society is still male dominated society where female's education is not accepted easily, they are not ready to allow women to get education and continuous their learning. This type of conservative thinking is in favors of putting restriction that create an environment which is no favorable for women to obtain knowledge. According to many studies like khan, (1989); King and Hill, (1993) and Khalid (1996) in rural and sub urban areas of Pakistan the condition of female education is worse if compared to that of male education. Traditionally, female is mostly restricted to manage house and keep them restricted to their homes while male do support them economically. In condition like these Education can perform a vital role in order to make the role of women strong and help them achieve the status equal to those of male part of their society.

Educations is one of the most important factors in helping women in personal affairs and provide them opportunities to release their abilities to achieve that sense of fulfillment and satisfaction. Society must play a major role in empowering female, and it is fact that without equal treatment of both the gender, no society can develop. It is commonly observed that educated female and mother has a very important role in

the upbringing of their offspring. According to some narration, tertiary education improves women status whether they do job and support family. Due to low female literacy rate female of our country are helpless. This women awareness needs to be done on school level and teacher should make their students aware of the fact that, to be wife is not only their purpose but to be a significant member and having their unique identity is important.

Another member sharing their perspectives about the job of schooling in after manner I am extremely appreciative to Almighty that I am an informed woman. If I didn't get schooling, I may be house spouse with no singular acknowledgment and consume my time on earth as a wife. I partook in my work since I love instructing. In case you are a functioning woman your life turns out to be more focused. The house spouse's life is restricted and ordinarily consumes routine time on earth. Presently the general public is changing because of development of training and media. Ladies never discussed their property privileges yet presently they become more cautious interest about property right. Ladies' ought to haggle on equity premise. It isn't required that we need to set a combat zone for our freedoms. We can accomplish this objective without struggle because of our conduct. We ought to haggle based on equity with strong contentions. This quality can just procure through schooling. Uninformed lady can't contend rather once in a while they bother their significant other because of their nonsensical and hogwash talk. Indeed, even siblings don't care for sisters who act discourteously. On the off chance that ladies talk intelligently and pleasantly with men, she can more readily accomplish her objectives. Greater part of the members accepted that informed ladies are surer. They can contend and can shape their perspectives and settle on their own choice. In the wake of getting advanced education lady become more valuable resident. They begin acknowledging things and

become mindful with regards to their privileges. She intentionally begins feeling about her right and on the off chance that somebody attempts to overrule her privileges, she raises her voice. Schooling has significant commitment in decreasing the reliance of ladies stressed by a senior member. Advanced education brings a great deal of certainty among ladies' and expands their pay profoundly taught acquiring lady has an effect in her life. The sentiments that she is adding to the family pay help her confidence. Her portability likewise expands; she can go around, can drive her vehicle, can visit her companions, and go to certain capacities at her own comfort. An in- depth analysis of the data revealed that almost all participants agreed that teaching following ascribes among them might significantly improve their assurance and have a positive long- term impact on women's lives. enhancing their portability, achieving mindfulness of their privileges, boosting their confidence, increasing their sense of self-adequacy, reducing their dependence, bettering the childhoods of their children, and opening up career opportunities are all ways to raise their status in the family and society.

The members of the concentrate likewise underscored the significance of seeking after instruction and profession for ladies strengthening based on their encounters, as called attention to by one of the Deans: You become engaged in case you are taught and acquiring in any case procuring doesn't guarantee strengthening. In lower class albeit a lady may be procuring yet not engaged in light of the fact that she is taught. In high society ladies are at some point engaged regardless of whether not procuring on the grounds that they are taught and have sufficient power over monetary assets. On account of lower class, I can give you my house cleaner's model; she offers everything to her better half. She doesn't have control on her own pay since her better half Noreen, Khalid 56 removes everything. Thus, I think both schooling

and acquiring are significant elements for lady's strengthening (Dean, Management Sciences). When compared to uneducated women's professionals, women who are educated and acquiring are in a far superior position in contemporary society. This is a commonly held perception about the role of training in altering women. One of the Heads discussed the instruction substance that may help ladies to foster better adapting procedures in their genuine circumstances she was of the view: I think training is the best apparatus Instrument for enabling ladies. In this situation we need to characterize schooling. Schooling ought to be as far as giving them information, as far as giving them some kind of character building and as far as their character development. They are prepared to deal with different circumstances throughout everyday life. They should prepare to confront even the antagonistic circumstances in the life. In the event that a lady is taught and exceptional, as a rule she can beat miserable and despicable circumstances (Head) (Khalid, 2012).

Srivastava, (2014). Enabling the ladies implies establishing such a climate in which they can take free choices for their self-awareness and the improvement of society overall. Strengthening is the cycle by which the ladies accomplish expanded control and investment in dynamic which thusly assists with accomplishing equivalent premise with men in different circles – political, financial, social, and common. The best approach to involve women and support global monetary growth of nations is through education. Women can only fully participate in the cycle of progress if they have the knowledge, skills, and confidence to do so. Banerjee (2012) focused on the empowerment of women through high level training. She construed that the empowered women tried the man in their workplace and were found in the extraordinary corporate positions (Kandpal et al., 2012).

Concentrated on the interest in local area level female strengthening program builds members actual portability, political cooperation, and admittance to business. Murtaza in 2012 inspected the current status of women in high level training in Gilgit Baltistan. He examined the troubles looked by the women were bullying working spots and obligation. The watchmen didn't spend relative aggregate in showing their daughters as difference with their kids.

According to the findings of a study, involvement in higher education significantly raises women's awareness in the following categories: Customs and traditions of Pakistan, notably in Gilgit-Baltistan, control the lives of women. The majority of decisions affecting a woman's life are made by male family members, which is one of the factors contributing to women's disadvantaged status. Women are frequently discouraged from filing legal complaints when their personal rights are violated. Even though everyone is treated equally under the law, these rights are frequently violated by popular customs. In Pakistan, these traditional systems are the main impediments to women's equality.

Young unmarried women are also more likely to live with their parents, where they are expected to care for their siblings and help with household chores. They frequently lack the right to work for pay, leaving them with no way to obtain even a modicum of financial independence. There are signs that views regarding women are shifting as women are given more opportunities to make significant contributions to society. Women who have had an education are more likely to have their opinions acknowledged and heard. There will be more possibilities for women to participate in all facets of life as a result of this rising spiral (Murtaza, 2012).

Even while educated women in Gilgit-Baltistan in especially are aware of their constitutional rights, social and cultural pressures nonetheless prevent them from

exercising them. The majority of respondents to the study felt that even educated women are socially dissuaded from using their right to divorce. Since they continue to rely on their families for support, women usually don't think they can disagree with them. Even when women have a fairly high level of financial independence, they may not feel safe enough to forego the assistance of their families. Some educated women express their views in this manner, saying, "My spouse does not live with me and does not divorce me..." I'm not going to court since I don't have any support from parents. The stereotypes associated with a woman seeking a divorce affects the whole family and might be detrimental to the rest of family members (Murtaza, 2012).

Sustainable development is not possible without empowering women (Beyah, 2016). And similarly, according to Alvarez and Lopez, (2013) that gender inequality is both issue of developing world and it is also an important indicator of sustainable development. Similarly, Stevens (2010) has gender disparity throughout the world, and it needs serious steps to overcome otherwise sustainability is not possible. According to united nation women (2014) mentioned that, for achieving sustainability and to empower women to improve their conditions, gender equality is of utmost importance. According to Bayeh, (2016) economics is also one of the elements closely related to women empowerment and also gender equality. According to many studies like Solomon and Memar, 2014; organization for economic corporation and development (OECD, 2008,). they mentioned that economic factors are the one of the components of sustainability, and sustainability, according to them is not possible without proper involving women in the society.

Furthermore, finding of another study by (Scribner et al., 2000), showed that only by empowering women who support teachers will future generations be able to mimic and learn from their mentors. As a result, it has become a basic imperative to

empower female teachers monetarily, socially, and politically. The areas which have the highest rate of economic disparity, this unequal increase in quality of life is most noticeable in rural regions and among women. Locally elected entities in Gilgit have not yet been given the financial or administrative authority to provide services to these individuals. This circumstance provides this area great context for investigating the topic and looking at women's empowerment, which was not done in the previous research. However, they needed empirical testing, hence the current study was conceived to investigate empowering concerns scientifically.

So, the current study addresses this void by attempting to provide a foundation for more scientifically analyzing women's empowerment and the study aims to achieve two specific goals: first, to identify the factors of women's empowerment, and second, to create an empowerment index. The aims of this study are as follows: (a) to investigate the many elements that influence the empowerment of women at higher education in the city of Gilgit; and (b) to develop policy implications which are on the results of this research.

It can be summarize that having a job with an income is a factor that is significantly and positively related to female having a larger say in all aspects of family members decision making, because educated women who earn their own money may be in a better position to make their case in domestic bargaining, as they have the resources to sustain the costs associated with their own health care, in large purchases, and financial support their family. Indeed, earning a living lessens women's economic dependency and increases their control over assets, which leads to empowerment.

Many factors affect women in Pakistan, particularly in Gilgit-Baltistan. When they are young, their dads make all significant decisions for them; but, after marriage,

spouses, and the other members of the family like the in-laws make decide on their behalf. The bulk of a woman's life decisions are made by the male family members, including her education and job, who she should marry, and, in certain situations, how many children she should have. One research claims that women's absence from decision-making in Pakistani culture is one of the causes of their marginalization in all areas of society. There will always be situations where women are forced into unhappy marriages and risk experiencing abuse and violence. However, it is a common practice to discourage women from filing lawsuits against people who have violated their personal rights. The Pakistani Constitution guarantees everyone equality before the law and forbids discrimination on the basis of gender, yet widespread customary practices to regularly infringe on these rights. These cultural values are the biggest obstacles to women's equality in Pakistan (Pakistan, 2005).

