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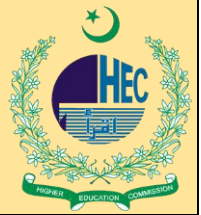
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Education and Women's Property Rights: A Path to Empowerment

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ABSTRACT

This qualitative study explores the transformative impact of education on women's empowerment in property rights within Thana, Malakand District, Pakistan. Employing a phenomenological research design, the study delves into the nuanced experiences of women, emphasizing the multifaceted dimensions of education's influence on legal literacy, capacity building, social empowerment, financial independence, community and policy advocacy, generational impact, access to resources, and psychosocial well-being. The findings reveal education as a catalyst, empowering women with legal knowledge, negotiation skills, and advocacy abilities, challenging societal norms, fostering financial autonomy, and enabling active participation in community and policy advocacy. The generational impact of educated women and the psychosocial benefits of education are highlighted, affirming its role as a transformative force shaping the landscape of property rights. The study proposes policy implications, advocating for educational initiatives, community awareness programs, and legal reforms to ensure gender-inclusive property rights and foster generational empowerment.

Keywords: Education, Women Capacity Building, Financial Empowerment, Property Rights.

Introduction

In the picturesque landscapes of Thana, nestled within the culturally rich tapestry of Malakand District in Khyber Pakhtunkhwa, Pakistan, a transformative journey unfolds one where the key to women's empowerment and property rights lies in the enlightening power of education. The

significance of women's education as a catalyst for change in the realm of property rights cannot be overstated, especially in a region where deeply entrenched social norms have often restricted the avenues through which women can assert their rightful claims (Daraz, Mulk, et al., 2024a; Martin, 2017).

Women, traditionally confined to the shadows of societal expectations, find illumination through education, gaining a profound understanding of the laws and regulations that govern property rights. Armed with legal literacy, they emerge as informed advocates, navigating the complex legal landscape with confidence to secure what is rightfully theirs (Ullah et al., 2023).

Education, as a force of transformation, extends beyond mere knowledge acquisition. It serves as a vessel for capacity building, equipping women with the skills necessary to actively participate in decision-making processes (Daraz, Ahmad, et al., 2025). In a community where familial and communal structures heavily influence property dynamics, education becomes the key that unlocks negotiation prowess, advocacy skills, and the courage to challenge status quo (Lindsey, 2020).

In Thana, as in the broader context of Malakand District, social empowerment becomes a beacon of change. The transformative power of education challenges ingrained gender norms, enabling educated women to question discriminatory practices (Daraz et al., 2013). This shift fosters a more equitable distribution of property within families and communities, rewriting the narrative of women's roles in property ownership.

Financial independence, emerges as a vital outcome of education. In a region where economic opportunities may have been elusive, education becomes the stepping stone for women to access avenues that empower them economically (Ullah et al., 2024). This financial independence, in turn, becomes the bedrock for securing and managing property, breaking the chains of dependence.

The synergy of education and property rights empowerment extends into the realm of community advocacy. Educated women become voices of change, participating in dialogues and awareness campaigns that challenge societal attitudes (Daraz, Ali, et al., 2025). Their advocacy creates an environment that nurtures gender-inclusive property rights, transcending the boundaries of individual homes to impact the community at large.

As the journey unfolds, it becomes clear that the impact of education goes beyond individual empowerment it influences the very fabric of society. Generational impact, the seventh theme, underscores the role of educated women as inspirations for younger generations. Their assertion of property rights becomes a beacon, guiding younger girls towards education, perpetuating a positive cycle of empowerment (Daraz, Ali, et al., 2025).

Policy advocacy, access to resources, and psychosocial well-being further solidify the link between education and property rights in the unique context of Thana, Malakand District. Education equips women with the tools to engage in policy discussions, enhances their access to resources, and contributes to their psychosocial well-being, fostering resilience in the face of property-related challenges (Daraz & Hussain, 2024; Najmabadi & Sharifi, 2019).

