

Impact of Education and Employment on Women Empowerment

Kamila Habib¹, Muhammad Shafiq², Gul Afshan^{1*}, Fariha Qamar¹

¹Sardar Bahadur Khan Women's University Quetta; ²Department of Commerce, University of Balochistan, Quetta

*E-mail: afshajavidy7@gmail.com

Abstract

This study is an endeavor to examine the status of women and most importantly the impact of education and employment on women empowerment in Quetta. Balochistan, Pakistan's most rich and undeveloped Province in which most of the women in particular are still kept deprived of the facilities such as education and work/ employment, to be economically and educationally strong. Cross section, descriptive, and empirical study was done using survey technique method to gather information from the educated and employed women of Quetta district. The result indicates that education and employment have high significant positive relationship with women empowerment in decision making, control over the resources and voice. Education helps women get employment and employment makes them financially independent and economically strong which then leads to their empowerment. When women are empowered they reach out and empower other women. Research findings will definitely help the future researchers to understand influence of education and employment on women residing in Quetta, Pakistan to improve their ability to make strategic life choice to attain the capability desired for them and her family members, moreover the finding also provides a view on the status of women residing in Quetta.

Keywords: Empowerment, Women empowerment, Education, Employment

Introduction

Being a feminist with the profound believe in gender equality as where there is equality there is prosperity, there is sustainable development, there is hope, there is life-filled with love, honor, sincerity and devotion. With this believe and thinking of key indicators, this research seeks to investigate the impact of women's education and employment and their empowerment in Quetta city, Balochistan, Pakistan. Managing Director of IMF, Christine Lagarda (2015) emphasizes and states that "Improve girls and women's education and remove hurdles to women's employment so that to boost growth, tackle the income inequality and reduce poverty". According to Sobia Nasir (2012) an empowerment is an attempt "to give voice to the weak & disregarded. An empowered woman is, who is definitely self-confident, critically analyses the surroundings and exercises the control over all decision which positively affects her life therefore for their empowerment I consider education and employment as key major factors that surely leads women towards empowerment. Tallburi (2015) defines education as "instrument per- excellence for effective national development as well as a dynamic instrument of change; it is also the basis for the improvements of status of women", hence educating a man means educating a man and educating a woman means educating a generation. Moreover when education is provided to women they act as "a Home minister, Health minister, Finance minister and Defense minister in the house", therefore education intelligibly changes the girls and women's lives for better since education reduces poverty, assists to create the role models in the communities, and provides great employment opportunities and most importantly cultivating leaders (Talburi, 2015). Employment can be defined as the state or condition to have paid work. Sen (2001) & Agarwal (2001, 2002), argue that by the help of employment many other income generating activities and events women's economic position improves & strengthens women's status within the family and society.

Openly accessible at <http://www.european-science.com>

Through the deep study of literature it is found that there are list of barriers which have created hurdles or will definitely create in the future to women's empowerment but I suggest this change would only be possible that the women should decide themselves not to be disempowered any more or ever after and the choices which are best and according to need be made by herself to be socially, educationally and economically most empowered because I accept as true that everyone is responsible for her own life, build skills to meet the challenges and achieve success as one cannot have freedom if she/he is unwilling to make choices since women are the source of sustainable development if they are given the opportunity/capacity to get higher education, to work , to do job outside the home which is the need of 21 century to become stronger then I am sure sustainability is going to be achieved.

Therefore we need to change the peoples' attitude and the society towards the right of women and gender equality such as equal employment and education opportunity and should promote and foster a better work-life balance in the workplace, reduce wage inequality, discrimination, confront violence against women so that we should be able to create an equal society- which would be economically, educationally and socially empowered.

Literature review

Empowerment

One of the paramount ways to think about power is, having the capability to make choices and to be disempowered means to be deprived of choices. Kabeer's (1999) most accepted definition, defines empowerment as the increase in human ability to make deliberate and strategic life selections and choices (major decisions for instance choice of living and who to marry or not) in an environment where the ability was before denied to them.

Whereas Robert Adams (2003) defines it as the means through which individuals, groups, societies become capable to take control over their surroundings and their personal goals; thus being competent to work towards not helping themselves but also others to maximize the standard and quality of their living.