Women's ignorance of the rights afforded to them under Pakistani law is a basic problem. Thus, over 90% of the women in a sample group of females from all walks of life questioned by the Human Rights Commission of Pakistan were ignorant of any rights at all, the poll found. Women are indifferent about these concerns since they are uneducated and unaware of them. In both official and casual conversations, faculty members have asserted that they are aware of their legal rights. The problem of our women is that they are kept in the dark because they are unable to understand their position without education (Pakistan, 2003).

It has been determined that education, and higher education in particular, may be used as an instrument for social change. Despite significant and commendable efforts being made to address the gender gap in Pakistan, it has been frequently noted that cultural norms and behaviors still stand in the way of the successful implementation of reform. This is especially true of legislative efforts to make divorce

and inheritance rights equal for men and women. Women don't typically think they can benefit from these policies. Why do the laws that were passed in Pakistan to address significant issues of gender discrimination fail to give women the better life that were hoped for? This article makes the case that these legal amendments are ineffectual because they try to address just one particular instance of gender discrimination in Pakistan. The women who assert their legal rights run the danger of alienating both their close relatives and the wider community. They would lose their family, which is their only source of support and safety, in addition to becoming social outcasts. Women who assert their legal rights run the danger of alienating both their close relatives and the wider community. For them, losing their family would mean losing their only source of support and safety in addition to being social outcasts. Since their circumstances prevent them from severing ties with their family and the community they reside in, women are unable to take advantage of the legislation. As a result, it seems that women's involvement in higher education can make strides along the several dimensions thought to be obstructing Pakistan's development toward greater gender parity. The optimism is based on the observation that higher education looks to launch an assault on all of the interconnected and identifiable strands of gender discrimination discussed in this research. Higher education is one of the most effective ways to create a more equitable society in Pakistan since it may simultaneously have an influence on a number of facets of gender inequality (Malik & Courtney, 2011).

A recent study found that acquiring a higher degree is a key factor in determining female empowerment. The study also found a connection between this achievement and improved socioeconomic status and living conditions. The essential components of women's empowerment were identified by the study, including choice,

control over family decisions, economic independence, political engagement, self-esteem, and respect. The reduction of sociocultural barriers was the most effective predictor of women's acquisition of higher education. While fathers' educational background has very little bearing on women's ability to pursue higher education, poverty does.

Additionally, it is decided that pursuing a higher education is a means for female students to progressively advance the cause of women's emancipation and strengthen their beneficial influence in topics relating to a rise in involvement in political and family decision making. In addition to increasing women's level of respect in their families and communities, more education would also boost their financial independence. Although women are more allowed to pursue careers in Pakistan's patriarchal society, there are few equal opportunities for them. Many of the respondents claimed a lack of financial independence and acknowledged that they did not have the necessary levels of respect, self-esteem, and community trust. The majority of respondents denied having any control over family decisions (Naz& Ashraf, 2020).

In a survey, it is said that a number of variables, such as geographical position (urban/rural), educational attainment, social standing, and age, have a significant impact on women's empowerment in Pakistan. Working women in Pakistan have traditionally worked to enhance the financial security of their separate homes, but their efforts have been continually underestimated. It has always been challenging to provide people social, economic, educational, political, and legal empowerment in emerging nations. In order to empower women in terms of health, education, economic opportunity, gender-based violence, and political involvement, Pakistani politicians should create national policies in this regard.

Pakistan's women's development model is still a work in progress, with deep-seated challenges. In its 2017 Global Gender Gap Index, Pakistan was in the second poor situation in terms of gender equality. Pakistan was ranked 143rd out of 144 countries, the lowest in the South Asian region, according to the index. Bangladesh is the only country in the region to be ranked in the top 50, while India is ranked 108, down 21 places from its previous position. The Maldives came in at number 106, Sri Lanka at number 109, Nepal at number 111, and Bhutan at number 143.

This is a perilous condition for our society. Denying women, the chance to realize their full potential represents a waste of human resources and a barrier to economic development. Women should be treated fairly and equally because they have contributed significantly to Pakistan's development. Pakistan ranks as the fourth worst nation for women in terms of peace, security, inclusion, and justice, according to the Women, Peace, and Security Index. The family is indisputably the primary unit of society, and women are its cornerstone. They exhibit extraordinary originality, talent, intelligence, hard effort, and commitment even in mundane occupations. These qualities may be used to our advantage to make Pakistan's growth more inclusive and equal. Pakistan's women make numerous economic contributions. According to one International Monetary Fund study, women's economic empowerment is critical to growth and might increase it (Asghar, 2018).

Additionally, although this is not limited to unskilled positions, an illiterate woman in an unskilled job makes less money than an unskilled man in the same position. Gender wage discrepancies continue even at higher professional levels. A female entrepreneur will confront several challenges if she wishes to achieve success in Pakistan's male-dominated culture. Women's family duties prevent them from focusing completely on economic operations. A wedded businesswoman has limited

time to focus on her profession since she must manage the home, take care of her kids, spouse, and in-laws. Inadequate financial resources and working capital are always a problem for female businesses.

2.11 Gender Discrimination and women empowerment

Haq et al. (2019) investigated gender discrimination in job prospects in developing nations. They did research into the relationship between employment and empowerment. The availability of women to resources and their contribution to family earnings were investigated in this study. 500 homes from four districts of Punjab, Pakistan, were recruited for the study using a multistage random selection procedure. The research revealed that there are a few occupations where women have a better probability of becoming empowered. As a result, it was suggested that women's empowerment be increased by building new job markets to give women with greater opportunities for employment, particularly women in rural areas.

Furthermore, Malik and Courtney (2011) reported the findings of Malik's (2005) dissertation project, which sought to investigate the effect of female involvement in higher education in strengthening women's empowerment in Pakistan. The study's population included female faculty members and female students from ten public institutions, with 290 faculty members and 1290 students responding to the survey instrument. In addition, semi-structured interviews were performed with 10 staff members and 10 students. According to the findings, greater education results in economic independence and respect in family and community because of high educational credentials.

The study significantly supports the role of economic, social, and political elements in women's empowerment. In the age of globalization, there is an urgent

need to strengthen the role of women in economic growth in countries such as Pakistan. To do this, intentional efforts must be made to emphasize the social sectors, particularly health and education. A healthy and educated person is more productive both at home and outside the house. Women's earning ability is also increased by education. All females must be required to attend primary school. Future work and even owning a business will undoubtedly need those women acquire at least a basic education. In truth, in Pakistan, women are unaware of their capabilities and the possibilities available to them. On the government's side, there should be collaboration among various government agencies such as the Women Division/Ministries, local government, and Rural Development institutions, which should give enough consultation to support micro and small businesses. These institutions should be aware of the gender-related problems and work to accommodate or mitigate them (Khalid, Noman, & Begam, 2015).

Moreover, (Noor et al., 2021) did a study to investigate the difficulty of women empowerment via entrepreneurship in Pakistan. For the study, 120 women were chosen from Pakistan's major cities. The target audience was separated into two categories: housewives and entrepreneur cum housewives. The survey method was used to obtain data by giving a structured questionnaire. In comparison to housewives, women entrepreneurs gained more decision-making authority, access to mobility, economic independence, and empowerment, according to the findings (Razzaq, 2022).

To put it another way, the strategy for female's empowerment must create the essential place where women to participate as agents of revolution in gender relations (Siwal, 2009). The study also showed that personal income and self-esteem completely mediated the direct relationship between education and women's

empowerment. However, further research is needed to better isolate the mechanisms that may directly explain the remaining 89 percent variance in women's empowerment in Pakistan that was unaccounted for in the current study.

2.12 Women's empowerment and Islam

Women's empowerment in Islam is a multifaceted issue that has generated considerable debate and interpretation. While some argue that Islam is inherently patriarchal and oppressive toward women, others contend that the religion can be interpreted in a manner that supports women's rights and empowerment. Another crucial principle relevant to women's empowerment in Islam is the concept of ijtihad, which entails using reason and independent judgment to interpret Islamic law. Certain scholars assert that this principle can be employed to reexamine traditional Islamic texts and practices in ways that uphold women's rights and empowerment(Hassan & Ahmad, 2011).

Islam has encouraged women to participate in entrepreneurial activities for economic prosperity and social growth. Nevertheless, their participation in economic activities is very lesser than men globally. Previously, the field of entrepreneurship has been regarded as a male dominant sector. Entrepreneurship flourishes due to economic, social, ethical, and environmental factors while the practice of Sharia principles works as a catalyst in this process. Women entrepreneurship helps in alleviating poverty and unemployment that leads to socio-economic prosperity in a country. The motivation of starting women businesses varies in different cultures and geographic regions. Women engagements in different business activities can not only empower them socially and financially but can also share the household economic burden with men. Furthermore, it will also help them to make their decisions independently. Their entrepreneurial income can be used for their children's

education, health, and the betterment of society. They can also use the option of partnership within the family for the financial and social network. The challenges faced by these women entrepreneurs can be handled with their family support. This review provides a general overview of concepts, motives, challenges, and the prospects of women entrepreneurship from an Islamic perspective (Sharif, Ximei , & Muhammad, 2020).

