Assessing the Impact of Education on Women's Political Participation in Khyber Pakhtunkhwa Pakistan

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ABSTRACT

Purpose: Societies across the world, on the basis of their social, cultural, and economic positions have different approaches to women's political empowerment. In addition, education is commonly used to assess a woman's position, and it is increasingly being recognized in modern literature as a means of empowering women by diversifying their competencies. The present hypothesis the relation between literacy level and female participation politics in District Dir.

Methodology: Out of 363, 205 female participants were recruited as the sample size for data collection through the proportional allocation method.

Findings: From the statistical analysis, it has resulted that illiterate group, a highly significant ($p=0.00$) and positive ($T^b=1.01$) association between education fallacy and women political participation was found. Likewise, the aforesaid variables were also observed highly significant ($p=0.00$) and positive ($T^b=4.865$) for an educated group. Meanwhile, the table as a whole disclosed highly significant ($p=0.00$) and positive ($T^b=4.840$) co-relation between education fallacy and women political participation.

Implications: Encouraging and motivating female segments of the society for accruing education while providing educational facilities at the local level are some of the recommendations.

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Background of the Study

Most of the societies and countries on the basis of their social, cultural and economic positions have different approaches about women's political empowerment. However, the situation of political empowerment of women is more worsen in the developing countries (Naz, 2011). In Pakistan, due to gender discrimination, women are suppressed and subordinate to men. Moreover, conservative cultures lead towards socio-economic disparity and political disempowerment of women. For instance, an empirical study conducted by Naz and Ahmad (2012) explored that females political activities/participation significantly affected by societal norms, culture, and economic factors, besides lack of education and awareness in regard to their rights also restricted women in political activities. As the work of Agbalajobi (2010) disclosed in patriarchal setup female segment of the society are not allowed to join public affairs i.e. economic, political process and even they do not aware that vote casting is their right. Furthermore, in most cultures, activities regarding employment and politics are associated with gender where women are not given their due rights. Men are always in the top and higher places while women are deprived in this regard. This imbalanced gender-based socio-cultural situation is responsible for the absence of political socialization and political disempowerment of women (UNDP, 2005). Besides, participation of women in the political process, their role, contribution, and authorization are not satisfactory. They are not politically socialized and have been deprived of most of their rights. The political rights not given to Pukhtoon women in such a male-dominated society are i.e. voting process as voters, leadership's role, contesting the election as candidates, freedom of political expression, decision-making process and decision implementation, etc. (Bose & Rossi, 1983).

Women Education and Political Participation

Education is commonly used to assess a woman's position, and it is increasingly being recognised in modern literature as a means of empowering women by diversifying their competencies. In relation to macro quantitative data on determinates of gender liberation, involvement in economic and political activities in the United Nations Human Development Report, 1995, literacy of both male and female gender is very important (Jayaweera, 1997). Notwithstanding, the most well-documented correlation in the realm of political behavior is that between educational achievement and political participation. According to data stretching back over half a century, higher educated people are more likely to vote in elections and participate in campaigns (Berinsky & Lenz, 2011; Hillygus, 2005; Nie, Junn, & Stehlik-Barry, 1996; Schlozman, 2002). It seems self-evident that formal education is inextricably tied to political engagement by both men and women. Indeed, American sociologists Burns, Schlozman, and Verba feel that education is a "particularly powerful predictor of political participation" based on decades of research into the factors influencing women and men's engagement with politics in the United States". Formal education has a number of direct and indirect implications on political engagement, according to the researchers. Its most visible consequences include the learning of necessary knowledge and communication skills for public debate, as well as direct political analysis training through current events courses. The benefits of voluntary participation in school government, clubs, sports, and school newspapers are just a few of the indirect effects; these arenas provide young people with an early apprenticeship for politics, where they can exercise leadership, develop civic skills of cooperation and negotiation, and acquire bureaucratic and organizational skills useful for political activity. Access to high-paying employment that gives the resources and contacts for political participation, as well as access to non-political groups such as charitable organizations or religious establishments that can serve as a recruiting ground for political involvement, are all enhanced by education (Goetz, 2003).

