



**RESEARCH PAPER**

**Analysis of Female Empowerment in Academic Decision  
and Career Development**

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**ABSTRACT**

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*The objectives of the research study are analyze the Female Empowerment in Academic Decision and Career Development The research tool designed to carry out the study were two separate questionnaires. The subjects of this research study were analysis of female empowerment in academic decisions and career development. Three seventy students were selected from Islamia university Bahawalpur and three seventy working women from all sphere of life in district Bahawalpur were asked to response about academic and career developments decisions through the questionnaire. The data collected through the questionnaires was analyzed and interpreted. The results were tabulated in percentage and mean score. To find out the percentage mean, score standard deviation, t-value and df, t-test and ANOVA were used. The empowerment level of decision making was verified through the views of working women and female students.*

**Introduction**

Women are as important as men in all societies. Islam has given equal importance and opportunity to both gender and emphasized more on the rights of women than the other religions. Their nature of job are different to each other to some extent but they have equal importance on the whole. These days there are more focus on women empowerment in the world especially in the developing countries, where women need more awareness education and

empowerment about her rights and duties then developed countries. Pakistan is a signatory of the Dakar declaration (1990) women empowerment has got significant status on the agenda of the declaration (2000) on educated women are in better position to perform their various role and duties as mother, daughter, sister and wife in societies. What type of education is appropriate for the need of today's women is a question of great interest to our scholar's policy maker, Ngo and also to our society. An educated woman can take better decision under the light of education, experience and guidance of vision full career councilor. Gupta (2001) argues that the development and progress of last five years has proved that education is a root and base of all type of development. Women constitute more than one and half of the world's population and with their participation in decision making development goal could not be achieved. Education is a basic tool for empowering our society and specially women. For woman empowerment education is a valid and effective tool. It is the key of breaking the cycle of unawareness and empowering women and girls to improve their lives concept and it is describe as a process rather than an event. Almost all the philosophers are agree that without empowering women society is not modern itself socially economically and politically. Empowerment did not mean to control difficult thing for one personal or social game but it need to gather effort constructing a society in which potential and abilities of everyone can be utilized and realized without difficulties of gender race class, women empowerment was complex and multi dimensional. "Having a right to make one's own choice and of heavy the abilities to at upon them."

Empower has a number of qualities and element but the most import and 1<sup>st</sup> are without it word empowerment did not complete is having decision making power. This is the very important element of empowerment. The equal participation of women and men in decision making in all sphere form personal to most public is pre requisite for and effective set up of country and democracy (NPA, 1995).

This necessitates gender equality in the sharing of power of decision at all levels, with in a family education, work place, socio-cultural norms and legal inequalities. There is a brief summery in the light of Kabeer, 2002 definition that the core concept lies in the ability of women to control her own destiny and fate. He defined that empower women not have equal opportunity of education health resources but they must have deep feeling to use these rights They should rightly utilize the resources in decision making about rights and

duties. The same idea defines by the Zuniga, 2006. Women have rights in decision making about their own lives and their ability to avail the full opportunities. This means empower women have a rights to make decision and increased her power in term of confidence self-esteem not in term of domination of others.

World Bank, 2002 elaborate the process of Empowerment is increasing the possessions and capabilities of individual and group to make choice and transform those choices into desired action and outcome. It means empowered people have freedom of choices and actions. Different people gave different opinion to explain the concept of empowerment however, Mosedale (2003) describe which community should be in empower of women.

Firstly to be empowered one must be disempowered. Secondly empower people may be able to create condition favorable. Thirdly usually empowerment includes the power in decision making on the matter which are important to their lives. Finally empowerment has no final objective. It is an ongoing process rather than a product no one have a stage of life empower in some absolute sense. The different definition of empower analyzed as we conclude that empower is a multi-dominical concept every one need empowerment it is the ability to make choices and overcome the resources.

### **Objective of the Study**

The particular objectives of the study were consisting on:

1. To review the plan and policies prepared for female empowerment and decision making
2. To compare the decision making power of female having educated and un educated family background in academic decision making and career development
3. To find out the factor affecting female academic decision and career development
4. To find out the problem related to academic decision and career development of women
5. To recommend the appropriate strategies for women empowerment in term of academic decisions and career development.

### **Research Methodology**

The present study was descriptive in nature and following procedure was adopted for the proposed inquiry .The analysis of the relevant literature will open the spectrum of the issue and will help to understand the topic in question. The researcher will investigate

whether empower women and girls take their decision, their self or not. The information has been collected in almost all working women at every sector

The student of master class in The Islamia University of Bahawalpur at Bahawalpur.