Religion has been considered as an actor to influence entrepreneurial activities. It teaches, allows, and promotes the cultural values system in the community (Ribeiro et al., 2012). Within different religious and cultural contexts, entrepreneurial culture varies among people. Islamic economic system promotes entrepreneurial activities, social well-being, and economic justice. History is full of shreds of evidence that women can do business as per the teachings of Islam. In the Holy Quran Allah SAW, says that "Trade has been permitted and interest has been forbidden" (Quran 2:275). Moreover, one of the well-known examples of Muslim businesswomen is Hazrat Khadeeja (r.a), the 1st wife of the Prophet Muhammad (Peace Be Upon Him) who recognized herself as a successful trader of her time which shows there is nothing wrong if women get involved in entrepreneurial activities. Islam has issued some guidelines for their daily economic engagements (Hashmi, 2018).

The Quran and hadith give both men and women the right to education as long as it is within the limits of Islam. This knowledge should help man to understand the Creator. There is no upper limit for women to seek education. This was further demonstrated by the Prophet (peace be upon him) when he taught women and his wives as well. Aisha the wife of the Prophet (peace be upon him) became a role model when she became learned in various fields of knowledge. After the death of the

Prophet (peace be upon him) Muslim women continued to learn and they became highly educated, more so from the families of the ulama. Therefore, Islam allows women to seek high education as long as one has the ability. Islam also allows women to work however; the work they do should be acceptable in Islam and should not hinder them from performing their primary role.

2.13 Critical Summary

Gender equality and women's empowerment are two of the most critical topics that have evolved due to worldwide cultural awareness. The root of the gender biased system is discrimination against women in the form of male-female differentiation. Higher education is the most liberating force, and as educational levels rise and feed a progressive viewpoint, together with industry and modernization, people's attitudes and thought processes have undergone a profound transition.

The following are the essential needs for women's empowerment in our society: Empowerment empowers women to gain information, skills, and strategies for the benefit of their lives. Economic empowerment is essential for the improvement of female sex, as it aids in gender equity, which every woman desire, gives women decision-making power, aids in having positive thinking on the ability to make change, aids in increasing one's positive self-image and overcoming all stigmas of our society, and so on. It also aids in changing others' perspectives through democratic ways. Empowerment also facilitates access to knowledge for making sound decisions.

Advanced education is the most liberating force; advancements in education, which feeds dynamic perspectives, and the ways of industrialization and modernization have prompted a sea change in individuals' frames of mind and thinking patterns. Truth be told, strengthening is not just political; political

strengthening will not triumph without financial strengthening. The lack of higher education usually becomes a barrier, since women must seek assistance from their partners for routine tasks such as opening a bank account. Education is seen as the most important aspect in overcoming the obstacles that women encounter, as well as the necessary tool for empowering women and improving their lives.

In truth, empowerment is not just political; political empowerment would fail in the absence of economic empowerment. This can empower females and boost their confidence, but it is usually hampered by their lack of higher education, and they typically need assistance from their spouses to do daily activities like banking and accounting. Higher education allows these women to better their skills and occupations while also playing an important part in the management of Gilgit. The attainment of financial independence has become a significant driver of higher education enrollment. It has been demonstrated that higher levels of confidence and the sense of having a voice in the family and society at large are related to women's growing economic and educational status. Women are able to contribute more completely to family matters and society as a consequence of being engaged and listened to in a number of circumstances.

Education will provide women the confidence they need to participate in civic and economic areas of life at all levels. Personal confidence is essential for an individual's full engagement in society. Women in Pakistan face a number of social and psychological barriers that limit their mobility and hinder them from taking advantage of chances to enhance their inherent skills. Women's mobility is heavily influenced by sociocultural norms. Since women are often exposed to limits throughout their youth, they lack both the knowledge and the confidence to sell themselves in a social setting where they would have the opportunity to do so.

Many things impact women empowerment. Their lives are mostly guided by conventions and traditions. When they are young, their fathers make all key decisions for them, however after marriage, spouses take over and make decisions on their behalf. The male members of the family make the majority of decisions about a woman's life. This includes decisions about who they marry, their education and job, and, in certain cases, how many children a woman should have. Exclusion from decision-making is one of the reasons for women's marginalization in all aspects of Pakistani society and the reason is that most of the time they are not allowed to go for higher education.

Influenced by the interaction of the external economic environment, labor markets, social structures, and the social construction of gender, as well as education as well as having varying degrees of access to higher education, prestigious and well-paying jobs with associated economic and social rewards, and positions of influence in politics and high-level management, women have also experienced varying degrees of autonomy within family structures and connections. In spite of Asia's diverse cultures, social structures, and levels of economic development, it was shown that excluding people from higher education made inequality worse across all countries. It has been demonstrated that the structure of higher education institutions, as well as its content and values, have an impact on economic and social outcomes, which is even more significant and subtle. It Increased education, self- confidence, and gender equity awareness are all markers of the empowering process. Evidence suggests that these components are often formed during and as a result of higher education. Women who are educated and earning have a far higher standing in our society than ignorant female workers. This is a widely held belief regarding the significance of education in altering women life.

CHAPTER 3

RESAERCH METHODOLOGY

3.1 Research Approach

This study was quantitative in nature. In which the researcher used questionnaire to assess the level of empowerment in working women in public and private colleges of Gilgit. The objective of quantitative research is to quantify the procedure for gathering and handling data. It is conducted by using a deductive. It is based on a logical approach that prioritizes testing hypotheses.

3.2 Research Design

The main goal of a descriptive survey is to provide an overview of related aspects of an event that is important to a person, group, or any point of view. The survey is thought to be the best method for determining whether the results of the study are accurate and appropriate. The survey method is acknowledged as the most popular research strategy for gathering data, compiling results, and calculating response counts and frequencies. The research design for this study was descriptive survey. Data related to this study was collected from teachers at colleges of both Public and Private sectors in Gilgit. This approach was chosen because of the nature and objective of research. Quantitative research mainly involves numeric and digits for result and interpretation.

3.3 Population of the study

All the female teachers working in colleges constituted the population of the study. According to the Planning and Development Department Statistical Cell (2020) report in Gilgit, the total population of women teachers were 513 (Hussain, 2020).

Table 3. 1

Population

Sector	Frequency
Private	311
Public	202
Total	513

3.4 Sampling Technique

The sampling technique used was random sampling technique. A total of 30 colleges were chosen in which the total population of working women was 513. Out of which 217 were randomly selected as sample. Keeping in view the population of the study, random sampling technique was used to select the sample, a subset of working women were selected out of the entire population.

3.5 Sample Size

The total number of populations was 513. So, among these 513 female teachers 217 females were constitute sample of the study which was determined through Slovin's formulae.

n= 513/ (1+513 *0.05* 0.05)

 n= 217

Table 3. 2

Sample Size

Sector	Frequency
Private	115
Public	102
Total	217

3.6 Instrumentation

The researcher developed questionnaire based on dimensions of framework of the study. As according to the conceptual framework there are four dimensions based on which the women empowerment was assessed. The four dimensions are Economic, social, psychological, and political. Self-constructed questionnaire was used to collect data. All the questions were closed ended. The questionnaire was five-point Likert scale.

The researcher chose to use a self-constructed questionnaire because it allowed to create questions tailored to the specific research objectives, providing the flexibility and control needed to address the unique characteristics of the study's focus. This ensured that the questionnaire was a precise instrument for gathering data that couldn't be adequately captured by existing standardized questionnaires.

Table 3. 3

Element of Questionnaire

Dimension	Item Numbers	Total Items
Economic Empowerment	1,2,3,4,5,6,7,8,9,10,11	11
Social Empowerment	12,13,14,15,16,17,18,19,20,21,22	11

Psychological Empowerment	23,24,25,26,27,28,29,30,31,32,33	11
Political Empowerment	34,35,36,37,38	5

Five-point Likert scale was used for response options on statements. This scale had five points they were as follow:

1. Strongly disagree (SDA)

2. Disagree (DA)

3. Neutral (N)

4. Agree (A)

 5. Strongly agree (SA)

3.6 1 Validation of the Questionnaire

The validation of the instrument was checked by the expert in education fields from the universities of National University of Modern Languages and International Islamic University Islamabad. The remarks and modification from the experts were incorporated into the tool used for analysis.

3.6 2 Pilot Testing

The pilot test was done to assess the correlation among the individuals' items. 50 questionnaires were distributed personally by the researcher in both private and public colleges, out of which all were return. The internal consistency reliability was calculated using SPSS and Cronbach Alpha test was used. The internal consistency reliability calculated through Cronbach Alpha test was recorded as .865 which is higher and is valid to be used as data collection tool.

Table 3. 2

Reliability Statistics

Cronbach's Alpha	N of Items
.865	38

The table shows that the consistency coefficient of the tool is .865. This means that the tool is moderately high in reliability. So, the tool is reliable enough to be used to collect data.

Table 3. 3

Item Total Correlation

Item	Correlations	Item	Correlations
1	.366	21	.612
2	.391	22	.624
3	.539	23	.658
4	.580	24	.315
5	.510	25	.499
6	.554	26	.544
7	.599	27	.149
8	.516	28	.184
9	.504	29	.237
10	.263	30	.113
11	.420	31	.048
12	.588	32	.104
13	.691	33	.417
14	.601	34	.422
15	.644	35	.399

16	.671	36	.498
17	.637	37	.332
18	.649	38	.259
19	.199	39	.220
20	.212		

Table 3.9 shows that the correlation between the items included in the questionnaire are correlated, so this can be used for the measurement of variables. The item-total correlation ranges from .113 to .671.

