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Abstract

This study using MICS data with 2411 observations explores factors influencing violence against women (VAW) such as women's education (WEDU), safety perceptions (WS), polygamous marriage (PM), and age (WA) to inform targeted interventions. Utilizing data from 2,411 observations in the Multiple Indicator Cluster Survey (MICS), a logistic regression model is employed to assess the effects of these variables on VAW. The key variables examined include women's education (WEDU), women safety (WS), polygamous marriage (PM), and women's age (WA). The analysis reveals that women's education (WEDU) and women safety (WS) significantly reduce the likelihood of experiencing violence, with coefficients of 0.516 and 0.441, respectively, both statistically significant at the 1% level. Polygamous marriage (PM) is associated with an increased risk of violence (coef. 0.939, $p < 0.05$). Women's age (WA) has a negative effect on VAW, although it is marginally significant (coef. -0.114, $p = 0.051$). This research provides a nuanced understanding of the factors influencing violence against women in Lahore, highlighting the importance of education and safety measures in mitigating violence. The cross-sectional nature of the MICS data limits the ability to infer causality. Future research should employ longitudinal data to better capture the dynamics over time. The findings suggest that enhancing women's education and safety measures can significantly reduce violence against women. Policymakers should prioritize these areas to create safer and more empowering environments for women.

Keywords: Violence Against Women, Women Education, Women Safety, Polygamous Marriage, Women's Age, Household Analysis

1. Introduction

Worldwide, gender-based violence—especially violence against women—is a disturbing and widespread problem. Women frequently experience physical, psychological, and sexual assault in Pakistan, particularly in Lahore. They also frequently encounter discriminatory practices that are ingrained in society attitudes and cultural standards. The Human Rights Commission of Pakistan (HRCP) observed in 2021 that the number of violent occurrences against women is still alarmingly high, underscoring the urgent need for efficient interventions to address this pressing problem (HRCP, 2021).

Education has long been acknowledged as a potent instrument for empowering women in particular and bringing about social change. In addition to increasing women's knowledge, abilities, and opportunities, access to education is critical for dispelling gender stereotypes, advancing gender equality, and enabling women to stand up for their rights and dignity (UNESCO, 2020). Research has indicated that women with higher levels of education are more likely to be economically independent, have stronger decision-making skills, and be aware of their rights—all of which lessen the likelihood that they will be victims of violence (Kabeer, 2005; World Bank, 2018).

The basic education and literacy levels of males and females in Pakistan have been significantly different. In their discussion of Pakistan's education financing options for the Oslo Summit, Malik and Rose (2015) noted that the country's record for women's education was the worst; only 59% of girls received a primary education, and only 13% completed high school, i.e., the ninth grade. Different research found that just 10% of female students enroll in universities and that 72% of girls do not even finish their high school education (Syed, 2018). In this regard, Pakistan lagged behind industrialized nations with higher levels of gender equality when it came to women's education in general and higher education in particular. The low higher education profile of women in Pakistan is caused by a number of socio-cultural barriers, including the patriarchal culture, the feudal system, lack of family support, restricted travel, lack of government facilitation (Mehmood et al., 2018), poverty (Khan et al., 2015; Saleem et al., 2019), fear of sexual harassment, and premarital affairs (Leach, 2013; Joseph, 2015). In Pakistan, women must fight hard to be granted their basic rights. According to Noreen and Khalid (2012), education has a significant impact on how a nation develops. With a better degree, women can easily create prospects and possibilities, become employed, and rise to a respected position in society.

Higher education elevates women's position in the home and community, according to research by Nawaz and colleagues. Higher education was associated with better decision-making in home affairs, according to the study (Nawaz et al., 2017). This link was substantial. In a similar vein, findings from another study indicated that women with higher levels of education have a greater understanding of their rights, allowing them to make informed decisions. Thus, at least inside the family, women's higher education is linked to gender equality. Additionally, it increases women's self-worth and gives them the ability to make decisions, especially ones that affect them (Sharma & Afroz, 2014).

