

A Study on Orientation of Women Empowerment and its Relationship with Students' Academic Achievement

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ABSTRACT

The present study aimed to explore an orientation of women empowerment and its relationship with students' academic achievement at Haroonabad. A rating scale addressing the prominent clauses relating to women empowerment was explored in-depth about the orientation of the general mobs. Population consisted of parents whose female students were studying in the secondary schools of Haroonabad. Female parents willing to participate were selected as sample on the basis of their informed consent. Data were analyzed by using descriptive and inferential statistics. Findings shown that there was a significant positive weak correlation between the women empowerment and the students' academic achievement. Furthermore, that women empowerment as the students of secondary school female parents are more empowered in the real sense as compared to uneducated parents. Awareness among women is required to be developed for equipping their female kids with future-oriented and need-based skills education.

Introduction

Women empowerment is a challenging issue for the developing countries where gender disparities persist and women stay restrictedly inside their

houses. They taking care of all the responsibilities of the domestic, thus, are incapable to take part in the financial activities of the state. There is a serious need to empower the women in male-dominant society. In such society, a large number of women cannot get jobs. If at all they can get a job they are most of the times low paid. This difference and disparity is seen during the promotions transfers or grant of incentives. Women may contribute towards the economy of the family at the first level, community at the second level, and the nation at the third level (Reiter, 2012). It is the income that make the incompetent individual attaining the proficiency to form vital selections about their life varieties (Kabeer, 1999).

Defining Women Empowerment

Women empowerment is the procedure of empowering women (Kabeer, 2005). Empowering women is meant to involve them completely in financial zones as all levels of the economic plan are obligatory to develop strong economies; secure frequent firm and just societies; obtain globally recognized aims for sustainable development, and social welfares; increase the condition of person's life, households, and societies; and drive companies' progress and objects (The United Nations, 2010). It has been taken for granted that the women are equally competent rather in certain domains they go ahead of male members. Women have more tolerance and patience and in certain cases craze to learn. Thus, it becomes imperative to empower the women through education making them earn like the male members of the society. Education would make the women more sharing, caring, loving and contributing towards job ethics, sanctity and spirituality. This would attract other male counter parts to work in a modest rut. Women are found and considered equally talented, creative, critical, original developers and decision makers in terms of job selection. Women now have broken down the social taboos that there are certain specific jobs for them. Now they have embarked upon the jobs which were declared as the male-dominant jobs. Empowering them needs the curriculum to be more aligned with the potential, physique and caliber of female so that they can perform their duties well (Ceci & Williams, 2007).

It is unwise to leave the female sect and treat them as the ornamental piece. They not only have the caliber to manage the homes and families but they can also share the burden of the society, community and nation. They thus need to be offered opportunities for personal growth at the personal and national level. Doing so will help the concept of entrepreneurship and bringing down the opportunity costs and adding to the GNP. Empowering women offers them the opportunities to enabling them to contribute towards life, family and nation at large. They may think of evaluating the variety of viewpoints outside the kitchen. They may develop more nutritious age and need specific food with the curtailed effort and financial compensation. This may enable the women to stay at home and contribute for the family living at moving towards lessening the domestic violence (Sandberg, 2013).

Women as the additive to family income bring corruption and such practices to the least. Education adds to the women insight which adds to the congeniality of the domestic environment. Hence, it lessens the divorce rate to the unnecessarily bearable limits. Becoming of women as the counterpart of the male member in earning help develop a confidence in the family to combat poverty and price hike. These acts also help in reducing the national poverty at large (Goldin, Katz, & Kuziemko, 2006).

National development calls for the grooming of female potential by offering them opportunities to undertake the projects of domestic and national projects. This brings the nation at par with the developed world adding their potential to the services and allied departments. These acts also bring confidence to the society to be creative, competitive, changing and ever growing (Cash, 1985). There are certain undeniable facts that women are irreplaceable in most of the sectors. Their participation adds a sense of competition, courage, and devotion. This discussion defies the concept that women are fragile and breakable (Jimei, (2007).