Women Empowerment

The main concept of women empowerment was introduced in the year 1985. Empowerment of women is all about rights and equitable societies and therefore Women Empowerment is defined by Kellera & Mbewea (1991) a process when women become capable to organize and shape themselves so that to rise their own self-sufficiency, to affirm their independent right to mark and make more choices and control their own resources which will support in challenging & abolishing their own subordination- the core meaning of WE clearly shows women's capability to take control over her destiny such as Expansion of choices, mobility, make some decisions and take more actions whenever required to shape their lives. Many of the scholars present similar concept of empowerment emphasizing on the importance of process and outcomes. Batliwala (1994) states that women's empowerment is therefore a process, and an outcome of the process, through which women mostly challenge existing power relation and gain more control over the sources of power (material and knowledgeable resources and the thought that governs the social relation both in public and private life). According to her the main goals of women's empowerment are to challenge and dare the ideology, thoughts of patriarchy and discrimination based on gender against women in all the organizations, society, culture and social inequality- her vision remained focused on societal level and Batliwala (1994) also emphasized that WE is a political process saying that resistance does occur when women compete the men for power in public spheres or when women questions about the power, their own rights and privileges of men inside the family. Batliwala (1994) has not discussed about

any strategies or policies for the women on how change should be facilitated within the family circle or institutions to help and support women in challenging the patriarchal family relations. Only few and individual women are not responsible for this right and change since the traditional power structure will isolate them therefore it is much better to be in collective and mass movement (1994).

Kabeer (2001) sees women as key agent of Feminist social change therefore empowering women is a process for developing agents of social change and perceives three dimensions to empowerment which are resources, agency and achievements. For Kabeer (2001), agency means motivation and purpose that the individuals bring to their own activity, their own sense of agency and the power within. Power of within can be generated when being enabled through development programs in order to facilitate empowerment and appreciate women to analyze problems and issues, be able to make decisions by being aware of their rights to make it and learn experientially. Achievements are results and outcomes for people applying their own agency and resources and in return rise their resources available and sense of agency.

The whole statements identifies that for empowerment it is necessary to occur across various domain such as women's live, at her home and community, society and in its structure, national and international arena.

Together with their potential operationalisation in the home, community and larger areas has been put forth. Similarly Empowerment refers to equitable representation (both formal and informal) of the women in decision-making structures their voice to formulate policies which affects their societies (Lopez-Claros et al., 2005). In addition women empowerment also means women's participation into the domestic decision making process and women's contribution to the household income (Yusuf, 2010; Hossain and Jaim, 2011). Women empowerment comprises of more access to information and resources, more self-sufficiency in making decision to support them, to have greater capability to plan their own lives, or to have more control over the environments that effect their lives and free from all shocks which are imposed on them by their tradition, belief and practices (GU, 2005).

Micro-finance not only gives loan and saving to women but also the power to contribute in her family expenditure by which they are being empowered (Mayoux, 2006). "Microcredit has the influence and power in improving the productive capacity and development in income generating activities to the women and that's why they become empowered" said (Alhassan and Akudugu, 2012). Microfinance benefits women to meet their everyday needs and increase effectiveness in women's traditional roles that lead to increase respect and self-confidence (SWAIN81, 2007). Parveen and Leonhäuser (2005) have said that education, acquiring skill training & exposure to information media aids women to be empowered.

Women Empowerment in Pakistan

In Pakistan a women performs and plays both the role of a perfect mother & housewife inside four walls of home. In spite of having more contributions in development process of the country women population have very low status than men in Pakistan (Saeed, 2009; Nasir et al., 2007). In Pakistan there is much disparity between man and women in the many fields such as: political participation, decision making, control over their resources/assets, job opportunities, education and employment (Kakar et al., 2011). One of the most continual problems is restriction on the women's freedom of movement through norms that restrict and limits women's participation in education and employment which leads women towards inaccessibility, a sense of isolation & powerlessness both politically and socially (Mahmood, 2002). Decision-making authority of women is related to all setting in which women live. For instance, in urban cities they have most freedom in household decision, on the other hand women on rural areas have less freedom to say in family affairs but their husbands and women's other members of the family (Bowlus & Seitz, 2006).

Women mostly have not much control over economic decisions such as their salary, sale of land, possession and ownership of land due to not acknowledging them (Arun, 1999). Family values, unemployment of women in all informal sectors and inadequate legal & lawful protection from sexual harassment are most significant factors which are affecting participation of women in Pakistan's labor force (Raza, 2007). Although women have same level of education and occupation but still receives less pay and salary than men (Treiman & Terrell, 1975).