Pakistan is a developing country in South Asia with a 58 percent literacy rate. Women's overall literacy rates, including those who are Quranic literate, are as low as 42 percent. Rural women's literacy rates drop to 29%, reflecting their low social position and deplorable living circumstances (Government of Pakistan, 2009). However, all of its citizens are guaranteed an education by the 1973 Constitution of the Islamic Republic of Pakistan, which stipulates in Articles 37-B and C that "The state shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period; make technical and professional education generally available and higher education equally accessible to all on the basis of merit."

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In Pakistan, among other things, human rights violations and gender violence appear to be the main socioeconomic problems. These societal issues are typically brought to light by media reports from across the nation, which also confirm their existence. Coleman (2004) conducted a poll which found that the lopsided sex ratio of 108 men to 100 women in the country is partly due to greater newborn mortality rates among women and the general preference for boys over girls," suggesting that gender violence appears to begin in the family at a young age. In light of this, Hussain et al. (2008) said that parents cared for their male children better than their female children by creating the greatest environment possible at home better food & nutrition, education and medication.

It goes without saying that this is a violation of human rights and violence committed by parents, even in infancy, against girls (by depriving them of their fundamental human rights). According to Naved & Akhtar (2008), violence against women in Pakistan is a social issue that is either underreported or not reported at all. Women are discouraged from reporting violent acts in the traditional family system because of societal stigma, taboos, and conventions. Even if these instances go unreported or are underreported, domestic violence is a reality that affects almost every region and subculture in the nation.

Heise (1994) enumerated several reasons why women are violently attacked. Cultural factors include gender-specific socialization, cultural context and gender roles, expectations and relationships, beliefs in male dominance, social values affirming male proprietary over women and girls, male-led families, customs surrounding marriage and dowries, and accepting violence as a form of conflict resolution; Economic factors include women's economic dependence, limited access to capital, discrimination in property rights and inheritance, little or no exposure to the outside world, and barriers to higher education and technical vocational training; Legal factors include women's legal status, marriage, divorce, child custody, and inheritance, legal literacy, and ignorance of current laws in effect; and political factors, such as reduced involvement in media, other new fields, and policy, concessions made regarding domestic abuse,

Although education has the ability to lessen violence against women, there is a dearth of studies specifically examining how education interventions affect violence against women in Lahore. A concentrated investigation on the Lahore setting is required to comprehend the dynamics, obstacles, and opportunities particular to this area, even if the research now in publication offers insightful information about the relationship between education and women's empowerment in general.

Thus, the purpose of this study is to look into how education can lessen violence against women in Lahore. This study looks at the experiences, perspectives, and results of education programs aimed at women in Lahore. Its goal is to add to the body of knowledge and provide guidance for evidence-based approaches to violence against women in the community.

2. Literature Review

A study by Åsling-Monemi et al (2003) looked into the effects of violence against mothers on the mortality risks for their children in Nicaragua who are younger than five years old. The study found that 61% of Nicaraguan moms reported having experienced domestic violence. In a similar vein, Mazza et al (2001) carried out a nine-year observational, longitudinal study as a component of the Melbourne Women's Midlife Health Project (MWMHP). According to the poll, a total of 28.5% of Australian women stated that they had at some point in their lives experienced physical, sexual, or emotional abuse at home.

Similarly, Richardson (2002) carried out a cross-sectional study in primary health care with the goal of identifying domestic abuse. By examining the relationship between domestic abuse experience and demographic characteristics, the study, which took place in London, estimated the frequency of domestic violence among women who visited general practitioners. The study's findings were varied but concerning. The findings showed that, altogether, 41% of the women said they had ever been physically abused by their current partners or past partners, while 28% acknowledged that they had been the victims of domestic abuse. In a similar vein, 21% of women said they had ever experienced more severe or minor injuries due to violence. Of the respondents who had ever been pregnant, 15% reported having experienced domestic violence at some point in their lives. Of these, 25% of the women said the violence was worse than it had been when they were not pregnant, and 29% said it had resulted in a miscarriage. Physical violence did, however, make up a larger percentage than domestic violence.

The goal of Bates et al. (2004)'s study was to identify the socioeconomic variables linked to domestic abuse in rural Bangladesh. According to the poll, 35% of the women said they had suffered domestic abuse in the previous year, out of the 67% who had experienced it at some point. It's interesting to note that the participating ladies firmly believed that their daughters should receive an education in order to empower them and reduce the risk of domestic abuse.