Women education has become key development objective in the nineteenth century. It becomes imperative to evaluate the policies and plans undertaken towards women development goal. Most recently women empowerment is tied with the range of activities in different areas inclusive of education. To reach the goals of women empowerment there is a need to: eradicate the illiteracy, develop self-esteem and self-confidence among women; provide them with the knowledge about their body and sex; develop their ability to negotiate and make decision rationally; develop awareness of their civic rights; enhance their skills of income generation; and finally, enable them to participate in the community affairs. Education for women empowerment includes a variety of areas such as; entering into international relations; conducting action-oriented research; delivering information on health and nutrition; addition of technical, commercial, cultural and profitable characteristics and capability of planning and intelligent skills to women (Gelsthorpe, Sharpe, & Roberts, 2007).

Understanding the above mentioned discussion on women empowerment includes the sharing of power and gaining control over available resources. In one way or the other the definitions focus on the unprivileged segments of society. The indicators of women empowerment may be seen in the following activities; decision making in house hold activities; sharing decision making with males at home; deciding the family size; sense of pride in the work done by the women; demonstrating self-assurance and self-respect and ability to control violence in the family and community at large (Barnett, Miller-Perrin, & Perrin, 2005).

At community and organizational level, women leaders are seen more than before to get funds for execution, involvement in design development

adopting and using technology, participation of women in traditional tasks and training programs. At national level women empowerment is reflective of civic awareness, political and social rights, women organizations and their publications, heeding of women problems in media. There might be the existence of such factors that promote the women empowerment which may include such as; existence of sport system in the organization and networks in the name of women; availability of data pertaining to women; favorable policy climate; feminist leadership and availability of funds for women ventures. We see certain factors that put restrictions on women undertakings which are, the lack of funds, women illiteracy, wars, discrimination policies about women, sensational coverage of media and internal strife. There are certain measures which may be adopted for future safety, may include; acquisition of education, research documentation, launching of campaigns, and going for training, embarking upon media networks and repeatedly evaluating ourselves (Baumeister, Campbell, Krueger, & Vohs, 2003).

There is a need to look at our daily routines and processes, mend our ways to be matched with the immediate and remote needs especially the wider segment of the societies of the women. It is an obligation on society to check whether we are going in line with the immediate needs of the society i.e. empowering the women. We have the orientation which doesn't go beyond lip service. We have to look into the operational processes in this regard and their consequent divulgements (D'Souza, Karkada, Somayaji, & Venkatesaperumal, 2013). Our endeavors would call for the conduct of a research on the topic, "A study of women empowerment and its relationship with students' academic achievement at Haroonabad.

Statement of the Problem

It is an undeniable fact that an educated woman lays foundation of a healthy and progressive society. In other words, it takes the shape of matriarchal love for the child where the women role is casted into child care and initial education. All this calls for the research on the "Study Orientation of women empowerment and its relationship with students' academic achievement at Haroonabad." This research would yield the dividends like; increase in literacy, curbing human trafficking, political involvement, poverty reduction.

Objectives of study

The following objectives have been pursued to conduct this study.

1. To understand the level of women empowerment at Haroonabad.
2. To explore the relationship of students' academic achievement with women empowerment.

Research Questions

Following research questions were formed in this study.

- 1.1 In what ways the sub-scales of women empowerment differ as that of at Haroonabad?
- 1.2 What is the level of women empowerment as the parents of secondary school female children?
- 2.1 Is there any relationship between women empowerment and their female wards academic achievement?
- 2.2 Is there any relationship between students' academic achievement and socio-economic dimension of women empowerment?
- 2.3 Is there any relationship between students' academic achievement and political dimension of women empowerment?
- 2.4 Is there any relationship between students' academic achievement and socio-cultural dimension of women empowerment?
- 2.5 Is there any relationship between students' academic achievement and Parental /Familial dimensions of women empowerment?
- 2.6 Is there any relationship between students' academic achievement and legal dimensions of women empowerment?

Delimitations of the study

This study has delimited to the following points.

