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Role, Status and Perception of Female Education Regarding Socio-Economic Development

Abstract *This research work is to explore the role, status and perception of female education with respect to a budgetary change in District Peshawar. Education changes people's leadership and makes them live with flexibility. The objectives were (i) To find the perception of female education regarding socio economic status (ii) to know the role of women as mother, wife and daughter, is to be assessed. The research study was restricted to Peshawar. For the administration of the study tool, a random sampling technique was used. A simple random sample, of 240 participants, of Peshawar District was chosen randomly. The main findings of the study included: (1) Somewhere between 5,001 and 10,000 Rs, wages of a mind sweeping number of respondents were consistent. In all cases, most respondents earned different settlement wells to Rs.5000; (2) the mostly respondents ensured criticality for the female as the directorate deals with budgetary problems and personality.*

Key Words: Socio-Economic Status, Learner Achievement, Social Factors

Introduction

Education is as old as progress. It was always changeable on an individual basis despite the most punctual days. In nature, it was also useful. There were no schools before everything else. Their own people to play out the endeavors that all adults must do to live taught young fellows and young women. Self-conservation was the premise of all learning. The children gained from his dad and the more established men of clan how to chase, battle and partake in innate love and government ([Faroog, 1999](#)). Her mom and more established female of the clan in like manner, instructed the young lady. Learner and learning have not been separated.

There is a great deal of concern for the role of women in the teaching and social development of children. The newly emerging needs of society have been met with a social, economic, and social changes (globalism) that have shattered young men's education and public activity. ([Olanayan & Obadara, 2006](#)). As a result, even as the social and educational environment shifts are underway, the work of women in child education and social growth has become central ([Odey, 2008](#)).

The education describes the entire human learning cycle through which information is provided, resources taught, or inclined, and capacities are acquired ([Dickson, 2000](#)). It calls for the necessary data and skills to be identified (Ivambe and Akombu, 2001). Therefore preparation is a measure of mutual collaboration (formal as well as casual) made available to a child so that the child can develop on earth to those he transfers in order to become a legitimate citizen. Several social institutions affect the education of children among which is the family, Women play a significant role in the education of children in the family system, to a very large extent.

[Epstein \(2002\)](#) indicates that the role of women in educating girls is commendable. It is achieved through the development of a regular routine, the follow-up to school activities and the modeling of the principles of learning, self-discipline and hard work, promoting the development / progress of

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children in school, and promoting family members to read, write and discuss. Women should serve as school advocates. They may volunteer to help with classroom events or research. ([Swap, 2007](#)).

[Lines \(2005\)](#) claimed that women play a significant role in raising their children with support, setting schedule and schedule for the proper research, modeling healthy behaviors, tracking homework and successfully educating their children at home. Women also play a major role in the education of their children through childcare and school work (Cotton & Wikelund 2001).

Women are not only taking on an important job of educating young people but they are also an immense role of young women's social evolution. Social growth refers to the evolution of social skills and actively forming relations and responding to others ([Sharma and Vaid, 2005](#)).

The development of social skills is an event's social turn. The development of compassion and reflecting on the needs of others are also included in the field of social development. In order to adapt to society, children need to cooperate socially with their friends and adults. It is important for them to learn strong social skills so they can eventually establish healthy relationships and fit into different environments those changes, considerations and feelings in real life are referred to as instructions Which are supported and desired socially and in society ([Govt of Pakistan, 2002](#)).

Ahmed (1996) describes a nation's backwardness as essentially dependent on the level of the apathetic people. That rate is high among men on the planet, alarmingly high as a result of female at any rate. Female from half the size of a nation's population. On the off chance that such a gigantic piece is shielded the favorable position from attesting setting up, the nation is found to fall behind. Sometime earlier it was said that informed female are gifted to overlook their private duties and lose their touchy eminence and refined control. An informed lady was considered regularly happy and boggling for her new research, her organ play, and her family. These days aren't anymore, though. It is starting to be very hard for a young woman, who has no love of looking and style, to secure a decent accomplice. Naturally, the value for women starts now in all respects ([Philippines, 1994](#)).

Statement of the Problem

This study is to discuss the women's role and status in socio-economic growth in Peshawar District.

Objectives of the Study

The study based its objectives on the following:

- i. To find the perception of female education regarding socio economic status.
- ii. To know the role of women as mother, wife and daughter, is to be assessed.