Women Empowerment in Quetta, Balochistan

Balochistan is the largest and mineral rich province of Pakistan, occupies 43% of the country's land area. This province has mostly remained untouched by most of the advances of modern age such as education and employment opportunities (Naz, 2003). Though women already enjoy some better number of their rights which includes their right to vote, women's right to inheritance, their right to contest in elections for positions in government, the right to seek out divorce & rights to get education and employment and many more other rights but denies them to benefit from all these rights are the setup of socio-cultural in Balochistan and Pakistan, even though they are aware of their rights but have no resources nor ability to peruse their rights for well-being of them. This province has low average family income and despite of having the natural gas reserves, minerals and precious metals has lowest GDP and per capital income. Job market is inadequate as no industry exists here however some satisfactory progress has been made.

According to Pakistan Social and Living Standards Measurement (PSLM) Survey (2015) the literacy rate in Pakistan (During 10 years and above) is 58% which is 76% urban areas literacy rate and 51% rural areas where as Balochistan literacy rate is 44% in total. Though. For being a waterless desert & a mountainous region, has faced problems in building school, colleges and university based amenities. Just over one-quarter is literate, with females 25% literacy rate. This infertile results in barrier in many cities which has resulted in high poor literacy rate that is a challenge for the government of Balochistan to improve the literacy rate which works as a foundation for the children and women for bringing about positive change in the society and country.

According to founder of Dar-ul-Sukun organization (NGO), has WE program in Quetta states that, women in Balochistan are still more vulnerable and marginalized due to cultural factors that are barriers to women's freedom of movement, access to work outside the home and men remain mostly unemployed due to which women do face financial problems. Women with least resources serve the family and do save the least for herself therefore women of Balochistan has proved that they can definitely improve their socio-economic conditions of her and her family members if opportunities and all needed and required skills are given to them in order to earn and live a better life. Socio- culture interruptions exist & are hindering WE in the target areas; the condition can be much improved by creating socio- culture values most favorable to WE by the help of educations, jobs, decision making power & by avoiding misinterpretation of religion etc (Akhunzada et al., n.n.). According to Samina Naz (2003) the education department of Government of Balochistan has made tremendous effort with the help of donors such as USAID, World Bank, UNICEF, Mobile female teacher training unit and support of the community for making a prominent breakthrough female education in different areas of Balochistan.

Dimensions of women empowerment

We have seen that empowerment have been very complex and complicated task to be measured Therefore we have selected some key indicators to study empowerment.

Indicators of Empowerment

By my studies about women's empowerment some indicators were found such as

Decision making power within the households from the familial or interpersonal dimension

Ownership of assets/ Access and control over resources from the economic dimension and Voice of freedom of expression.

The above indicators are carefully chosen to measure women's empowerment for the purpose of my search.

Participating in Decision-Making as an indicator of empowerment

Decision making is defined as, the capability to make the decisions that has an affect some one's life demonstrates autonomy and were rapidly adopted as the basics to empowerment (West, 2006).

As empowerment of women is a process of improving the capacity of people by the expansion of resources and abilities. Likewise, to be empowered, one should have their freedom to choose any of these abilities in the pursuit of better influence the course of their lives and all the decisions which affect them. Women's household decision-making ability often used as indicators of women's empowerment. Women's participation in making decisions at all levels of both in public & private life is essential as an issue to human rights and also for strengthening democratic process. Women must have the freedom to decide and choose on what she feels finest for herself and her family at every levels of life – which includes the familial level that is the smallest unit of a society; a kinship; a country.

Not having an equal right so that to participate in household decision-making, women are always underprivileged from most of their equivalent share of economic, societal and traditional resources because of the inequality in control and distribution of resources within the family. (United Nations Population Fund, 2004). It is expected that if opportunity are not given women to participate on equal terms in the household decision-making then “mothers preferences would not be reflected in household outcomes” (Kabeer, 1994).

Ownership of assets/ Access and control over resources and empowerment

Resources does not include only material resources in more conventional economic sense, but also the numerous human and all the social resources that serve to improve the capability to exercise choice (Kabeer,1999). Scholar like Blumberg (2005) has to say that improving the control of women over the income and many other key economic resources is a magic portion for gender equality, growth development & empowerment and can also reduce in inequality, increases self confidence of women, can have greater voice in the household, can have control over life options and greater influence in the society.