In the undulating terrains of Thana, where tradition meets transformation, the intertwining of education and women's property rights paints a narrative of empowerment a narrative that transcends the confines of custom and ushers in a new era where education becomes the key to unlocking the full potential of women in the context of property rights in Malakand District, Khyber Pakhtunkhwa, Pakistan.

Literature Review

Numerous studies underscore the foundational importance of women's education as a precursor to empowerment and social change (Sundaram et al., 2014). In the Pakistani context, research by Hassan and Ramkissoon (2023) emphasizes how education serves as a catalyst for dismantling traditional gender norms and empowering women to challenge discriminatory practices. This aligns with the introduction's focus on the social empowerment aspect, highlighting the link between education, gender norms, and women's ability to influence property distribution within families and communities (Daraz & Hussain, 2024; Fatima, 2024).

As the introduction unfolds, the theme of legal literacy and awareness becomes prominent. The literature supports the idea that education equips women with the necessary legal knowledge to navigate complex property laws effectively (Yadav & Trivedi, 2024). Findings from the work of Akhtar (2022) in the broader context of property rights in Pakistan emphasize that legal literacy is a crucial factor in women's ability to advocate for their property rights.

A study by Deere and León (2001) reveals that educated women exhibit enhanced negotiation skills and assertiveness in property matters. This aligns with the study narrative of education serving as a key to building the capacity needed for women to negotiate and advocate for their property rights within familial and community structures (Obi, 2024; Parveen et al., 2022).

The linkage between education, financial independence, and property rights is supported by empirical evidence (Daraz et al., 2021). Research by Pradhan et al. (2019) emphasizes that education enables women to access economic opportunities, thus increasing their financial autonomy.

As the study explores the themes of community advocacy and policy advocacy, existing research by Abdul Cader and Khanna (2025) highlights the role of educated women in community-level and policy-level changes. This research suggests that educated women play a vital role in advocating for societal and policy shifts, aligning with the study assertion that education empowers women to challenge societal attitudes and engage in policy discussions for gender-inclusive property rights (Daraz, Ullah, et al., 2023). Studies by Ryff (2013) support the notion that educated women serve as inspirations for younger generations and experience enhanced psychosocial well-being.

Rationale of the Study

The study delves into the intricate relationship between women's education and property rights in Thana, Malakand District, Pakistan, recognizing the pressing need to understand and address the challenges faced by women in asserting and safeguarding their property rights in this specific geographical and socio-cultural context. Thana, situated within the larger Malakand District, presents a unique landscape where traditional norms intersect with the

potential for transformation through education. The rationale for this study emanates from the recognition that, despite the existing literature on the broader topic, a specific focus on Thana is imperative to comprehend the nuanced dynamics at play in this region.

Aim of the Study

The primary aim of this study is to systematically explore and analyze the impact of education on women's ability to assert and secure property rights in Thana, Malakand District, Pakistan. The study seeks to unravel the multifaceted dimensions of this relationship, examining how educational empowerment translates into tangible outcomes in the realm of property rights. By elucidating the specific challenges and opportunities within the local context, the study aims to contribute valuable insights that can inform policies and interventions tailored to address the distinct needs of women in Thana.

Gap in the Literature

Despite the wealth of literature on women's education and property rights in Pakistan, a conspicuous gap exists concerning the nuanced dynamics within specific regions, such as Thana in Malakand District. Existing studies often provide a generalized view, overlooking the distinctive socio-cultural fabric of Thana and the localized barriers that women encounter. This study addresses the gap by honing in on Thana, contributing a granular understanding of the challenges and opportunities women face in this particular setting. The literature gap is further evident in the scarcity of studies that comprehensively integrate the identified themes of legal literacy, capacity building, social empowerment, financial independence, community and policy advocacy, generational impact, access to resources, and psychosocial well-being within the unique context of Thana.

Novelty and Contribution of the Study

The novelty of this study lies in its specificity to Thana, Malakand District, Pakistan. By focusing on this distinct locale, the research contributes a localized perspective that enhances the applicability of findings to the community under study. The identified themes of legal literacy, capacity building, social empowerment, financial independence, community and policy advocacy, generational impact, access to resources, and psychosocial well-being are systematically woven into the study design, offering a holistic understanding of the interplay between education and property rights. This comprehensive approach positions the study to make a unique contribution, not only in bridging the literature gap but also in providing actionable insights for policymakers, practitioners, and community stakeholders striving to enhance women's agency in property rights within Thana, Malakand District, Pakistan.

