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The Impact of Education on Women Empowerment: A Case Study of Rawalpindi District

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Abstract

Women's empowerment is a multidimensional idea encompassing economic, social, political, and other elements of life, implying that empowerment should be approached comprehensively. In this study the quantitative methodology is used. The purpose of this quantitative study is to investigate the multifaceted relationship between education, parents' education and digital literacy, and women's empowerment in marriage decision-making in Rawalpindi District. A questionnaire encompassing four key variables women's education, parents' education, digital literacy, and marriage decision-making formed the foundation of this research, which used primary data collection tools. This study explores the relationship between education, parents' education, digital literacy, and women's empowerment in marriage decision-making in Rawalpindi District. The research found a significant correlation between women's education level and self-selected marriage decisions, while higher family-arranged marriages were linked to primary-level parental education. Additionally, improved digital literacy was linked to increased confidence in making marriage-related decisions. The study underscores the importance of empowering women and improving their access to education.

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Introduction

These unequal interactions, which are a kind of patriarchal male domination, have been described by a variety of terminology and concepts developed over the past three decades by experts, activists, and theories involved in women's studies or women. Women's empowerment is an important component of socioeconomic development, and education plays a role in empowering women. Women should be empowered because men and women are both human and equal. Of course, there are distinctions between men and women. In any case, no sex should be dominant in society (Duflo, 1991). Women should be free, according to personal empowerment (Sohail, 2014). According to (Chutia, 2022) To empower someone is to grant them authority or power to fortify and increase their trustworthiness. At the micro level, empowerment is seen as the growth of emotional feelings without bringing about any

change in structure, despite the fact that it is often referred to as organizational or political authority. To empower someone is to grant them authority or power in order to fortify and increase their trustworthiness. At the micro level, empowerment is seen as the growth of emotions without bringing about any change in structure, despite the fact that it is often referred to as organizational or political authority.

The feminists, an organization organized by women, disagreed with this strategy and rationally showed that empowering women does not equate to substituting one form of empowerment for another. In essence, women's empowerment is a response to outdated male-oriented ideologies and ways of thinking. Its goal is to dismantle the false traditions and customs that once dominated society and establish a new, effective, and human-friendly environment where inequality and disproportion are not permitted to retake their permanent positions.



This type of society will offer a more forward-thinking, innovative, and productive setting where everyone is free to use what they have learned (Jabeen, 2013).

Feminism and Islam:

According to Cambridge Dictionaries, feminism is "the belief that women should be given the same rights, power, and opportunities as men and treated equally, or the set of activities intended to achieve this state." Feminism is a wide, competitive, and frequently contradictory collection of social theories, political groups, and moral ideologies. It focuses on women's social, political, and economic inequality (Kumar Mohajan, 2022). It seeks strategies, causes, and consequences to eliminate disparities in society. It takes efforts to attain the goal of equality, dignity, rights, liberation, and empowerment of women. As a result, it is in the struggle against sexism that male superiority and female oppression occur. Sexism is a kind of societal oppression that predates the contemporary era (Gimenez, 2015).

Women In Islam:

Islam empowers women to engage in contracts, establish businesses, and own property independently, promoting equal opportunities and allowing them to reach their full potential. It guarantees women's rights in all aspects of life, including marriage and death, and prohibits men from dominating women. However, misconceptions about women's rights in Islam arise due to a lack of religious knowledge and awareness, requiring proper understanding and awareness. Abu Hurairah, a man, approached the Prophet (PBUH) and said, "O Messenger of God, who rightfully deserves the best treatment from me, your mother," the Prophet (PBUH) replied. Enquired the man. Who will come after your mother, said the Prophet (PBUH)? The man asked again, "Your mother," to which the Prophet (PBUH) replied, "Who is the after that?" Your father, said the noble Prophet (PBUH), insisted the man.

The representation of women as the noblest human being in the form of a mother makes it very obvious what kind of society Islam seeks to

establish. It is one in which women are treated with the utmost honor and respect. A member of such a society who respects women equally concerning other women. With the development of such a mindset, women in general will be granted the status accorded to a mother at home. The Quran guarantees the mother's esteem, "And we have enjoyed upon men concerning his parents, His mother breath him in weakness upon weakness and his wearing is in two years. Give thanks unto Me and thy parents" (Bukhari, 1997). "Acquisition of knowledge is binding on all Muslims (both men and women without any discrimination)" (Ibn Mājah). "A young woman came to the Prophet (peace and blessings be upon him) and told him that her father had married her off against her will. The Prophet (peace and blessings be upon him) gave her the choice [to nullify the marriage or stay in the marriage]." (Sunan Abī Dawūd). Prophet Mohammed, the creator of Islam, has always emphasized the value of education and knowledge since the inception of Islam 1400 years ago. "Seeking knowledge is a responsibility of every Muslim," generations of Muslims teach their children. Yet, Islamic countries, namely Arab ones, have different educational systems (Ballout, 2023). According to the (Hausmann, 2008) research investing in women, and specifically women's education, has several positive effects, including 1) a reduction in female fertility rates; 2) a reduction in infant and child mortality rates; 3) a reduction in maternal mortality rates; 4) an increase in women's labor force participation; and 5) a promotion of educational investment in children. According to (Shaeffer, 2019) Southeast Asia's Muslim communities are deeply influenced by Islamic teachings, affecting personal and family life, including women's rights and justice. Understanding this intricate relationship is crucial for advancing gender equality and social justice in Southeast Asia.