- 1 Those students were picked up for the study who were still studying at girl' schools of Haroonabad.
- 2 Those parents were picked up for the study whose female students were still studying at girls schools of Haroonabad.
- 3 Those parents were chosen for the study who were living with other children but they had a liaison at Haroonabad as some of the children were still studying at girl's schools of Haroonabad?

Method and Procedure of Research

Researchers have chosen the quantitative approach of research. It is exclusively based on the numeric data gathered through survey of opinion of the female parents about their empowerment. The rationale of choosing this method is that the locale of research and population is unique contemplative of the stereo-typed culture of the traditional Punjab which covers in-depth research needs. The nature and constitution of population is almost heterogeneous which calls for the application of varied techniques to gather the maximum possible data to address the research questions. There were five female government girls secondary schools in Haroonabad. The female parents of the female students studying in class IX and X of secondary schools were taken as the population of the study. The total number of parents who showed their willingness to participate in this study out of five Government Girls H/S Haroonabad were 208. A rating scale was developed by the

researcher to evaluate the awareness of female understanding on women empowerment. The reliability of the instrument was 0.78. A briefing session was arranged with the parents of the female students selected as the subjects of study for their ease and facilitation in responding for data collection. Descriptive and inferential statistics were used for data analysis. Results are shown in the form of tables below.

Results

Research Question 1.1

In what ways the sub-scales of women empowerment differ as that of Haroonabad

Table 1

Perceptions of Parents regarding Women Empowerment

Subscales	Mean	SD
Economic dimension of women empowerment	23.92	5.1
Political dimension	20.40	3.4
Socio-cultural dimension	19.06	4.8
Parental familial/dimension efficacy	19.05	5.9
Legal dimension	19.53	3.4

The means for the subscales of women empowerment ranges from 19.05 (parental familial) to 23.92 (economic dimension) as is divulged by the above table. The other parameters are standard deviation which is not low which shows that the data does not fall near the mean and is more diversified. For bringing it more near to mean we should go for research on larger sample which is not possible because of certain delimitations. The table reveals that the women are more empowered in economic dimension of empowerment.

Research Question 1.2

What is the level of women empowerment as the parents of secondary school female parents?

Table 2

Summary of the Means of Women Empowerment as the Mothers of Secondary School Female Students

Parameter	N	M	SD
Women empowerment	208	124.69	16.085

The level of women empowerment was calculated by the mean and standard deviation of the data. According to the table 2 the mean value of women empowerment is 124.69 (SD=16.08) whereas N=208. It reveals that the women are empowered in the real sense.

Research Question 1.3

What is the level of students' academic achievement at the secondary school level?

Table 3

Summary of the Means of students' Academic Achievement

Parameter	N	M	SD
Students Grades	208	2.99	1.25

The level of students' academic achievement was determined by calculating the mean and standard deviation of the data. According to the table 3 the mean value of students grades is 2.99 (SD=1.25) whereas N=208, It may be inferred that the students on the basis of their parent empowerment show better results.

Research Question 2.1

Is there any relationship between women empowerment and their female wards academic achievement?

Table 4

Pearson Correlation of Women Empowerment and Students' Academic Achievement

Parameter	N	P value	Students Grades (r)
Women Empowerment	208	.035	.146

A Pearson r was computed to investigate the relationship between women empowerment and students' academic achievement. Table 4 shows that there was a significant positive weak correlation between the women empowerment and the students' academic achievement , $r=.146$, $N=208$ and $p=.035$.

Research Question 2.2

Is there any relationship between students' academic achievement and socio-economic dimension of women empowerment?

Table 5

Correlation of Students' Academic Achievement and Women' Socio-Economic Dimension of Women Empowerment

Parameter	N	P-value	Students Grades (r)
Economic dimension of women Empowerment	208	.028	.152

A Pearson r was computed to investigate the relationship between students' academic achievement with the sub-scales of socio-economic dimension of women empowerment. Table 5 shows that there was a significant positive weak correlation between the students' academic achievement and women decision making as, $r=.152$, $N=208$ and $p=.028$.