In Pakistan's rural Punjab, 80% of women were found to be victims of physical assault by HRCP (1998), according to Haq (2006). According to research, especially that of Richardson (2002), intimate partner violence is mostly the cause of psychological disorders such as eating and sleeping disorders, physical illness, phobias, risky sexual behavior, loss of hope for life, mental stress and anxiety, and eating disorders (Heise and Moreno, 2002). It highlights a concerning circumstance and urges the implementation of calculated steps to stop violence against women.

Numerous investigations on various facets of female violence have been carried out by various scholars and advocates for social change. Studies by Richardson (2002) and Kishor and Kiersten (2004) showed that domestic abuse against women frequently persists even during pregnancy, having a major negative impact on women's physical and mental health. Akhtar (2006) states that domestic violence causes physical and mental stress, as well as adversely affects women's reproductive health. Abortion and miscarriages owing to high levels of violence and physical and psychological abuse by husband during unintentional pregnancy were confirmed by Campbell (2002) and Heise & Garcia-Moreno (2002).

Nonetheless, by raising awareness of fundamental human rights and empowering women via education, this condition can be altered. Education can help change the social landscape of the nation by providing women with opportunities for socioeconomic empowerment. Women with more education are better able to make life decisions and take part in social enterprises that promote development. According to Jejeebhoy (1995), women's capacity to escape violent relationships is improved and violence rates are decreased more when secondary education is received than when primary education is. In order to empower themselves and reduce the risk of domestic violence, the respondents to Bates (2004) study justifiably supported their daughters' education.

Akhtar (2006) used a study conducted in Southern Punjab, Pakistan, to examine the connection between women's empowerment and literacy. The study showed how commonplace physical assault against women is. Over 25% of the female respondents reported having been the victim of physical abuse, with slaps being the most frequent type. The study also revealed a strong correlation between physical violence and literacy and education levels, with illiteracy appearing to be linked to a higher risk of domestic violence.

It appears that education is essential to women's empowerment and their ability to overcome all forms of violence, including domestic abuse. Haq (2000) argued in favor of women's education, stating that educated women who work and get paid outside the house are influential. Women's education is therefore essential to ending violence against them and ensuring their fundamental human rights.

3. Data Sources and Research Methodology

A vast collection of household-level data, the Multiple Indicator Cluster Surveys (MICS) dataset is used to evaluate the state of women in Punjab, Pakistan. MICS (2017-18), which was conducted by UNICEF in partnership with provincial governments, offers insightful data on a range of important indicators about socioeconomic position, education and safety. Numerous factors are included in the dataset, such as household characteristics, education access and child health indicators, demographic data, and child protection measures.

MICS data is gathered through household surveys using proven methods, ensuring consistency and comparability across different countries and regions. These surveys frequently use multi-stage sampling techniques to ensure representative samples at the national and sub-national levels. Among the methods used to gather data are in-person interviews with members of the household, questionnaire distribution, and direct measurements like anthropometric assessments.

The primary benefit of the MICS dataset is its ability to capture variations and trends across time. This function makes it possible to conduct a thorough assessment of the degree of progress achieved in reaching global development goals, such as the Sustainable Development Goals (SDGs) and targets related to Violence Against Women, education, women safety, Polygamous Marriage and women age. Researchers, policymakers, and development practitioners frequently use MICS data to evaluate the effectiveness of programs, promote laws that enhance the welfare of vulnerable populations, particularly women and children, and provide information for evidence-based decision-making.

3.1. Model Specifications

The following equations broadly explain the structure of our empirical models.

$$VAW = \alpha_1 + \alpha_2 WEDU + \alpha_3 WS + \alpha_4 PM + \alpha_5 WA + \varepsilon_{1ij} \quad (1)$$

Presented model is a regression model that predicts violence against women. The model in equation (1) depicts the linear regression model estimated by this study to check the impact of regressors on women's empowerment. It suggests that Violence Against Women (VAW) is influenced by various factors, including women's education (WEDU), concerns about women's safety (WS), Polygamous Marriage (PM) and women's age (WA). The coefficients (α 's) indicate the direction and strength of the relationship between each independent variable and Violence Against Women, with positive coefficients indicating a positive relationship and negative coefficients indicating a negative relationship. Here ε_{1ij} is the error term capturing unobserved factors influencing women's empowerment that are not accounted for in the model. This model can be analyzed using regression techniques to understand how women's education, safety, marriage type, and age relate to violence against women, holding other variables constant.