Women's Social Empowerment in South Asia and Pakistan

According to (Sanjukta, 2010) Pakistan and Nepal have the lowest levels of education; Pakistan and

Bangladesh have the lowest rates of economic involvement and fertility; and India has the lowest sex ratio. After reviewing country-specific literature to support these estimations, he concluded that (1) societal and religious norms impede women's empowerment. Both regions will benefit from empowerment. (2) Feminist activism has contributed to women's empowerment. Movements (the Philippines), government programs (Vietnam's Doe Moi program), and non-governmental organizations (NGOs). Organizational initiatives (Bangladesh Grameen Bank) (3) much progress has been made despite limited resources. (4) Greater empowerment may be the result of political turbulence (Cambodia), rather than economic prosperity or cultural transformations. (Zafar, 2016) study examines the role of formal education in empowering women, a process of becoming stronger and more confident. Empowerment is crucial in developed societies, but women are often suppressed and dominated by violent men. India, a South Asian country, is chosen as a case study due to its democratic and developed nature. The study reveals that most Indian women live below the poverty line, and they face miserable lives due to poor treatment. Indian society is made up of people from many ethnic and religious backgrounds. In India, almost all religions are practiced, and each religion values the respect and dignity of women. However, society has developed some physically and mentally abusive practices against women (Sati pratha, dowry, wife burning, harassment, violence, and so on) that have become the norm over time. The primary causes of such bad behavior are thought to be the male superiority complex and patriarchal framework (Sharma, 2002). (R. Malik, 2015) pointed out that Pakistan's performance in women's education had been the worst, with only 59 percent of girls receiving primary education and only 13 percent making it through high school to the ninth grade. According to a different study, barely 10% of females enroll in universities and 72% of girls drop out of high school (Iqbal, 2018). Higher education can enhance women's participation in

family affairs and politics, financial autonomy, self-confidence, self-esteem, and community respect. In terms of women's education in general, and higher education in particular, developed regions with greater gender equality outperformed Pakistan. The patriarchal society, the feudal system, travel limitations, a lack of support from their families, and a lack of government assistance are some of the sociocultural obstacles that contribute to Pakistani women's low educational status (Mehmood et al., 2018), poverty (Khan et al., 2015; Saleem et al., 2021), fear of sexual harassment, (Joseph, 2015; Leach, 2013) are responsible for the low higher educational profile of women in Pakistan. In general, men and women face discrimination. Women face challenges in every facet of their jobs (Sohail, 2014). In this context, higher education (Amir & Zada Asad, 2016) for women is strongly linked to greater political choice and engagement, improved decision-making, freedom of expression, and participation in the economy. Contrarily, uneducated women continue to depend mostly on men throughout their lives.

Dimensions of Women's Social Empowerment

Rowlands (1997) identified three dimensions of empowerment: personal, relational, and collective, which involve building knowledge, overcoming internalized abuse, organizing connections, and collaborating for greater effect. Table 1 combines and arranges the commonly practiced dimensions of Women's Empowerment, where each dimension contains a range of subdomains, indicating the possibilities of women's empowerment (Malhotra & Schuler, 2005). According to (Kabeer, 2005) Women are more likely to prioritize their health together with that of their family if they have access to education. Changes in the balance of power within and outside the home is also indicated by other consequences associated to education. Compared to illiterate women, educated women in rural Bangladesh have a wider variety of decision-making rights.

Table 1. *Dimensions of Women's Empowerment*

Dimensions	Household	Community	Boarder Areas
Economic	Women's control over income, family resources, etc.	Women's access to ownership of assets, and representation in local association.	Women's representation in high-placed jobs, women CEOs, etc.
Socio-Cultural	Women's freedom of movement, lack of discrimination, etc.	Women's visibility in and access to social space and social networks etc.	Women's literacy and access to a broad range of educational options etc.
Interpersonal/Familial	Participation in domestic decision-making, control over sexual relations, etc.	Self-selection of Spouses, local campaigns against domestic violence.	Options for divorce, safe abortion, reproductive health services, etc.
Legal	Knowledge of legal rights, and domestic support for exercising rights.	Community modification for rights, Campaigns for rights awareness, etc.	Advocate for rights and legislation, use the judicial system to redress rights violations, etc.
Political	Knowledge of the political system and exercising the right to vote.	Women's involvement in the local political system, representation in local Government, etc.	Women's representation in regional and national Govt., Strength as voting, etc.
Psychological	Self-esteem, Self-efficacy, psychological well-being.	Collective awareness of injustice, Potential of mobilization.	Women's sense of inclusion and entitlement etc.