Significance of the Study

Female education has a major impact on preceding development in the country and the results of social welfare outcomes must be achieved. This study will greatly benefit for proper female education, socio economic development and their prosperity of female in education's social effect that enhance economic growth of the country and also to a better understanding the role of female education in socio-economic development and it may also be helpful the policymakers.

Assumptions

Female education is believed to play an important part in Peshawar City's socio-economic growth.

Delimitations of the Study

The study was restrained to Peshawar City, taking into account the time and money resources available to the researchers. At least the secondary school certificate was the minimum education level to be included in the sample.

Review of Related Literature

[Gunther, \(1992\)](#) explained that, before the turn of the century, formal actions for the Pakistani women have started improving their status and integrating them into their national growth. Muslim women's voice in the subcontinent was first heard. The gatherings, political meetings, newspapers and magazines and women's organizations started to discuss and approach each other as a party. Muslim women became aware of their own marginalized circumstances as women and engaged in political campaigns at the same time as they became conscious and fought against them. In reality an important alliance between those who support the rights of women and those leading the Pakistan movement has been formed over the years of independence.

In the post-independence era up to 1981, efforts to integrate women into national development were less dramatic. Exceptionally they build up to the Family Laws Ordinance 1961, regularizing marriages and restraining polygamy, which was characterized by much public protest both for and against. Otherwise, these years were characterized by the following: (1) Efforts to secure social rights were always intertwined with efforts at the political level. (2) Any move to promote women's greater participation was vociferously opposed by conservative religious groups and resulted in a situation of conflict with maulvies (preachers) either within the legislatures or at the public level. (3) With the exception of 1977-85 no government even opposed women's participation and greater rights, but women normally had to organize and demand their rights before these were granted., and (4) Since the very beginning, a very limited percentage of urban, high-school middle-class women have been promoting the recognition of the legitimate role of women in society ([Gunther,1992](#)).

Gunther, (1992) clarifies that unfortunately, formal rights have generally escaped the larger part of Pakistani womankind, which has a place with the quiet and unspecified public in the rural regions and the average workers in the modern Centre's. This poor and essentially un educated dominant part drives an existence of physical hardship including extend periods of time at boring tasks, for which there is neither remuneration nor acknowledgment. The vast majority of these female bear the triple weight of proliferation, household work and work outside the home. They are the first to rise and the last to rest. Not exclusively do female have longer days than whatever is left of the family, yet in addition to being the last to eat, they eat less well and experience the ill effects of iron deficiency and ailing health. It is in urban Centre's, the place changed material conditions have grappled with conventional mores to deliver another framework of socially worthy practices, that the road for change has been the broadest. Extensive urban focuses have created the minority of female who has effectively entered the higher classes of the organization, who have progressed toward becoming specialists, researchers, sanctioned bookkeepers; who have ascended to the situation of senior members and heads associations and who maintain their own organizations. Urban regions are likewise in charge of changes occurring on a less obvious plane. The quantity of female utilized in the mechanical and current areas has consistently expanded as has the quantity of female accepting instruction and, for example, while in 1947 there were just 3961 female instructors, in (West) Pakistan speaking to 0.8% of the aggregate, today females represent just shy of 33% of the 400 thousand educators of the nation (and furthermore 33% of all specialists). Over the most recent twenty years the numerical quality of lady in every single mechanical part has relentlessly expanded (Gunther,1992).

Gunther, (1992) discussed that the most critical advances occurring in development, exchange, transport, and back where, as per the censuses, between four to fivefold the number of females was working in 1981 as in 1961. More direct increments have been noted in the administrations, mining and utilities enterprises. Since freedom, progressive governments have occasionally centered around the need particular projects and undertakings for the inspiration of female. Beginning in 1955, every national Five-Year Plan has in any event perceived the requirement for female' training and better wellbeing offices and planned particular suggestions. Regardless of this, The Government's independent Status Commission (1985) and the Government's Sixth Five-Year Plan (1983-88) perceived the mistake of 40 large coordinated improving stretches to liberally upgrade women's circumstances in Pakistan. Where the previous features the hardship and separation Pakistani female look because of social

traditions, standards and mentalities, the arrangement and in exhibiting solid arrangements the arrangement disregards these spotlights on "The destructive debilitations of lack of education, consistent parenthood and weakness, from which (female) must be freed on the off chance that they are to take an interest completely and similarly in the financial existence of the country "The crippling handicaps of illiteracy, constant motherhood and poor health, from which (women) must be liberated if they are to participate fully and equally in the economic life of the nation"