Research Question 2.3: *Is there any relationship between students' academic achievement and political dimension of women empowerment?*

Table 6

Correlation of Students' Academic Achievement and Political Dimension of Women Empowerment

Measure	N	P-value	Students Grades (r)
Political dimension of Women Empowerment	208	.048	.184

A Pearson r was computed to investigate the relationship between students' grades with the sub-scales of political dimension of women empowerment. Table 6 shows that there was a significant positive weak correlation between the students' academic achievement and political dimension of women empowerment as, $r = .184$, $N = 208$ and $p = 0.048$.

Research Question 2.4

Is there any relationship between students' academic achievement and socio-cultural dimension of women empowerment?

Table 7

Correlation of Students' Academic Achievement and Socio-Cultural Dimension of Women Empowerment

Measure	N	P-value	Students Grades (r)
Socio-cultural dimension	208	.207	.088

A Pearson r was computed to investigate the relationship between students' academic achievement with the sub-scales of socio-cultural dimension of women empowerment. Table 7 shows that there was no correlation between the students' academic achievement and socio-cultural dimension of women empowerment status as, $r = .88$, $N = 208$ and $p = 0.207$.

Research Question 2.5

Is there any relationship between students' academic achievement and Parental /Familyist dimensions of women empowerment?

Table 8

Correlation of Students' Academic Achievement and Parental/Familyist dimensions of Women Empowerment

Measure	N	P-value	Students Grades (r)
Parental dimensions	208	0.373	.062

A Pearson was computed to evaluate the relationship between students' grades with the sub scales of Parental /Familyist dimensions of women empowerment. Table 8 shows that there was no correlation between the students' academic grades and women empowerment autonomy as, $r = .062$, $N = 208$ and $p = 0.373$.

Research Question 2.6

Is there any relationship between students' academic achievement and legal dimensions of women empowerment?

Table 9

Correlation of Students' Grades and Legal Dimensions of Women Empowerment

Measure	Measure	N	P-value
Legal dimensions	208	0.281	.075

A Pearson r was computed to investigate the relationship between students' grades and legal dimension of women empowerment. Table 9 shows that there was no correlation between the students' grades and legal dimension of women empowerment as, $r = .075$, $N = 208$ and $p = 0.281$

Table 10

Computation of t statistics for the comparison of means on the basis of Job Status of Women Empowerment at Haroonabad

Dimension of						
Empowerment	Job status	N	M	SD	t	P value
Economic	House Wife	124	4.17	0.64		
	Professional	84	4.19	0.48	9.39	.002
Political	House Wife	124	4.05	0.65		
	Professional	84	3.93	0.64	1.21	.272
Socio	House Wife	124	4.04	0.60		
	Professional	84	3.94	0.52	1.72	.191
Parental	House Wife	124	4.02	0.60		
	Professional	84	3.92	0.58	.01	.945
Legal	House Wife	124	4.20	0.72		
	Professional	84	4.03	0.69	.22	.641

Table 10 shows the difference of means with respect to Job Status of women at Haroonabad and reveals that in terms of economic dimension of women the t value is significant and there is no difference between the housewives and professional women ($t = 9.386$, $p = .002$). Furthermore, the mean value for professional women is comparatively better, meaning thereby that the professional women are more empowered than housewives.

Table 11

Computation of t statistics for the comparison of means on the basis of student achievement effect on women empowerment status at Haroonabad

Dimension of empowerment	Nature of profession	N	M	SD	t	P value
Economic	House Wife	124	4.13	0.58		
	Professional	84	4.02	0.63	.455	.501
Political	House Wife	124	3.92	0.63		
	Professional	84	3.82	0.66	.426	.515
Socio	House Wife	124	3.95	0.54		
	Professional	84	3.83	0.56	.000	.990
Parental	House Wife	124	3.96	0.63		
	Professional	84	3.88	0.58	.584	.446
Legal	House Wife	124	4.11	0.62		
	Professional	84	3.95	0.64	.418	.518

Table 11 shows the significant value of respondents' opinion with regard of their nature of profession. Findings of the study exposed that there is no significant difference found in opinion of respondents with regard of their nature of profession among sub-scale of women empowerment.