Source : (Malhotra & Schuler, 2005)

Individuals, particularly women, are empowered by education because it provides them with knowledge, skills, and critical thinking abilities. It empowers them to speak out against discriminatory behaviors and advocate for their rights within their communities and legal frameworks (Gupta et al., 2019). "Technology, the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment" (*Technology | Definition, Examples, Types, & Facts | Britannica*)

According to the (*Datareportal*):

- In January 2022, Pakistan had 82.90 million internet users, with 36.5 percent of the population using the internet. However, 144.4 million Pakistanis did not have internet access, accounting for 63.5 percent of the country's population. Pakistan's population is 50.4% men and 49.6% women.
- In January 2023, 71.70 million people used social media, accounting for 30.1% of the population. The country had 191.8 million active mobile phone connections.



- More broadly, in January 2023, 82.1 percent of internet users in Pakistan used at least one social media platform.
- 72.0 percent of Pakistan's social media users were male at the time, compared to 28.0 percent of female users.

2.2 billion women (52%) are nonetheless not online, according to McKinsey Global Institute (MGI) studies on financial and digital inclusion. Therefore, gender equality in the workplace would be significantly affected if women had digital parity throughout this period of Internet expansion (McKinsey, 2015). Increasing women's digital media literacy is essential to maximizing the potential of the nation. One factor contributing to the unequal usage of computers or digital media worldwide is the gender gap, also known as the gender digital divide, resulting in women to have less access to digital media and fewer opportunity to participate in ICT communities than males. Strengthening representation in education pipelines is crucial for achieving this goal (Fountain, 2000) Women empowerment empower women to make choices, take charge of their lives, and actively take part in all aspects of society. It comprises political, social, and economic empowerment. "Women empowerment" refers to providing women with the means and chance to exercise their rights, participate in decision-making, and take control of their life (Reshi, 2022). The three-dimensional theoretical structures, (Kabeer, 1999) developed the dimensions of women's empowerment: (a) resources as a component of the prerequisite of

empowerment; (b) agency as a stage of practice; and (c) successes as a determinant of goods. According to (Aslam & Kingdon, 2008), while some parents and older people regard education as an important means of becoming a better housewife and mother, young women and girls see school primarily as a means of pursuing a job. Even though, to have a reasonable chance of finding work in Pakistan, education level and quality are very necessary.

Research Questions

- What is the impact of women's education on women's social empowerment (women's marriage decision-making)?
- What are the common factors affecting women's social Empowerment (women's marriage decision-making)?

Research Objectives

- To explore the impact of women's education on women's social empowerment (women's marriage decision-making).
- To examine the common factors that affect women's Social Empowerment (women's marriage decision-making).

Theoretical and Conceptual Framework

Empowerment is a community work goal and theoretical framework for controlling choices and impacting organizational functioning and quality of life. It distinguishes empowerment from other constructs like Self-esteem or efficiency (Zimmerman, 2000).

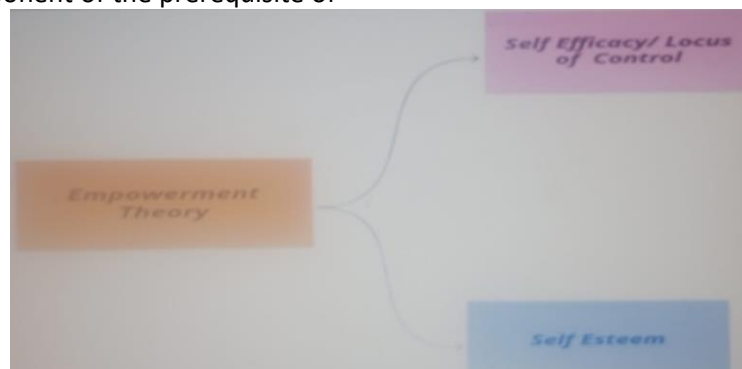


Figure 1. Theoretical Framework



Women's empowerment refers to the process of expanding and redefining women's options by redefining gender norms. This approach is closely related to Kabeer's definition, but it emphasizes the gendered nature of women's disempowerment. Women have multiple identities and can collaborate with men to improve their circumstances. They are less

powerful at home and in public due to their gendered identities. Women can challenge gender norms through communal efforts. Kabeer's definition emphasizes people developing the capacity to make their own decisions, focusing on women making changes that increase opportunities for themselves and others (Kabeer, 1999).

