



Sociology & Cultural Research Review (SCRR)
 Available Online: <https://scrrjournal.com>
 Print ISSN: [3007-3103](#) Online ISSN: [3007-3111](#)
 Platform & Workflow by: [Open Journal Systems](#)



The Role of Women's Education in Shaping a Civilized Society: A Quantitative Analysis of Students' Perceptions at University Level in Pakistan

Muhammad Waqar

BS Department of English Literature and Linguistics, Quaid-i-Azam University, Islamabad

Email: waqarmashamansoor@gmail.com

Amir Muawiya

BS Department of English Literature and Linguistics, Quaid-i-Azam University, Islamabad

Email: ameermuawiya40404@gmail.com

Haris Ullah Khan

BS Department of History, Quaid-i-Azam University, Islamabad

Email: harisullahkhanmarwat11201@gmail.com

ABSTRACT

Women's education plays a significant role in shaping social, cultural, and economic development, and its influence is strongly recognized within Pakistan's academic community. This research examines university students' perceptions of how educating women contributes to building a more civilized and progressive society. Using a quantitative design supported by a structured questionnaire and guided by Human Capital Theory, the research examines the perceived influence of women's education on social norms, gender relations, family stability, and long-term community development. Students also associate educated women with ethical awareness, broader opportunities for future generations, and the ability to challenge restrictive traditions that hinder development. Overall, the study positions women's education not only as a means of personal empowerment but as a strategic national investment that fosters social refinement, collective well-being, and sustainable progress in Pakistan.

Keywords: *women's education, social transformation, cultural development, gender roles, Human Capital Theory, university students' perceptions.*

Introduction

Education always has been a central point of human development, affecting the attitude, value, and behaviour of a civilized society. It provides people with knowledge, builds their reasoning skills, and enhances comprehension of moral and civic responsibilities. Education is an important aspect of society, and society can dismiss a certain level of tolerance, cooperation and respect for diversity, which is critical in peaceful social existence. However, its impact is never always evenly reflected in all groups. It is only after education becomes accessible to all people and especially women that its potential of transforming a society reaches its optimum. Through education, women are empowered, equality is enhanced and values that are required in a civilized and progressive society are developed. However, more needs to be learned on how the education of women helps in the development of the society particularly in the social norms and gender roles and roles redefined among other things, aiding in the growth of the community and the creation of a civilized society. The fact that this subject has additional importance when considered through the prism of the Human Capital Theory which elucidates that as societies invest in the skills, knowledge, and capabilities of women, they empower the social and cultural values that can initiate the

process of keeping the civilization. Based on these broad interpretations, this study examines the perceptions of university students in Pakistan on the civilizing nature of women education keeping in mind that these perceptions are a critical insight into the future that this nation takes.

First of all, it is possible to understand how women education and the aspects of societal refinement relate, seeing as learning in relation to values, awareness, and responsibility in society. Education is considered as not only source of knowledge but a guiding force which shapes the way in which people conduct themselves in their communities and women education is critical towards encouraging ethics awareness and civic involvement. Pant, Kalkhundi, Pandey, and Bhatti (2019) state that education raises the intellectual power of women, enhancing their power in making decisions, increasing their social awareness, and their role as community development agents, demonstrating how learning can change the women into ethical development agents, the shapers of culture, and good citizens (Pant et al., 2019). They state that educated women not only empower their families but also the ethical path of the society in their work. Hence, empowering women access to education will be a primary step towards establishing the community based on fairness, comprehending, and empathy.

Moreover, such aspects as empowerment and identity formation and social participation can be considered as the civilizing force of women education. Women convert into more confident, autonomous, and leader-oriented people when they are educated, leading to the establishment of the balance and inclusion in the general society. According to Rani (2024), education allows women to become empowered and becomes empowerment since it improves their knowledge, expands opportunities, benefiting social voice, and challenging harmful norms, which makes them active participants of the social reform and national development. This school of thought brings out the idea that women empowerment, when there is education, is not only beneficial to people but also shapes the societies with concepts of fairness, dignity and development. In such a way, the education of women is strongly associated with the development of more than harmonious and civilized social framework.

Besides these contributions made through empowerment, women's education is relevant to the larger national interests, which have a connection with the economic growth of countries, social stability, and human progress in the long run. In the developing nations such as Pakistan where inclusion growth is still a phenomenon, women education will be a strategic variable towards the production of productive and accountable citizens. Hamid, Chaudhary, and Khan are able to show that the education of women enhances their economic involvement, more innovation, social trust, and even structural inequalities, proving that educated women have a positive impact on the dynamics of the family, as well as the community, supporting stability and national solidarity (Hamid et al., 2023). Their results also indicate that the higher the female literacy rates in a society, the higher the chances of achieving sustainable development, ethical governance, and better social institutions. Consequently, it is crucial to learn the perception of the university students on such connections to gauge their subsequent social movements and learning requirements.

Additionally, the power of women education is further exposed when one looks at it in the barrier of gender equality, social justice as well as community transformation. With the help

of higher education, women become more able to gain critical awareness, to take part in more informed arguments and take an active part in the life of the world around them. Yasmeen, Hashaam, Zia, and Rehman claim that gender equality, social justice, civic engagement, peaceful interactions between communities are the advantages of female education that allows women to become leaders, mediators, and reformers as they reinforce the harmonious and progressive relationships in society (Yasmeen et al., 2024). Their research shows that the process of learning has power effects on women both in personal empowerment and the socio-cultural practises of the societies they live in. The exploration of the opinions of students will thus be a crucial step in the perception of whether the new generation of Pakistan highly regards the education of women as a tool of developing a more civilized, well-educated and morally advocated society.

Collectively, these studies indicate the potent and multi-dimensional importance of women education in enhancing moral, social, and developmental nature of rest of the society but still, there is evident gap in the studies to understand the educational status of university students in Pakistan on this relationship. To a large number of the available literature has focused on the economic empowerment, gender equality, or overall developmental outcome rather than pinpointing studies on understanding women education as a civilizing phenomenon as observed by young learners. Therefore, to fill this gap, the current study adopts a quantitative research design, based on the Human Capital Theory, to examine the mindset of university student with respect to the civilizing effect of women education. The structured Google Form questionnaire was used to capture data in the form of 85 students who were to respond to the questionnaire in a credible and systematic manner. As a way of relating the theoretical with the real-life perceptions of the students, the research will help towards the provision of new understanding on how women education helps in building a more civilized, a balanced and progressive society in Pakistan.

Significance of Study

The research is relevant because it could help to better understand the role of education of women in the moral, cultural and social progress of the Pakistani context. In the society where most of the traditional norms and gender expectations tend to restrict women in the public life it is necessary to examine how education redefines these lines. This paper highlights the revolutionary role of women education that goes beyond its economic or even policy aspect but the aspect that is reflected to ethical issues, family, and social attitudes. The perceptions of university students, who are the representatives of the future professional and decision-makers in the country, present in the analysis demonstrate the new trends of collective thinking regarding gender roles and societal development. Its results will provide valuable information to teachers, social activists and policymakers because they will see that education encourages inclusiveness, civic values, and appreciation of equality hence strengthening the primary role of women in a more fair, progressive and civilized society.