Current Focus of the Study

In an ideal world, increased political participation by more women could certainly contribute to greater attention to gender equity in social and economic policy, resulting in quality of life for

females especially. This paper aimed at examining the facts regarding the relations among women's education and their participation in the political realm in order to determine whether the literacy level of the women can have a contribution to alteration in their political engagement. Thus the present study is restricted to examine the below-mentioned objectives;

Objectives of the Study

1. To know about the influence of educational fallacy on political participation.
2. To assertion the relationship between educational fallacy and women's political participation in Pukhtoon society.

Methodology

Universe, Sampling Procedure and Sampling Size of the Study

The universe of this study is comprised of the union council of Wari, and District Dir upper. Data was collected from the women voters of the mentioned union councils. For the purpose of getting reliability and authentic information and to reach the depth of the problem, in this study we take the four major villages of these union councils, which includes, village Wari Payen, village Wari Bala, village Daskor and village Kakad, For the purpose of sample a meeting was held with the secretary of these union councils. According to the secretary of union council Wari, the registered female voter's population in the concerned villages is comprised of 363 females. A random sampling technique was used for the selection of a sample from the population. The sample was allocated proportionally to each village of the union council by using the proportional allocation method (Ullah & Muhammad, 2020). The distribution of respondents and sample size is mentioned in below Table 1,

$$n_i = n/N_i * N_i$$

n= Required sample size

N=Total population in the research area

N_i= Number of Women in the selected village

n_i= Sample size selected from each village

Table-1: Proportional allocation method of sample size in different villages of the study universe

	Village Name	No. of respondents	Sample size
1	Wari Payin	97	55
2	Wari Bala	83	47
3	Kakad	106	60
4	Das Kor	77	43
Total		363	205

Tools for Data collection and Data Analyses

In the current study, the authors were not able to collect data by themselves from the respondents because of the cultural boundaries of Pukhtoon culture. Hence for this purpose females were hired and proper training was given in process of primary data collection. Collected data were analyzed through SPSS (20) including univariate, bivariate analysis, and multivariate. Uni-variate analysis was a for analyzing the data in frequency and percentage of the study variables. At Bi-variate and Multivariate analysis level, chi-square statistics were conducted to check the strength and direction of the relationship between dependent and independent variables.

Results and Discussions

Educational Fallacy as a Hurdle to Women Political Participation

Table 2 represents information pertaining to women's education fallacy as contributing factor for the lack of women's political participation. Results of the study show that inequality among gender is the outcome of a low level or lack of education stated by 91.2 percent of the study participant. Likewise, almost all 94.4% of the respondents opined that women's empowerment is significantly surged by the quality of education. Besides, more than two-thirds 79.5% of the participant stated that women's education did not contribute to confrontation among men and women in our society. Moreover, 95.1% of the study participant disclosed that literate women

have more political skills than illiterate ones. More than two-thirds 80% of the study respondents revealed that education contributed to the freedom of expression among women. Likewise, 77.6% of the respondents stated that women's education is very important for their political participation at the grass-root level. Besides 92.2% of the participant opined that educated women buildup educated society

Table: 2 Educational Fallacy

S. No	Educational Fallacy	Yes	No	Don't Know
1	Lack of education is responsible for gender inequality in Pukhtoon society.	187 (91.2)	15 (7.3)	3 (1.5)
2	Quality education is the right of women for their empowerment.	194 (94.6)	11 (5.4)	0 (0)
3	Educated women are more politically socialized as compared to uneducated women.	195 (95.1)	10 (4.9)	0 (0)
4	Freedom of expression of women is possible due to education and literacy in Pukhtoon society.	164 (80)	36 (17.6)	05 (2.4)
5	An educated mother produces an educated society.	189 (92.2)	12 (5.9)	04 (2)
6	Literacy is a must for women's politics at grass root level in Pukhtoon society.	159 (77.6)	37 (18)	09 (4.4)
7	Education does not create a clash of power between men and women in Pukhtoon society.	163 (79.5)	40 (19.5)	02 (1)
8	Education of women is a way to women empowerment.	196 (95.6)	09 (4.4)	0 (0)

Education Fallacy and Women Political Participation (Using Education as a control variable)

The findings of the present study portray that 99 participants among an illiterate group and 43 respondents among the educated group opined that educational fallacy is inversely associated with women's political participation. Moreover, to examine the correlation between education fallacy and women's political participation, multivariate analysis was employed. For the illiterate group, a highly significant ($p=0.00$) and positive ($T^b=1.01$) association between education fallacy and women political participation was found. Likewise, the aforesaid variables were also observed highly significant ($p=0.00$) and positive ($T^b=4.865$) for an educated group. Meanwhile, the table as a whole disclosed highly significant ($p=0.00$) and positive ($T^b=4.840$) co-relation between education fallacy and women political participation.