Gunther, (1992) further clarifies that substantial outcomes have reliably missed the mark concerning proposed measures for three reasons: Firstly, in the past, development planning has been characterized by a fragmentary approach in which economic growth is isolated from social development and participation (and the former is given preference over the latter). In a society that ascribes productive roles exclusively to men and views women mainly as mothers, the needs and contributions of women in national development are ignored or, at best, given second priority. Secondly, development plans aimed at women have suffered from heavy stereotyping of gender-appropriate roles. The lack of data on women coupled with the small number of women in policy-making bodies has maintained this state of affairs. In the Sixties, a classic example of resultant mis planning was a livestock and poultry training provided to villages in Sindh. Only three years later did an evaluation team realize that the exercise had been futile since women are responsible for livestock and poultry whereas men had been trained (who in turn had not bothered to pass on the knowledge). There is also a great tendency to translate female vocational training programmes into sewing, knitting and embroidery classes (recently being continued under the new terminology 'handicrafts'). While previous plans contained specific measures designed to improve the conditions of women, the separate chapter in the Sixth Plan was the first official endorsement of the need to plan women's integration into national development as a special interest group. Acknowledging that relevant statistics are a sad commentary on the legacy of neglect, the Sixth Plan proposed an integrated approach for alleviating the deprived state of women, that would include: rapid acceleration of the female literacy rate, increased health facilities, rural uplift, a higher percentage of government seats for women and increased opportunities for employment through various educational and vocational training programmes. The Women's Division was accorded a strategic role as a major catalyst, planning and monitoring body.

Halsey, (1969) revealed that we live in a period where information is detonating. More information, new procedures, and new capacities must be given to an ever-increasing number of individuals due to this reality. Information and methods are changing the world, and training must change with it. This severe actuality is unpreventable. Training has two errands to hand on custom and values and to extend learning. Instruction assumes a vital part of HR improvement. It raises the profitability, effectiveness of people and delivers talented labor that is fit for driving the monetary advancement. The outcome of its achievement in expanding man's information of his condition and his conceivable outcomes of controlling it has been to underline the obstructive impacts of its part as a channel of the convention. The strain is a natural one. In the 1960s' be that as it may, the instruction is of overpowering significance. Numerous nations are focused on instructive changes that will make substantial requests on back and assets. In the meantime, these nations are worried to advance financial development. Their requests of interest in physical capital and for a superior way of life contend with the requests of instruction for additional assets.

[Halsey 1969](#) further clarifies that as an economy builds up, the requirement for talented specialists, specialists and for the most part instructed individuals increments geometrically. Thus, training is making new and regularly expanding requests on the economy, while the economy is making developing requests for instruction. In many nations, as well, this association is occurring in a quickly changing social condition, where there is a developing interest for an instructive structure that will provide for all youngsters the equivalent open doors guaranteed by the popularity-based process. From a monetary perspective, the instruction might be viewed both as utilization and as speculation. Use per capita has ascended with wage per capita: For instance, in the United Kingdom, it rose from 1 percent of the gross national item in 1900 to more than 2 percent in 1920, to about 3 percent in 1938 and 4 percent in 1958. A similar ascent might be noted in all nations for which figures are accessible; in the

United States, it creates the impression that the salary versatility of interest for instruction in 3.5, as society develops wealthier; it spends a huge extent of its wage on training. Education, the total of the considerable number of procedures by means of methods through which a man creates skills, mental states, and the different forms of behavior in the general public he lives as a positive motivation.

Research Methodology

Research demands involves a thorough analysis of the problems to find a workable solution. The study's main goal was to investigate the state of women's education in Peshawar. The survey was conducted to get the respondents' opinions for this. The nature survey of research as well as descriptive analysis.

Population

The population of the study was all Khyber Pakhtunkhwa women educated in secondary Schol level.

Sample

A simple random, a sample of 240 respondents, randomly selected Peshawar District with the following distribution was included in the study:

Table 1.

Division	Respondents						Total
	Teachers/Edu. Officers	Nurses	Telephone Operators	House-wives	Bankers	Leady Health officer	
Peshawar	40	40	40	40	40	40	240

One selected district was selected randomly from each of the above-mentioned division.