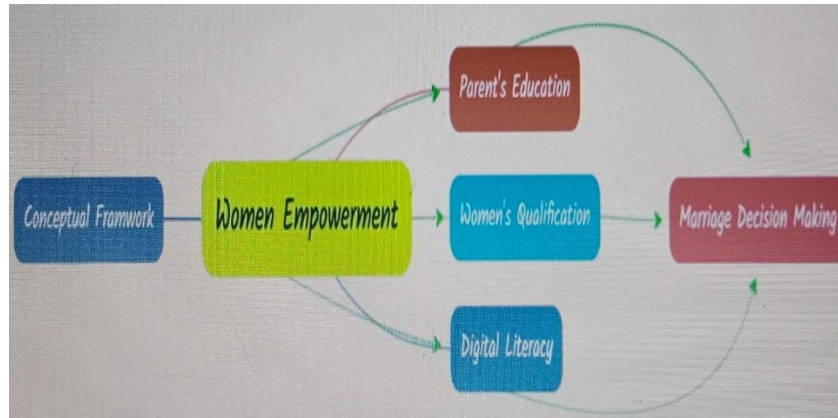


Figure 2. Conceptual framework

Methodology

This study uses quantitative methods and convenience sampling techniques to analyze the impact of women's education, parents' education, and digital literacy on their mother-daughter relationship (MDM) using questionnaires.

Data Analysis

This study utilized descriptive analysis to analyze data on marriage decisions, identifying key trends and distributions. SPSS (27.0.1) was used for data analysis.

Analytical techniques

- i. Reliability
- ii. Descriptive analysis

Demographic Information of Respondents

Table 2. Demographic Information

Variables	Category	f	%
Age Group	Up to 20	25	9.9
	21-30	104	41.1
	31-40	77	30.4
	41-50	31	12.3
	Above 50	16	6.3
	Total		253
Qualification	Matric	27	10.7
	Intermediate	36	14.2
	Bachelor	74	29.2



	Master	86	34.0
	Doctorate	30	11.9
	Total	253	100.0
Marital Status	Married	192	75.9
	Divorced	40	15.8
	Widowed	21	8.3
	Total	253	100.0

Frequency

Table 3 shows demographic data for the study respondents, with most being between 21-30 years old. Most women have matric degrees,

(Cronbach's Alpha) Reliability Test

Scale All Variables

Table 3. *Reliability Test*

Variables	No. of Items	Cronbach's Alpha
Women's Marriage decision, Women's Education, Parents education, Digital literacy	17	.826

while the least are above 50. The majority are married, with 192 (75.9%) being married. The data also shows that most women are divorced or widowed.

Descriptive Analysis

Marriage Decision

Respondents were asked to identify their MD by asking them four options. Data are presented in Table.

Table 4. *Marriage Decision Descriptive Analysis*

Variable	Items	<i>n</i>	%
Your Marriage Decision is	Self-Selected	52	20.6%
	Family-Arrange	106	41.9%
	Both	74	29.2%
	Any pressure	21	8.3%

The study found that 20.6% of respondents chose to get married independently, while 41.9% were family-arranged. A significant portion (29.2%) believed their decision was influenced by both family and self-selection. A smaller

proportion (8.3%) felt under pressure, but the source of this pressure remains unclear.

Parents Education:

Respondents were asked to identify their PE by asking their level of education. Data are presented in Tables.

Table 5. *Parents' Education Descriptive Analysis*



Variable	Items	n	%
Your Parents' Education	Illiteracy	62	24.5%
	Primary Education	80	31.6%
	Secondary Education	65	25.7%
	High School Education	31	12.3%
	Higher Education (College/University)	15	5.9%

25% of respondents' parents were illiterate, with the highest percentage (31.6%) completing primary education. Secondary education was

completed by 25.7%, while high school was completed by 12.3%. Higher education was pursued by 5.9%.

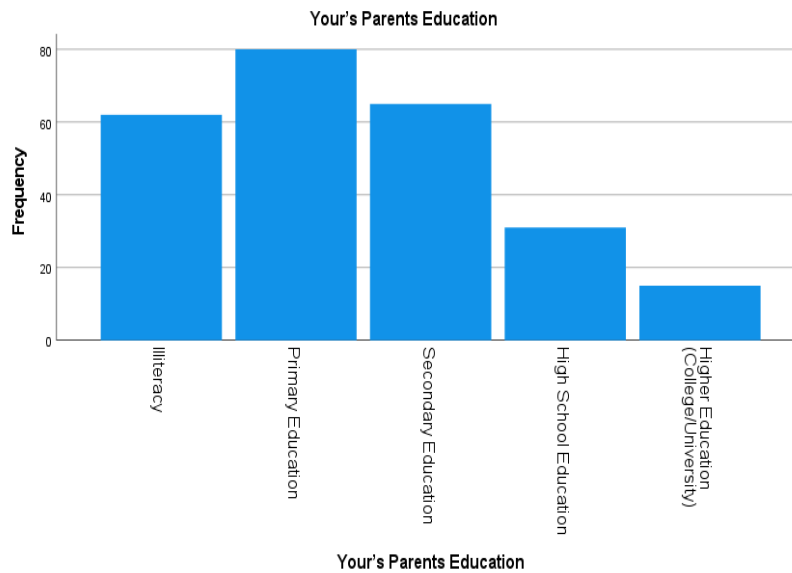


Figure 3. Frequency of Parent's Education

Education Influence

Participants were asked to indicate how their education influenced their marriage decision-

making by using these variables. The data is presented in Table.