Table 3: Education Fallacy and Women Political Participation (Using Education as a control variable)

Education status	Education Fallacy	Women Political Participation			Total	Statistics	As Whole Table
		Yes	NO	Don't Know			
Illiterate	Yes	99(100%)	0(0%)	0(0%)	99(99%)	$\chi^2=24.4$ 98 $p=0.000$ $T^b=1.01$ 5	$\chi^2=86.806$ $p=0.000$ $T^b=4.840$
	No	0(0%)	1(100%)	0(0%)	1(1%)		
	Don't Know	0(0%)	0(0%)	0(0%)	0(0%)		
	Total	99(100%)	1(100%)	0(0%)	100(100%)		
Literate	Yes	43(100%)	45(78.9%)	0(0%)	88(83.8%)	$\chi^2=$ 39.661 $p=0.000$ $T^b=4.86$ 5	
	No	0(0%)	10(17.5%)	5(100%)	15(14.3%)		
	Don't Know	0(0%)	2(3.5%)	0(0%)	2(1.9%)		
	Total	43(100%)	57(100%)	5(100%)	105(100%)		

Discussion

Prosperity and development of any society are positively surged by the quality and opportunity of education available to the people of that society. In addition, the motive of education is to increase the level of understanding of people towards different societal problems. Furthermore, education, bring constructive alteration in the behavior of people and motivates people for the betterment of society, as well encourage human to speak about their rights. Thus keeping in view

the aforesaid facts the current study was designed to examine the impact of education fallacy on the participation of females in the political sphere at District Dir, KP, Pakistan. Findings of the primary data unveil that women's empowerment is significantly surged by the quality of education which contributed to their political participation. Similar findings were also explored by Oxaal and Baden (1997) in their report that undeniably women empowerment is the first step towards their political empowerment, political empower women could work properly for their rights and other women of the society. They further explored that unfortunately in most societies women are not politically socialized which makes the women restricted from understating women issues and problems. Findings of the present study further explored that literate women have more political skills than illiterate ones and freedom of expression. These findings are closely in line with the previous work of Robinson and Gottlieb (2019) that investment in female education enhances women's participation in the political system. Moreover, at the Bivariate level educational fallacy significantly humpers women's political participation. While at a multivariate level a highly significant and positive association between education fallacy and women political participation was found for educated and uneducated respondents. The rationale for the above-mentioned association could be attributed to the fact that undoubtedly education provides females with the skills and resources people need to participate in politics. Likewise, Verba, Schlozman, and Brady (1995), for example, suggest that education not only promotes involvement directly but also allows citizens to gain the civic skills essential to effectively articulate their concerns to politicians. In a similar fashion, Rosenstone and Hansen (1993) argue that education "imparts the knowledge and skills most essential to a citizen's task, because of their schooling, the well-educated have the skills people need to understand the abstract subject of politics, to follow the political campaign, and to research and evaluate the issues and candidates." Increased political participation is a result of the formal education process (Berinsky & Lenz, 2011). Taking the above findings and existing empirical work we can argued that literacy has very important role in making women more political active, for instance the illiterate women don't know about public domains (outside affairs of the society i.e. political system, etc.) they are only confine to private core of life e.g. household activities etc. However, when the women got an education, they are in better position to speak about their civic rights and political rights.

Conclusion and Implication of the Study

The main focus of this research work was to examine the position of women's political participation in the purview of education fallacy in district Dir upper, union council Wari. The existing literature vividly unveiled that literacy of the people and their political participation has a strong link, the more society is educated the more political participation is witnessed. Similarly, the present study also concluded that women's education can enhance their political participation. Besides in educational institutions, women learned skills useful for political activity. These findings were also supported by previous studies. Encouraging and motivating female segments of the society for accruing education while providing educational facilities at the local level and encouraging parents or guardians about female education and their political participation are some of the recommendations.

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