Item correlations examine the extent to which scores on one item are related to scores on all other items in a scale. It provides an assessment of item redundancy: the extent to which items on a scale are assessing the same content. Preferably, the average inter-item correlation for a set of items should be between .20 and .40 (Piedmont, 2014).

3.7 Data Collection

The researcher acquired permission from the college's principals for data collection. The questionnaires were distributed among the working women of public and private sector colleges at Gilgit- Baltistan. Adopted questionnaire was administered to the sample to collect data. The researcher briefly talked about the purpose of research and told the respondents about their response confidentiality. The researcher personally visited the colleges to avoid any problem in understanding questionnaire. After collecting, organizing, and coding, the data was entered into SPPS for analysis according to the need of the study. Different statistical technique such as Mean, Standard deviation, t-test and one-way ANOVA were used for data

analysis.

3.8 Data Analysis

The data was analyzed by using different tests like Mean, t- test and one-way Post Hoc, t-test was used to compare empowerment of working women between public and private colleges of Gilgit-Baltistan and Post Hoc test was used for the exploration of women empowerment at different groups.

Pot Hoc test was used to evaluate equality among different means by comparing variation within groups to variance among groups. Post Hoc is useful for comparing three or more variables. It is analogous to performing repeated two-sample t-tests. However, it produces fewer type I errors and is applicable to a wide range of problems. Post Hoc groups differences by comparing the means of each group and involves dispersing variance across several sources. It is used with participants, test groups, groups between groups, and groups within groups. As used in this study, i.e.: difference in job position and age level. Moreover, independent sample t-test was used to compare difference between two groups as in this study like private and public sector.

Frequency, Percentage, Mean and Standard deviation were used as a descriptive statistic to analyze the data collected and interpreted. In inferential Statistics independent t-test, ANOVA, and correlational Analysis were used to draw inferences and to make sense of data collected.

Table 3. 4

Objectives and the Test Applied

Objective	Test Applied	Justification
1. To investigate women empowerment in higher education.	Descriptive Statistic	To give basic information and highlight the potential relationship between variables.
1a. To investigate economic empowerment of working women in higher education.	one-way ANOVA and post hoc	Post Hoc is useful for comparing three or more variables.
1b. To investigate social empowerment of working women in higher education.	Descriptive Statistic	To highlight the potential relationship between variables.
1c. To investigate psychological empowerment of working women in higher education.	Descriptive Statistic	
1d. To investigate political empowerment of working women in higher education.	one-way ANOVA and post hoc	Post Hoc is useful for comparing three or more variables.

2. To explore the difference of working women empowerment in public and private sectors in term of demographic variables. (Different age level, marital status, job position, salary).	T-test • Permanent and Temporary • Private and public • Married and Unmarried	Used to compare the means of two groups.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results of the survey study, which was carried out to investigate the level of Empowerment of working women of Gilgit Baltistan.

Descriptive statistics like Gender, College sector, Salary wise distribution of the respondents, age wise distribution and experience wise distribution are presented. Additionally, descriptive statistics like Mean, SD, and frequencies are presented for the different dimensions of women Empowerment tool developed by the researcher. Each dimensions' mean score and SD is presented in a separate table to illustrate the Empowerment level of working on different dimension. Furthermore, the Mean scores of different groups are compared based on their job type I.e., if the respondent is permanent or temporary using independent sample t-test. Since the researcher is trying to find the difference in the mean of two groups so independent t-test will be used.

The following Mean score were compared based on independent t-test.

i)   Mean comparisons of Empowerment based on Position (Permanent and Temporary)

ii)   Mean comparison of Empowerment based on Sector (Private and public).

iii)   Mean comparison of Empowerment based on Marital status (Married and Un-married)

Additionally, the variable having more than 2 groups /categories of independent variables were compared using one-way ANOVA and post hoc.

iv)   Mean comparison of Empowerment based on Salary.

v)   Mean comparison of Empowerment based on Age.

vi)   Mean comparison of Empowerment based on Marital status.

vii)   Mean comparison of Empowerment based on Job Position.

4.1 Demographic of Respondents

Table 4. 1

Sector Wise Distribution of Respondents

Sector	Frequency	Percent
Private	115	53
Public	102	47
Total	217	100.0

Table 4.1 represents sector wise distribution of working women of Gilgit Baltistan. Out of 280 only 217 i.e., 77% returned the questionnaire. 115 Respondents (53% of the returned survey questionnaire) were from private sector while 102 (47% of the returned survey) were from public sector.

Table 4. 2

Position Wise Distribution of Respondents

Position	Frequency	Percent
Permanent	153	70.5
Temporary	64	29.5
Total	217	100.0

Table 4.2 represents position wise distribution of the respondents. Out of the total

sample, permanent working women were 153 (70.5% of the respondents) and 64 (29.5% of the respondents) were temporary.

Table 4. 3

Marital Status of the Respondents

	Marital Status	Frequency	Percentage
Valid	Married	159	73.3
	Un-Married	58	26.7
	Total	217	100.0

Table4.3 Represents the frequencies of respondents based on their marital status. Out of 217 of the total respondents, 159 (73.3% of the respondents) were married while 58 (26.7% of the respondents) out of 217 were un-married.

Table 4. 4

Age of the Respondents

	Age	Frequency	Percentage
	Less than 25	20	9.21
	25-35	99	45.6
	36-45	71	32.7
	45-55	27	12.4
Total		217	100.0

Table 4.4 represents age wise distribution of the respondents. The highest percentage of working women between the age of 25 to 35 was 45.6%. That means out of the total respondents 99 were between this age bracket. Whereas 20 respondents were less than 25 years of age which is about 9.21percent.

Table 4. 5

Experience of the Respondents

Number of Years	Frequency	Percent
1-5 years	102	47.0
5 to 10 years	69	31.8
10 to 15 years	46	21.2
Total	217	100.0

Table 4.5 Shows the Experience of respondents. The highest number of respondents (102) appeared to have worked between 1 and 5 years whereas the lowest number of respondents (46) recorded their work experience between 10 and 15 years.

Table 4. 6

Salary of the Respondents

Salary	Frequency	Percentage
35 to 45	92	42.2
46 to 55	76	35.0
56 to 65	49	22.6
Total	217	100.0

The above table 4.6 depicts the respondent's representation based on their salaries. Out of the total respondents, 92 respondents mentioned their salaries as between 35k and 45k which is equal to 42.4 percent of the total respondents. Whereas 49 respondents recorded their salaries between 56k and 65k which is about 22.6 percent of the total respondents. Similarly, 76 respondents received salaries between 46k and55k.

The researcher sought an answer to research question that what is the level of Empowerment of Working women of Gilgit Baltistan on the base of four dimensions. The Women Empowerment scores of the respondents were collected and then

analyzed using the SPSS version 25

Objective 1. To investigate women empowerment in higher education.

RQ1. What is the level of working women empowerment in higher education?

Table 4. 7

Overall Empowerment of Women

Dimension	No. of Responses	Mean	SD
Economic Empowerment	217	3.97	1.01
Political Empowerment		3.98	1.37
Psychological Empowerment		3.37	1.07
Social Empowerment		3.13	1.31
Overall women Empowerment		**3.70**	**1.19**

Table 4.7 shows the overall empowerment of working women. It shows that working women in Gilgit are empowered to a moderate extent according to the four dimensions. In economic dimension it was showed that working women were empower to a moderate extent. For social empowerment showed that women are empowered to a moderate extend and for Political empowerment working women consider themselves empowered to higher extent.

The cut point for the above mention means is 3.61. Cut point 3.97 indicates a relatively high threshold for agreement, with responses below it suggesting disagreement. Cut point 3.13 suggests a lower threshold for agreement, with responses below it indicating strong disagreement.

4.2 Mean comparisons of Women Empowerment

Objective 1a. To investigate economic empowerment of working women in higher education.

RQ2. What is the level of economic empowerment of working women in higher education.

Table 4. 8

Economic Empowerment of Working Women

Items	N	Mean	Sd. Deviation
I am allowed to spend my salary according to my choice.	217	4.19	.967
I am allowed to purchase an expensive item like car or land.		3.69	1.233
I am allowed to purchase clothing for myself or my children.		4.28	.860
I am allowed to decide the school for my child as per their fee structure.		4.16	.911
I am allowed to buy and sell things in the market.		3.92	1.020
I am allowed to pay school fees for my relatives from my side of the family.		3.87	1.016
I am independent to help anyone in the society.		4.16	.920
I am allowed in the household to decide the amount I spend on food.		4.17	.884
I am allowed to make decision about what food items to purchase for my family.		4.07	.972

I am allowed to take loan.	3.30	1.273
I am allowed to increase my family income.	3.93	1.099
Economic Empowerment	**3.97**	**1.01**

Table 4.8 Illustrates the rankings of economic empowerment of working women in higher education. Working women considers themselves empowered based on item of 'allowed to purchase clothing for myself or my children.' to higher extent with the mean score of (M=4.28). Additionally, women consider themselves economically to 'spend their salaries according to their choices' with the mean score of (M=4.19) which falls in category of higher extent. The analysis shows that Women are not empowered 'to take loans' with a mean score of (M=3.30). Based on other 8 items on the aspect of Economic Empowerment, the average mean is (M=3.90) which fall in the category of moderate level. The overall mean score and SD for Economic empowerment is (M=3.97, SD=1.01) which falls in the category of moderate extent.