Problem Statement

Cultural restrictions and gender expectations coupled with unequal social expectations continue to haunt Pakistan and many women still experience severe barriers in their way to obtaining equal educational opportunities. In most societies, the education of girls is discredited as compared to that of boys, hence low literacy, poor access to higher education,

and decreased opportunities to grow at the personal and career levels. Not only women are impacted by these conditions, but the general moral and social development of the society is retarded. This perpetuation of attitude and inequalities has resulted in a scenario where education by women is looked down upon and its contribution to a civilized, ethical, and progressive society is not taken into a serious consideration. This disproportion of access to education and its perception happens to be the basis of the issue that this study is going to solve.

Research Questions

1. How does women's education influence social norms, culture, and values?
2. How does women's education transform gender roles and societal structures?
3. What long-term effects does women's education have on future generations and community development?

Research Objectives

1. To assess the impact of women's education on social norms, culture, and values
2. To examine how women's education transforms gender roles and societal structures
3. To analyze the long-term effects of women's education on future generations and community development

Literature Review

The analysis of the civilizing role of women education has to do with the variety of scholarly works spread across the field of sociology, gender studies, economics, psychology, and international development, and the literature concerning this topic allows offering very insightful perspectives. The role of educating women in the social refinement, civil duties, and even the development of the nations was analyzed by various researchers at different times and in different regions, which proves that the issue under discussion was always the focus of the arguments concerning the progress and modernity. What emerges in the literature is the fact that women education is not a one-dimensional thing, but rather a multi-dimensional process that takes place in the cultural, economical, social and psychological channels that shape the nature of communities and values of whole societies. The themes of empowerment, social change, community health, and ethical development debuted in the studies that make the list of this review, present a significant addition to the argument that the education of women fortifies building blocks of the civilized society. Collectively, literature makes a powerful story that links personal progress with national progress. The role of women education in the development of a society has elicited a lot of concern in the modern scholarship and especially in the developing nations like Pakistan. As a source of personal development and social change, education is not seen as a simple process of gaining knowledge, but also as an important tool of empowering women to transform the social standards and promote civic engagement. The Human Capital Theory emphasises the fact that women should be invested in education as it increases the overall social and cultural stock of a country, which proves that further development of women is not only the development of the society but the part of its integrated functioning. This review has addressed the multidimensional aspects of the benefits of educating women discussing how it has empowered women, refined societies, grown economies, shaped gender equality, and facilitated unity in society.

Empowerment and Social Agency

Education is a basic weapon against women empowerment, implementing the knowledge, skills and the confidence needed to be taken to participate actively in familial and social life in the community. Proving the power of education to transform women and make them ethical and civic-minded actors, Pant et al. (2019) presume that improved decision-making skills, amplified social cognition, and greater power to affect the development of the community are the outcomes of the educational process; moreover, women, being educated, are characterised by the higher degree of strategic awareness, strategic ethical reasoning, and strategic social awareness, which can be discussed as the demonstrations of the transformative impact of education on women and their involvement in the community growth. Equally, by the fact that women are becoming more of a leader, autonomous, and vocal citizen, Rani (2024) has pointed at how education is redefining social participation and empowerment as such educational attainment develops leadership, autonomy, and social voice to enable women to undermine illicit social norms and engage in civil activities via actively participating in the nation-building efforts. The positive connection between learning and empowerment in relation to the demonstration of women as drivers of change in their societies makes the work of Ahmed and Rashi (2022), who revealed that the more women have education access, the more their opportunities and agency are extended and their recognition in society is increased, very strong, as they also indicate that women education is closely related to the opportunities expansion, agency expansion, and expansion of recognition. Moreover, Mubarak and Waseh (251), note that the education develops psychological confidence, enhances social status, and positively influences the civic participation in women, proving that education is not only developing their economic and social roles but also, increasing their psychological confidence, and thus enhancing their social and civic activities. Education is therefore a disease agent of individual and societal change through these processes establishing a platform of more inclusive and participatory communities. Kanwal & Munir (2015) point out the key to social inclusion being education that enables the marginalised groups to become more integrated into the society that also leads to active involvement on a higher level at the community level, the willingness of the individuals to become more engaged in favour of common plans. McMahon (2009) focuses on the extended social consequences of education revealing how it instils civic culture, assists in economic involvement, and leads the nation to development proving that education is therefore conceived as a social integration agent and social development. Finally, education not only represents a tool of personal development, but it is also a strong engine which changes societies, gives women their voices and leads to active social development.

Moral and Civic Development

In addition to empowerment, women education plays a major role in shaping moral, ethical and civic movements hence playing the wider role of civilizing the society through education. Discussing role of education in history of teaching ethical value, developing social responsibility, and forming civic responsibility, Lucero (2015) demonstrates that how traditionally women education has been instrumental in creating norms and values in society as a means of transmitting values of responsibility, justice and civic responsibility. Related to

this view, Hamid, Chaudhary, and Khan (2023) who discuss the role of education in ensuring the stability of a community, promoting ethical governance, and developing social trust mention the fact that women who receive education add to the stability of a community, social trust, and ethical governance. Insisting on the same area, Yasmeen et al. (2024) point out that education reinforces an informed debate, enhances decision-making, and society-wide engagement, thus, educational attainment empowers women to take part in an informed debate, engage in social decisions, and facilitate mediation and change, which reinforce harmonious relations in societies. Empirical data also indicate that women who are educated would stand higher chances to instil values like empathy, tolerance and cooperation that cumulatively become part of morality of society. Attahakal (2024) emphasises that education is not only a source of knowledge, but it also breeds empathy, civic consciousness and moral leadership and indicates that people learn to be socially responsible in society. As Sommro et al. (2022) also points out, the involvement of women in education fosters cooperation, moral conduct, and responsible involvement and indicates that educated women are the main contributors to the development of values and social unity in society. Thus, women education does not only help the individual learner but also causes ripple effects making the society in terms of civil and moral standards better.

Economic participation and National development.

