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Assessing The Impact Of Women's Employment Status And Education On Their Empowerment In Pakistan

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Abstract

This research aims to explore how women's empowerment is influenced by their level of education and employment status. For this purpose, the binary logistic regression analysis has been performed, using secondary data of Pakistan Demographic and Health Survey 2017–18. Women's decision-making involvement serves as a proxy for women's empowerment in the current study. Women are empowered if they participate in their household income expenditure and large household purchases. The findings indicate that women's empowerment is significantly influenced by both their level of education and employment. Educated women have a greater likelihood to be involved in decisions about their household purchases and household income expenditure than illiterate female. Women who work for pay are more likely than other women to participate in their major household purchases and spend household income. However, compared to older women, younger women have less decision-making autonomy. It has also been discovered that wealthy women have greater power than those who are poor. Compared to urban women, rural women are less likely to participate in decision. Punjabi women are more likely to be involved in large household purchases and household income expenditure than other women. The likelihood of women participating in decision-making is higher for those who own a home or piece of land than for those who do not. With a greater number of sons, women are more likely to participate in large household purchases and household income expenditure. Compared to households with a male head, households with a female head had greater freedom to make decisions about large household purchases and spend household income. Women who have educated husbands are more likely to be involved in decisions about large household purchases and spend household income.

Keywords: Women's education, Women's employment, Participation in major household purchases, Participation in spending household income, Pakistan

Introduction

Women's empowerment is regarded as crucial to every nation's growth in society and economy. The goal of enhancing women's participation in all facets of life has been a constant emphasis of the global society. Three closely connected dimensions—achievements, resources, and agency—can be used to examine the idea of empowerment. Agency is the method by which decisions are made and implemented. Therefore, it is essential to the idea of empowerment. "Achievements refer to the results of agency, and resources are a medium through which agency is exercised" (Kabeer, 2005).

The process of enhancing an individual's ability to make decisions and turn those decisions into the actions and results they want is known as empowerment (World Bank, 2002). According to Dyson and Moore (1983), empowerment is the ability to gather knowledge and make decisions on one's own and one's intimates' private concerns. According to Keller and Mbewe (1991), women empowerment is the process through which women learn to organize themselves in order to become more independent, to assert their independent right to make decisions, and to control resources that will help them confront and end their own subordination.

There are several ways to define women's empowerment because it is a multifaceted phenomenon. There are several philosophical questions surrounding the notion of women's empowerment. It should be viewed, therefore, as a process that finally gives women autonomy and the capacity to live with self-worth. For the sake of this research, we have used an operational definition of women's empowerment, which states that women are empowered if they participate in choices about household income expenditure and household purchases.

The process of economic development may benefit greatly from the empowerment of women. Women's autonomy in decision-making can increase children's health and educational well-being while lowering fertility and mortality rates (Acharya et al., 2010). Children's survival and education, as well as social and economic development, are impacted by women's access to financial and economic resources (UN DESA, 2009). Women who are economically empowered are better able to support their families, communities, and nations. They possess the ability to make better economic judgments and have more negotiating power over household savings and expenses (Golla et al., 2011; Sohail, 2014). Women's involvement in economic activities increase their capability, and control over own incomes which are essential dimensions of economic empowerment (DFID, 2007). Their involvement in small enterprises helps to increase their empowerment (Dyson and Moore, 1983; Anderson and Eswaran, 2009).

Women worldwide are less able than males to get credit, land, property, education, and skills. They appear to have less power than males. The educational attainment of women is lower than that of males. Another significant societal issue

is violence against women. Many women across the world must deal with sexual and physical abuse (WHO, 2005). Women in developing nations have even less autonomy in the political, social, and economic spheres of life, making the situation even worse. Various socio-cultural elements, including societal norms, cultural values, and practices, are significant obstacles to women's empowerment (Kassem et al., 2019; Ahmad & Ali, 2016; Rahman and Rao, 2004; Hashemi et al., 1996).