She is unlikely to gain any control or power in the household if woman work, but has no say in how to manage or allocate the resources in household. Unequal women's access to productive resources like land, property, housing, and right to use to technologies other services limits the capability of women to rise household productivity, reduction of poverty , education, health care and well-being of children such as in having same opportunity for both sons and daughters, maternal leisure time. “Women's access to all human capital, social, and economic and financial resources and services is the key to take advantage of all economic opportunities like entrepreneurial and other livelihood activities”. It is the important factor on the way to achieving gender equivalence and women's empowerment but also for equitable and sustainable growth in economic and development(United Nations, 2009). It is also recommended by many female workers such as having control on the resources are closely intertwined with women's empowerment. Ms. Helle Nielsen, Chargé d'Affaires, Embassy of Denmark, Islamabad in her remarks said that women mostly spend 90% of income on their children and their education, health, and welfare of the family, although men only spend 30% to 40%.therefore it was highlighted by her to remove the obstacles that avoid women from job or employment, have control over resources&productivity of the country can be increased (UN Women, 2016). “Having access to and control over resources lead to increase in

women's household bargaining power (the capability to have household bargaining power for exercising equal right in all aspects of life) because this is positively related to women's perceived contribution to household expenditure and can also lead to different advantages" (Hasan, 2013)

Education

Nation can't be developed without Educated Women –Khan et al. (2010) say that education is an imperative approach to empower women. A women who is educated, is much more aware of her rights and adopts to pay for a job that leads to increase women's empowerment (Khan et al., 2010). The system of higher education has important roles & responsibilities in rising the formation of human capital and acts as a agent to the development of socio-cultural. Any society with a large number of university post graduates always receives greater social status and civic participation (Yousefy&Baratali, 2011).

Kakar et al. (2011) while studying the Effect of Female Education on Family Size in Pakistan in Quetta City state that the value of women's education has always been accepted throughout the world, since it improves women earning ability and also empowers them in taking decisions about family size, and household decisions, have freedom to choose husband and increase opportunities for working in distinct position in the country A women who is educated delay marriages, can use methods of family planning, tends to having small family, undergoes in motherhood late which results in population reduction that helps the families to control expenses, attains better health, gets education facilities which decreases child labor in the third world country such as Pakistan.

Parveen and Leonhäuser (2005) have stated that education, training of skill acquisition and exposure to all information media can help women in getting empowered.

Importance of Education

Education which not only enlarges the economic opportunities for women, but it has time after time been shown to delay the age at getting marriage, delay age at first birth and improve women's abilities to resolve issues. In order to ensure that education is necessary for both women and all girls, women's empowerment must be improved and foster women's rights and equal opportunity (West, 2006). An educated woman tends to promote education of their daughters, provide better guidance to all their children. Additionally educated women can also help in the reduction of infant mortality rate and growth of the population (Suguna, 2011). Women education is the procedure of strengthening the existing capacities and abilities of women in their society to make able to perform towards improving themselves, improve the family status and their society as a whole (Sako, 1999) in addition Women empowerment through education refers to creating a condition which should enable women to be independent and self-reliant.

By the provision of education opportunities to women it develops their skills which makes them able to make decisions that affects the society that has impact not only on some issues such as health, security and peace but also to every individual, members of the family and community as a whole (Tallburi, 2015).

Employment

Women's employment is observed as prominent tool for the women's empowerment. (Farooq, 2015). Participation in the labor market is an effective strategy for strengthening the empowerment of women and her bargaining power both within and outside the home (Agarwal, 2002). In addition Sen (2001), and Agarwal (2001, 2002), claim that by employment and income-generating activities economic position of women improves which then leads to a well treatment she receive from her household.

The women involvement in all activities related to income, increases her level of empowerment such that she can exercise power in her own choice in making domestic decision, contribution to family income, and govern assets or income and political or development activities. She can enjoy benefits or rights in them and would have more capacity to face unexpected household shocks (Sultana and Hossen, 2013).

A successful programs of economic empowerment can be those which not only provides jobs/ employment skills training, financial helps to initiate small businesses, but all those which includes “right awareness education, women should be provided a network of supportive peers and those that work to develop women’s self-esteem, increases their power of negotiation and make all the choices which is given priority to meet their own and children needs and wants (West, 2006).