The essence of the economic development when having the contribution of the women education has been well analysed and has shown that women education contributes to the productivity, innovation, and inclusive growth. This is reinforced by Zehra et al. (2021) who demonstrate that female literacy raises the number of women in the labour force, national productivity, and economic growth, attributing that change to learning, that is better literacy rates of women correlate with growth in the national economy. Oztunc et al. (2015), who provide cross-country evidence that investments in female education positively affect long-term economic performance, competitiveness and development, supporting the economic argument in favour of education, add to this argument through cross-country analyses of the fact that investments in female education incur real economic returns and create national competitiveness. The strong role of teaching everyone should help define an inclusive position, and Hamid et al. (2023) believe this argument to be rather comprehensive, as it may enhance economic inclusion, decrease inequality, and enhance social bonds, which leads to a virtuous circle of further development. Rashid Hussain et al., who demonstrate institutional support to women enhances economic empowerment, professional expansion and economic stability, offers support to the national development, which provide additional that institutional support to women education reinforces these impacts by generating conditions that facilitate professional development and economic empowerment. Besides, research works by Feroz et al. (2023), who note that women education makes them strong in entrepreneurship, economic potential, and financial literacy, become family and country builders. This is explained by Nwafo and Ugonwa (2020), who argue that education can improve financial management, life skills, as well as social problem-solving, which contributes to economic empowerment, which exemplifies how education can improve the ability of women both financially, as entrepreneurs and in social issues, which is the multiple benefits of learning by women to families and the country. Pakistan being an example of a country

where economic and gender inequalities are still strong, and these results reveal the crucial role of female education in attaining sustainable development and the inclusion factor.

Equality and Justice between the Genders.

The education of women is inherently connected with the improvement of the gender equality and social justice. Being the authors who expound the idea that education dismantles strict societal principles, women education enhances chances and creates social balance such that access to social resources equally benefits both sexes, Mahmood et al. (2018) who point out that education is essential in efforts to bring the society to terms with their constraining societal norms and resonate on equal access to common social resources, attribute access to education to justice. Supported by governmental policies that favour gender equality, Yasmeen et al. (2024) demonstrates how education empowers women with information and the bravery to demand their rights, effective activities in the field of governance, and transparency against discriminatory issues, women become more interested in governing the world and defending their rights, which proves valuable information for anyone seeking more success in social and political fields. In the same vein, Kamalpasha (2018), mentions that by refusing women education, social inequities are reinforced, whereas increasing education access can promote fairness and inclusion, in addition to its social importance, indicates that ignoring female access to education does not help to change the societal context but extending access to education can make them shift to fairness, justice and inclusiveness. Nouabama and Nisa (2011) narrates that education has empowered women to break traditional roles, enter into more civic activity and that women policy has grown on a large scale which explains the wider impact of education on women in the society as a whole. Learning, as Maqsood et al. (2012) remark, increases the individual awareness, agency, and participation, which helps people become active participants in the decision-making process and the activity of the community, which contributes to the fair social development. Besides, Naz & Ashraf (2020) demonstrate that education instigates the rights consciousness and gender awareness and instils ethical growth that enables individuals to question the inequalities as means of encouraging social fairness. There is therefore a significant contribution of education in equity of society. Education is a potent means of justice and equality promotion by offering people a possibility to think critically, act responsibly, and be mindful of rights and equality, pointing to the overlaps that exist between the individual growth and the overall development of society.

Transformation of the cultural and social norm.

Women education also has a civilizing effect on the cultural and social front. Providing an example of the cultural influence, Sharzhynska (2017), who examines the role of education in challenging societal gender-related norms, altering cultural beliefs and becoming more democratic, says that historically cultural perception of women, as well as dismantling established patriarchal principles, was often made possible with the help of education. Riaz (2017), reveals that female knowledge and income empower communal principles, enforce ethical behaviours and advocations, and names up equitable foremost values, fostering social wellbeing and has shown that female education and revenues have a favourable impact on communal values changing the society to more ethical and equitable cultures. According to Lucero (2015), education translates into cultural refinement and this connection by the

author is that women are viewed as ethical custodians, value transmitters, and social refiners as education alters domestic sphere, public, and cultural societies because educated women become embodiments of moral and social elevation. Education can help create a more progressive society, which is culturally aware and harmonious by creating awareness of social norms, educating about ethical behaviour, and making informed decisions. Pant et al. (2019) point out that the ethical awareness, civic refinement, and social responsibility cultivated through education can form a person who will be able to make a positive contribution to the life of the community and group development. On the same note, Towns (2009) demonstrates that education empowers civic culture, moral values and social affairs that increase community spirit and lead to joint and responsible involvement. In doing so, learning by women restructures not only personal existence but also the interpersonal social environment.

Educational Problems and opportunities in Pakistan.

Although the positive effects of women education are clear cut, structural, economical, and cultural constraints still stand on the way to access education equally in Pakistan. As Asghari et al. (2022) explain socio-cultural conventions, structural disparities, financial obstacles, and minimal institutional assistance that prevent women in educational settings demonstrating their influences on female participation and educational results. Mahmood et al. (2018), who note that geographic differences, social inequality, and gender-specific constraints, in which they demonstrate their role in access to education, and note that disparities on a geographic, socio-economic, and gender-specific level only contribute to the inequalities restricting the efforts of women to make their contribution to society development. Although such challenges have been experienced, it has been pointed to policy efforts, scholarships, and community-based mechanism that have started to give female wider access to higher education. As it can be demonstrated by Ahmed and Rashi (2022), that the benefits of supportive policies include increased access to education, a greater role of women, and greater opportunities in general, which allow them to be more equal participants in both social and professional life. According to Mubarak & Waseh (2025), women have better education and career opportunities which increase their empowerment and lead to a better social and economic growth in the long term due to institutional support, financial aid, and inclusive policies. The point that structural issues negatively affect educational outcomes, enhance social inclusion, and develop the nation puts forward that it is impossible to improve the educational outcomes of women and then lead to economic growth, social cohesion, and the national progress without addressing the challenges, which is crucial (Kanwal and Munir, 2015). Therefore, the perception of university students towards women's education is of special value as they are the changing generation that is going to adjust the social standards and initiate the improvement of society progress.

Higher Education and Civic Engagement

Tertiary education gives women a chance to think critically, participate in civic discourse and control which enhances their position as active agents of change in the society. Soomro et al. (2022), prove the idea of participation of women in higher learning as the collaboration, digital literacy, and leadership reinforce active academic participation, which underlines the fact that female students are extremely engaged in the blended learning experience that

reflects their ability to adapt, lead, and influence the spread of knowledge. According to Samuel et al. (2020), higher education correlates with national development, and advanced education in STEM and data-driven subjects and training empowers women with the analytical instruments required to solve problems faced in society as well as make critical policy decisions in the country. Hamid et al. (2023), observe that education increases civic literacy, social networks and participation, reinforcing the role of civic responsibility in women and they further add that civic literacy, social networks and participation are also promoted by higher education, which thus makes the connection between learning and being a good citizen obvious. Higher education can be listed among the most important means of creating equal, just, and civically active communities by ensuring that women can make informed decisions and lead in their participation. Oztunc et al. (2015) demonstrate that through education, civic competence is developed, people are given more strength to engage in the community and the nation as well as national development since individuals are prepared to be actively and responsibly involved in both the community and the nation. Zehra et al. (2021) point out that with higher education, it becomes easier to have increased economic contribution and civic engagement of women, which opens up avenues of national development and empowered the overall social and economic development. Higher education therefore encourages the ability of women to play a role of reform and leadership.

Implications and Social Impact of Policy.