Women's autonomy in decision making may be affected by number of socioeconomic and cultural factors. Different factors such as women's education, their participation in economic activities, their age, their region of residence, number of male children, education of their husband, gender of household head and their wealth status measured through their ownership of assets, property and land can affect their empowerment (Frankenberg and Thomas, 2001; Jejeebhoy, 2002; Kabeer, 1997; Ahmad and Sultan, 2004; Anwer et al., 2013; Ashraf & Ali, 2018; Bibi, 2019; Khan, 2020).

Women's education and employment status can be the most crucial factors in this regard. These factors can uplift women's position in the society and can increase their propensity to participate in decision making at household level. It can also increase the women's capacity to control over resources and creates awareness about their rights, which can also help to reduce the fertility, child mortality, poverty as well as gender inequalities (Acharya et al., 2010). Women's achievements of education, their better health status, their autonomy in economic sphere of life and awareness among them about their rights can boost their empowerment in the society (Chaudhary et al., 2012; Audi & Ali, 2016).

Contrary to this, illiterate women are economically less productive and have a less decision-making power in family and society (Marium, 2012). Women's education is an important factor which can help to reduce fertility rate and infant mortality rate. It can increase the use of contraceptives, brings improvements in children's schooling levels, protects women from violence, helps to reduce poverty and enhances women's decision-making autonomy inside or outside the home. Women's education is believed to be significantly associated with access to resources, awareness among women about their rights, ability of women to avail equal opportunities of work in administrative and managerial positions and contributes to the development of the economy (Bushra and Wajiha, 2013). Women's employment outside the household and their involvement in paid economic activities boosts their decision-making autonomy inside the household (World Bank, 1995). Paid employment decreases their economic dependency and improves their self-confidence (Khan, 2010; Ali, 2015). The purpose of this case study of Pakistan, a developing nation, is to examine the ways in which their women's employment and level of education might impact their empowerment.

Literature Review

Methods Used To Measure Women Empowerment

Women's empowerment is associated with a variety of concerns. Various methodologies and indicators have been used to measure the notion since various scholars and organizations have varied perspectives on it. For measuring women's empowerment different indicators related to women's mobility, autonomy, decision making power, ownership of household assets, freedom from domination, awareness, participation in public protests and political campaigns, contribution to family income, reproductive rights, exposure to information, and participation in development programs have been used in literature. Moreover, different international organizations such as UNDP, World Economic Forum and International Institute of Social Studies, The Hague have also developed different gender specific indices to assess the status of women in different countries of the world.

In 1995, United Nations Development Program introduced an index to measure women's empowerment across the countries of the world. The index was termed as Gender Empowerment Measure. It was constructed by taking into account different indicators related with women's position viz-a-viz men in the society. Gender Inequality Index (GII) was developed in 2010 by the United Nation Development Program. This index can also be used to access women's status relative to men in a society. Reproductive health, labor market participation and empowerment are three dimensions used for the construction of GII (UNDP, 2010).

Steele et al. (1998) measured women's empowerment through four dimensions i.e. women's freedom of movement, household decision making autonomy, her attitude about her child's education and age at marriage. In research carried out in Bangladesh, Rahman et al. (2008) assessed women's empowerment by looking at their abilities to make decisions, spend money, participate in society, and access resources and assets. In rural India, women's autonomy and empowerment were assessed by Jejeebhoy (2002) using their freedom to travel, their access to financial resources, and their ability to make decisions. In India and Pakistan, Jejeebhoy and Sathar (2001) carried out a quantitative investigation. Empowerment was measured using freedom from threat, mobility, and control over financial resources.

Khan and Maan (2008) used the factors of control over financial resources, choice mobility within the family, and participation in family conversations to create the women's empowerment index. The composite index of women's empowerment was created by Parveen and Leonhäuser (2005) utilizing a variety of factors, including gender awareness, asset ownership, decision-making involvement, access to resources, and economic contribution to the home. PDHS (2013) measured women's empowerment through decision making regarding purchasing of goods, own health care and visit to relatives or family.

A number of factors have been examined as significant determinants of women's empowerment, including the labor force participation rate, political participation, formal and informal education, violence, health facilities, paid employment, media access, favorable working conditions, the right to marry, and control over resources (Amin and Becker, 1998; Mahendra, 2004; Klasen, 2006; Klasen and Schüler, 2011; Kabeer, 2005; Kabeer, 1999; Chaudhry and Nosheen, 2009; Chaudhary et al., 2012).