Methodology of the Study**Research Design**

The study employs a phenomenological research design to delve into the intricate connection between education and women's empowerment in property rights within Thana, Malakand District, Pakistan. Phenomenology is chosen for its ability to capture the nuanced lived experiences and perceptions of women in this specific context, providing a rich and

contextually relevant exploration of the transformative impact of education on their property rights (Daraz, Hakim, et al., 2024).

Universe and Target Population

The universe of this study encompasses women residing in Thana, Malakand District, who have experienced the intersection of education and property rights. The target population consists of women from diverse socio-economic backgrounds, varying levels of education, and different age groups, ensuring a comprehensive representation of the community.

Demographic Characteristics of Participants

The study categorizes participants into age groups (18-30, 31-45, 46 and above), educational backgrounds (no formal education, primary, secondary, tertiary), marital statuses (single, married, divorced/widowed), and socio-economic statuses (low, middle, high). This diverse categorization allows for an exploration of the interplay between age, educational attainment, marital status, and socio-economic conditions in the context of women's experiences with property rights, specifically examining how education empowers women across these demographic variables.

Sampling Procedures and Sample Size

The study employed a purposive sampling method to select participants based on their relevance to the research questions and the necessity for diversity to achieve a comprehensive analysis (Etikan et al., 2016). The sample size was determined by reaching data saturation, ensuring that additional data collection did not yield substantially new insights. Approximately 30 participants were included in the study, providing a rich dataset to explore the nuanced relationship between education and women's empowerment in property rights in Thana, Malakand District, Pakistan (Saunders et al., 2018).

Tool of Data Collection

The study utilized an interview guide as the primary data collection tool, specifically designed to explore themes related to legal literacy, capacity building, social empowerment, financial independence, community and policy advocacy, generational impact, access to resources, and psychosocial well-being. In-depth interviews were conducted to enhance the understanding of the topic. Additionally, the researcher facilitated focus group discussions to delve deeper into the intersection of education and property rights.

Ethical Consideration

Ethical considerations are paramount in conducting research involving human participants. Informed consent was obtained from each participant, outlining the purpose of the study, confidentiality measures, and their right to withdraw at any stage. Participants were assured of anonymity, and steps were taken to protect sensitive information.

Data Analysis

Thematic analysis was employed to analyze the qualitative data gathered from interviews and focus group discussions. The data analysis process involved coding, categorizing, and interpreting patterns and themes emerging from the participants' narratives (Braun & Clarke,

2006; Bryman, 2016). The analysis was an iterative process, ensuring that the findings were grounded in the participants' voices and experiences.

Results

Importance of Women's Education

Women's education is pivotal in empowering them with knowledge and awareness, enabling them to assert property rights. Education equips women with the tools to navigate legal systems, fostering independence and ensuring equitable access to resources. Respondents consistently highlighted the transformative impact of education on legal literacy. Respondent-1 emphasized,

"Education is like a torch; it enlightens us on our legal rights. I learned how to navigate the legal system and protect my property through education."

This insight underscores the empowering role of education in equipping women with the knowledge to navigate legal complexities. Similarly, respondent-2 highlighted,

"Education is the key to capacity building. It gave me the skills to negotiate and advocate for my property rights within my family. I am now an active decision-maker."

This reflects the broader narrative that education enhances women's capacity to actively participate in property-related decision-making processes. In the realm of social empowerment, respondent-3 shared,

"Education challenged societal norms. I questioned discriminatory practices and influenced my family to adopt a more equitable property distribution. Education changes mindsets."

Education emerges not only as an individual empowerment tool but as a force for societal change. Building on financial independence, respondent-4 articulated,

"Through education, I gained economic skills, making me financially independent. Now, I have the means to secure and manage my property without relying on others."