Importance and scope of women Employment

The importance of women’s employment is, that women deal with all domestic affairs which includes, child growth, development and improvement, nutrition, healthiness, well-being etc. empowerment of them is necessary not only for her welfare, but the comfort and welfare of the entire family. Women’s Empowerment is not just significant for developing the country, but it also increase the worth, quality and value of human resources available for the development (Farooq, 2015).

“The women that are engaged in any self-earning activities are more empowered because they have a great role in decision making, access to assets and their control over the self- earnings in Bangladesh” said (Parvin et al., 2004). In addition those women who are entrepreneur or engaged in the development of all entrepreneurship activities in the country of Bangladesh are more socially, even politically and economically much empowered (Al-Hossienie, 2011). Therefore Participation in labor market is an essential strategy for increasing women’s empowerment and the related bargaining power both within and outside the house, (Agarwal, 2002).

Relationship between Education and Women Empowerment

Badar et al. (n.d.) identified that there is very highly positive relationship between the education of women on their empowerment at the family level though it is every one’s right to get education but much important for girls and women because it can increase their empowerment to better health decision, family care which definitely results in healthy life style.

Ajuzie et al. (2012) observed that women education leads to empowerment of women to a large extent, but the problems such as valuing male child to female child, gender biases in education and employment and practices of the patriarchy should not be allowed. Therefore education of women is essential as it increases human capital, productivity and most importantly economic growth which results in the development of the nation. Shah et al. (2016) in the study “Does higher education really matter in improving women’s social status? Empirical evidence from Balochistan, examined that there is highly significant relationship between women’s education and women’s social status which is measured by decision-making participation at household level in Quetta and found that women’s education enable them “to foster in multiple dimensions of the socioeconomic process that guarantees gender equality in Pakistan especially in Balochistan and so recommended that there should be the commitment on the part of both government and societal networks such as parents, NGOs and other civil society agents to work how to empower and make efficient girls from an early age in educational institutions as well as at household level.

Relationship among Employment and Women Empowerment

In order to understand the association between women’s empowerment and Women employment the restrictions, hurdles and barriers in the way of women’s empowerment cannot be disregarded (Hakima and Aziz, 1998). “Empowerment can be seen as a source of light. To illuminate the room (an individual woman) with this light she needs windows and doors to be opened so that

the light can come inside the room through these. Employment can be seen as one of these windows. Obviously, it can illuminate a part of the room subject to one has the opportunity to fully open that window. The opportunity to open this window again depends on many other factors, as empowerment intersects personal, family, social, cultural, economic and political space at the same time therefore Employment acts as a catalyst of change or enabling factor through which women's empowerment is likely to occur" said (Hasan, 2013).

"The women that are engaged in any self-earning activities are more empowered because they have a great role in decision making, access to assets and their control over the self- earnings in Bangladesh" said, (Parvin et al., 2004).

Objectives of the study

- To know the status of women in Quetta, Balochistan.
- To study the impact of employment on women Empowerment in Quetta, Balochistan.
- To identify the influence of education on women empowerment in Quetta, Balochistan

Research Hypothesis

H₁: There is a significant positive relationship between education and women empowerment.

H₂: There is a significant positive relationship between employment and women empowerment.

Methodology

The core objective of the research is, to know the impact of education and employment on women empowerment therefore a cross sectional design, Empirical study , Survey method i.e. self-administered questionnaire was used for data collection, adapted from various research articles and then modified into Five Likert scale and is thus quantitative in nature. Women empowerment with three sub construct was used as dependent variable consist of 2 to 8 questions where education and employment were used as independent variables which include 5 to 7 questions. A non-probability convenience sampling technique was used and the significance level for the study was maintained under 95% confidence level which is considered appropriate for the social sciences. The educated and employed or self-employed women (females) relating to all ethnic and religious groups both single and married from different organizations such as bank, NGOs, universities, colleges of both government and private, English institutes and business women of Quetta were targeted to collect the required information with sample size of 316. Statistical Package for Social Sciences (SPSS) version 20 was used to analyze data. Likert scale will be used in the questionnaire with five options which starts from strongly disagree.