Objective 1 b. To investigate social empowerment of working women in higher education.

RQ.2 What is the level of working women empowerment socially in higher education?

Table 4. 9

Social Empowerment of Working Women

Items	N	Mean	Sd. Deviation
I am allowed to visit any place using public transport.	217	4.20	1.116
I am allowed to visit any place riding on a taxi.	3.69		1.004

I feel safe to work/move in my hometown/city/village alone during the day.	4.29	1.058
I am allowed to go alone to a relative's house inside the hometown/city/village.	4.16	1.025
I am allowed to attend any sort of community events (cultural program, religious events) independently.	3.92	1.006
I am allowed to go alone to meet my friend/s.	3.87	1.075
I am allowed to go to market within my hometown/city/village to buy personal items with friends.	4.17	.899
I am allowed to negotiate with others independently.	4.17	2.913
I can persuade others to do what I want.	4.07	3.021
I am allowed to interact with other people independently.	3.31	1.097
My family trust me for my social life / affairs.	3.94	.855
Social Empowerment	**3.98**	**1.37**

Table 4.9 Illustrates the rankings of social empowerment of working women in higher education. Working women considers themselves empowered based on item of 'feeling safe to work and move in the hometown freely during daytime' to higher extent with the mean score of (M=4.29). Additionally, women are empowered to 'visit any place using Public transport' with the mean score of (M=4.20) which falls in category of higher extent. Based on other 9 items on the aspect of Social Empowerment, the average mean is (M=3.92) which fall in the category of moderate level. The overall mean score and SD for social empowerment is (M=3.98; SD=1.37) which falls in the category of moderate extent.

Objective 1c. To investigate psychological empowerment of working women in higher education.

RQ3. What is the level of working women empowerment psychologically in higher education?

Table 4. 10

Psychological Empowerment of Working Women

Items	N	Mean	Sd. Deviation
I feel comfortable when I am alone.	217	3.85	1.167
I am motivated to work hard for my goals.		4.33	.845
I expect good things to happen to me in the future.		4.43	.791
I can full fill my family' needs.		4.24	.854
I have enough confidence in myself.		4.12	.925
I get easily annoyed at other people.		3.12	1.193
I shout at people when I feel helpless.		2.66	1.140
I feel anxious about my job.		2.90	1.273
I feel anxious when I isolated from people.		3.21	1.171
I feel love or affection for other people.		4.14	.882
I feel that I have several good qualities.		4.06	.956
Psychological Empowerment		**3.73**	**1.07**

Table 4.10 showcases the rankings of psychological empowerment of working women Higher Education. Working women consider themselves empowered based on

item of 'expecting good things happen to them in the future' to higher extent with the mean score of (M= 4.43). In addition, women are empowered to 'getting motivation to work hard for their goals' with a mean score of (M= 4.33) which remains in the category of higher extent. Based on other 9 items on the aspect of psychological empowerment, the overall average mean and SD is (M= 3.72; STD=1.07) which falls in the category of moderate extent.

Objective 1d. To investigate political empowerment of working women in higher education.

RQ4. What is the level of working women empowerment politically in higher education?

Table 4. 11

Political Empowerment of Working Women

Items	N	Mean	Std. Deviation
I am interested in political affairs.	217	3.12	1.35
I follow politics in the news, on the television, or in the newspapers.		3.34	1.27
I discuss politics with people outside of my family.		3.39	1.28
I vote for anyone that I want.		3.34	1.40
I am allowed to attend political meeting/rallies/ Jalsa.		2.37	1.27
Political Empowerment	**217**	**3.13**	**1.31**

Table 4.11 show cases the rankings of political empowerment of working

women in higher education. Working women consider themselves empowered based on item of 'I discuss politics with people outside of my family.' to higher extent with the mean score of (M= 4.39). In addition, women are empowered to 'I follow politics in the news, on the television, or in the newspapers. With a mean score of (M= 3.34) which remains in the category of moderate extent. In addition, women are getting no permission attaining political meeting, jalsa and ralies with mean score of 2.37. the overall average mean is (M= 3.13) which falls in the category of moderate extent.

4.3 Hypotheses Testing

Objective 1: To investigate women empowerment in higher education.

$H_0 1$: There is no significant difference in working women empowerment due to public and private sectors.

Table 4. 12

Comparison of Private and Public College teachers' empowerment

S. No	College type	N	Mean	t-value	Sig.
1	Private	114	3.68	.296	.768
2	Public	103	3.70		

Table 4.12 illustrates the mean value of private and public college teachers. The mean value for private college working women was 3.68 while the mean value of public college working women was 3.70. the results showed that the null hypothesis $H_0 1$, there is no difference between empowerments. Hence failed to reject the hypothesis because there is no significant difference between public and private working women.

The mean value of both the sectors is not significantly different from each other (p=.786).

H02: There is no difference between empowerment of permanent and temporary working women.

Table 4. 13

Comparison of Empowerment of Permanent vs Temporary employees

S. No	Position	N	Mean	t-value	Sig.
1	Permanent	151	3.753	2.660	0.008
2	Temporary	64	3.541		

Table 4.13 illustrates the mean difference of empowerment of temporary and permanent working women. The mean value of permanent working women was 3.75 while the mean score of temporary working women was 3.54. There is a significance difference between empowerment of permanent and temporary working women.

It means that permanent working women had more empowerment level because they had permanent job and they are not worried about their job as compared to temporary private working women.

Objective 4: To investigate the difference in women empowerment due to marital status of teachers at college level.

H03: There is no difference of empowerment based on marital status of working women.

Table 4. 14

Comparison of Empowerment Level in Married vs Unmarried Working Women

S. No	Marital status	N	Mean	t-value	Sig.

S. No		n	Mean	F	Sig
1	Married	157	3.737	2.136	0.034
2	Unmarried	58	3.561		

Table 4.14 illustrates the mean difference of empowerment of married and unmarried working women. The mean value of married working women was 3.73 while the mean score of unmarried working women was 3.56. There is a significant difference between empowerment of married and unmarried working women.

Married women had more empowerment level as compared to unmarried women; married women had more support from their husband in every aspect of life.

H04: There is no significant difference in working women empowerment due to different age level.

Table 4. 15

Analysis of Variance based on Teacher Age

S. No	Age level	n	Mean	F	Sig
1	Less than 25	19	3.76	.252	.860
2	25-35	99	3.68		
3	36-45	71	3.69		
4	45-55	27	3.62		

In the table the F-Value (.252) shows that there is no significance difference of teachers age level on women empowerment. It is concluded that difference of teachers age level has no effect on women empowerment.

Table 4. 16

Post Hoc Test on Teachers Age

Age of the respondents	Age of the respondents	Mean Difference	Sig.
Less than 25	25-35	5.53235	1.000
	36-45	7.37607	1.000
	45-55	6.40222	1.000
25-35	Less than 25	-5.53235	1.000
	36-45	1.84372	1.000
	45-55	.86987	1.000
36-45	Less than 25	-7.37607	1.000
	25-35	-1.84372	1.000
	45-55	-.97385	1.000
45-55	Less than 25	-6.40222	1.000
	25-35	-.86987	1.000
	36-45	.97385	1.000

For further explanation doing multiple comparisons to examine which age group shows a significant difference, researcher used the Bonferroni Post - Host Correction Test. The outcomes are depicted in Table 4.8. The results reveal that there is no significant difference found among the groups (P value is 1.00> 0.05).

Table 4. 17

Analysis of Variance on Teachers Experience

	Sum of Squares	Mean Square	F	Sig.
Between groups	2.26	.756	2.65	.049

Within groups	60.59	.284
Total	62.85	

In the table the F-Value (2.65) shows a statistically significant difference of teachers experience on women empowerment. It is concluded that difference of teacher's experience has a significant effect on women empowerment.

Table 4. 18

Post Hoc On-Teaching Experience

Years of Experience	Years of Experience	Mean Difference	Sig.
1-5 years	5 to 10 years	-7.39002	.312
	10 to 15 years	-5.58851	1.000
	4	-7.70645	1.000
5 to 10 years	1-5 years	7.39002	.312
	10 to 15 years	1.80152	1.000
	4	-.31643	1.000
10 to 15 years	1-5 years	5.58851	1.000
	5 to 10 years	-1.80152	1.000
	4	-2.11795	1.000
4	1-5 years	7.70645	1.000
	5 to 10 years	.31643	1.000
	10 to 15 years	2.11795	1.000

For further explanation doing multiple comparisons in order to examine which group shows a significant difference, researcher used the Bonferroni Post - Host Correction

Test. The outcomes are depicted in Table 4.9. The results reveal that there is no significant difference found among the groups (year of experience) as the P value is greater than 0.05.

H05: There is no significant difference in working women empowerment due to salary.

Table 4. 19

Analysis of Variance based on Salary

S. No	Salary (PKR)	n	Mean	F	Sig.
1	35-45	89	3.61	1.215	.305
2	46-55	44	3.70		
3	56-65	30	3.80		
4	66	51	3.72		

In the table the F-Value (1.21) shows that there is no significant difference of teacher's salary on women empowerment. It is concluded that difference of teacher's salary has no a significant effect on women empowerment.