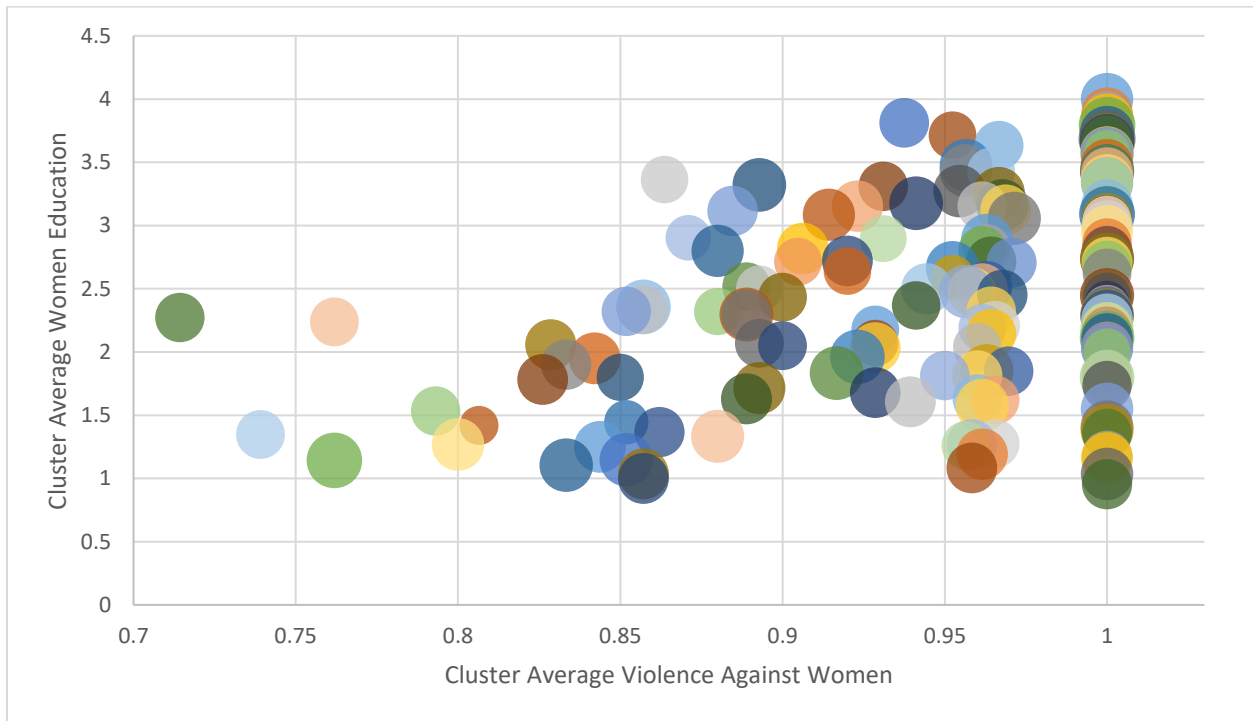
Table 1: Description of Variables

Variable	Description	Measurement	Source
VAW	Violence Against Women	If she goes out without telling husband: wife beating justified (VAW=0 if Yes, VAW=1 if No)	MICS
WEDU	Women Education	Women Education, ranges from 0 to 4 (0= none/preschool, 1= primary, 2 = middle, 3 = secondary and 4 = higher)	MICS
WS	Women Safety	Feeling safe walking alone in neighborhood after dark, ranges from 0 to 3 (WS=0 if very unsafe, WS=1 if unsafe, WS=2 if safe and WS=3 if very safe)	MICS
PM	Polygamous Marriage	Husband has more wives (PM=1 if Yes, PM=2 if No)	MICS
WA	Women Age	Age of women (WA=1 if 15-19, WA=2 if 20-24, WA=3 if 25-29, WA=4 if 30-34, WA=5 if 35-39, WA=6 if 40-44, and WA =7 if 45-49)	MICS