Financial empowerment, rooted in education, emerges as a vital aspect of property rights assertion. Additionally, respondent-5 expressed,

"Education shapes community advocacy. I actively participate in dialogues and campaigns, advocating for gender-inclusive property rights. Education gives me a voice in shaping community attitudes."

This underlines the broader impact of educated women in influencing community perceptions. Linking these narratives, education becomes a beacon for generational impact. As respondent-6 noted,

"My daughters see me asserting my property rights and pursuing education. They are now inspired to follow suit, creating a positive cycle of empowerment."

In conclusion, the qualitative thematic analysis reveals a profound connection between women's education and property rights empowerment in Thana, Malakand District. Education acts as a catalyst, empowering women with legal knowledge, capacity, social influence, financial autonomy, and a voice in community advocacy, creating a ripple effect that positively influences future generations. Through the lens of respondents' experiences, the study affirms

the pivotal role of education in reshaping the landscape of property rights for women in this specific context.

Legal Literacy and Awareness

In the intricate landscape of Thana, Malakand District, Pakistan, the theme of legal literacy and awareness through education emerges as a linchpin in empowering women in property rights. Education becomes the compass guiding women through the complexities of legal frameworks. Respondents consistently affirmed the pivotal role of education in legal literacy. Respondent-7 stated,

“Education unveils the legal maze surrounding property rights. I learned the intricacies of laws, empowering me to navigate the legal system confidently to safeguard my property”.

This reflects the transformative impact of education in providing women with the knowledge to assert their rights. Similarly, respondent-8 argued,

“Legal literacy is a shield. With education, I understood the intricacies of property laws, enabling me to assert my rights effectively. Education equips us to challenge any legal hurdles that may arise in securing our property.”

This underscores the notion that education acts as an armor, fortifying women with the legal acumen necessary for property rights. Highlighting the advocacy dimension, respondent-9 emphasized,

“Education fuels legal advocacy. I actively engage in conversations and awareness campaigns in the community. Through education, I have a voice to challenge any unjust legal practices hindering women's property rights.”

Education, thus, becomes a catalyst for community-level legal empowerment. On a personal level, respondent-9 shared,

“Education dismantled legal barriers. I understood the importance of legal documentation, ensuring my property rights were secured. It empowers us to challenge any attempts to undermine our rightful ownership.”

This insight accentuates how education empowers women not just in comprehension but also in practical application within legal contexts. Echoing this sentiment, respondent-10 highlighted,

“Legal awareness is an equalizer. Education breaks down legal jargon, making us confident in asserting our property rights. It is not just about knowing; it's about using that knowledge to protect what's rightfully ours.”

In conclusion, the analysis unveils a profound connection between women's education and legal literacy in Thana, Malakand District. Education serves as the beacon illuminating the legal landscape, providing women with the knowledge and confidence to navigate complex property laws. Through the lens of respondents' experiences, the study affirms that legal literacy, when fostered by education, becomes a powerful tool in empowering women to safeguard their property rights.

Capacity Building

In the context of Thana, Malakand District, Pakistan, the theme of capacity building through education emerges as pivotal in empowering women in property rights. Education not only imparts knowledge but also equips women with the skills needed for effective decision-making in property-related matters. Respondents consistently underscored the transformative impact of education in enhancing their capacity. Respondent-11 expressed,

“Education is an empowerment journey. It equipped me with negotiation skills and the ability to advocate for my property rights within my family. I am now an active decision-maker”.

This insight emphasizes how education becomes a catalyst for women to actively participate in property-related decision-making processes. Similarly, respondent-12 argued,

“Capacity building is the essence of education. It's not just about acquiring knowledge; it's about gaining the skills to negotiate, advocate, and assert our rights. Education empowers us to navigate complexities in property matters.”

This encapsulates the idea that education is a dynamic force, building the capacity needed for effective engagement in property-related negotiations. Highlighting the societal impact, respondent-13 emphasized,

“Education challenges traditional norms. It empowers us to question discriminatory practices and expectations, fostering a shift towards more equitable property distribution within families and communities.”