Batliwala (1994) suggest three approaches for evaluating women empowerment to *i.e.* integrated development, economic development, consciousness and considers lack of education as important reasons for powerlessness of women. However, the most commonly used dimensions of empowerment in literature are: women's participation in household decision making, mobility and control over resources.

Determinants Of Women's Empowerment

Women might be empowered by a variety of circumstances that increase their autonomy. Education is a key component of women's empowerment since it helps them overcome obstacles. Knowledge is simply one benefit of education; other benefits include improved living standards and the ability to make decisions about domestic matters. Women who have an education are better equipped to take on their proper roles in society, make decisions with confidence, and take part in the process of development (Ali, 2018; Murtaza, 2012; Sharma, 1995).

Women's health and their children's educational attainment both greatly benefit from their education. It raises women's life expectancy and lowers the fertility and maternal mortality rates. By developing the human capital of both the current and next generations, it makes a substantial contribution to economic progress (Abdel Mowla, 2009; McAlister and Baskett, 2006; PDHS, 2018; Avelino & Coronel, 2021).

A key factor in advancing women's empowerment is employment. Women perform a great deal of domestic and agricultural labor, yet their efforts are often unappreciated or undervalued. Women's involvement in economic activities outside the house can increase their autonomy. Only when women have complete control over their income can employment contribute to their empowerment. In these circumstances, their involvement in paid employment may prove beneficial. If not, work increases their duties without providing them with any real benefits (Roy and Tisdell, 2002; Malhotra and Mather, 1997; Khan, 2010; Hassan, 2024). Paid employed women have more decision-making autonomy than unpaid employed women (Acharya et al. 2010; Labeeque & Sanaullah, 2019). Bushra and Wajiha (2013) examined the determinants that influence women empowerment. They mention that education and economic participation of women increases the women's empowerment.

Malik and Courtney (2011) stated that women's education increases their empowerment. They collected data from female students of 10 public sectors

universities in Pakistan. Results of their study show that involvement in higher education reduces the economic dependency.

Heaton et al. (2005) examined the status of women autonomy in Bolivia, Peru and Nicaragua. Results show that educated women have more access to knowledge that raises their chances for paid jobs. They found highly positive association between autonomy and education in Bolivia, while on the other hand weak association in Nicaragua and Peru. They argue that enhancement of girls' education together with socio-economic growth boosts paid work chances. Allendorf (2007) examined the effect of women's ownership of land to promote women empowerment. He collected data from Nepal Demographic Health Survey 2001 and applied logit model to investigate the impact of women ownership of land right on children health and women empowerment. Results show that women who own land have more decision-making power in household. Similarly, women ownership of land has significant impact on children health.

Jalal-ud-Din and Khan (2008) analyzed the socio-economic condition of women in district, Mardan. Women's illiteracy, lack of awareness, poor economic condition, and insecure atmosphere for working women were main causes of their low socioeconomic conditions. Men had decision making power about family, choice of marriage and household expenditure rather than women. Low economic position of women was due to absence of availability of earning skills as well as cultural constrained. Better employment opportunities and education facilities were found significant for economic development.

Bogale et al. (2011) studied the important determinants of family planning decision making autonomy among married women in southern Ethiopia. Results point out that urban area women have more decision-making empowerment for the use of contraceptive method as compared to rural areas women. Better knowledge, participation about children decision, gender equality, and economic activities has significant influence on women decision making power to adopt modern contraceptive method. Sultana (2011) examined the factors that affect women's decision-making power at the household level in Bangladesh. The results of multiple regression analyses show that women's educational level and their employment status had a positive effect on women's participation in family decision making.

Pervez et al. (2012) analyzed the status of women in the agriculture sector and their decision making autonomy. They used random sampling from a village of Malakand Agency of the Khyber Pakhtunkhwa. They used regression analysis to assess the association between socioeconomic variables and decision making in the household level. Results indicate that women in rural Khyber Paktunkhwa were less educated than men; they had no participation in decision making. Study concludes that as women grow older, they gain more power to participate in the household decision.