Table 1. Cronbach's Coefficient Alpha

S.No.	Constructs	Reliability	No. of Items
1	Women Empowerment	0.81	12
2	Education	0.87	6
3	Employment	0.69	7

Women empowerment is dependent variable which is measured by 12 questions with Cronbach Alpha 0.81 which indicates that it is reliable. Education is an independent variable which consists of 6 questions with 0.87 Cronbach Alpha which pertains that it is reliable for this study. Em-

ployment is an independent variable which consists of 7 questions with the Cronbach Alpha 0.69 which shows that it is reliable for research study and is acceptable as it is greater than 0.6.

Results

The descriptive analysis of the study showed that the Women Empowerment was the first variable of Research that was measured by twelve questions which has the total mean of 4.0277 and standard deviation of 0.66835. Employment was research's second variable which was measured by seven questions with the total mean of 4.1501 and standard deviation of 0.86456. Education which was last variable of research, being measured by six questions with to total mean of 4.3101 and standard deviation of 0.62979.

In this research 320 questionnaires were distributed among the employed and educated women of Quetta city out of which I received 316 questionnaires filled where its percentage were reported as 98.75%.

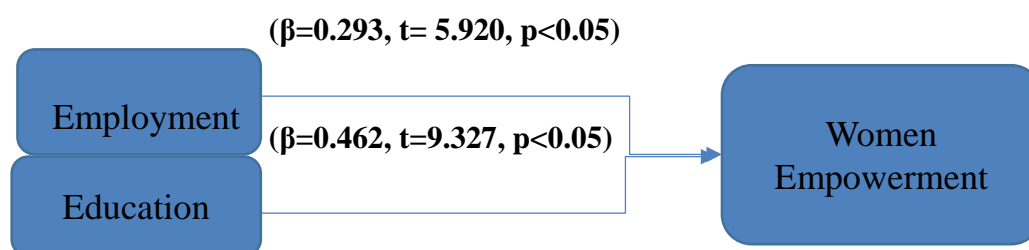
Hypothesis testing

Regression analysis was used to know the impact of employment and education on women empowerment through taking women empowerment as dependent variable and education and employment as independent variables.

Table 2: Regression analysis

Model	Unstandardized Coefficient		Standardized Beta	T	Sig.
	Beta	Std,err			
Constant	.976	.200		4.880	0.00
EDU	.490	.053	.462	9.327	0.00
EMP	.227	.038	.293	5.920	0.00

Where the coefficient of determination R square helps in explaining variance and the R square for the two predictors is 0.439. This indicates that education and employment variables can explain 43.9% of the variation on women empowerment which is dependent variable.



Discussion

The main purpose of the study was to examine the relationship between education and employment on women empowerment with special reference to employed and educated women of Quetta. This chapter includes detail of discussions on findings of the study.

H1:

Through findings identified that education proved to be one of the major key factor with most significant positive impact and influence on women empowerment that means education breaks down any barriers and obstacles to bringing about positive change and educated women are encouraged more in participation to decision making, control over their resources and assets and they feel free to express their feelings, share ideas and opinions means they have more voice-

freedom expression, helps to get more jobs and employment, takes entrepreneurial initiatives which increases country's Gross Domestic Products.

Same was previously studied by Shah et al., (2016) indicated a highly significant relationship between the women's education and their power in family decision-making and revealed that women's free & fair access of women to education enables them to "foster in multiple dimensions of the socioeconomic process that guarantees gender equality in Pakistan especially in Balochistan" moreover Smt. S. J. Sandhya, (2015) found that this modern education and all the facilities have affect much in women's empowerment by enabling them to respond to all the challenges, to face their traditional and cultural roles and to change their life. It also assist them for reducing inequalities and contribute to improve their status.

H2:

The result of the findings shows that employment which is another key factor positively correlates with women empowerment on increasing their participation in decision making, their control over their resources and assets (such as their own savings and accounts and less control on land and property) which increase women's bargaining power in the household and their freedom of expression. This hypothesis is also supported by Tahmina Tanzim Hassan (2013) found positive relation between employment and women empowerment states that employment increases women bargaining power, makes them contributor to the family budget and assist them to develop the power within themselves e.g. self-respect, self-confidence and making them empowered but women still have little control to ownership of the land and property because of family status and cultural factors. In addition Duryab Fatima (2013) has found a significant effect of education and employment on women empowerment on women's certain decision on house hold levels.