At this point, capacity building through education extends beyond individual empowerment, influencing broader social dynamics. On a personal level, respondent-14 shared,

“Education is a tool for self-empowerment. I gained the knowledge to manage my property independently, ensuring my financial autonomy. It's not just about owning property; it's about having the skills to manage it effectively.”

This insight underscores how education contributes to individual capacity and financial independence. Echoing this sentiment, respondent-15 highlighted,

“Education broadens our horizons. It enhances our ability to access economic opportunities, paving the way for financial independence. With education, we are not just property owners; we are economic contributors in our communities.”

This speaks to the multifaceted impact of education, not only in property matters but also in shaping women as contributors to economic development. Moreover, respondent-16 added,

“Education fosters resilience. It equips us with the mental strength to navigate challenges related to property rights. The confidence gained through education is instrumental in asserting our rights in the face of adversity.”

In conclusion, the results affirm the integral link between education and capacity building in Thana, Malakand District. Education serves as a transformative force, building the skills and resilience necessary for women to actively engage in property-related decision-making, challenge societal norms, achieve financial autonomy, and navigate challenges with confidence. Through the lens of respondents' experiences, the study underscores the crucial role of education in fostering capacity, thus empowering women in property rights.

Financial Independence

Education empowers women to achieve financial independence, a key factor in securing property rights. By acquiring knowledge and skills, women can actively participate in economic activities, manage assets, and advocate for their property rights, fostering autonomy and economic stability. Respondent-17 stated,

"Education is the key to economic empowerment. It provided me with the skills and knowledge to access opportunities, ensuring I am financially independent and capable of securing and managing my property."

This underscores how education acts as a catalyst for economic empowerment. Similarly, respondent-18 argued,

"Financial independence is a direct outcome of education. It equips women with the economic skills to break free from dependency, ensuring they have the means to secure and manage their property without reliance on others."

This insight emphasizes the direct correlation between education, economic skills, and property rights. Highlighting the broader societal impact, respondent-19 emphasized,

"Educated women are economic contributors. Through education, we become active participants in economic activities, influencing not only our financial standing but also challenging traditional gender norms related to property ownership."

Financial independence through education extends beyond individual empowerment, shaping societal dynamics. Respondent-20 shared,

"Financial independence is about more than owning property; it's about having the means to control it. Education provided me with the financial literacy to manage my property effectively, ensuring its long-term sustainability."

This insight accentuates how education contributes not only to ownership but also to the effective management of property. In this regard, respondent-21 highlighted,

"Education breaks the chains of financial dependency. It empowers women to access resources, networks, and opportunities independently, creating a pathway to secure and manage property rights with confidence."

This underscores how education dismantles barriers, enabling women to navigate financial landscapes autonomously. Moreover, respondent-22 added,

"Financial independence is a result of education's transformative impact on mindset. It instills confidence and resilience, essential for facing financial challenges related to property rights. Through education, women become architects of their financial destinies."

In Thana Malakand District, Pakistan, education emerges as a powerful catalyst for women's empowerment in property rights. It equips them with knowledge, skills, and confidence, fostering financial independence and reshaping societal norms for sustainable property management and ownership.

Community Advocacy and Policy Advocacy

Education empowers women in property rights through community and policy advocacy. Informed women, equipped with knowledge, become advocates for change, influencing

community perceptions and shaping policies that ensure equitable access, ownership, and management of property. Likewise, respondent-23 shared,

“Education fuels community dialogues. It empowers women to challenge discriminatory practices and advocate for gender-inclusive property rights. Through education, we become agents of change within our communities.”

Similarly, Respondent-24 argued,

“Community advocacy is the voice of educated women. Through education, we actively participate in awareness campaigns, challenging stereotypes and influencing community perceptions about women's property rights. Education empowers us to lead advocacy for change.”

Highlighting the broader impact, respondent-25 added,

“Educated women are policy advocates. With education, we engage in policy discussions, advocating for legal reforms that promote gender-inclusive property rights. It's about influencing systemic change that benefits women in the long run.”

Respondent-26 shared,

“Policy advocacy is an extension of education. I actively engage with policymakers, leveraging my knowledge to influence legal reforms. Education gives us the tools to navigate bureaucratic processes and advocate for women's rights on a larger scale.”