Chaudhary et al. (2012) examine how women's empowerment in Pakistan might be enhanced by raising awareness of and educating women about their rights, economic empowerment, and general development. We utilized time series data from 1996 to 2009. The findings indicate that women's empowerment was positively impacted by their economic empowerment, understanding of their rights, and general growth.

Anwar et al. (2013) found the relationship between women's autonomy and their role in decision making process at household level. For this purpose, they collected data from 138 married women in Sialkot, Pakistan. They used descriptive statistics and non-parametric correlation among the variables. The results show positive relationship between women's autonomy and their role in decision making at household level. Women will have more autonomy if they play a larger part in household decision-making. Grabowski and Self (2013) suggest that the women's autonomy affect the quality of child healthcare. They used household survey data from Uttar Pradesh and Bihar, India. They used binary logistic regression and also used ordinary least squares. They found a direct relationship between autonomy of parents and quality of children healthcare.

Pambè et al. (2014) explored the relationship of socioeconomic factors with women empowerment. They used binary logistic regression. Data was collected from Burkina Faso Demographic Health Survey (2010). The results show that women's education, household wealth and their employment status increase their decision making autonomy. Domestic violence is related to women's education and household wealth. However, other socioeconomic characteristics are not strongly related with women's domestic violence. They explored that girl's education, financial autonomy, and human capital are important factors of women participation in decision making.

Farooq (2015) investigated the relationship of women's employment status with women empowerment. They collected data through purposive and snow ball sampling methods from 60 professional women. The results show that 68% women contributing to their family income and 37% women have participation in economic decision making. The descriptive statistics show that socioeconomic factors such as education and employment are significant linked with women empowerment.

Women's empowerment in Pakistan has been the subject of several research projects. In many parts of the nation, case studies have been conducted utilizing primary data. However, very few studies have used national data to examine women's education and work status as potential factors influencing women's empowerment.

Methodology And Data Source

Model

The functional form of our study model is provided as follows in order to determine the influence of women's education and employment status on their empowerment.

$$WM = f(W.Age, Reg, Res, WI, H.edu, HH, OLH, NS, W.edu, W.emp) \quad (1)$$

where

Women's empowerment (WM) One way to measure women's empowerment is by their involvement in decision-making. In five distinct regressions, women's involvement in decisions about major household purchases and household income expenditures has been utilized alternately. Women's ages (WA) have been divided into seven groups of five years. Region of Residence (REG) has been classified into six categories i.e. Punjab, Sindh, KPK, Baluchistan, Islamabad and Gilgit Baltistan. Place of residence (RES) has been classified into two categories i.e. urban and rural. Women's education (W.Edu) has been classified into four categories i.e. No education, Primary, Secondary and Higher. Women's employment status (W.emp) has been classified into two categories i.e. paid/ unpaid). Women's household wealth (WI) is determined by the wealth index score. Gender of their household head (HH) has been classified into two categories i.e. male/female). Husband's education (H.edu) has been classified into four categories i.e. No education, Primary, Secondary. Higher). Ownership of land or house (OLH) (no ownership, alone, jointly, alone and jointly). Number of alive sons (NS) has been classified into six categories.

Our study's dependent variable is a binary variable. Binary logistic regression is deemed suitable for investigation in this instance. In order to assess the relationship between our dependent and independent variables, we have employed binary logistic regression and computed the odds ratio (OR). According to Gujarati (2009), the odds ratio shows the likelihood that a result occurs given a specific exposure in comparison to the likelihood that the outcome would not occur.

Data Sources

In this study, we utilized the secondary dataset of Pakistan Demographic and Health Survey 2017-18.

Results And Discussions

Results

The influence of women's education and employment status on their empowerment has been examined in the current study. Women's involvement in decisions about major household purchases, and household income expenditures are both indicators of women's empowerment. Our regression has employed the following control variables in addition to women's education and

employment status: women's age, region of residence, place of residence, number of living sons, land or house ownership, household wealth status, husband's education, and gender of the household head.