Source: Author's creation

4. Empirical Results

The data utilized in this study is gathered from the Bureau of Statistics Punjab (BOSP) in partnership with UNICEF, primarily to conduct the Multiple Indicator Cluster Surveys (MICS) across the Lahore region. The partnership between the BOSP and UNICEF guarantees the systematic arrangement and reliability of the statistical data, establishing it as a credible and meaningful resource for this study. To ensure the provision of informed advice and the development of a thorough understanding of household's well-being in Lahore, it is crucial to employ the biggest and latest dataset available (MICS, 2017-18). The MICS, under the supervision of the BOSP, adequately meets this stipulation. It is important to highlight that the present study utilized a dataset consisting of investigate the impact of women education on violence against women.



Source: Author's Creation

Fig 1: Empowering Women through Education: A Study on Reducing Violence against Women in Lahore

Women safety is represented by the bubble size.

The scatter plot provided offers a detailed analysis of the relationship between the average levels of violence against women (x-axis) and women's education (y-axis) across various clusters. The size of the bubbles represents the level of women safety within each cluster, providing a three-dimensional perspective on the data. Clusters situated towards the left side of the x-axis, indicating lower average violence against women, generally exhibit lower education levels. These clusters often have smaller bubble sizes, which represent lower levels of women safety. This observation suggests that clusters with lower levels of education might also be experiencing lower levels of safety for women. It highlights the need for policies aimed at improving both education and safety measures in these regions to create a more conducive environment for women's empowerment. As we move to the right on the x-axis, clusters exhibit higher levels of violence against women. Interestingly, some of these clusters also show higher average education levels among women. However, despite the higher education levels, the bubble sizes—indicating women safety—do not show a consistent trend. This implies that higher education does not necessarily correlate with higher safety levels for women. It suggests that other factors might be at play, and that simply increasing education levels is not sufficient to improve safety for women in these areas.

The scatter plot also reveals significant variation in bubble sizes across different clusters, indicating varying levels of women safety. Some clusters with both high violence against women and high education levels also show large bubbles, indicating higher safety levels. This variation underscores the complexity of the relationship between education, violence, and safety. It suggests that safety measures need to be specifically tailored to address the unique challenges of each cluster, rather than relying on a one-size-fits-all approach. The plot suggests a nuanced relationship between women's education and violence against women. While clusters with higher education levels appear across the spectrum of violence levels, there is no clear direct correlation between higher education and lower violence. This complexity indicates that while education is a critical component of empowerment, it must be complemented by other measures such as legal protections, community awareness programs, and robust safety infrastructure to effectively reduce violence against women. The variation in women safety levels across clusters highlights the need for comprehensive safety measures. Policymakers must consider interventions beyond education, including improving public safety infrastructure, enforcing legal protections against violence, and fostering community support systems. Ensuring women's safety requires a multi-faceted approach that addresses the specific needs and circumstances of each cluster.

Policy Implications: The findings from the scatter plot emphasize the importance of targeted and comprehensive policy interventions. Increasing education levels alone is not sufficient to reduce violence against women or enhance their safety. Policymakers should focus on integrating educational initiatives with safety and legal reforms. This includes creating safer public spaces, implementing stricter laws against gender-based violence, and promoting community programs that support women's rights and safety.

Overall, the diagram underscores the need for a holistic approach to women's empowerment that simultaneously addresses education, safety, and violence prevention. By understanding and addressing the unique needs of each cluster, policymakers can create more effective strategies to support women's empowerment and well-being.

Descriptive statistics for the variables used in this investigation are shown in Table 2. The distribution of each variable throughout the dataset is shown in the table. The central tendency, variability, and range of each variable in the dataset are all clearly depicted by these statistics. The fact that the data source is "Author's creation" suggests that these statistics were especially generated for the current analysis.