Another researcher found in the study a positive relationship of education and women empowerment that women who are employed are more empowered than the unemployed women. Their participation is important in growth of the economy. if they involved in all income related activities women's level of empowerment increases and is further celebrated that "An empowered woman can exercise her power in her own choice in making household decision, contribution to household income, and control over resources and political or development activities. She can enjoy more benefits or rights in access to resources, control over her assets, and participation in household decision making. An employed woman has more capacity to face sudden household shocks" (Hossen and Sultana, 2013).

Limitations of the Study

Due to time and resources constraints data were collected only from one district of Balochistan where future researchers can collect data from different districts of Balochistan Province and other provinces too.

Data's were gathered from general position of women in the organizations so future researchers may assemble information on impact of employment and education on women empowerment regarding their position level in different organizations.

I used quantitative technique method for data collection due lack of time I recommend qualitative technique too for knowing the impact of education and employment on women empowerment.

Recommendations

This study demonstrates that how significant effect education and employment have on women empowerment so that we should no more value social norms, customs that are barriers to

empowerment of women since empowering women folk means empowering the family, society and nation as a whole.

Conclusion

This research study empirically evaluates impact of employment and education on women empowerment in Quetta district of Balochistan, Pakistan. The findings which are derived from the regression and correlation analysis suggests that employment and education have significant positive impact on women empowerment. The results shows that employment helps women gain participation in decision making in the household and social levels, such as it increases women's earning power by making them contributor to the family income which can help them have better health and educate her children and family members, however the finding indicates that employed women's control on their resources is limited such as women do have control over their bank accounts, savings and valuables (jewelries) but has negligible control and ownership on the property, land due to some factors such as social norms, family status, education level, own income and patriarchal system effect their control. In addition employed women are likely to have freedom of expression through socializing and integrating in the society.

The findings indicate that there is a positive relationship between education and women's empowerment that has a tremendous positive effect in such patriarchal and traditional society where still women's (young women in particular) secondary and their higher education is not prioritized in most of the families. This is education which helps women be aware of her rights and have contribution to society, get employment in formal sectors, reduce poverty and help in household expenditure. well educated women better utilize resources for a sustainable positive change in the society hence must be given more control over resources such as land and property ownership and a women with education has more voice so women's freedom of expressions right should be protected and must be strengthened so that we should increase tolerance and decrease discrimination in the society with women as it is only education that breaks down every bearers and hurdles.

Hence For women empowerment the major key factors are education and employment which must be used for and for communities, province and country's sustainable development that's why lets must empower our females.

References

- Ajuzie, Henry, D., Okoye, C. A., and Mohammed, D. A. (2012). Assessment of the Influence of Education on Women Empowerment: Implications for National Development. *European Journal of Globalization and Development Research*, 6(1), . 2220-7414.
- Al-Hossienie, C. A. (2011). Socio-Economic Impact of Women Entrepreneurship in Sylhet City, Bangladesh. *Bangladesh Development Research Working Paper Series (BDRWPS)*.
- Agarwal, B. (2002). Bargaining and legal change: towards gender equality in India's inheritance laws, in IDS Working Paper 165. Institute of Development Studies Brighton, Sussex, England.
- Ajuzie, Okoye, D. H., Mohammed, A. C. and Alhaji, D. (2012) .Assessment of the Influence of Education on Women Empowerment: Implications for National Development. *European Journal of Globalization and Development Research*,. 6(1),.1-10.
- Arun, S. (1999). Does Land Ownership Make a Difference? Women's Roles in Agriculture in Kerala, India. *Gender and Development*, 7(3), 19-27.