Women Participation In Decision Regarding Major Household Purchases

Table 1 demonstrates that women's employment and education affect their involvement in decisions about household purchases.

Table 1: Women Participation in Decision Regarding Major Household Purchases

Independent Variables	Beta (b)	OR	95% CI	Sig
Age				
15-19			Reference	
20-24	.611	1.841	1.410 - 2.405	.000
25-29	.952	2.591	1.992 - 3.370	.000
30-34	1.302	3.677	2.815 - 4.804	.000
35-39	1.608	4.994	3.809 - 6.547	.000
40-44	1.979	7.237	5.478 - 9.562	.000
45-49	1.989	7.305	5.514 - 9.679	.000
Region				
Islamabad			Reference	
Punjab	.014	1.014	.860 - 1.196	.070
Sindh	-.523	.593	.501 - .702	.000
Khyber Pakhtunkhwa	-.872	.418	.351 - .499	.000
Balochistan	-1.149	.317	.262 - .383	.000
Gilgit Baltistan	-.704	.494	.399 - .612	.000
Place of Residence				
Rural			Reference	
Urban	.327	1.387	1.260 - 1.526	.000
Women's Education				
No education			Reference	
Primary	.188	1.207	1.068 - 1.365	.003
Secondary	.410	1.507	1.331 - 1.705	.000
Higher	.618	1.856	1.586 - 2.171	.000
Employment Stats				
Unpaid			Reference	
Paid	.488	1.628	1.475 - 1.798	.000
Ownership of Land/ House				
Does not Own			Reference	
Alone	.206	1.228	.923 - 1.634	.058
Jointly	.110	1.116	.924 - 1.348	.055
Both Alone & Jointly	.283	1.328	.691 - 2.550	.095
Number of alive Sons				
0			Reference	

Independent Variables	Beta (b)	Major Household Purchases		
		OR	95% CI	Sig
1	.375	1.455	1.299 - 1.630	.000
2	.440	1.552	1.374 - 1.753	.000
3	.409	1.505	1.309 - 1.731	.000
4	.472	1.604	1.350 - 1.906	.000
5 or More	.120	1.127	.920 - 1.381	.048
Gender of Household Head				
Male		Reference		
Female	.719	2.053	1.769 - 2.382	.000
Wealth Status of Women's Household				
Poorest		Reference		
Poorer	.166	1.180	1.319 - 1.721	.000
Middle	.392	1.480	1.283 - 1.707	.000
Richer	.326	1.385	1.185 - 1.620	.000
Richest	.410	1.507	.984 - 1.416	.075
Husband's Education				
No education		Reference		
Primary	-.059	.942	.830 - 1.070	.060
Secondary	-.080	.923	.829 - 1.028	.046
Higher	.046	1.047	.917 - 1.194	.098

Table 1 demonstrates that women's education and paid employment increase their engagement in large household purchases. Women's participation in major household purchase is significantly correlated with their age, place of residence, region, number of living sons, land and house ownership, household wealth status, gender of the household head, and husband's educational attainment.

Women Participation In Decision Regarding Spending Of Household Earnings

Table 2 displays the empirical findings of our study on how women's employment and education affect their involvement in decisions about how to spend household income.

Table 2: Women Participation in Decision Regarding Spending of Household Earnings

Independent Variables	Beta (b)	Spending of Household Earning		
		OR	95% CI	Sig
Age				
15-19		Reference		
20-24	.431	1.539	1.196 - 1.980	.001
25-29	.677	1.967	1.535 - 2.522	.000
30-34	.959	2.608	2.026 - 3.358	.000
35-39	1.240	3.455	2.673 - 4.464	.000
40-44	1.541	4.668	3.586 - 6.077	.000
45-49	1.489	4.434	3.395 - 5.789	.000

