An Analysis of the Educational Antecedents to Impact on the Social Empowerment of the Graduate Students: A Case Study of District Kumber Shahdadkot

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Abstract: *Empowerment is an ability to make an individual stronger and achieve the due position and status in a society. It is a process to develop freedom and power to happen as man wants to happen accordingly. Education results to produce the social capital which is connected and correlated with Social Empowerment of an individual which envisages a process to make an individual confident and powerfully built particularly influencing others in the society. Existing study is concerned to investigate the social empowerment of graduate student of district Kamber Shahdadkot via assessing their intentional level with educational antecedents that investigates the degree of empowerment of college students via number of educational factors. In this way, 270 sampling was gathered in order to carry out the empirical means of inquiry particularly of graduate students in which educational determinants as learning, Educational institutions, and competitiveness of students show positive relationship with social empowerment. The extant study possesses the numerous implications concerning social position, self esteem and degree of confidence of students. The prevailing research is based on an exploratory research on the social empowerment of college students in which the personal interview and general observation was conducted.*

Keywords: Education, social empowerment, graduate students

Introduction

Social empowerment is the degree of an individual's independence, self confidence and self esteem to influence and change social atmosphere and relations in the society. Empowerment in social has been encouraged as a process in self esteem, independence, self-confidence, social influence, and action to change social relations (Casey M, et al., 2010). Simply, social empowerment refers to the process of mental development, self-control, self-confidence, social belonging, and self-efficiency to analyze any situations, and making decisions independently (Mokomane, 2012). Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Education is an essential factor to influence in lives of children which make an effective role in the changes of lives and secure employment that can become an ultimate cause of a children's empowerment socially, economically and politically (Ali, et al., 2018). Education imparts confidence, hope and skills to students and it make educated students to participate in different ways of programs and share their valuable times and activities in society.

Social empowerment of students through education reveals a huge importance in modern trends and times of the world. In this study, social empowerment of graduate students encircles the discussion of the Bachelor, and master degree holders. Information from this study will be able to help academic researchers, administrators, to understand the students' viewpoints in decision making skills and power to determine just how important academic advising is for student development in the society (Kelly Pargett, 2011). This study examines how the ideas, attitudes and quality of graduate students change in the society. Hence, this study is conducted to cover the area and directions of students' empowerment in Pakistan, particular in district Kumbar Shahdadkot. In this regard, no studies have been found concerning the dilemma to investigate the social empowerment of graduate students, in an empirical means like this study that could facilitate to assess the impact of educational antecedents on the social empowerment of graduate students of Kumbar shahdadkot District.

Aim and objectives

The major goal of this study is to investigate the students' social empowerment via educational determinants. Based on this aim, certain objectives have been proposed as below.

1. To understand the relationship between learning/Education (Religion and Ethics) and social empowerment.
2. To understand the relationship between competitiveness of a candidate and social empowerment.
3. To understand the relationship between educational institutions and social empowerment.
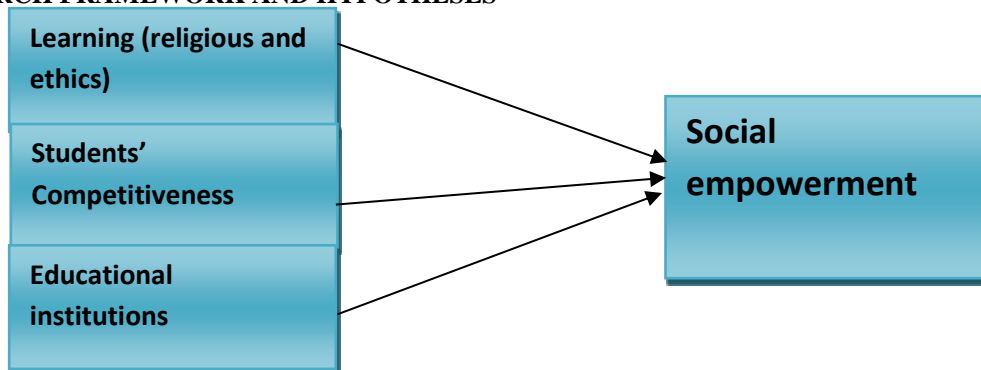
RESEARCH FRAMEWORK AND HYPOTHESES

Figure 1: Conceptual Framework model

Based on the above framework following hypotheses were formulated for examining the social empowerment of graduate students.
H1: There is a significant and positive relationship between learning/ Education (Religion and Ethics) and social empowerment.
H2: There is a significant and positive relationship between Students competitiveness and social empowerment.
H3: There is a significant and positive relationship between reputation of Educational institutions and social empowerment.

Research methodology

This study will focus on of primary data collection with the help of designed questionnaires**.** By and large there are three types of studies: Exploratory, causal and descriptive. In an exploratory, the collection of data occurs before theories or specific research questions are formulated (Sheu, and Sedlacek 2004). This research is basically exploratory, but at times it became explanatory, i.e. trying to explain the relation between different variables explored during the course of research. The focus areas are identified for the research as they include:

- Role of educational factors for bringing graduate students toward social path of progress that will be the main concern of research in the study. The learning environment and the reputations of educational institutions can assist students' social development, and enrich him with critical thinking.

- The performance of students via learning religious and ethical values can enable him to grow his/her mental development and materialize the social role in the society that results social capital prosperity and self esteem. The analysis on social patterns and norms adopting graduate students through education can assist to investigate the Implications of education in leadership skills and decision making role.