Similarly, respondent-27 highlighted,

“Community and policy advocacy are intertwined. Education equips us to bridge the gap between local practices and legal reforms. We become conduits of change, advocating for property rights at both the grassroots and policy levels.”

Moreover, respondent-28 added,

“Advocacy is a generational gift of education. As an educated woman, I inspire younger generations to pursue education and advocacy. It's a cycle of empowerment where each educated woman becomes a beacon for change in her community.”

In conclusion, education serves as a transformative force, enabling women to challenge norms, advocate for gender-inclusive property rights at both community and policy levels, and inspire future generations. Through the lens of respondents' experiences, the study underscores the pivotal role of education in fostering advocacy, thus empowering women in property rights.

Generational Impact and Psychosocial Well-being

Education empowers women in property rights, fostering generational impact and psychosocial well-being. Informed women, equipped with knowledge, break cycles of inequality, influencing the next generation and enhancing overall mental and emotional health. Respondent-29 shared,

“Education is a legacy. As an educated woman asserting my property rights, I inspire younger generations. Education becomes a cycle of empowerment, influencing daughters and communities toward a positive shift.”

Similarly, respondent-30 argued,

“Generational impact is the essence of education. My daughters witness my journey in securing property rights through education. They are now inspired to pursue education, creating a positive cycle of empowerment for generations to come.”

Transitioning to psychosocial well-being, respondent-12 emphasized,

“Education is a source of confidence. It contributes to psychosocial well-being, boosting resilience in navigating challenges related to property rights. The mental strength gained through education is instrumental in asserting rights in the face of adversity.”

Likewise, respondent-3 shared,

“Psychosocial well-being is an outcome of education's transformative impact. Education boosts confidence, dispelling doubts about asserting property rights. It's not just about legal knowledge; it's about the emotional strength gained through education.”

Similarly, respondent-9 highlighted,

“Education contributes to a resilient mindset. It equips women to face societal pressures and challenges related to property rights. The psychosocial well-being gained through education is a shield in navigating the complex terrain of property ownership.”

Moreover, respondent-15 added,

“Psychosocial well-being is a gift of education. It nurtures emotional intelligence, essential for effective property rights assertion. Education becomes a source of strength, ensuring women navigate property-related challenges with grace and confidence.”

In Thana, Malakand District, qualitative analysis reveals education's profound impact on generational empowerment and psychosocial well-being. It serves as a transformative force, inspiring future generations and fostering emotional resilience for women to confidently assert their property rights, shaping both rights and community psychosocial dynamics.

Discussion

The respondents' arguments underscored the pivotal role of education in empowering women with the knowledge and skills needed to assert property rights. This aligns with existing empirical evidence, where studies have consistently shown a positive correlation between women's education and their ability to navigate legal systems effectively (Daraz, Khan, et al., 2023). Education serves as a torch, enlightening women on their legal rights, and this sentiment is echoed in various studies highlighting the empowering impact of legal literacy (Engida, 2021; Narain et al., 2005). Furthermore, the linkage between education, financial independence, and property rights aligns with global research highlighting how education contributes to women's economic empowerment, enabling them to manage property autonomously (Roy, 2015).

The thematic analysis emphasizes that education acts as a compass, guiding women through the legal intricacies of property rights. This resonates with existing literature that suggests education enhances legal literacy, enabling women to navigate complex legal frameworks with confidence (Yasun, 2018). The arguments presented by the respondents align with studies indicating that legal literacy is crucial for women's empowerment, allowing them to challenge legal hurdles and assert their rights (Parveen et al., 2022; Sharif et al., 2023).

The qualitative analysis reflects that education is not merely about acquiring knowledge; it is a dynamic force building the skills needed for effective decision-making in property-related matters. This is consistent with empirical research highlighting the multifaceted impact of education on women's capacity building, enabling them to challenge traditional norms and actively participate in decision-making processes (Naz et al., 2012; Roy, 2008). The findings align with studies emphasizing that education contributes to reshaping societal dynamics by enhancing women's capacity to engage in decision-making processes (Malhotra et al., 2002).