Independent Variables	Beta (b)	OR	95% CI	Sig
Region of Residence				
Islamabad			Reference	
Punjab	.105	1.111	.946 - 1.303	.098
Sindh	-.404	.668	.566 - .787	.000
Khyber Pakhtunkhwa	-.759	.468	.394 - .556	.000
Balochistan	-.856	.425	.353 - .512	.000
Gilgit Baltistan	-.873	.418	.337 - .518	.000
Place of Residence				
Rural			Reference	
Urban	.314	1.369	1.244 - 1.506	.000
Women's Education				
No education			Reference	
Primary	.146	1.157	1.024 - 1.308	.019
Secondary	.286	1.331	1.177 - 1.506	.000
Higher	.353	1.424	1.219 - 1.664	.000
Employment Status				
Unpaid			Reference	
Paid	.466	1.594	1.446 - 1.758	.000
Ownership of Land/ House				
Does not Own			Reference	
Alone	.302	1.352	1.025 - 1.783	.033
Jointly	-.203	.816	.670 - .994	.044
Both Alone & Jointly	.323	1.381	.730 - 2.613	.021
Number of alive Sons				
0			Reference	
1	.327	1.386	1.239 - 1.551	.000
2	.427	1.533	1.358 - 1.730	.000
3	.379	1.461	1.271 - 1.679	.000
4	.435	1.545	1.301 - 1.834	.000
5 or More	.124	1.132	.923 - 1.387	.234
Gender of Household Head				
Male			Reference	
Female	.790	2.203	1.902 - 2.551	.000
Wealth Status of Women's Household				
Poorest			Reference	
Poorer	.134	1.143	1.425 - 1.860	.000
Middle	.424	1.528	1.325 - 1.763	.000
Richer	.284	1.328	1.136 - 1.553	.000
Richest	.487	1.628	.953 - 1.371	.049
Husband's Education				

Independent Variables	Spending of Household Earning			
	Beta (b)	OR	95% CI	Sig
No education			Reference	
Primary	-.053	.949	.836 - 1.076	.949
Secondary	-.122	.885	.795 - .986	.085
Higher	.007	1.007	.884 - 1.149	.097

According to Table 2, women are more involved in decisions about how to spend household income when they have paid jobs and have more education. Women's participation in household income decision-making is also strongly correlated with their age, residence location, region, number of living sons, land and home ownership, household wealth status, husband's educational background, and the gender of the household head.

Discussions

According to the findings, women's age is a significant predictor of their propensity to participate in decisions regarding to household purchases, and household income expenditures. According to women's age-specific odds ratios, women's involvement in decisions about major household purchases, and household income expenditures rises as they become older. Our findings are consistent with previous research in the field, which has shown that newly marrieds women may have less control over their decisions and carry out their duties under the guidance of their mother-in-law (Dali et al., 1992). According to Senarath and Gunawardena (2009), older women were more likely to be involved in all facets of family decision-making in Nepal and India.

Another major factor influencing women's involvement in decision-making is their region of residence. When it comes to large household purchases, and the use of household earnings, women in the Punjab area are more likely to be involved in household choices than women in any other region. Research indicates that urban women are more empowered than their rural counterparts when it comes to making decisions about household purchases, and spending household income. Urban women are more likely than rural women to participate in household decision-making and have greater freedom (Pambè et al., 2014; Acharya et al., 2010).

It has been observed that educated women have greater decision power than illiterate women. Women's participation in decisions about household purchases, and household income expenditures is positively correlated with their level of education. Women with higher levels of education have a better ability to consider and make decisions for themselves and their family because they are more self-aware and confident. Numerous studies have revealed that education enhances women's socioeconomic status and raises their chances of getting a paid job. It empowers people to speak out against social injustice and defend their rights (Parveen and Leonhäuser, 2005; Heaton et al., 2005; Rehman et al., 2008).

Women with paid job are more likely than those without paid employment to be involved in household choices. Women who work for pay are more likely than other women to participate in household purchases, and spend household income. Women's employment can be important factor to enhance their control over resources and it reduces their economic dependency that helps to increase the women empowerment. Various studies have supported the idea that women's paid employment is an important determinant to enhance their decision-making ability (Pambè et al., 2014; Farooq, 2015). Women's empowerment has been demonstrated to be favorably correlated with their ownership of house or land. When it comes to major household purchases, and spending of household earnings, women who own land or house (both individually and jointly) are more likely to be involved in decision-making than those who do not. Various studies have supported the notion that ownership of land or house increases the bargaining power of women in household (Allendorf, 2007; Agarwal, 1994).