Women were considered eligible for the study if she has one year experience with minimum matriculation qualification in the respect field and the student of M.A final class. There eighty student of M.A/M.Sc class and three eighty working women from the all sphere of life will be taken as a sample. Random sampling techniques had used only for women, these works doctor, L.H.V, nurses, banks, franchise, air hosts, and beauty parlors and simple stratified random technique also use to get data.

#### **Data Collection Instrument**

Questionnaires used for data collection and items of questionnaire developed with discussion and analysis of relevant literature. The researcher visited colleges, schools B.V.H, franchise, PIA office leady health centers.

#### **Analysis of Data**

The current study was aimed to evaluate empowerment level of women in decision making process. The respondents were briefed about the research and written informed consent was taken. The demographic information was documented form each of respondent. The present chapter describes statistically analysis of data collected from the respondents according methodology adopted for this research. To develop a socio demographic record on women subjected to status age, experience,

The respondents were briefed about the research and written informed consent was taken. The demographic information was documented form each of respondent. The present chapter describes statistically analysis of data collected from the respondents according methodology adopted for this research. To develop a socio demographic record on women subjected to status age, experience, qualification, has been collected.

**Table no 4.16: Institutions selection of female students**

<b>Items</b>	<b>A %</b>	<b>D%</b>	<b>t</b>	<b>df</b>	<b>Sig.</b>
I got my early studies from school of my own choices	55.64	44.36	198.25	4	.216
I choose my institution at secondary level myself	34.85	65.15	198.25	4	.216

I change my institution after higher secondary level on my parent's choice.	41.39	58.61	198.25	4	.216
I changed my institution according to my own choices.	88.47	11.52	198.25	4	.216
I took my higher education decision my self	78.88	21.22	1.469	4	.216
I give freedom to my younger about academic decision of their own choices	88.40	11.60	1.469	4	.216
I had never thought about my academic decision or choices.	34.85	65.15	1.469	4	.216
I had decided about this field from the start of my academic career.	41.39	58.61	1.469	4	.216
I would utilize my study for my career development.	88.47	11.52	1.469	4	.216

Items	A %	D%	t	df	Sig.
After middle I decided my study field myself	59.74	41.26	198.25	4	.216
My parents selected study area for me after middle school	44.59	54.41	198.25	4	.216
I decided my field/ study area myself after metric.	83.27	16.73	198.25	4	.216
I continue my subject because of my personal interest at FA level	55.48	44.52	198.25	4	.216
I continue my subject of previous class at BA level because I was interested	66.87	33.13	1.469	4	.216
I adapt this field according to my own choices at university level	79.50	20.50	1.469	4	.216

Items	A %	D%	T	df	Sig.
I do not have any idea about selection of my study area.	27.94	41.26	72.06	4	.216

No one was present to guide me about my study area when I was choosing my field.	41.66	54.41	58.34	4	.216
I left my study area because I had not proper guidance about my subjects	34.37	16.73	65.93	4	.216
My parents and family member were not agreeing for the decision of my university education	27.94	44.52	72.6	4	.216
My parents imposed their decision/ choices on me.	13.33	33.13	86.67	4	.216
I change my subjects or study area due to harsh behavior of teachers.	35.50	20.50	64.50	4	.216
Items	A %	D%	t	df	Sig.
I will be allowed by my parents to do jobs after higher education.	88.40	11.60	72.06	4	.216
My parents always gave opportunity to decide my academic decision my self	90.61	9.39	58.34	4	.216
My family always appreciated me about my academic decisions.	96.73	3.27	65.93	4	.216
I continue my studies due to appreciation of my parents	35.50	65.50	72.6	4	.216
My parents are well aware of my interest that's why they choose this study area for me.	66.66	33.34	86.67	4	.216
My family member never object on my academic decision	80.75	19.25	64.50	4	.216

**Regarding table 4.18** more than 78% of participants decided to utilize their study for future, they took higher education their self and could do jobs after studies .more than 40% participants decided that field from their early age .only 34% never thought about their academic

decision. On the whole 66.39% student enjoy independence of decision making in student life. It appeared from the results of paired sample t-test that agree and disagree sets of responses were significantly different in favor of agree side

**Regarding table 4.17** more than 62% of student never face financial crises during university education and enjoy full financial resources and did not get any degree from Allama Iqbal open university due to lack of finance .on the whole 73.62% of student did not face any financial problem at university level. It appeared from the results of paired sample t-test that agree and disagree sets of responses were significantly different in favor of agree side.