The acknowledgment of the educating role of women as civilizing has a high policy meaning. The policy makers should emphasise on gender-focused educational policies, they should make an investment in the institutional facility, and they should work on the socio-cultural obstacles that stifle the female participation. UNESCO (2023) emphasizes commitments at the global level regarding gender equality, non-discriminatory education, and equity in the learning systems, associated with the access to education and the sustainable development and the need to focus on promoting fairness in learning. Neliti (2023) brings out evidence-based policy options to enhance access of women to education, enhance learning outcomes, and gender inclusive planning, as some of the ways that governments can restructure more effective and equitable educational changes. In accordance with the argument that state investment in the education of women enhances institutions, enhances governance, and improves the conditions of social development in the long-term.

Fereroz et al. (2023) argue that state investment in female education empowers institutions, advances governance, and fosters sustainable social development. In the same line, Rashid Hussain et al. (2023), note that women are economically empowered through education, which enhances the resilience of countries, excellence of civic duties, and stability of the society, and appreciate the use of education as the key in economic empowerment of women. By connecting the individual learning outcomes with the bigger developmental goals, these studies prove that female education is a personal and social investment whose implication is long term regarding the civil, economical and cultural path of Pakistan.

Taken together, the literature creates a clear and sustained image that female education has significant changes on the society by enhancing moral consciousness, empowering them, enhancing national development including community development, and contributing to growth in a nation. Almost every time, scholars demonstrate that eventually, as women learn,

societies expand in ethical, economic and cultural aspects to form those values related to civility and social propriety. Simultaneously, it is also evident in the literature that to achieve this potential, there is a need to eliminate the established social and cultural constraints that restrict the educational opportunities of women. Having considered all of these numerous strings of research it becomes clear that women education is not merely the road toward the personal success but the background of creating more balanced, tolerant and progressive societies. The given group of wisdom gives a solid foundation to the current research, which aims at investigating how Pakistani university students effectively see this crucialness of liaison of female education and the establishment of the progressive and civilized society.

Research Gap

Despite the fact that the relevance of women education in ensuring economic stability, social development, and gender equality, had been noted by many scholars, researchers, and other international bodies, like UNESCO, UNICEF, and World Bank etc, comparatively minimal focus has been put on its underlying moral and cultural significance in establishing a civilized society. Nevertheless, little of the available literature dwells on the real-life experiences, or the dynamic attitudes of the educated youths, or their current perspective due to shifting historical periods. Moreover, the analysis of women education in most of the past shows the macro-level overlooking the way students of the university perceive the relationship between the education of women and the development of their social ethics, civic values, and cultural refinement in the specific socio-religious setting within the Pakistani context. This absence of empirical evidence at the micro level creates a critical gap in the knowledge of how education influences societal attitudes toward gender and civility. Therefore, this study aims to bridge this gap by adopting a quantitative method approach to research the insights made by students of universities, hence providing a more comprehensive insight into the role of women education in building a civilized and progressive society.

Methodology

This section describes the approach used to investigate how university students in Pakistan view and understand the role of women's education in shaping a civilized society. It attempts to ensure that a clear, reliable, and ethically responsible design can reveal students' perceptions in a measurable and quantifiable form while ensuring that the procedures remain transparent, systematic, and aligned with the standards for social research.

Research Design

The study followed a quantitative, cross-sectional survey design. This design was selected due to its ability to gather numerical information in relatively large sample sizes within a comparatively brief duration and, therefore, useful in gathering trends in opinion and contrasting them with those of the students. It helps to achieve objectivity, reducing the impact of the researcher and uses standardised questions so that the answers can be consistent. The design also aligns which focus on identifying trends in perceptions rather than exploring individual experiences in depth.

Population and Sampling Procedure.

The target population consisted of university students enrolled in different departments across a public and private sector universities in Pakistan. These students were selected due the fact that they would have direct exposure to discussions regarding social development,

gender roles, and educational contributions, making them an appropriate group for this inquiry. A sample of **Eighty-Five (85)** students was recruited through convenience sampling. While this method does not claim full representativeness, it gives practical access to respondents and provides a sufficient base for descriptive and inferential analysis of student's perceptions about women's education at university level in Pakistan.

Instrument Development

Data were collected through a self-administrated online questionnaire designed specifically for this research. The instrument contained sections on demographic information, general views on women's education, and students' perceptions of how women's educational advancement contributes to social refinement, civic responsibility, and societal progress. All items were measured on a five-point Likert scale. A pilot test with a small group of students helped to refine item wording and check the internal consistency.

Theoretical Framework

The theoretical construction used in this study Human Capital Theory which was pioneered by Theodore W. Schultz (1961) and subsequently enhanced by Gary S. Becker (1964). This theory views education as an investment on human potential, and it improves social and economic productivity. It aids in interpreting how education of women not only assists in the personal and national advancement, but also in the equality, and facilitates development of the civilized and prolific society.

Analytical Framework

The analytical approach that was used in the study is rooted in the premise that women education determines societal development, which occurs in three interdependent arenas namely, social attitudes, civic behaviours and cultural values. These areas were used to group items in this questionnaire and were used in interpreting the responses. The study adopted a quantitative approach using descriptive statistical analysis. Frequencies and percentages were calculated to conduct the trends in terms of response of students so as to offer the numerical overview of the perceptions of women education and their contribution to development in the society. The framework links individual perceptions with broader social functions, allowing the analysis to move from descriptive patterns to conceptual understanding. By grounding the analysis in these domains, the study ensured that the findings remained focused and theoretically anchored rather than fragmented.

Data Collection Procedure

The survey used in the collection of the data was an online survey built and shared with the help of Google Forms. The link was shared with students through departmental groups and academic networks so they could access the questionnaire at their convenience. Participation was entirely voluntary, and students completed the form on their own without any direct guidance or briefing from the researcher. Once the survey period ended, the submitted responses were downloaded from Google Forms and organized for further analysis.

Comprehensively, the methodology was organised in a way that allowed achieving a clear and reliable foundation in exploring the perspectives of the students on the role of women education in constructing a civilized society. The previously mentioned mix of a highly focused design grounded analytical framework, and ethically rigorous instrument is bound to make

the findings obtained through this approach meaningful, coherent, and well-connected to the goals of the greater research study.

Data Analysis and Results

This part of the paper analyzes the survey results obtained by interviewing students at the universities to understand how they consider the importance of women education in creating a civilized society. The analysis starts with descriptive methods of statistics which can be used to summarise the general trends, mean tendencies, and the variation of the data. These narrative outcomes form the basis of the overall perception by the students on the social, cultural, and developmental value of educating women within the Pakistani background. In order to have a more conceptual basis to the findings, interpretation is based on the Human Capital Theory, which underlines education as one of the investment factors, which increase skills of the individuals, strengthens the systems of the society, and lead to the development of the country in the long-term. By combining statistical description with a relevant theoretical lens, this section aims to present a balanced and meaningful interpretation of the students' responses. A detailed analysis of the collected data is given below.