Table 6. Education Influence

Variables	n	Mean	St. D	Rank
When you were planning your wedding, did you feel that education equipped you with the skills to effectively navigate the challenges of marriage?	253	2.02	.710	1



When you were getting married, did your educational background influence your views on the roles and responsibilities of marriage?	253	2.15	.717	2
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The data shows that individuals feel less equipped by education to handle marital challenges during wedding planning, and their educational backgrounds have a slightly stronger influence on their views about marital roles and responsibilities. The average rating for feeling equipped by education for managing marriage

challenges is 2.02, while the influence of educational backgrounds on views about marital roles is 2.15.

Here is an interpretation through graphs of the data provided:

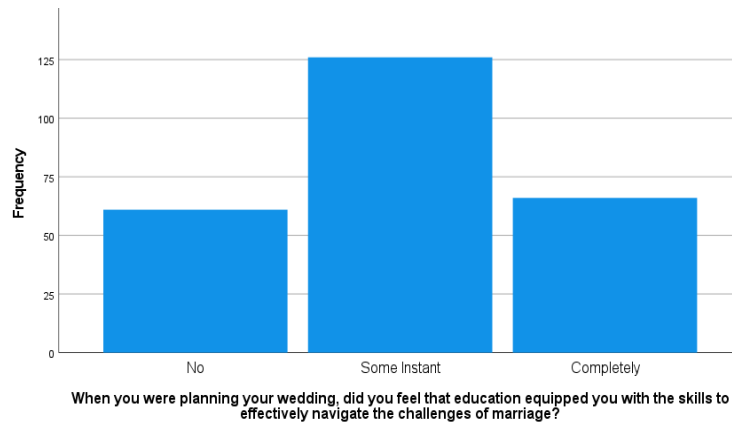


Figure 4. Marriage Planning

A quarter of respondents (24.1%) felt their education didn't adequately prepare them for marriage challenges during wedding planning,

while 49.8% felt it provided some preparation, and 26.1% felt it completely prepared them.

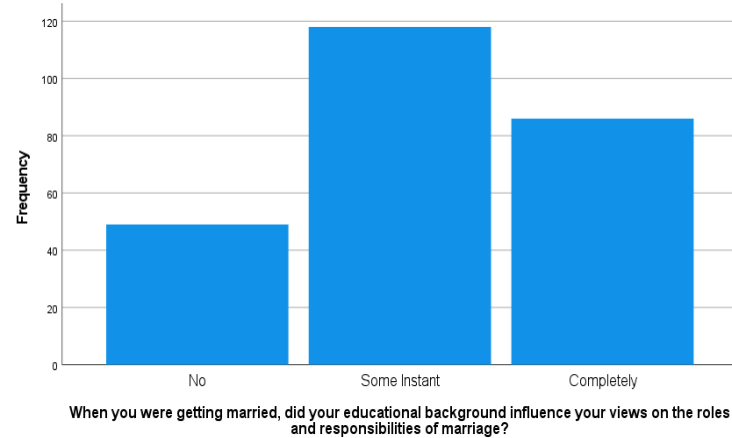


Figure 5 .Frequency of Getting Married

A majority of respondents (46.6%) believe their educational background significantly influences their views on marriage roles and responsibilities, with 34.0% strongly believing it

completely influences their views during their wedding period, while a minority (19.4%) believe their education does not affect marriage roles.

Digital Literacy



Participants were asked to indicate their Digital Influence on their MDM by using these variables. The data is presented in Table.

Table 7. Digital Literacy

Variables	n	Mean	St. D	Rank
Has digital literacy contributed to your confidence in decision-making about marriage?	253	2.58	.983	1
When you get married Has online information influenced your perceptions about traditional versus modern approaches to marriage?	253	2.61	1.012	2
Digital literacy strongly alerts the criteria you use to assess potential partners for marriage	253	2.57	1.027	3

The study reveals that digital learning (DL) boosts confidence in making business decisions, influences perceptions of traditional and modern Based on the variables provided, here is a thorough graph interpretation:

approaches, and significantly influences partner evaluation criteria.



Figure 6. Digital literacy in marriage decision-making

14.6% of respondents believe digital literacy doesn't boost their confidence in making MD, while 33.6% think it doesn't, 30.4% think it significantly impacts MD, and 21.3% believe it completely impacts MDM.