**Regarding table 4.16** more than 55% of student obtain education from school of their own choice and want to utilized their education for their career .more than 34% of student never thought about subject selection and academic decisions and decide this field from their early age .on the whole 68.15% of student enjoy autonomy in decision making related to institutions selection .It appeared from the results of paired sample t-test that agree and disagree sets of responses were significantly different in favor of agree side.

**Regarding table 4.19** more than 79% of participant decided their study field after Matric and university level .more than 55% of participants continued their subjects at graduation and intermediate level and decided field at middle level .only 44%of participant study the subjects of parent's choice .on the whole 64.98% of study subjects of their own choice. It appeared from the results of paired sample t-test that agree and disagree sets of responses were significantly different in favor of agree side.

**Regarding table 4.20** more than 72% participants chose their subjects by themselves, their family had no objection on their university education and had no idea of subject selection at early age .More than 64% of participants find proper guidance and kind behavior of teachers. On the whole 70.1% of participant's have proper guidance about subject's selection. It appeared from the results of paired sample t-test that agree and disagree sets of responses were significantly different in favor of agree side.

**Regarding table 4.21** more than 80% of participants were appreciated by their parents never objected on academic decisions and provided them the opportunities of academic decision making .more than 66% of students study field which chosen by their parents. Only 35% of students appreciate them for studies on academic performance

on the whole 76.45% of student's s parents interfere in their subject's selection. It appeared from the results of paired sample t-test that agree and disagree sets of responses were significantly different in favor of agree side.

### **Conclusions**

In the glow information analysis and finding the study following conclusions were drawn.

1. Majority of the female those are educated and perform jobs has been giving equal importance in family matter.
2. Majority of the working women are more confident in taking decisions related to family matters.
3. Majority of married working women enjoy more autonomy in family decision making.
4. Majority of married they working women mostly argue and disagree with their heads of the institution.
5. Majority of married woman were independent in office matter decisions and decision of profession is their own choice.
6. Majority of the unmarried woman had to spend their salaries on their family.
7. Majority of the woman decide free job during their study period or from early age.
8. It was concluded that by the opinion of woman that they where independent in job decisions and had worth of their decisions at work place.
9. It was concluded that woman those husbands and fathers were get short income were more confident in taking decisions.
10. It is concluded that woman those husband have short income no face any objection from family working with make member.
11. It is concluded that working woman those father were uneducated enjoy more autonomy and equal participation in family decision making.
12. It is concluded those father were educated go out of station of work place by accompany with make members.
13. Majority of the students change their institution according to their own choice.
14. Majority of the student never face financial crises during academic career.
15. Majority of the student decide their study field of after Matric and still continue.



16. Majority of the parents had no objection on student subject selection and parent's encouragement and provide them opportunity for subject selection.
17. It is concluded that majority of parents provide them guidance help them in studies.
18. It is concluded that student whose father were in govt. sector find guidance properly to their studies.
19. It is concluded that majority of the student whose father had 6000-10000 income per month had to face more financial crises as compare to other.
20. It is concluded that student those mother were educated never face financial crises, get proper guidance enjoy the right of subject and institution selection.
21. It is concluded that majority of the student of qualified pothers enjoy financial resources guidance awareness of subject and also enjoy self decision power.
22. It is concluded that rural and urban student had equal awareness about subjects. Urban participant are more confident and enjoy more autonomy in subject selection.

#### **Recommendations**

1. The families should support and encourage the women those are jobbing.
2. The working women need awareness about their profession regarding new trends refresher courses and training should be introduce and apply to enhance their skills at every level.
3. The urban student's needs the student supports services systems which guide students about scope of subjects according to their concern and government should give awareness such student supportive institutions through media.
4. Government and NGOs should financial supports the student those father have low wages they could not choose the program of study and their favorite study just because of finance problem government and banks should short long tenure lawn packages for student and relaxation returned till to their job so that they avail it and choose their own subject matter.
5. Parent should train in such a way that they provide opportunities of decision making at very minimum level to their daughters.
6. Student has no idea about subject's scope in market so govt. and school commentates should set up for S.S.C student subject

council which guide and direct them at the time of selection about field according to their interest..

7. The verity of subjects should introduce from school level, all student have a right to study each subject without any combinations boundaries. The educational intuition should provide free chance of student to decide any subject with several combinations.

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