Question No 8:

Do you believe that women's education plays a significant role in the overall progress of society?
85 responses

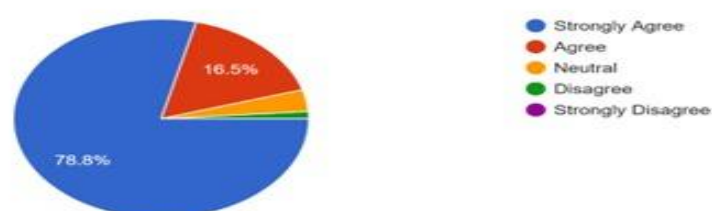


Figure 1: Do you believe that women's education plays a significant role in the overall progress of society?

The results of the survey indicated that a significant percentage of the participants, 78.8%, strongly believed that women's education plays a significant role in the overall progress of society. Another 16.5% gave straight consent to this statement and the total amounted to 95.3 % who gave positive consent to the importance of women education on development of society. This is the vast majority of university students, which shows the strong opinion on the role of the education of women as a motivational factor in promoting social and intellectual development. In the view of Human Capital Theory, this trend indicates that students perceive the value of women education as one of increased knowledge, skills and competencies which have direct positive impacts on the social development. According to the theory, education investment enhances productive and intellectual ability of individuals and the high level of support by the respondents is a manifestation that the investment pays off in terms of the achievement of the objective of providing stability to the family, community wellness, and national development by having women who are educated and competent. A small minority captured only 4.7% of the respondents disagreeing or being neutral, which shows that the importance of women education in promoting societal well being as mentioned in the Human capital Theory is generally accepted in the academic fraternity.

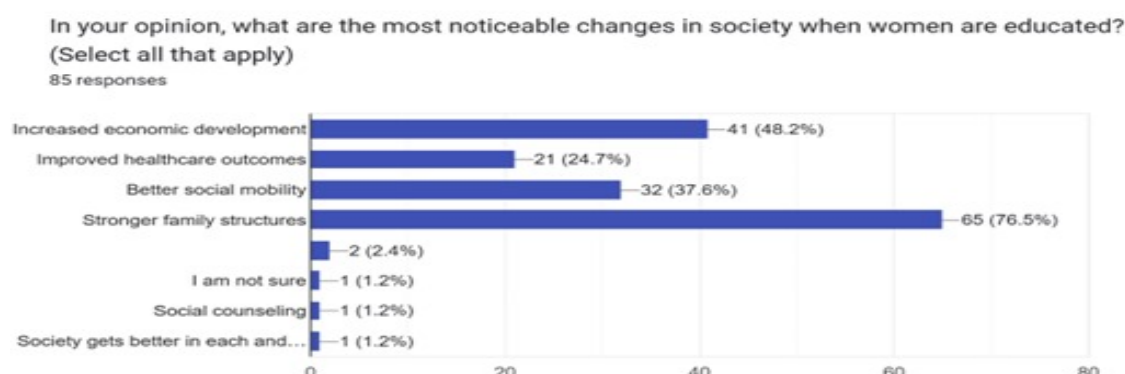
Question No 9:

Figure 2: In your opinion, what are the most noticeable changes in society when women are educated?

Additionally, the descriptive analysis of this data shows that 76.5% of the respondents determined the most prominent effect of women's education as the reinforcement of the family structures. This was preceded by 48.2% who linked women's education with increased economic development, and 37.6% thought that it contributed to societal mobility. These findings point to the fact that education of women is predominantly viewed as one of the reasons of strengthening family ties and providing positive contribution to the rest of the social fabric. These perceptions are in line with the concept of Human Capital Theory by the view that education triggers the progress in the capabilities of individuals in a matter that positively impacts households, economies and social settings. According to the theory, educated women have the capacity to make sound decisions in the family, they can contribute more to the economy, and they are also in a position to use skills that they need in social upward mobility. These choices of the respondents indicate this knowledge through associating the education of women with better families, better economic welfare, and better social opportunities. Moreover, the correlation to the economic growth and social mobility brings the point that the education of women is one of the main factors that contribute to the development of the socioeconomic growth as per the foundational assumptions of the Human Capital Theory.

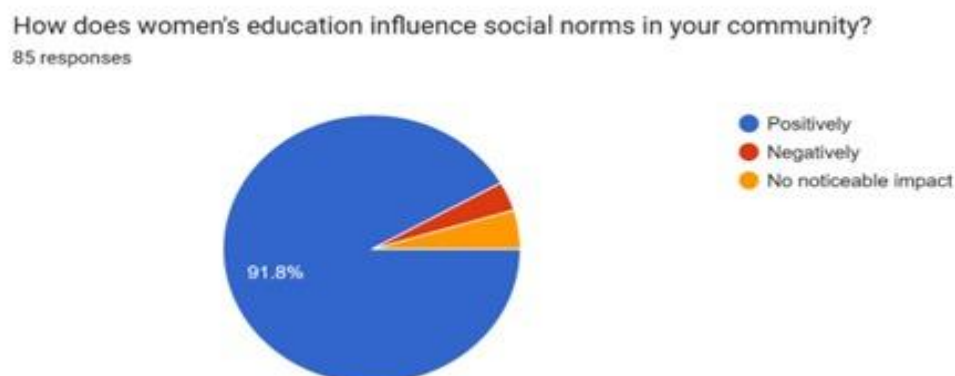
Question No 10:

Figure 3: How does women's education influence social norms in your community?

Moreover, according to the descriptive analysis of this graph, 91.8% of respondents stated that the question about the impact of women education on the social norms has positive influence, which can imply that education is the core of the process of reorganising the social expectations. The results, which align with the trends reported in the previous questions, that students continue to associate women's education with broader social improvement. It also indicates a high level of agreement that education among women can also be used to fight traditional gender roles and stereotypes and hence, increase the levels of freedom in accepting gender equality in the society. This trend, however, when considered in terms of Human Capital Theory gives further credence to the fact that education increases the understanding of people, their attitudes and decision-making capacity in a manner that shapes communal behaviour. The theory argues that the more women get informed and competent they are, the more new directions come to families and society, which will slowly be able to prove the old rules and to promote more oriented social values. A few respondents, (8.2%) reported either no noticeable effect or a negative impact, yet the overall trend reinforces that women's education is widely regarded as a key source of social transformation, aligning with the theoretical claim that improvements in human capital lead to more informed and equitable social customs.