Our findings indicate a significant correlation between women's empowerment and the number of living sons. Those women who have a greater number of boys are more participate in decision making regarding major household purchases, and spending household earnings. The results are in line with some of the earlier studies (Jejeebhoy and Sathar, 2001). Another important factor influencing women's empowerment is gender of the head of the family. In a house headed by a woman, women are more empowered to make decisions than in a household headed by a man. Some earlier studies have also indicated that role of household head is important in empowering women (Khan and Maan, 2008; Khan, 2010). According to our findings, women in wealthy household are more likely than those in poor households to participate in household decisions. Women in wealthier households are more likely to be involved in decisions about household purchases, and household income expenditures. These outcomes are consistent with Acharya et al. (2010)'s findings. Numerous studies in the literature have also found that household wealth enhances women's empowerment and decreases economic subordination, as well as their autonomy in decision-making and the risk of domestic violence (Pambè et al., 2014; Adhikari, 2016). Our empirical findings indicate that women with highly educated husbands are more likely to be involved in decisions about large household purchases, and household income expenditures. Women's autonomy in making decisions has been proven to be highly correlated with their husbands' educational attainment. Our results confirm the findings of some earlier studies (Ahmad and Sultan, 2004).

Conclusion And Recommendations

Conclusion

We have experimentally examined that women's empowerment in Pakistan is influenced by their level of education and employment. Regression analysis has included a number of independent variables, including the women' education, employment status, age, place of residence, region, number of living sons, land or

house ownership, husband's level of education, and gender of the head of the family. Women's empowerment is our dependent variable. Women's empowerment has been associated with their involvement in decision-making regarding major household purchases, and household income expenditures.

Our study's dependent variable is a binary variable. This is how we conducted our analysis using binary logistic regression. The findings indicate that educated women who live in urban areas, have some paid work, and come from wealthier households are more likely to be involved in decisions about major household purchases, and household income spending. Women are more likely to be involved in decisions about major household purchases, household earnings if they own some land or a house, have more sons, and live in a household with a female head. Those women who live in Punjab region have more autonomy of decision making than women of other region of Pakistan. Similarly, women whose husbands are highly educated are more empowered to take decisions in all aspects of life. The purpose of our analysis was to determine that women's empowerment was impacted by their level of education and employment status. We can conclude that both of these factors can play a significant role to empower women.

Recommendations

There are several reasons why women's empowerment is deemed significant. It can contribute to the advancement of women's standing and gender equality in society. It may be useful in achieving the objective of societal well-being. Women's autonomy in home decision-making can increase children's health and educational well-being while lowering fertility and child mortality rates (Acharya et al., 2010). Women's access to economic and financial resources has an influence on social and economic development as well as children's survival and education (UN DESA, 2009). Women's involvement in economic activities increases their capability (DFID, 2007). Women who are economically empowered are better able to support their families, communities, and nations. They possess the ability to make better economic judgments and have more negotiating power over household savings and expenses (Golla et al., 2011; Sohail, 2014). Thus, women empowerment is important not only as an end itself but also because of important role to achieve other development goals.

The study's empirical results indicate that women's employment and educational attainment are critical determinants of their empowerment. In the light of our findings, we suggest that government should focus on the provision of educational facilities for girls. Government should make effective policy to reduce the gender inequality in education, employment and distribution of property. Equal access to education for girls, less complicated rules for inherited property and creation of job opportunities for women should be ensured by government. By encouraging women to participate in the labour market, their bargaining power in the household would increase. Women's access to labour market can be enhanced through suitable measures taken by government. Agriculture sector is the largest

provider of employment opportunities for rural women. Through non-formal education, attention should be given to those women who do not have any formal education. They should be provided with basic technical as well as professional education to run small agribusinesses, to work in field of livestock and poultry. Small credit schemes should be extended towards women interested in starting small scale businesses. In addition to successful public policies, the media, civil society, and non-governmental organizations should all do their share to advance gender equality in society. This goal may be accomplished by increasing women's knowledge and consciousness of their rights.

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