Research Instruments

For the following groups of respondents, a questionnaire consisted of the social position and the economic role of women such as teachers, nurses, housewives, bankers, telephone operators and lady Health officer was used.

Data Collection

A small selection was used for the questionnaire for data collection. The researcher himself collected the data.

Data Analysis

Data obtained from the questionnaire is presented, interpreted and analyzed in the light of the study objectives in the application of frequency and percentages. For this way, statistical analysis percentages were applied for generalizing the significance of responses.

Results and Discussion

The aim of this study was to assess the role of women's education in Peshawar's socio-economic development. The data is analysed and interpreted according to the study objectives.

A sample questionnaire was issued of the respondents for the purposes of data collection: (i) 40 teachers; (ii) 40 Nurses; (iii) 40 Telephone Operators; (iv) 40 housewives; (v) 40 bankers; (vi) and 40 Lady Health officer.

Table 2. Respondents of Profession

Profession	Number	Percentage
Nursing	40	16.7
Banking	40	16.7

Teaching	40	16.7
PTCL	40	16.7
Lady Health officer	40	16.7
Housewives	40	16.7
Total	240	100

Table 2 shows that the number of respondents from all the groups included in the survey was equal. The respondents who had the questionnaire administered responded.

Table 3. Respondents of Qualification

Qualification	Number	Percentage
Matric	50	20.9
F.A	56	22.9
BA/B.Sc	54	22.2
MA/M.Sc	44	18.8
Others	36	15.3
Total	240	100

Table 3 indicates that 66 per cent of respondents' qualifications were considered to be BA/B.Sc Class. There were just 18.75 per cent of MA/M.Sc Class. 15.25 per cent reported obtaining certificates and diplomas other than formal qualifications.

Table 4. Respondents of Marital Status

Marital status	Number	Percentage
Married	136	56.3
Unmarried	104	43.7
Total	240	100

It is obvious that married respondents were more identified than unmarried respondents in the data of the present respondent.

Table 5. Respondents Age at the Time of Marriage

Age	16-20	21-25	26.30	Above-30	Total
Respondents	30	40	42	20	132
Percentage	22.0	30.2	31.7	16.1	100

The distribution of respondents recognizes 52.22 per cent of the 66 married respondents who are married up to 25 years of age in the age wise table. Nearly one third (31.66 per cent) of respondents married between the age ranges of 26-30 years.

Table 6. Significance of difference between Responses about Leaving in a Joint Family System.

Responses	Yes	No	Total
Number	136	104	240
Percentage	57.0	43.0	100

Many respondents are of the belief that the majority of families live in a growing family structure. The frequency of responses to living in the joint family system is significantly different, and the difference is in favor of the common family system.

Table 7. Distribution of Responses about Heads of Household

Head of House	Number	Percentage
Parents	96	40.2
Husband	30	12.7
Yourself	44	18.4
Elder Brother	30	12.4
Elder Sister	16	6.9
In-Laws	24	9.4
Total	240	100

It is clear from the table 7 that 40.17 percent respondents reported that their parents were head of household. There was 12.66 percent who answered that their husbands were head of household. Only 6.91 percent reported that their elder sister was head of household.

Table 8. Distribution of Responses about Family Members

Responses	0-3	4-6	7-10	Above10	No members	Total
Number	30	72	98	34	6	240
Percentage	12.1	29.7	41.4	14.3	2.6	100

The table 8 indicate that 41.42 percent of the respondents' family members were found up to 7-10. Only 12.08 percent were found to have three or less than three members of their family. The respondents without any family member were found to be 3 (i.e. 2.58 percent).

Table 9. Respondents of Monthly Salary

Responses	Up to 5,000	5,001-10,000	10,001-15,000	15,001-20,000	Above 20,000	Total
Number	58	92	56	28	6	240
Percentage	29.4	45.8	28.00	14.00	.36	100

Table 9 shows that 45.08 percent of the respondents were found between Rs. 5,001 and Rs. 10,000 a month's salary and 29.04 percent of those who report the Rs. 5,000 or less salary. 14.00% of salaries were in the range of Rs. 10,001-15,000. In the range Rs.15,001-20,000 only 7.02 percent fell.