Question No 11

Do you think that the education of women has led to cultural shifts in your society?
85 responses

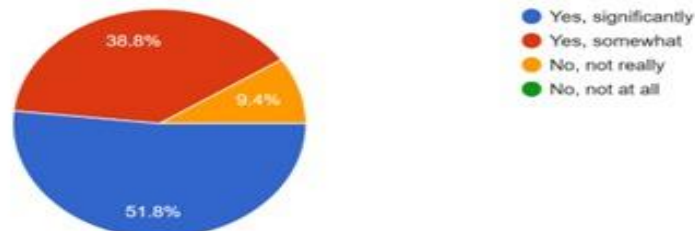


Figure 4: Do you think that the education of women has led to cultural shifts in your society? Besides, the general reaction norm presents the fact that 51.8 % of the respondents strongly agree on the fact that education of women has been a significant aspect in achieving cultural change and another group, 38.8%, expresses it to a reasonable degree. Similar to the findings made previously, the trend indicates that learners will always acknowledge the role of women's education as an effective tool in creating a more modern and more humanistic culture. Their perceptions show that education has a role in making communities redefine the ancient traditions, the traditions that deal with gender roles and expectations. This attitude can be justified through the Human Capital Theory, this perspective is supported by the idea that education equips individuals with enhanced reasoning, awareness, and social skills that naturally contribute to cultural evolution. The more information women obtain and the more they take part in the life of society, the more they start bringing new streams of thought, which gradually start diffusing into the overall cultural orientations. Although a small segment (9.4%) disagreed, the prevailing view asserts that women's education is widely regarded as a

contributor to cultural advancement, which aligns with the theoretical claim that stronger human capital leads to metamorphosis of cultural patterns over time.

Question No 12

How do you think women's education affects gender roles in your community?

85 responses



Figure 5: How do you think women's education affects gender roles in your community?

Similarly, the analysis using descriptive statistics of this tabular representation reveals that 57.6% of the respondents maintain that women education is significant in transforming involvement of modern gender roles in their societies. This trend, but in accordance with the trends identified previously, indicates that the students perceive education as the process that promotes more plastic approach to the concept of gender expectations. Meanwhile, 18.8% of respondents are convinced that education of women does not alter any gender setups, and 11.8% also state that the gender relations are not affected in any particular way, which means that there is certain fluctuation in the perceptions, but a definite trend is a change in that way. Applying the Human Capital Theory, we get to learn that these perceptions are a reproduction of the notion that education enhances the cognitive and social skills of human beings so that women can get more involved with decision-making, confront the constraints set by norms and posit other role examples in family and community life. They bring about slow changes in the interpretation and practise of gender role as women acquire competencies, become more enlightened and possess a stronger sense of agency. Despite of the fact that less number of respondents notices limited or no impact, the overall responses bring out the awareness that the education of women is universally considered a driver of redefining gender roles, which is in line with the theoretical argument that the development of human capital will result in change in social behaviour and social relations patterns.

Question No 13

Do you believe women's education has made a significant change in the power dynamics within households (e.g., decision-making, economic contribution)?

85 responses



Figure 6: Do you believe women's education has made a significant change in the power dynamics within households?

Continuing the trends taken during the last questions, the tendency of responses of this question also reveals a certain positive correlation between the education of women and changes of household relationships. The outcomes indicate that three-quarters of the sample participants are of the view that female education has impacted positively on power relations in the family especially in issues like authority to make decisions and financial engagement. This contrasts with 23.5% who established that there were minor changes as compared to a small proportion (1.2%) who went unsure. This distribution indicates the fact that majority of the respondents consider educated women to have more active and controlling role in household matters and this slowly disrupts the hierarchies that are deep-rooted. These perceptions can be explained using the Human Capital Theory that further points out that education optimises the skills, confidence and the ability of people to make the important decisions in the house. Having more knowledge and practical skills, they are in a better position to help in budgeting, planning, and problem solving which automatically change the power structure in their respective families. Despite some views of the minority that change was minimal, however the general direction of the response indicates that educating women results in increased household involvement, more equalised distribution of power, which goes hand in hand with the main tenets of the Human Capital Theory.

Question No 14

In your opinion, how does educating women contribute to social harmony in society?

85 responses



Figure 7: In your opinion, how does educating women contribute to social harmony in society? Even though the above discussion emphasised how the education of women impacted the family life, the present interpretation adds another dimension into the topic of discussion by noting how women education contributed to the finding of harmony in the wider society. The statistics indicate that 62.4 % of the respondents perceived that education of women contributes a significant role towards the enhancement of the social cohesion and diminishing the social frictions whereas 34.1% of the respondents saw its contribution as moderate and the remaining minority (1.2%) felt it made no difference. Applying this to the Human Capital Theory can make us explain the fact why these outcomes tend to be so salient. Educated women are more qualified to engage in dialogue, tolerance and positive interaction in their communities since the theory holds that education improves the skills, judgement, and social competencies of individuals. It is through this that their enhanced skills slowly lead to a less

antagonistic and antagonistic social set-up. Combined, this interpretation is consistent with the previous analysis and can be used to support the fact that the education of women not only helps the family but also leads to more stability in the society in general.

Question No 15

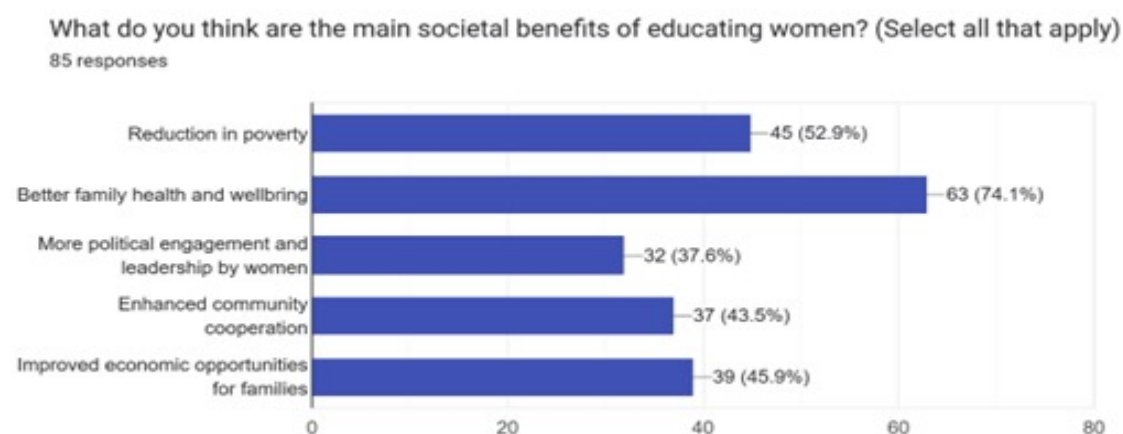


Figure 8: What do you think are the main societal benefits of educating women?

The outcomes indicate a number of general social benefits related to women education, 74.1 % of the respondents related it to a better family health and general well being, which was the most common impact of education, 52.9 % connected it to a reduced poverty rate and 45.9 % of the respondents thought that it would contribute to better economic status of families; further, 43.5 % of the respondents said it would increase awareness of cooperation within communities. The trends when women obtain education, they gain knowledge and practical skills that will aid them in making informed decisions concerning health, financial issues and participation in the community, which are slowly building up the stability of both the family and the general social setting. In perspective, the strategies to be perceived in the answers can be explained in terms of the Human Capital Theory, which postulates that investments in education add value to the abilities of the individuals, their productivity, and their future contributions to society; the results identified among the respondents can be seen in the context of the Human Capital Theory, which is that the greater returns generated when the woman is provided with significant chances of contributing to human capital.