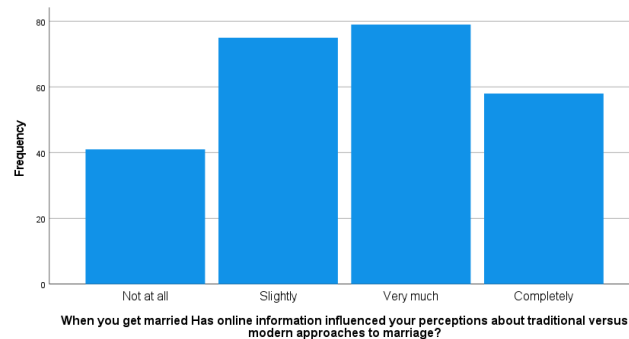


Figure 7. Frequency of Getting Married



The study found that 16.2% of respondents believe online information doesn't influence their views on traditional versus modern marriage approaches,

while 29.6% think it has a minor impact. 31.2% believe it has a significant influence, while 22.9% believe it has a profound impact.

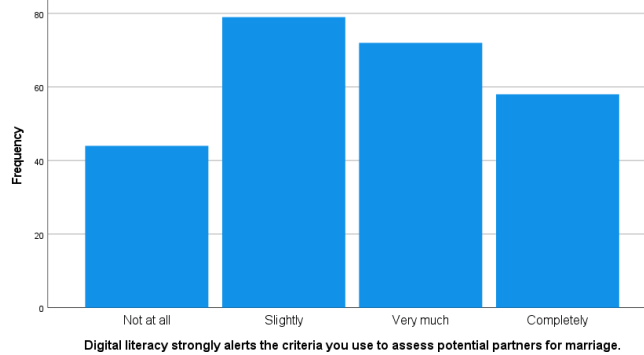


Figure 8. Digital Literacy

The study found that digital literacy (DL) has varying degrees of impact on evaluating potential marriage partners, with 17.4% believing it doesn't,

31.2% stating it has a minor or minor effect, and 22.9% believing it has a profound impact.

**Cross-Tabulation of Respondents
Women Age with Marriage Decision Making**

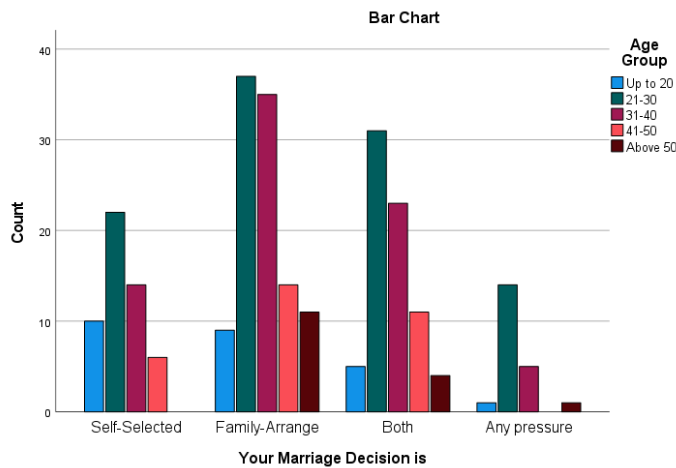


Figure 9. Marriage Decision by Age

The data indicates that individuals aged 21-30 make the most self-selected marriage decisions, while those aged 31-40 are more likely to choose

family-arranged marriages, with pressure being a common issue.

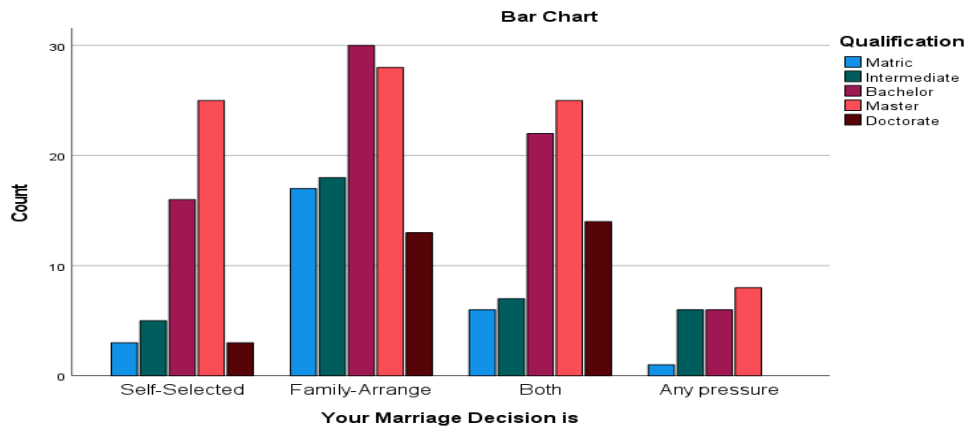


Figure 10. Marriage decision

The study reveals that individuals with a master's degree make the most self-selected marriage decisions, with family-arranged marriages more common. Higher qualifications are more prevalent in both self-selected and family-arranged marriages.