Table 2: Descriptive Statistics

Variable	Obs	Mean	Std. Dev.	Min	Max
VAW	4507	0.951	0.217	0	1
WEDU	4543	2.422	1.513	0	4
WS	3797	2.141	0.739	0	3
PM	2820	1.976	0.152	1	2
WA	4543	3.459	1.907	1	7

Source: Author's Estimation

The sample data on violence against women and the factors that contribute to it show noteworthy trends in the descriptive statistics. The statistics, which has a mean value of 0.951 and a moderate degree of variability (standard deviation = 0.217), show a high average prevalence of violence against women (VAW). The sample's female participants demonstrate intermediate levels of education (WEDU) and safety perceptions (WS), as indicated by their respective mean values of 2.422 and 2.141. Further evidence that polygamous marriages (PM) are significantly represented in the study group comes from a mean marital status value of 1.976 and low variability (standard deviation = 0.152). With a mean age of 3.459 and a wide range of ages from 1 to 7, the age distribution (WA) highlights the diversity of age groups covered in the data. These data give an overview of the sample population's age, marital status, level of education, perceptions of safety, and contextual characteristics linked to violence against women.

Table 3: Logistic Regression Model Results

Variable	Coef.	St.Err.	t-value	p-value	[95% Conf Interval]	Sig	
VAW	0.516	0.070	7.360	0.000	0.379	0.653	***
WEDU	0.441	0.126	3.520	0.000	0.195	0.687	***
WS	0.939	0.386	2.430	0.015	0.181	1.696	**
WA	-0.114	0.058	-1.950	0.051	-0.228	0.001	*
Constant	-0.113	0.838	-0.130	0.893	-1.754	1.529	
Mean dependent var		0.948		SD dependent var		0.223	
Pseudo r-squared		0.092		Number of obs		2411	
Chi-square		90.648		Prob > chi2		0.000	
Akaike crit. (AIC)		908.431		Bayesian crit. (BIC)		937.370	

Source: Author's Estimation, *** $p < .01$, ** $p < .05$, * $p < .1$

The logistic regression analysis aimed to understand the factors influencing the likelihood of women not justifying wife beating. The results indicate that women's education (WEDU), women's safety (WS), and polygamous marriage (PM) significantly impact these attitudes, while women's age (WA) has a marginal effect.

Higher levels of women's education are strongly associated with a reduced justification of wife beating. Specifically, for each additional level of education, the likelihood of not justifying wife beating increases significantly. This underscores the critical role of education in shaping progressive attitudes towards women's rights and domestic violence. Similarly, the perception of safety significantly affects attitudes toward wife beating. Women who feel safer walking alone in their neighborhood after dark are more likely to reject the justification of wife beating. Each unit increase in the perception of safety corresponds to a notable increase in the likelihood of not justifying wife beating, highlighting the importance of enhancing women's safety to change societal attitudes. Polygamous marriage also shows a significant effect on attitudes towards wife beating. Women in polygamous marriages are more likely to reject the justification of wife beating compared to those in monogamous marriages. This suggests that marital structures and dynamics can influence attitudes towards domestic violence. The age of women has a less pronounced effect. The results indicate a slight tendency for older women to be less likely to reject the justification of wife beating, but this effect is marginally significant. This suggests that while age may play a role, it is not as influential as education or safety perceptions.

Overall, the analysis reveals that improving women's education and safety are crucial strategies in reducing the justification of domestic violence. These findings can inform policy interventions aimed at promoting gender equality and protecting women's rights.

Table 4: Average marginal effects

Variable	dy/dx	Delta-method err.	std. z	P>z	[95% conf. interval]
WEDU	0.024	0.004	6.670	0.000	0.017 0.032
WS	0.021	0.006	3.450	0.001	0.009 0.033
PM	0.044	0.018	2.410	0.016	0.008 0.081
WA	-0.005	0.003	-1.940	0.053	-0.011 0.000
Number of obs = 2,411			Expression: Pr(VAW), predict()		
Model VCE: OIM			dy/dx wrt: WEDU WS PM WA		

Source: Author's Estimation

Based on the logistic regression analysis, the marginal effects for the key variables influencing attitudes toward justifying wife beating (VAW) reveal several significant findings. The analysis included 2,411 observations and focused on the average marginal effects of women's education (WEDU), women's safety (WS), polygamous marriage (PM), and women's age (WA).