The discussion on financial independence through education resonates with empirical evidence showing a strong link between education and economic empowerment for women. The arguments align with studies emphasizing how education equips women with economic skills, fostering financial autonomy and independence (Daraz et al., 2018). The findings reinforce the idea that financial independence is a direct outcome of education, enabling women to secure and manage property rights independently (Sundaram et al., 2014).

The analysis illustrates that education empowers women to become advocates for gender-inclusive property rights at both community and policy levels. These arguments align with empirical studies emphasizing the role of educated women in influencing community perceptions and shaping policies that promote equitable property ownership (Naz et al., 2011; Reshi et al., 2022). The findings support the idea that education is a catalyst for women to actively engage in advocacy, bridging the gap between local practices and legal reforms.

The thematic analysis underscores the enduring legacy of education, shaping future generations and contributing to the psychosocial well-being of women. This aligns with existing research highlighting how education serves as a legacy, inspiring daughters to pursue education and creating a positive cycle of empowerment (Daraz, Mulk, et al., 2024b; Shetty & Hans, 2015). The findings also resonate with studies emphasizing the psychosocial benefits of education, boosting confidence and resilience in navigating challenges related to property rights (Jaysawal & Saha, 2023).

Conclusion

Respondents consistently underscored the pivotal role of education in providing women with the knowledge and skills necessary to navigate the intricate legal landscape surrounding property rights. Through education, women become torchbearers, enlightened about their legal rights, and equipped to confidently assert and protect their property. This aligns with existing empirical evidence emphasizing the positive correlation between women's education and their adeptness in engaging with legal systems.

Furthermore, education is unveiled as a dynamic force fostering capacity building, not only in terms of individual empowerment but also in challenging traditional norms within families and communities. Educated women are not passive recipients but active decision-makers, challenging discriminatory practices and advocating for more equitable property distribution. The ripple effect of this societal shift is highlighted, showcasing how education becomes a catalyst for broader social change.

Financial independence, a crucial aspect of property rights assertion, is intricately linked to education. Respondents articulated how education provided them with economic skills, breaking the chains of financial dependency. This financial autonomy, rooted in education, emerges as a key factor in women's ability to secure and manage their property without reliance on others.

Moreover, education empowers women to play pivotal roles in community and policy advocacy. The narratives emphasize that educated women are not only voices within their communities but also advocates for legal reforms that promote gender-inclusive property rights. The study highlights the interconnectedness of education, advocacy, and systemic change.

Lastly, the generational impact and psychosocial well-being associated with education are portrayed as lasting legacies. Educated women inspire younger generations, creating a positive cycle of empowerment. The psychosocial benefits of education, such as enhanced confidence and resilience, are seen as essential elements in navigating the complexities of property rights. In essence, the findings affirm that education is not merely a tool for individual empowerment but a transformative force shaping the landscape of property rights in Thana, Malakand District. Through education, women emerge as knowledgeable, assertive, and influential agents of change, contributing to a more equitable and empowered society.

Policy Implications

Policy implications for Thana, Malakand District, Pakistan should prioritize educational initiatives aimed at enhancing women's legal literacy, capacity building, and financial skills. Implementing community awareness programs to challenge gender norms and discriminatory practices is essential. Policymakers should also focus on creating an enabling environment for women's participation in decision-making and advocacy. Legal reforms should be considered to ensure gender-inclusive property rights. Moreover, targeted programs promoting education as a means of generational empowerment can contribute to sustained positive change in property rights dynamics.

Limitations and Future Perspectives

Limitations of this study include a focus on a specific geographical context, Thana, Malakand District, limiting generalizability. The qualitative nature may present subjective interpretations. Selection bias could arise from the purposive sampling method. Additionally, respondents' perspectives may be influenced by social desirability bias, impacting the depth of their responses. Future research should explore variations across different districts and consider quantitative methodologies for a broader understanding. Longitudinal studies can assess the sustained impact of education on property rights over time. Exploring the role of cultural factors and institutional dynamics in shaping women's experiences with property rights would enhance the comprehensiveness of future research in this domain.

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