Primary education respondents make the most self-selected marriage decisions, with secondary education following closely. Illiterate parents experience the most pressure, while those with primary and high school education have no pressure.

The study shows that self-selected couples lack marriage preparation, while Family-Arranged couples feel some. A combination of self-selection and family involvement may enhance preparation. The study reveals that educational background significantly influences self-selected and family-arranged marriages, with a majority of respondents stating it completely influences their views on marriage roles and responsibilities.

Parents Education with Marriage Decision Making

It reveals the relationship between people's marriage decisions and how much their parents influenced their views on marriage and relationships.

The study found that parents have a significant influence on their views on marriage and relationships, with 59 people in the Family-

Arranged category feeling some influence. A significant portion of those in both categories feel completely influenced by their parents' perspectives. However, those who experienced pressure in their marriage decision felt completely influenced by their parents' attitudes.

The study revealed that most respondents in self-selected and family-arranged marriages discussed their plans with their parents, and those experiencing pressure also discussed their thoughts.

Digital literacy Marriage Decision Making

This data demonstrates the relationship between the level of DL that contributes to confidence in MDM and the type of marriage decision made. The rows represent various types of marriage decisions, while the columns represent the extent to which digital literacy contributes to decision-making confidence.

Digital literacy boosts confidence in self-selected and family-arranged marriages, with 38 respondents reporting positive results. However, it also influences decisions influenced by pressure, with those feeling pressured contributing less.

This table illustrates the impact of online information on traditional vs modern marriage approaches and decision types, with rows representing different types and columns representing the influence level.

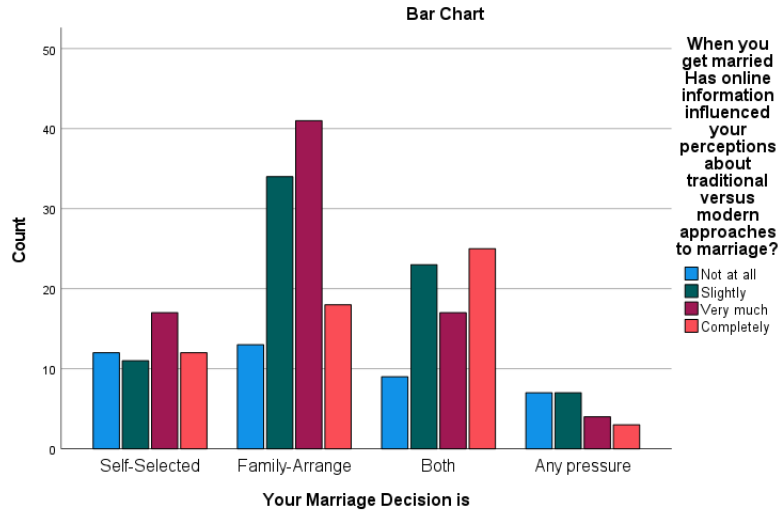


Figure 11. Digital literacy Marriage Decision Making (2)

Online information influences traditional vs arranged marriages have the greatest influence. Pressure-influenced decisions have the lowest influence, while family-

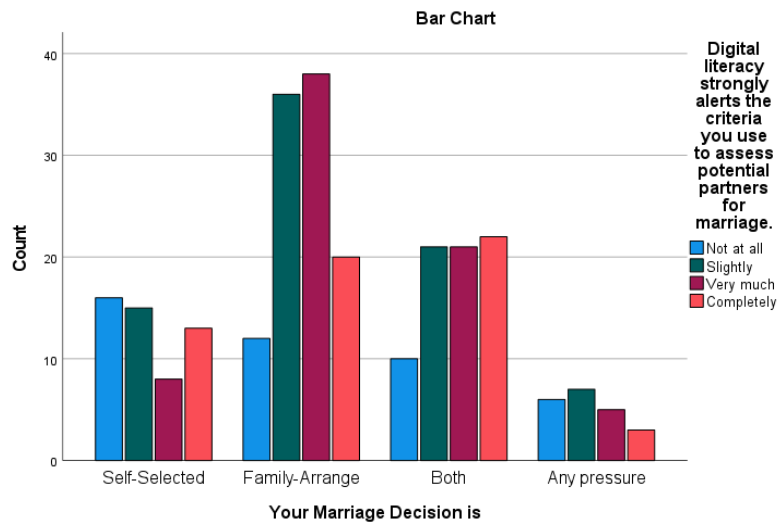


Figure 12. Digital literacy Marriage Decision Making (3)

Digital literacy influences partner selection in self-selected and family-arranged marriages, with family-arranged marriages having a higher impact, while pressure-influenced decisions have the lowest impact scores.

Main Finding

According to the data and objectives, these are the findings:

- The data analysis of the collected data reflects that woman with education, particularly at

Bachelor's and master's levels, tend with a higher likelihood of self-selected MD, while primary education levels among parents are associated with a greater prevalence of family-arranged marriages.