Question No 16

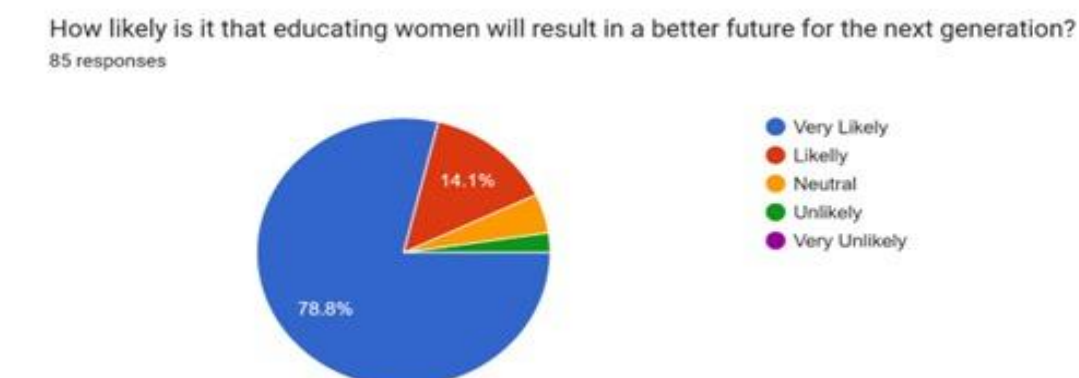


Figure 9: How likely is it that educating women will result in a better future for the next generation?

This question, equally, supports the opinion of the respondents towards the education of women in both social and theoretical ways. A large proportion of the respondents 78.8% were sure that female education had a high chance of ensuring a better future to the later generations, and 14.1% considered this outcome moderately probable. Regarding such a benefit, only 7.1% were not likely to achieve such a benefit. These patterns of responses indicate a complete perception that women's education leads to social benefits in the long term. This interpretation became still more obvious when it is associated with Human Capital Theory. According to the theory, investment in education makes one skilled, productive, and contribute more to society in the future. In this regard, the respondents seem to realize that through education, educated women are better placed to raise more educated, healthier and financially stable children, which directly leads to intergenerational development. Therefore, education of women has been perceived as not only a personal resource, but an investment towards the society and the malaise of the society that would be better balanced and progressive after the investment.

Question No 17

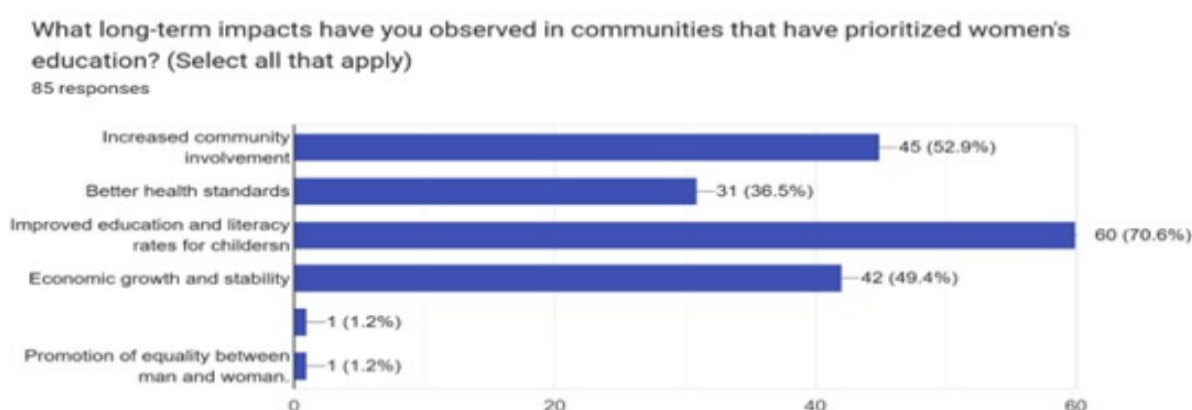


Figure 10: What long-term impact have you observed in communities that have prioritized women's education?

Finally, the answers to this question also indicate that the long-term impacts of women education support the basic notions of the Human Capital Theory. The biggest long-term outcome occurring as 70.6 % of respondents reported is the enhancement of educational and literacy rates of children, which is a direct cause of the theory that the invested efforts in the skills of one citizen yield returns with successive generations. Equally, 52.9% of the respondents agree that community societies participated more and the 49.4% of respondents agreeing that economic growth would be stronger is evidence of the argument presented in the theory that education increases the overall productivity and social interaction of the community. Moreover, human capital Theory, 36.5 % of the participants linked education of women with improved health outcomes, to another important feature of the theory in that education enhances the capacity of the individuals to make knowledgeable choices that lead to an increased quality of life. A combination of these views illustrates that the changes in the

community level over time that are related to women's education are the cumulative growth in human capital, which supports the bigger patterns of development as mentioned in the previous sections.

Research Findings

According to the survey results, there is a high level of agreement among the university students on the changes that women's education can bring to society. A vast majority of them confirmed the importance of women's education in social progress and the answer that emerged was the fortification of the family systems, improved economic growth and increased social mobility. These facts indicate that students do not only view the education of women as a sphere of personal good but as an important element that has a positive influence on families and the social orders in general. The results are always consistent with the Human Capital Theory, which focuses on investments in education as it improves the skills, knowledge and competencies and results to societal growth.

Another important effect of women's education on culture and norms is also noted in the responses. Many of those who were interviewed noted that high-educated women play a significant role in redefining social constructs, the traditional subdivision of gender roles, and encouraging their communities to become more relaxed and inclusive. Moreover, overwhelming majority has seen the role of education in cultural development and the dynamics of power within households, which means that the education of women promotes the use of informed choices, increased activity in family and community matters, and a change of the conventional hierarchies. The patterns are an indication of the more generalised theoretical assertion that improved human capital results in the alteration of social behaviour, patterns of relationships, and communal values.

Lastly, the research of perceived long-term gains in women education by the society and future generations are known. The respondents stressed the positive change in education of children, community involvement, economic development and community health on top of the percolating effects of educated women on social and economic well being. All these results indicate that education of women might be considered as an individual possession, as well as a socially valuable strategic investment, which can lead to the development of intergenerational changes, better families, and more unified communities. This evidence can be very clearly seen in these results, which state that students view women's education as one of the sources of sustainable development, and in accordance with the Human Capital Theory.