Table 4. 20

Post Hoc Test Based on Salary

Salary of the Respondents	Salary of the Respondents	Mean Difference	Sig.
35 to 45	46 to 55	-.08107	1.000
	56 to 65	-.19978	.460
	66 to 80	-.11873	1.000
	35 to 45	.08107	1.000

46 to 55	56 to 65	-.11871	1.000
	66 to 80	-.03766	1.000
	35 to 45	.19978	.460
56 to 65	46 to 55	.11871	1.000
	66 to 80	.08105	1.000
	35 to 45	.11873	1.000
66 to 80	46 to 55	.03766	1.000
	56 to 65	-.08105	1.000

For further explanation doing multiple comparisons in order to examine which group shows a significant difference, researcher used the Bonferroni Post - Host Correction Test. The outcomes are depicted in Table 4.10. The results reveal that there is no significant difference found among the groups (year of experience) as the P value is greater than 0.05.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study was conducted to investigate the status of working women empowerment in public and private colleges in Gilgit division. The study was quantitatively based in which the research design was descriptive. The study was mainly conducted to investigate the status of working women empowerments. This study explored the empowerment of working women of public and private colleges through statistical tests. The women empowerment dimensions included economics, social, psychological, and political dimension. Based on the evaluation of the impact of women's empowerment in both sectors, these variables were investigated.

In this study the data was collected from public and private sector colleges in Gilgit division. All colleges in Gilgit division were included in the population of the study. First, pilot testing data from 50 respondents were used to determine whether the research instrument was reliable. Teachers from both private and public colleges provided the information for the pilot test. The intended population was working women. The data was gathered via a questionnaire, and SPSS was used to analyze it. The complete data that had been gathered was then analyzed. Total 217 teachers were selected as sample size.

Questionnaires were the study tool utilized to collect data. Two sections made up the questionnaire. The respondents' demographic data was covered in the first part. This section outlines the key features of the respondents. The second section dealt

with the aspects of women's empowerment. The researcher obtained a validity certificate from specialists in the field of education from several institutions to establish the validity of the instrument. The study instrument's reliability was assessed using statistical analysis done with SPSS. The reliability of questionnaires was 0.865 which is significant at p<0. 05 level.

The researcher personally collected the data by visiting the colleges and some were collected online through google form. After the collecting data, it was analyzed with the help of SPSS 25. The data was carefully analyzed by applying suitable statistical test and techniques such as frequency, percentage, mean, t-test, one-way ANOVA and Post-Hoc test were used. These tests were used to draw conclusion and finding for women empowerment level in Gilgit was done on the base of variables and dimensions. Then conclusion, finding and comparison were made based on data analysis.

5.2 Findings

Women empowerment related finding are discussed here which are according to the objectives and hypotheses of the study. After interpretation of the data following finding were drawn.

The overall finding shows that working women in Gilgit are empowered to a moderate extent according to the four dimensions.

Findings related to Economic empowerment.

1. Table 4.8 showed that working women in higher education are more empowered in spending their salary according to their choices, with the mean score of(M=4.19).

2. Table 4.8 showed working women considers themselves empowered based on

item of 'allowed to purchase clothing for myself or my children. with the mean score of(M=4.28).

3. In table 4.8 the findings showed that women are not empowered 'to take loans, with a mean score of (M=3.30).

4. Table 4.8 mentioned the overall mean score for Economic empowerment is (M=3.97) which falls in the category of moderate extent.

Findings related to social empowerment.

5. Table 4.9 showed that working women considered themselves empower as they are 'feel safe to work/ move freely during daytime', with the mean score of(M=4.29).

6. Working women are empowered to 'visit any place using Public transport'. with the mean score of(M=4.20)

7. Table 4.9 mentioned the overall mean score for social empowerment is (M=3.98) which falls in the category of moderate extent.

Findings related to psychological empowerment.

8. Table 4.10 showed that working women consider themselves more empowered based on item 'expecting good things happen to them in the future, with the mean score of (M=4.43).

9. Working women are empowered to 'get motivation to work hard for their goals, with a mean score of (M=4.33).

10. Table 4.10 mentioned the overall average mean is (M= 3.72) which falls in the category of moderate extent, that psychologically women were not much empowered.

Findings related to Political empowerment.

11. Table 4.11 showed that working women consider themselves empowered based on item 'to discuss politics with people outside of my family" to higher extent with the mean score of (M=4.39).

12. It was Found that women are empowered to 'follow politics in the news, on the television, or in the newspapers with a mean score of (M= 3.34) which remains in the category of moderate extent.

13. More table 4.11 mentioned that it was found that women are not permitted to attend political meeting, jalsa and rallies with mean score of 2.37.

Findings related to demographic variables (Age level, marital status, job position and Salary)

14. Table 4.12 showed that no significant difference is found between public and private sector colleges working women in reference to empowerment. The mean value for private college working women was 3.68 while the mean value of public college working women was 3.70. Which were less then p value so, there is no significant difference between public and private sector colleges based on women empowerment.

15. Table 4.13 showed that there is no significant difference was observed between empowerment of temporary and permanent working women. The mean value of permanent working women was 3.75 while the mean score of temporary working women was 3.54.

16. In table 4.14 it showed that there is no significant difference was found between empowerment of married and unmarried working women. The mean value of married working women was 3.73 while the mean score of unmarried working

women was3.56.

17. The results of table 4.15 reflected that there was difference in teacher age level of working women empowerment. The age level of less 25 with the highest mean 146.42 were more empowered as compared to the other groups.

18. Table 4.16 and 4.17, the results of data reflected that there was difference in teachers experience of working women empowerment. The working women having the experience between 5 to 10 years were more empowered having the mean 148.91 as compared to others experience years.

19. Table 4.19 mentioned that there was significant difference observed teachers' salary on women empowerment. Women with highest salary were more empowered.

5.3 Discussion

This study conclude the following that working women in higher education are more empowered in spending their salary according to their choices. Working women considers themselves empowered based on item of 'allowed to purchase clothing for myself or my children. The findings showed that women are not empowered 'to take loans.

The findings of a study that women's education was discovered to be a highly powerful predictor of empowerment in research. Women with high levels of education were shown to be more powerful than individuals with little or no levels of education, likely due to their increased knowledge, skills, and mobility in terms of employment, income, and healthcare access. In Pakistan, becoming a housewife is likely an expected gender role, which restricts many young girls' access to school, in rural regions. The study's findings showed that women's empowerment and education

had a significant association. Higher levels of education results in more equitable decision-making within the home (Mujahid, Ali, & Begum,2016).

Furthermore, another study' findings indicated a significant relationship between women's empowerment and higher education attainment. One independent variable (greater education attainment) and four dependent variables (decision-making authority, enhanced political engagement, economic independence, respect for others, and self-esteem) were correlated. All factors were shown to be substantially correlated with one another, providing proof that obtaining a higher education promotes the empowerment of women. According to the study's conclusions, higher education significantly contributes to the liberation and empowerment of women (Naz& Ashraf,2020).

The findings of this show that demographic, economic, social, and information-exposure elements are strongly predictive of women's empowerment. It was discovered that women were more likely to be empowered if they had greater levels of education, resided in cities, and had access to information. Women who were older, heads of households, had more money than their husbands, worked for pay, were from the wealthy class, and had children were also more likely to feel powerful.

Moreover, according to the findings of a study, nearly every one of the demographics, economic, social, and information access characteristics were significantly related to women's empowerment. According to a research, women of childbearing age in older age groups who had children, a higher wealth index and education level, engaged in skilled job, were the head of home, and had access to knowledge were perceived as having more power. As it highlights a relationship in women age and the level of empowerment she had, indicating that women empowerment increases with age (Abbas et al., Isaac, Zia, Zakar, & Fischer,2021).

According to research findings, the bulk of response variable that significantly influence choice making are those that relate to ownership. The findings also show the interplay of demographic, economic, social, and information-exposure aspects on women's empowerment. It has been shown that women are more likely to feel empowered if they have greater levels of education, live in cities, and have access to knowledge. In a similar vein, women who were older, the breadwinners, made more money than their husbands, had children, came from rich families, and worked for a living were more likely to feel strong (Ventura & Cruz, 2021).

The finding on economic empowerment of the current study mentioned that working women in higher education are more empowered in spending their salary according to their choices and they consider themselves empowered based on item of 'allowed to purchase clothing for myself or my children, but they are not empowered 'to take loans. A study highlight the same finding; it would be required to create possibilities for women to achieve economic independence to significantly transform their standing in Pakistani society.

As a result, economic independence is a critical factor in eliminating gender inequality in Pakistan (Malik & Courtney, 2018).

When they are young, their fathers make all of the important decisions for them; nonetheless, wives and in-laws assume control and make decisions on their behalf after marriage. Most decisions impacting a woman's life are made by the male family members, including those about her career and education, who she marries, and, in certain cases, the number of children she should have (Murtaza, 2012).

Economic independence is another key achievement in Gilgit as a result of higher education. It is true that increasing possibilities for women to achieve

economic independence would be required to significantly transform their standing in Pakistani society. Because of this, many families in this area encourage their women to work in various fields and contribute to a better standard of life. However, young unmarried women are typically constrained to living with their parents, where they are expected to take care of the household, in most rural areas. Since they are routinely denied the ability to work, they have little chance of achieving even the most minimal level of financial independence. Even while some married women might go for paid work, it's likely to be low-paying, and in any case, their earnings will be utilized to help the family budget. Women cannot aspire to acquire equal standing in society if they are economically dependent on their families or spouses. Many young women have played an important role in their families' economic prosperity over the last few decades, thanks in large part to the services of AKDN. Their offspring receive financial support from them. According to our study and personal experience, one of the few avenues left open to women in Gilgit-Baltistan for accomplishing this impossible aim is enrollment in higher education. Most educated women are completely in charge of their financial circumstances (Murtaza,2019).