Table 12

Computation of F statistics for the comparison of means on the basis of locale of female parent's effect on women empowerment status at Haroonabad

Dimension of empowerment		SS	df	MS	F	p
Economic	Between Groups	.349	2	.175	.516	.598
	Within Groups	73.466	217	.339		
	Total	73.815	219			
Political	Between Groups	.304	2	.152	.356	.701
	Within Groups	92.583	217	.427		
	Total	92.887	219			
Socio	Between Groups	.549	2	.274	.844	.432
	Within Groups	70.558	217	.325		
	Total	71.107	219			
Parental	Between Groups	.328	2	.164	.457	.634
	Within Groups	77.866	217	.359		
	Total	78.193	219			
Legal	Between Groups	.189	2	.094	.186	.831
	Within Groups	110.387	217	.509		
	Total	110.576	219			

Table 12 shows the significant value of respondents' opinion with regard of their professional qualification. Findings of the study showed that there is no significant difference found in opinion of respondents with regard of their locale among sub-scale of women empowerment.

Table 13

Computation of F statistics for the comparison of means on the basis of academic qualification of female parent's effect on women empowerment status at Haroonabad

Dimension of empowerment		SS	df	MS	F	p
Economic	Between Groups	1.38	2	.690	1.935	.147
	Within Groups	77.0	216	.356		
	Total	78.38	218			
Political	Between Groups	1.01	2	.504	1.218	.298
	Within Groups	89.33	216	.414		
	Total	90.34	218			
Socio	Between Groups	1.47	2	.734	2.475	.087
	Within Groups	64.03	216	.296		
	Total	65.50	218			
Parental	Between Groups	2.04	2	1.022	2.774	.065
	Within Groups	79.57	216	.368		
	Total	81.61	218			
Legal	Between Groups	.810	2	.405	1.016	.364
	Within Groups	86.47	217	.398		
	Total	87.28	219			

Table 13 shows the difference of means with respect to empowerment at Haroonabad and reveals that in terms of academic qualification and economic dimension of women the F value is not significant and there is a difference between the housewives and professional women (F=1.935 p=.147) furthermore it can be inferred that the two groups are heterogeneous.

Table 13(a)
Post Hoc Tests (LSD)

Variable	(I) Education	(J) Education	Mean Diff. (I-J)	SE	p	
Socio	Less than Graduation	More than Graduation	-.15	.09	.142	
		Illiterate	.28	.18	.129	
	More than Graduation	Less than Graduation	.15	.09	.142	
		Illiterate	.43*	.20291	.035	
	Illiterate	Less than Graduation	-.28	.19	.129	
		More than Graduation	-.43*	.20	.035	
	Parental	Less than Graduation	More than Graduation	-.26*	.11	.020
			Illiterate	-.067	.21	.747
More than Graduation		Less than Graduation	.26*	.11	.020	
		Illiterate	.19	.23	.391	
Illiterate		Less than Graduation	.07	.21	.747	
		More than Graduation	-.19	.23	.391	

Multiple comparisons show that illiterate and more than graduate group of female parents are significantly different ($p=.035$) than other qualification groups in socio-economic dimensions of women empowerment and female parents with less than graduation and more than graduation group are significantly different ($p=.020$) than other qualification groups in parental involvement dimensions of women empowerment.

Table 14

Computation of t statistics for the comparison of means on the basis of age of female parents and its effect on women empowerment status at Haroonabad

Dimension of empowerment	Age (years)	N	M	SD	t	p
Economic	< 30	116	4.27	0.49		
	> 30	104	4.08	0.66	12.42	.001
Political	< 30	116	4.00	0.59		
	> 30	104	4.01	0.72	2.20	.139
Socio	< 30	116	3.99	0.56		
	> 30	104	4.02	0.59	.79	.375
Parental	< 30	116	3.98	0.59		
	> 30	104	3.99	0.60	.54	.464
Legal	< 30	116	4.11	0.73		

Table 14 shows the difference of means with respect to empowerment at Haroonabad and reveals that in terms of age dimension of women the t value is significant and there is no difference between the women below and above 30 years of age ($t=12.42$, $p=.001$). Furthermore, it can be inferred that the two groups are homogeneous and the mean for women below 30 years of age is better in empowerment. On the other hand, no significant difference of means with respect to empowerment in terms of political, social, parental and legal at $p \leq .005$ level of significance.