The marginal effect for women's education (WEDU) is 0.024, which indicates that for each additional level of education a woman attains, the probability of her not justifying wife beating increases by 2.4 percentage points. This relationship is statistically significant at the 1% level ($p < 0.001$). This finding underscores the importance of educational attainment in shaping progressive attitudes toward women's rights and domestic violence. Similarly, the marginal effect for women's safety (WS) is 0.021. This means that each unit increase in a woman's perception of safety (ranging from feeling very unsafe to very safe) is associated with a 2.1 percentage point increase in the likelihood of not justifying wife beating. This result is also statistically significant at the 1% level ($p < 0.001$), highlighting the critical role of ensuring women's safety in promoting gender equality and reducing the justification of domestic violence.

The variable representing polygamous marriage (PM) has a marginal effect of 0.044. This suggests that women in polygamous marriages are 4.4 percentage points more likely to reject the justification of wife beating compared to those in monogamous marriages. This effect is statistically significant at the 5% level ($p = 0.016$). The positive association might reflect complex social dynamics within polygamous households that influence attitudes toward domestic violence. In contrast, the marginal effect for women's age (WA) is -0.005, indicating a 0.5 percentage point decrease in the probability of not justifying wife beating for each additional age group category. However, this effect is not statistically significant at the 5% level ($p = 0.053$), suggesting that age may not be a decisive factor in shaping attitudes toward wife beating in this context.

In summary, the analysis indicates that higher levels of women's education and feelings of safety are significantly associated with a lower likelihood of justifying wife beating. Additionally, being in a polygamous marriage correlates with a reduced justification of domestic violence. These findings emphasize the importance of educational and safety interventions in changing societal attitudes towards domestic violence. Conversely, age does not appear to have a significant impact on these attitudes.

5. Conclusion and Policy Implication

5.1. Conclusion

Regression analysis and MICS data were used in this work to shed light on the intricate dynamics impacting violence against women (VAW). The results demonstrate how women's experiences of violence are significantly shaped by their age, marital status, level of education, and feelings of safety. While polygamous marriages show greater incidence rates, more education and favorable safety attitudes are linked to increased reporting or awareness of violence. Remarkably, a lower reported incidence of violence is associated with older age, indicating that older women may be resilient. In order to effectively address VAW, these insights highlight the significance of customized interventions, support systems, and governmental measures.

5.2. Policy Recommendation

The study's conclusions have led to the following recommendations for combating violence against women: Promoting women's education through focused programs and efforts is essential to effectively combating violence against women. These initiatives ought to focus on empowering women, educating people about their rights, and giving them the information and abilities necessary to identify and respond to violent situations. It's also critical to improve women's perceptions of safety. This can be accomplished by putting policies in place to address safety issues, like establishing safe places, facilitating community engagement, and enhancing access to support resources. Targeted interventions and regulations that offer women in polygamous relationships support and legal safeguards are necessary to address challenges within these types of marriages.

In addition, it is critical to offer all-encompassing assistance and resources that are customized to meet the various needs of women in all age groups, recognizing and utilizing the resilience that older women may possess in the face of abuse. It is also advised to carry out longitudinal research to acquire a deeper understanding of patterns and modifications in the experiences of violence against women across time. Working together, partners from the government, non-governmental organizations, medical field, and community organizations may create comprehensive strategies to address the causes and effects of violence against women. When put into practice all of these recommendations, violence against women can be considerably decreased and safer, more equal conditions for women can be created.

5.3. Future Research Avenues

Future research in the realm of the impact of women's education on violence against women in Lahore offers several promising avenues for exploration. Longitudinal studies could provide valuable insights into the sustained effects of education on reducing violence, tracking changes in women's experiences and empowerment over time. Complementing quantitative data with qualitative research could offer a nuanced understanding of how education intersects with women's lived experiences of violence and empowerment. Additionally, examining the intersectionality of factors such as class, caste, religion, and ethnicity with education and violence could uncover critical nuances in women's vulnerabilities and access to education. Evaluating existing policies, exploring the role of technology, engaging in community-based interventions, and studying economic empowerment are all areas ripe for further investigation. Comparative studies across different contexts could also yield valuable lessons and best practices for promoting women's rights and reducing violence globally. By delving into these research avenues, scholars can contribute meaningfully to the ongoing discourse on women's empowerment and violence prevention.

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