- Alhassan, A. R. & Akudugu, M. A. (2012). Impact of Microcredit on Income Generation Capacity of Women in the Tamale Metropolitan Area of Ghana. *Journal of Economics and Sustainable Development*, 3, 41-48.
- Bank, W. (2002, MAY 1). Empowerment and Poverty Reduction.
- Batliwala, S. (1994). "The meaning of Women's Empowerment: New Concepts from Action." Pp. 127-138 in *Population Policies Reconsidered: Health, Empowerment and Rights*. G. Sen, A. Germain, and L.C. Chen, eds. Cambridge, MA: Harvard University Press.
- Badar, S., Saeed, A. M., Yasmeen, S., Hussain, W., Ali, M. and Islam, R. (n.d.). Effect of education and duration of marriage on women empowerment at house hold level in Bahawalpur Pakistan.
- Bowlus, A. J., & Seitz, S. (2006). Domestic violence, employment and divorce. *International economic review*, 47(4), 1113-1149.
- Blumberg, R.L. (2005). "Women's Economic Empowerment as the "Magic Potion" Of Development?" Paper presented at the 100th Annual Meeting of the American Sociological Association. Philadelphia.
- Czuba, C. E., & Page, N. (1999). Empowerment. *Journal of Extension*, 37.
- Endeley, J.B. (2001). "Conceptualizing Women's Empowerment in Societies in Cameroon: How does money fit in?" *Gender and Development*, 9(1). 34-41.
- Farooq, M. (2015). Impact of women employment on women empowerment behaviour: a case study of Rawalakot Azad Kashmir, Pakistan . *Pakistan Association of Anthropology, Islamabad, Pakistan*, 3811-3816.
- Fatima, D. (2013). Education, Employment and Women say in household's decision making in Pakistan.
- Graflund, F. (2013). The impact of microcredit on women empowerment- a case study of microcredit in the Tangail District, Bangladesh. ISSN 0283-1589
- GU, B. (2005). *Empowerment of Rural Women through Income Generating Activities in Gadag District on Northern Karnataka*. University of Agricultural Sciences.
- Hakim, A., & Aziz, A. (1998). Socio-cultural, religious and political status of women in Pakistan. *The Pakistan development review*, 37(4). 727-746.
- Isran, S. and Isran, A. M. (2012). Low Labour Participation in Pakistan: Causes and consequences. *Pakistan Journal of Social Sciences*; Vol. 32(1), 453-468
- Kellera, B., and Mbewea, D.C. (1991). Policy and planning for the Empowerment of Zambia's women Farmers. *Canadian Journal of Development Studies/ Revue*, pp. (75-88).
- Kabeer, N., Nations, U. & Development, U. N. R. I. F. S. (1999). *The conditions and Consequences of choice: reflections on the measurement of women's empowerment*.
- Kabeer, N. (1997). Women, Wages and Intra-household Power Relations in Urban Bangladesh. *Development and Change* 28(2): 261-265.
- Kibria, N. (1995). Culture, Social Class, and Income Control in the Lives of Women Garment Workers in Bangladesh. *Gender and Society* 9(3): 289-309.
- Kakar, Z.K., Khilgi, B.A. & Ullah, Z. (2011). Effect of Female Education on family size in Pakistan: A case study of Quetta City. *Journal of international academic research*; 11(2), 37-41.
- Mahmood, N. (2002). Women's Role in Domestic Decision-making in Pakistan: Implications for Reproductive. *The Pakistan development review*, 41(2), 121-148.
- Nasir, J.A., Akhtar, m. and Salim, R. (2007). Measuring the domestic empowerment of rural women in Pakistan. *Journal of Statistics*; 14(1), 20-31.
- Naz, S. (2003). Status of female education in rural Balochistan, 290-297.

- Qureshi, N., Shaikh, B.T. (2007). Women's empowerment and health: the role of institutions of power in Pakistan. *EMHJ - Eastern Mediterranean Health Journal*, 13(6), 1459-1465.
- Raza, F. A. (2007). Reasons for the Lack of Women's Participation in Pakistan's Workforce. *Journal of Middle East Women's Studies*, 3(3), 99-102.
- Saeed, S. (2009). The determination of women empowerment in southern Punjab (Pakistan): An empirical analysis. *European Journal of Social Sciences*, 10(2), 2-9.
- Sen, A. (2001). The Many Faces of Gender Inequality. *The New Republic*, 17, 35-38.
- Shah, H. S., Lodhi, S.A. And Ahmed, M. (2016). Does higher education really matter in improving women's social status? Empirical evidence from Baluchistan. *The Sindh University Journal of Education*; 45(1), 141-160.
- Sandeep Talluri, S. (2015). Women's empowerment: Education as a tool for achieving equality. *Global Journal of Multidisciplinary Studies*; 4(9), 2348-0459.
- Treiman, D. J., & Terrell, K. (1975). Sex and the Process of Status Attainment: A Comparison of Working Women and Men. *American Sociological Review*, 40(2), 174-200.
- Yousefy, A., & Baratali, M. (2011). Women, employment and higher education schoolings. *Procedia - Social and Behavioral Sciences*, 15(1), 3861-3869.
- Yusuf, H. (2010). Empowerment of Women and Its Effects In Improving the Socioeconomic Condition of Families in West Siau District, Sitaro District. *Journal Lasallian*. 7(1), 90-94.