The results showed a strong correlation between a woman's age and empowerment, indicating that women's empowerment increased with age. These results have been similarly supported by several further research. Power relations within the family have been put out as one reason for this rise in age and empowerment. In Pakistan, marriages are frequently prearranged at an early age; more than half of all women wed before turning 20. In this situation, delivery, especially before the age of 18, is hazardous to both the mother and the child because of societal changes and adverse reproductive health outcomes. Most opportunities for these women to participate in other activities, including school or employment, are

denied to them (Irfan &Chani, 2017).

While the finding of this study reflected that there was difference in teacher age level of working women empowerment. The age level of less 25 were more empowered as compared to the other groups. But many other studies shows that empowerment increase with increase inage.

According to the findings of the study, women's paid labor showed a favorable and substantial relationship with empowerment. Women who worked for a living were more likely to be empowered in the home than women who did not work. The outcomes of the survey also found that women in skilled labor and managerial positions were the most empowered. The higher freedom of mobility and financial independence of talented working women can be related to their enhanced empowerment (Malik & Courtney,2018).

Economic success and the empowerment of women are intrinsically intertwined. While women's empowerment will lead to progress, it will also change how decisions are made, which will directly affect progress. Contrary to what some of the more idealistic politicians think, it is not always true that implementing women's rights would initiate a positive feedback loop where women's empowerment and development complement one another, and women finally reach equality in a wealthier society (Duflo, 2015).

This study showed that working women consider themselves empowered based on item 'to discuss politics with people outside of my family, women are empowered to 'follow politics in the news, on the television, or in the newspapers and it was also found that women are not permitted to attend political meeting, jalsa and rallies.

This current study found that Working women considered themselves empower as they are 'feel safe to work/ move freely during daytime, they are empowered to 'visit any place using public transport. The above finding is supported by the following study that that women who have access to a variety of information sources—including radio, television, and newspapers—are more powerful than women who do not. However, compared to men, women's access to information in Pakistan is frequently quite limited. Theoretically, women with higher knowledge may be more conscious of the needs of the home and contribute more positively to domestic decision-making for the welfare of their family, especially their children. Knowledge is therefore an effective instrument for raising women's awareness of and involvement in public affairs (Abbas, Zia, &Zakar,2021).

According to this study, there is no significance difference between working women who are married and unmarried in terms of empowerment. This was supported by a study that Nearly half of all women in Pakistan are married before becoming 20 years old, which indicates that weddings there are frequently planned at a young age. In this situation, having children, especially before the age of 18, is bad for both the mother and the kid because of both societal changes and poor reproductive health results. Most of these women are denied the chance to engage in other pursuits, such education, or jobs (Alam, 2017).

5.4 Conclusion

The main objective of the study was to investigate the status of women empowerment in public and private sector colleges in Gilgit. Though there are various factors that may likely contribute to the slow progress of women in all the mentioned dimensions of this study but still women's empowerment does not seem to be a

complete myth. There has been progress to a moderate extent in terms of financial spending and independence among working women. One significant factor is that women are using education as a tool to inspire and pave the way for other women. They may feel even more secure when interventions are made to provide them safe working environment. This might serve as a premonition to address the empowerment dilemma in the future as more women would join mainstream politics, assume prominent leadership roles, and act as agents of social change.

Based on findings of the study it can be concluded that permanent female teachers were more empowered as compared to temporary teachers. It can be induced from these findings that the female feel secure when they are working as permanent employee and ultimately, they have more empowerment.

Likewise, it was concluded from the findings that married female who were working were more empowered than those of unmarried female.

As the study was based on four dimension economic, social, psychological, and political dimension. The overall finding shows that working women in Gilgit are empowered to a moderate extent according to the four dimensions. In economic dimension it was showed that working women were empower to a moderate extent. As working women in higher education are more empowered in spending their salary according to their choices and they are allowed to purchase things by their choice. But they are not empowered to take loans. Finding related to social empowerment showed that women are empowered to a moderate extend. As they considered themselves empower as they are 'feel safe to work/ move freely during daytime only and they are empowered to 'visit any place using public transport. More, they 'feel safe to walk / more freely during daytime' category women felt themselves fully empowered. Similarly, women considered themselves more empowered to visit any place using

public transport.

While for the finding related to Political empowerment working women consider themselves empowered based on item 'to discuss politics with people outside of my family" to higher extent. It was also found that women are empowered to 'follow politics in the news, on the television, or in the newspapers. Moreover, women were not permitted to attend political meeting, jalsa and rallies. Based on the item 'to discuss politics with people outside of my family' women highly considered themselves empowered based on freedom of opinion. In the same way women felt more empowered to follow politics in the news on the television or in the newspapers. The finding also revealed that women were very unlikely to be empowered to attend political meeting and rallies.

Results found that there was no difference between public and private sector college teacher on women empowerment, both sector teachers were empowered. There was difference between teacher age level on women empowerment. Greater age teachers had more empowered as compared to young teachers. There was no difference between empowerment of married and unmarried working women, both were empowered to some extent. Moreover, there was no difference found between marital and unmarried status in women empowerment, which reveals that marital status had no impact on women empowerment.

Finding related to psychological empowerment also is moderate extend. As working women consider themselves more empowered based on item 'expecting good things happen to them in the future and they are empowered to 'get motivation to work hard for their goals. In regard to the item 'expecting good things happen to them in the future 'women across the sectors felt more empowered. Furthermore, women felt more empowered to get motivation to work hard for their goals. Overall,

psychological empowerment manifested that women under this variable were not fully empowered.

The difference of empowerment between leader and member working women showed that there is no difference between empowerment of leader and member working women is rejected, both the leader and members were empowered. Further, there was difference found based on teachers' salary on women empowerment, as teacher that has high salary were more empowered than teacher having less salary. No significant difference is found between public and private sector colleges working women in reference to empowerment, also there was no difference was found between empowerment of married and unmarried working women. The results of data reflected that there was difference in teacher age level of working women empowerment. The age level of less 25 were more empowered as compared to the other age groups. Further, the finding shows working women having the experience between 5 to 10 years were more empowered and working women with highest salary were more empowered.

5.5 Recommendations

Based on conclusions and finding of the study, following recommendations were made to improve women empowerment in private and public sector:

1. At academic level, it is recommended that women in Gilgit city may be provided opportunities to understand the political process such as; making school or college union, setting up electoral system at school or college level. So, they learn to make choices for themselves.

2. At societal level, the communities at micro-level may be encouraged for their development work and may be provided political awareness to peacefully make

their choices through electoral system.

3. From psychological perspectives, women may be empowered by allowing them to make small decision for themselves and then allowing them to set goals. To facilitate this process academic institutions may initiate this process by giving them broader perspectives of career selection and making choices for themselves.

4. Institutions of higher education may identify and work on the psychological empowerment for women and create awareness in women through different sessions and training within their colleges to increase psychological empowerment.

5. Their little achievements may be honored, and they be allowed to live up to their full potential and colleges may provide trainings to their workforce at colleges that can increase women psychological empowerment.

Future recommendations for researchers

Following are the recommendations for researchers who want to conduct research in area of women empowerment at higher education.

1. In future this research may be extended by conducting research exclusively on any one dimension of women empowerment.

2. It may also be explored that which dimension of play pivotal role in turning an empower women in society despite the fact that all other dimensions are very important.

3. More studies may be conducted with different level of organizations (Primary, Secondary).

5.6 Limitations

The study was limited due to:

1. Due to financial constraints all sample colleges could not be visited personally by the researcher. The researcher also had to rely upon online data collection.

2. Lack of previous research studies on the topic in Gilgit.

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APPENDICES

Appendix A

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2021/Edu   Dated: 10th December 2021

To: Mehnaz Perveen
08 MPhil/Edu/S20

Subject: **APPROVAL OF MPHIL THESIS TITLE AND SUPERVISOR**

1.   Reference to Letter No, ML.1-4/2021-Edu, dated 11-12-2021, the Competent Authority has approved the title and supervisor in 12th BASR meeting dtd 18th November 2021 on the recommendations of Faculty Board of Studies vide its meeting held on 9th September 2021.

   a. **Supervisor's Name & Designation**
      Dr Marium Din (Supervisor)
      Assistant Professor
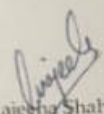   Department of Education, NUML, Islamabad.

   b. **Thesis Title**

Women Empowerment in Higher Education: A Descriptive Survey of Working Women

2.   You may carry out research on the given topic under the guidance of your supervisor and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submit within described period **by 31st December 2022** positively for further necessary action please. (*Time line attached*)

3.   As per policy of NUML, all MPhil/PhD thesis are to be run on Turnitin by QEC, NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4.   Thesis is to be prepared strictly on NUML's format that can be taken from (Dr Saira Nudrat, Coordinator MPhil/PhD)

Telephone No: 051-9265100-110 Ext: 2094
E-mail: snudrat@numl.edu.pk

                                                 Dr. Wajeeha Shahid
                                                               Head
                                                 Department of Education

Distribution:

Mehnaz Perveen (MPhil Scholar)

Dr. Marium Din (Thesis Supervisor)

Appendix B

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

ML.1-3/2022-Edu

Dated:31-03-2022

WHOM SO EVER IT MAY CONCERN

Ms. Mehnaz Parveen D/O Jahangir Khan, students of Mphil (Edu) Registration # 08/mphil/Edu/S-20 Department of Education of National University of Modern Languages is engaged in project of Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

Dr Wajeeha Shahid
Head,
Department of Education.