Table 15

Computation of t statistics for the comparison of means on the basis of professionals and non-professional female parents and its effect on women empowerment status at Haroonabad

Parameters	Pro/Non pro qualification	N	Mean	SD	t	p
Economic	No	201	4.19	0.58		
	PTC	07	3.97	0.53	.146	.703
Political	No	201	4.02	0.64		
	PTC	07	3.79	0.78	.190	.664
Socio	No	201	4.01	0.58		
	PTC	07	3.90	0.44	2.465	.118
Parental	No	201	4.01	0.58		
	PTC	07	3.63	0.77	.829	.363
Legal	No	201	4.16	0.71		
	PTC	07	3.83	0.62	1.685	.196

Table 15 shows the significant value of respondents' opinion with regard of their professional qualification. There is no significant difference found in opinion of respondents with regard to their being professional and non-professional among sub-scale of women empowerment.

Findings and Discussion

Present study was based on orientation of women empowerment and its relationship with students' academic achievement at Haroonabad. This study explored the relationship of demographic variables with women empowerment as the key objective of the study. The findings of the study exposed their female regions academic achievement. Furthermore, it is determined that women are empowered in the real sense as parents. It may be inferred that the students on the basis of their parent empowerment show better results. It could be concluded that there is a significant positive weak correlation between the students' academic achievement and women decision making. It is depicted that there is a significant positive weak correlation among the students' academic achievement and political dimension, social dimension, legal dimension, Parental /Familial dimensions of women empowerment. In most rural areas, women are not allowed to get an education outside the primary level and they endure far behind schedule men in higher education. Higher education is a key issue of women's empowerment and their socio-economic uplift (Bushra & Wajiha, 2015). In this situation, previous research also clarified that higher education principles to economic

independence, freedom, contribution in the political scope, respect in family and public, and better self-esteem (Batoool & Batoool, 2018). However, it is strengthened by the proofs that there is no correlation between the students' academic grades and women empowerment sovereignty. Furthermore, the house wives' women are comparatively better than professional women as far as the political involvement dimension is concerned. The study conducted by Shuttle (2016) originates that policy makers of the vital establishment systems and knowledge setting that are the most talented to female students accomplishing high academic levels. Further research could direct university officials and policymakers towards emerging policies and programs aimed at increasing the outstanding academic success of female students with the goal of transmuted and permitting exists.

As in the case with women empowerment, it was found that "there was a significant difference between the effect on women age dimension of women empowerment. Women more than 30 is comparatively better, meaning thereby that they exercise their empowerment better than women below 30 years. Furthermore, there is no significant difference found in opinion of respondents with regard to being professional and non-professional in respect to economic dimension of women empowerment. Non-professional is better than professional women meaning thereby that the non-professionals exercise more empowerment than professional women. The results of the study are identified that the rural women empowerment is better than the urban women and academic qualification of female parent's and their effect on women empowerment status at Haroonabad makes a difference in the five dimensions of women empowerment. One of the studies conducted by Ashok Kumar Gaba (2011) who found that women with more education or higher qualifications earn more than women with lower qualification. A mother's education can benefit the future educational achievements of her children, and this may be a highly desirable outcome in the long-term as an important indirect economic benefit from education.

Recommendations

The following recommendations are drawn from the conclusions.

1. Awareness among women is required to be developed for equipping their female kids with gender related, future-oriented and need-based skills education.
2. Gender role awareness, its appreciation and application might be made the topic of discussion on teacher parent day visits along with the academic problems of the female students with the parents.
3. Educational opportunities might be provided to girls particularly in the emerging creation to address their special tasks and complications.
4. Policies planned to increase the number of women and girls in education should deliberate three domains of how education can empower women:

through social customs and ethics on gender, through institutions, and through the equitable dissemination of educational resources.

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