Limitations

The current study is beneficial in its perception of women's education amongst university students, but a few limitations should be taken into consideration. To begin with, convenience sampling and a small sample of 85 students which were recruited through online networks limits the applicability of the results, given that the opinion elicited might not go all the way in representing the various opinions of students in the different parts of Pakistan, institutions as well as socio-economic groups. Moreover, the use of only one type of survey tool, an online Google Forms survey, also causes bias since it not only removes potential interviewees with less access to the internet or have lower levels of digital literacy but also overrepresents urban and more privileged people. Also, a cross-sectional design could give just one point in time,

and no evaluation of how perceptions could change during the progression of studies and professional life of the students can be made. In the same way, the quantitative approach of the survey although useful in identifying broad trends, restricts the level of inquiry by limiting the participants to give detailed or context cycles that would have been generated by the alternative approach of the qualitative approach or the mixed methods method. Lastly, self-reported nature of the data has a risk of social-desirability effect, particularly with such a socially valued topic as Women education where respondents would be under the pressure to deliver more progressive responses. These shortcomings help to emphasise the point that the current results can be considered suggestive and not final since the evidence is tentative at this point.

Recommendations

One of the strategies that can be adopted in the future to capitalise on these findings is the establishment of learning environments where education to women has been considered a priority in the country and accord the students room to further clarify the societal worth of learning. Universities can further reinforce this initiative by incorporating awareness campaigns, mentorship groups, and interactive community-based undertakings that would enable both males and females to realise the value of female education in the prosperity of the family, economic mobility, and community growth. The higher education policy level should increase the level of coordination between the institutions of higher learning and government agencies to further expand scholarships, campus security, academic support mechanisms that are specifically targeted at retaining and encouraging female students. The universities also have the responsibility of coming to the forefront and encouraging student-initiated attachments to deviate normal gender expectations as well as adopt equal opportunity in classrooms and extra curricular areas. Further, the research under study can be enhanced in the future with larger and more diverse groups of students to be able to be richer in perspective and may help in making stronger evidence out of the policy planning. Through the implementation of these recommendations, the society will become nearer to the future when students will not only be made aware of the significance of education of women, but they should be involved in creating a more inclusive, progressive, educated and civilized society.

Conclusion

In conclusion, this study demonstrates that university students in Pakistan overwhelmingly perceive women's education as a fundamental catalyst for shaping a civilized society. Their responses strongly affirm that educating women is instrumental in strengthening family structures, driving economic development, and fostering social mobility. Furthermore, they recognize its profound impact in transforming restrictive social norms and gender roles, promoting more equitable power dynamics within households, and enhancing broader social harmony and cultural evolution. The alignment of these perceptions with Human Capital Theory underscores the view that investing in women's education is not merely an individual benefit but a strategic societal investment that yields long-term dividends, including improved intergenerational literacy, community well-being, and sustainable national progress. Ultimately, this research affirms that empowering women through education is a pivotal step toward building a more just, prosperous, progressive and civilized society.

References

- Ahmed, S., & Rashi, S. (2022). The impact of education on women's empowerment: Evidence from Pakistan. *Journal of Educational Research and Social Sciences*.
- Asghari, S., Mahmood, A., & Khan, M. (2022). Barriers to female education in Pakistan: A socio-cultural analysis. *Pakistan Journal of Gender Studies*.
- Attahakal, M. (2024). Education, empathy, and moral leadership: The role of women in community development. *International Journal of Social Ethics*.
- Becker, G. S. (1964). Human capital: A theoretical and empirical analysis, with special reference to education. National Bureau of Economic Research.
- Feroz, A., Khan, H., & Ali, S. (2023). Women's education, entrepreneurship, and economic resilience in South Asia. *Journal of Development Economics*.
- Hamid, S., Chaudhary, A. R., & Khan, S. (2023). Women's education and community stability: Pathways to ethical governance in Pakistan. *Social Indicators Research*.
- Kamalpasha, A. (2018). Denial of education and systemic inequality: The case of women in Khyber Pakhtunkhwa. *Journal of Pakistani Society*.
- Kanwal, S., & Munir, M. (2015). Education as a tool for social inclusion and community participation. *Pakistan Journal of Social Sciences*.
- Lucero, M. J. (2015). Women as ethical custodians: The historical role of education in value transmission. *Journal of Cultural History*.
- Mahmood, T., Ahmad, B., & Shah, S. (2018). Educational access and gender equality: Disrupting restrictive norms in Pakistan. *Gender and Education*.
- Maqsood, F., Abbas, Q., & Hussain, I. (2012). Learning, agency, and participation: Education for equitable social development. *Journal of Educational Development*.
- McMahon, W. W. (2009). Higher learning, greater good: The private and social benefits of higher education. Johns Hopkins University Press.
- Mubarak, Z., & Waseh, S. (2025). Institutional support and psychological confidence: Enhancing women's civic engagement through education. *Journal of Youth Studies*.
- Naz, A., & Ashraf, S. (2020). Cultivating rights consciousness and gender sensitivity through education. *Journal of Human Rights and Social Work*.
- Neliti. (2023). Evidence-based strategies for gender-inclusive education policy. Neliti Research Repository.
- Noureen, G., & Nisa, Z. (2011). Women's education and policy discourse in Pakistan: A narrative of transformation. *Asian Journal of Women's Studies*.
- Nwafo, C., & Ugonwa, R. (2020). Financial literacy and social problem-solving: The economic empowerment of educated women. *International Journal of Educational Development*.
- Oztunc, H., Oo, Z. C., & Serin, Z. V. (2015). Effects of female education on economic growth: A cross-country analysis. *Social and Economic Studies*.
- Pant, M., Kalkhundi, V., Pandey, S., & Bhatti, A. (2019). Education as ethical growth: Women's intellectual empowerment and community development. *Journal of Moral Education*.
- Rani, P. (2024). Education as a catalyst: Enhancing women's leadership and social voice. *Journal of Gender and Development*.

- Rashid Hussain, M., Ali, K., & Rehman, A. (2023). Institutional support, professional growth, and national resilience: The economic empowerment of women in Pakistan. *Economic Modelling*.
- Riaz, A. (2017). Working women, education, and the transformation of community values in Pakistan. *South Asian Studies*, 32(2).
- Samuel, R., Rahman, M. M., & Yee, L. W. (2020). STEM education and civic reasoning: Empowering women for societal problem-solving. *Journal of Science Education and Technology*.
- Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*.
- Sharzhynska, V. (2017). Education and the challenge to patriarchal norms: A historical perspective. *Journal of Feminist Cultural Studies*.
- Soomro, K. A., Ahmed, R. R., & Qureshi, J. A. (2022). Female engagement in blended learning: Collaboration, digital literacy, and leadership in higher education. *Computers & Education*.
- Towns, E. (2009). *Education and civic culture: Strengthening norms and community cohesion*. Routledge.
- UNESCO. (2023). *Global education monitoring report: Gender, education, and sustainable development*. United Nations Educational, Scientific and Cultural Organization.
- Yasmeen, S., Hashaam, A., Zia, M., & Rehman, H. (2024). Higher education, gender equality, and societal harmony: The role of women as mediators and reformers. *Journal of Peace and Development*.
- Zehra, S., Khan, M. M., & Siddiqui, D. A. (2021). Female literacy and national economic growth: Evidence from Pakistan. *The Pakistan Development Review*.