Table 10. Respondents about Effects of Female Education

Responses	Social	Financial	Importance of Educated Females	Enhancing the personality and awareness	Total
Number	38	64	92	56	240
Percentage	16.17	27.25	38.75	17.83	100

Table 10 indicates that 27.25% of participants thought that women's education had a financial impact, and 38.75% believed the importance of women educated in education. The growth in personality and social impact was respectively 17.83% and 16.17%.

Findings

The analysis of data revealed the following findings:

1. Sixty-six per cent of BA / B.Sc degree respondents were found. Just 18.75 per cent is with degree of MA / M.Sc. In addition to the formal qualification, 15.25 per cent of respondents reported other certificates and diplomas.
2. 25.63 per cent of the total sample were found to be married and 43.67 per cent unmarried. Marriage was reported by 52.22 per cent up to the age of 25 years.

3. Statistically significant number of respondents reported that they lived in a joint family system. Parents as head of the family were reported by 40.17 percent of the respondents. Husbands as head of the household were claimed by 12.66 percent.
4. Family members of 41.42 percent respondent were found 7-10. Only 12.08 percent were found to have three or less than three members of their family. Statistically significant number of respondents expressed the view that they had three or less than three children and family responsibilities did not hinder their career.
5. Statistically significant number of respondents expressed the views that they hold the responsibilities of household and performed those jointly.
6. Analysis of the data showed that 27.25 percent of respondents claimed financial impact of female education, followed by 38.75 percent who reported the value of female education.

Conclusions

The following inference was drawn in light of the review of the study data and findings:

1. The bulk of the respondents were found to be well-educated and most were married to age 25. They lived in a growing family environment, but family obligations didn't hamper their career because they conducted household together and got the stuff according to their wish.
2. Most of the respondent's family members were found between 7-10 but their children were three or less than three.
3. A majority of the respondents, behavior towards their mothers-in-law was good. Hence, their mothers-in-law treated them like their daughters.
4. Most of the respondents expressed the views that they attended the social functions such as political, family, educational and others, However, they called sometimes family functions.
5. A majority of the respondents reported that were satisfied with their jobs and wanted to continue their jobs in urban areas. The length of service of most of the respondents was below five years and they joined their respective department due to the attraction of that particular profession. Some of them adopted the job for financial benefit.
6. Nevertheless, most of the mothers of the respondent were taught a few comprehensive that their mothers received more than Rs. 20,000 each month. Payment of the dominant part of the respondents was in the region of Rs: 5,001-10,000 per month and the majority of the respondents were asserted meaning of teaching female because training takes care of monetary issues and upgrading identity and focus.

Recommendations

After the examination of the information, discoveries, and conclusions it was watched that dominant part of the respondents was found doing occupation to defeat the money related issues. For which instruction is a fundamental component. For that reason, the govt. should make such game plan that young female heading off to their organizations should feel secure and safe.

1. A reasonable number of respondents (43.67 percent) reported that they were unmarried. Those who claimed to be married were married up to the age of 25 years. Unmarried women face many social and psychological problems which can adversely affect the socio-economic development of any society. Therefore, the parents should arrange the marriage of their daughter at a proper age.
2. The significant number of respondents reported their children from seven to ten. Which indicates that there is need to create awareness among the female population about the population planning because an unwanted increase in population creates so many problems? For such awareness electronic and print media can play an effective role.
3. A majority of the respondents were found doing the job to overcome the financial problems. No doubt the financial needs have a priority in human life but very few persons were found to get

knowledge for the sake of knowledge and to improve their social life. Along with economic the social aspect of life also needs proper considerations. It should be properly handled by creating awareness among the percent for benefits of female education.

- 4 In the joint family system, neutral respect is a dominant factor for the success of this system. This can be done by the inculcation of moral values especially among the female population, which would result in a successful social life.
- 5 All the respondents reported that they were solving the financial problem by different means. For improvement of the economic status of the population in general and female population in particular different schemes of small loans, cottage industries etc. be introduced to enhance the socio-economic status of the female population resulting in socio-economic uplift of the society.
- 6 It is proposed that more work be undertaken in order to obtain more appropriate, accurate and meaningful results by taking a wider sample from all provinces, and the responsibility of society as a whole in this matter. This will produce a shift in the parents' mindset and in the reactions of the people to the transformations. Print and electronic media will play a significant role in enabling women to join the field of work.

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