Appendix C

CERTIFICATE FOR TOOL VALIDATION

CERTIFICATE OF VALIDITY

WOMEN EMPOWERMENT IN HIGHER EDUCATION: A DESCRIPTIVE

SURVEY OF WORKING WOMEN.

By: Mehnaz Perveen

Supervised By: Dr. Marium Din

M.Phil. Scholar, Education Department, National University of Modern Languages, H-9, Islamabad, Pakistan

This is to certify that the standardized research instruments "**Women Empowerment Questionnaire** "to be used by the researcher towards her thesis have been assessed by me and I find that the instruments have been designed adequately.

It is considered that the research instruments, developed for the above titled research are according to the objectives and research hypotheses of the research. It assures adequate construct and content validity according to the purpose of research and can be used for data collection by the researcher with fair amount of confidence.

Name: *Dr. Farkhem deu Tabasu*

Designation: *Assistant Professor*

Institution: *NUML Islamabad*

Stamp/Signature:

Date: *17/03/22*

Appendix D

CERTIFICATE FOR TOOL VALIDATION

CERTIFICATE OF VALIDITY

WOMEN EMPOWERMENT IN HIGHER EDUCATION: A DESCRIPTIVE

SURVEY OF WORKING WOMEN.

By: Mehnaz Perveen

Supervised By: Dr. Marium Din

M.Phil. Scholar, Education Department, National University of Modern Languages, H-9, Islamabad, Pakistan

This is to certify that the standardized research instruments "**Women Empowerment Questionnaire** "to be used by the researcher towards her thesis have been assessed by me and I find that the instruments have been designed adequately.

It is considered that the research instruments, developed for the above titled research are according to the objectives and research hypotheses of the research. It assures adequate construct and content validity according to the purpose of research and can be used for data collection by the researcher with fair amount of confidence.

Name: _Dr. Jameela Ashraf_

Designation: _Assistant Professor_

Institution: _NUML - Islamabad_

Stamp/Signature: _____

Date: _31-03-2022_

Appendix E

Demographic information

Note: Please fill in the personal information.

College sector: I. Private   ii. Public

 Position:i. Permanent   ii. Temporary

Marital Status:i. Married   ii. Un-married

Part of college council as a:i. Leader   ii. Member

Age (in Years):i. Less than 25   ii.25-35   iii. 36-45   iv. 45-55

v. 56-65   vi. 66+

Teaching Experience:i. 1-5 years   ii. 5-10 years iii. 10-15 years

iv. More than 15 years

Salary (in Thousands):i. 35-45   ii. 46-55   iii. 56-65   iv. 66

Below are the statements that describe how you may think about yourself right now. Use the following scale to indicate your level of agreement or disagreement with each of the statement.

S No.	Statements	SDA	DA	N	A	SA
	Economic Empowerment (By economic empowerment the researcher means the empowerment in all those economic activities which happens in society like control over income and / or spending decisions: Ability to makepurchases.					
1	I am allowed to spend my salary according to my own choice.	1	2	3	4	5
2	I am allowed to purchase an expensive item like car or land.	1	2	3	4	5
3	I am allowed to purchase clothing for myself or my children.	1	2	3	4	5
4	I am allowed to decide the school for my child as per their fee structure.	1	2	3	4	5

5	I am allowed to buy and sell things in the market.	1	2	3	4	5
6	I am allowed to pay school fees for my relatives from my side of the family.	1	2	3	4	5
7	I am independent to help anyone in the society.	1	2	3	4	5
8	I am allowed in the household to decide the amount I spend on food.	1	2	3	4	5
9	I am allowed to make decision about what food items to purchase for my family.	1	2	3	4	5
10	I am allowed to take loan.	1	2	3	4	5
11	I am allowed to increase my family income.	1	2	3	4	5
	Social Empowerment It can be defined as the ability ofwomen in deciding their social affairs.					
12	I am allowed to visit any place using public transport.	1	2	3	4	5
13	I am allowed to visit any place riding on a taxi.	1	2	3	4	5
14	I feel safe to work/move in my hometown/city/village alone during the day.	1	2	3	4	5
15	I am allowed to go alone to a relative's house inside the hometown/city/village.	1	2	3	4	5
16	I am allowed to attend any sort of community events (cultural program, religious events) independently.	1	2	3	4	5
17	I am allowed to go alone to meet my friend/s.	1	2	3	4	5
18	I am allowed to go to market within my hometown/city/village to buy personal items with friends.	1	2	3	4	5
19	I am allowed to negotiate with others independently.	1	2	3	4	5
20	I can persuade others to do what I want.	1	2	3	4	5
21	I am allowed to interact with other people independently.	1	2	3	4	5
22	My family trust me for my social life / affairs.	1	2	3	4	5

	Psychological Empowerment: It means the Self- efficacy, psychological well-being, and self-esteem of the working women.					
23	I feel comfortable when I am alone.	1	2	3	4	5
24	I am motivated to work hard for my goal.	1	2	3	4	5
25	I expect good things to happen to me in the future.	1	2	3	4	5
26	I can full fill my family' needs.	1	2	3	4	5
27	I have enough confidence in myself.	1	2	3	4	5
28	I get easily annoyed at other people.	1	2	3	4	5
29	I shout at people when I feel helpless.	1	2	3	4	5
30	I feel anxious about my job.	1	2	3	4	5
31	I feel anxious when I isolated from people.	1	2	3	4	5
32	I feel love or affection for other people.	1	2	3	4	5
33	I feel that I have several good qualities.	1	2	3	4	5
	Political Empowerment: It includes the indicators related to awareness about politics and decisions of women to take participation in politics.)					
34	I am interested in political affairs.	1	2	3	4	5
35	I follow politics in the news, on the television, or in the newspapers.	1	2	3	4	5
36	I discuss politics with people outside of my family.	1	2	3	4	5
37	I vote for anyone that I want.	1	2	3	4	5
38	I am allowed to attend political meeting/rallies/ jalsa.	1	2	3	4	5

Public	Private
1.Fatima Jinnah degree college for women.	1.Falcon institute of modern sciences higher secondary school and degree college Daniyor Gilgit.
2.Elementary college of education for women.	2.The universal career school and college Daniyor Gilgit.
3.Shaheed degree college Daniyor Gilgit.	3.Sedna School and college Jutial Gilgit.
4.Global higher secondary school and degree college Daniyor Gilgit.	4.Elysian Higher secondary school and college Chinar Bagh Gilgit.
5.The Gilgit college of Commerce and economic Jutial Gilgit.	5.Aga Khan Higher secondary school and college Kondas Gilgit.
6.Vision Higher secondary School and degree college Daniyor Gilgit.	6.Al-Asar Higher secondary school and college Gilgit.
7.College of Business Management and applied sciences Daniyor Gilgit.	7.Army public school and college Jutial Gilgit.
8.Education school and Degree college Daniyor Gilgit.	8.Al-Hayat public school and college Jutial Gilgit.
9.F.G-degree college for women Gilgit.	9.Unity public school and college Gilgit.
10.Govt. degree college HatoonGhizer	10.Police public school and college Gilgit.
11.Govt. Girls Degree college Yasin Ghizer	11.Al-Arif academy school and degree college Jalalabad.
12.Govt. Girls Degree College Ghakuch	12.Read Foundation school and degree college Noor colony Gilgit.
13.Govt. Girls Degree college Hunza	13.Excellence school and college Zulfiqar Abad.

14.Govt. Degree College, Gilgit Muhammad Abad Danyore.	14.National college of commerce and computer science Gilgit.
15.Public School & College Jutial Gilgit	15.Karakorum college of commerce and modern sciences college.

Appendix G

thesis

ORIGINALITY REPORT

8%	6%	3%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Higher Education Commission Pakistan Student Paper	2%
2	Safdar Abbas, Noman Isaac, Munir Zia, Rubeena Zakar, Florian Fischer. "Determinants of Women's Empowerment in Pakistan: Evidence from Demographic and Health Surveys, 2012–13 and 2017–18", Research Square, 2020 Publication	1%
3	prr.hec.gov.pk Internet Source	1%
4	ecommons.aku.edu Internet Source	1%
5	norr.numl.edu.pk Internet Source	1%
6	www.grrjournal.com Internet Source	<1%
7	www.tandfonline.com Internet Source	<1%

Appendix H

Certificate of Proof Reading

PROOF READING CERTIFICATE

WOMEN EMPOWERMENT IN HIGHER EDUCATION: A

DESCRIPTIVE SURVEY OF WORKING WOMEN

By

Ms. MEHNAZ PERVEEN

National University of Modern Languages, Islamabad

It is certified that the research work titled "Women Empowerment in Higher Education: A Descriptive Survey of Working Women" submitted by MPhil Scholar Mehnaz Perveen, has been thoroughly checked and proofread for language and grammatical mistakes. I have demonstrated a high level of skill and expertise in proofreading, providing valuable services to the author of this thesis.

Name: _Zetooni Jatuni_

Designation: _Lecturer in English_

Institute: _Govt Inter College Gupis_

Signature: _JJah_

Date: _10 March, 2023_