- Higher educated women get more pressure on their MD due to their age factor.
- A substantial but smaller group said that their education had adequately equipped them to handle the challenges of MD. A significant number

of respondents felt that their educational experience had impacted their attitudes on their roles and responsibilities within MD, either partially or totally, while a minority said that it had no bearing on their views.

- Pressure is found from less educated parents on women's DMD which affects or compromises the WE.
- Discussion with parents is a significant aspect of MDM, with a significant proportion engaging in discussions with their parents about their thoughts on marriage. Women's educational backgrounds influence views on marriage roles and responsibilities, with varying degrees of influence across all types of decisions.
- DL significantly influences individuals' confidence in marriage-related decisions, with those with higher digital literacy levels feeling more confident. Geographical influence, occupation, cultural dynamics, and hybrid decision patterns also play a role.
- The study emphasizes the importance of recognizing the multifaceted impact of digital literacy on MD and the need for tailored approaches to navigate the complexities of modern information sources and societal influences when making significant life choices regarding marriage which is an important aspect of WSE.

Policy Recommendations

Policy suggestions Study of marriage decisions and associated factors could concentrate on several areas:

- To step up women's empowerment regarding the marriage decision, female education seems to be more impactful as the research findings suggest. Hence policy regarding education opportunities for women i.e. building of schools for girls and education scholarships may be more appropriate to enhance women's social empowerment.
- Social media awareness campaigns, regarding social issues, social responsibilities, and women's rights must be considered a legal obligation of the government.

- The government must initiate to provide women support services at different levels i.e. district and national levels.
 - Participation of the community to ensure community awareness from the represented community, the government must support local government initiatives. To strengthen and support family relationships, family counseling, and educational programs should be implemented. Comprehensive premarital counseling services should also be offered to help couples prepare for committed relationships.
 - Create long-term educational plans i.e. curriculum upgradation in women's empowerment perspective that emphasize women's empowerment starting at a young age and stress the value of education, critical thinking, and independence in making decisions about one's life, including marriage.
 - Establish tools and support systems to help women especially those with only a primary education understand the advantages and effects of education on their ability to make personal decisions. Assist them in balancing their preferences with navigating social demands.
 - Design programs to raise the standard of digital literacy in all educational settings. This will enable women to have access to a variety of information sources, promoting confidence in their ability to make marriage-related decisions.
 - Culturally sensitive online resources can help individuals navigate the influence of digital information on their perceptions and decision-making processes.
 - Promote laws and additional studies that examine how societal influences, digital literacy, and education intersect with marriage decisions. Utilize the results to guide the creation of policies that support women's agencies and empowerment in the decision-making process.
- Further research and data collection can inform more targeted policies, while community engagement can foster discussions on marriage-related pressures. These recommendations aim to promote healthy conversations, empower individuals, and ensure that marriage education is inclusive and impactful.

Conclusion

This research on the impact of education on women's social empowerment in Rawalpindi District reveals a complex relationship between education levels, digital literacy, family dynamics, and marriage decision-making. The findings show a strong link between women's educational attainment, particularly at higher levels, and their ability to choose their partners. Notably, higher education appears to empower women to actively choose their life partners, indicating a shift toward self-selected marriages among those with bachelor's and master's degrees. Individuals with primary education levels, on the other hand, have a higher prevalence of family-arranged marriages. This emphasizes the role of education and intergenerational influence in shaping marriage decision-making processes.

Furthermore, the study reveals that digital literacy plays a critical role in marriage-related decisions. Individuals with higher levels of digital literacy are more confident in making these decisions, implying that access to and proficiency with digital resources may enhance one's autonomy in selecting a life partner. Furthermore, the study emphasizes the multifaceted nature of decision-making by considering factors such as geographical influences, occupation, cultural dynamics, and hybrid decision patterns. This complication highlights the importance of tailored approaches when navigating modern information sources and societal pressures during major life decisions such as marriage.

The study also sheds light on the pressures faced by higher-educated individuals, who frequently must strike a delicate balance between societal expectations and personal preferences. Family influence emerges as a critical factor, particularly in family-arranged marriages, with the majority reporting significant parental influence on their views. Notably, discussions with parents play a significant role in marriage decision-making, indicating the importance of familial dialogues in shaping perspectives on marriage roles and responsibilities.

Finally, this study emphasizes the complex interplay between education, digital literacy, family dynamics, and individual agency in marriage decision-making. Recognizing the multifaceted impact of digital literacy on these decisions is critical, emphasizing the importance of tailored approaches that consider the complexities of modern information sources and societal influences. Understanding these dynamics allows policymakers and stakeholders to design interventions that promote women's empowerment, expand educational opportunities, and promote autonomy in decision-making, resulting in more informed and empowered marriage choices in Rawalpindi District and potentially beyond.

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