Population, sample size, and data collection procedure

The population is the large-scale sampling as a whole and population is a set of all elements in which whole targeted population can be represented. According to Hussey and Hussey, (1997) sample is necessary for empirical study which is based on positivism approach. In this study, the instructions of Krejcie and Morgan (1970) were followed for sampling. The study population consists of graduate students of District Kumbar Shahdadkot in which five universities were selected in order to drive the sampling of the concerned district's students' population to meet the study criteria.

For this study, researchers distributed 300 questionnaires randomly at each college, out of that 270 (90%) were returned. Hence, the population sample size for the final usage is 270 that is to be used to investigate the study in an empirical means. In the way for the data collection, the personal visit was maintained in order to distribute the questionnaires to the participant directly. For the data analysis researcher used (SPSS, version. 24) that encompasses the Multiple Regression Analysis (MRA) and Pearson's Correlation in order to examine the hypotheses.

Results and discussion

The existing study encompasses quantitative research and positivism philosophical approach and cross-sectional study. However, in the same line of study has been used by the number of researchers earlier under different geography and area of investigation. Five-pointLikert scale (1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= strongly agree) was followed to collect the data for the fulfillment of the study questionnaires were distributed by the researcher. Table 2 mentions the means and Standard deviation of items of the proposed factors of this study. In the study fourteen items were designed in the use in order to perceive the social empowerment of graduate students in the number of intuitions. Moreover, three percentages of the mean are to be considered appropriate whereas resting items are exceeding three.

Variables	Description	Frequency	Percentage
Gender	Male	221	86.5
	Female	49	13.4
	21-28	189	11.7
Age	28-33	81	72.4

Marital Status	Single	189	19.6
	Married	77	76.2
	Divorced/widow	4	4.1
Education	Graduate	40	31.9
	Undergraduate	230	67.4
Rural/ Urban	Rural	198	49.2
	Urban	72	19.3

Table 2: Demographic Characteristics

Learning (religious and ethics)/ education	1. Learning ethical values of society encourage the social empowerment and influence on others	Mean	SD
	2. Learning religious principles influence and envisage the social empowerment and self confidence	3.691	.9643
	3. learning religious teaching and ethics create social belonging and integration with others in society	3.7468	.85112
	4. Education stimulates my decision making power in the society	3.7897	.72723
	5. education make me capable to participate in society in an effective means	3.8197	.73821
	6. Education materializes my social capability	3.8369	.76509
	7. Education mobilizes my human capital and social influence	3.8841	.74241
Competitiveness	8. my competitiveness influence others and increase the degree of social relationship or social capital	3.7124	.86536
	9. my competitiveness in learning increase my self-confidence and influence my teachers to respect and appreciate me with monetary and non monetary incentives	3.6652	.84560
	10. my competiveness in learning increase my respect, degree of reliability, personality and fame in society	3.7210	.76245
Educational institutions	11. people respect you because of your college reputation and productivity	3.7768	.78344
	12. your social influence is because of your institution that influence others to materialize your self esteem	3.8155	.77422
	13. people respect the learning institutions that ensures the provision of your social empowerment	3.8541	.73999
	41. You lose your social empowerment due to ignorance and unawareness of people regarding education and dignity of learning institution.	3.8412	.79091

Table 3: Survey items, standard deviations and mean

It is important to verify the multivariate correlation to examine the variables relationship. Thus, researchers investigate the independent variables and the dependent variable's relationship through Pearson's Correlation. Results indicate a significant relation at the level of 0.1 whereas three variables of the conceptual model supported and remained significant positive correlated with criterion variable.

Correlation

	Social empowerment	Learning/education	Competitiveness	Educational institution	
Social empowerment	1				
Learning	.597**	1			
Competitiveness	.576**	.507**	1		
Educational institution	.561**	.571**	.554**	1	

Table 4: Pearson correlation

The correlation between all constructs is (.507 to .597) whereas correlation of the learning (.597), competitiveness (.576–.507) and educational institution (.561–.554) confirmed. The correlation at highest is found in learning (.597) and competiveness is lowest one (.576–.507). The multiple regression analysis discovers the effect of independent variables with and dependent variable or test the hypothesis as the regression table is given below.

Coefficients[a]						
Model		Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. Error	Beta		
1	(constant)	.655	.302		2.171	.031
	Learning/ Education	.426	.082	.317	5.213	.000
	Students' Competitiveness	.379	.081	.281	4.694	.000
	Educational institutions	.303	.089	.212	3.410	.001
A. Dependent variable: SE						

The population for the existing study is concerned with the investigation of the graduate students regarding the impact of the educational antecedents on the social empowerment. In the regard, for the materializing the data analysis sampling was gathered from the number of universities such as Sindh university Jamshoro, Mehran Engineering university Jamshoro, Chandka medical college Larakan, shah Abdul Latif university khairpur and Karachi university. Except demographic all the questions were carried out by the five pointsLikert scale for data collection. For the testing of data validity, Pearson's Correlation and multiple regression analysis were applied.

Conclusion

Social Empowerment strongly influences and individual e.g. social belonging, sense of identity, leadership relations and social weight age in the society. Education and Social Empowerment are connected and correlated to each other and it can assist an individual to assure the provision of Social Empowerment in the society. The existing study investigates that all educational antecedents impact on the social empowerment of a student in the society which result the social influence, social belonging, integration, respect, degree of reliability, personality and fame in society. Simply, educational factors produce the social empowerment that encompasses to the process of mental development, self-control, self-confidence, self-efficiency analyzing any situations, and making decisions independently. Education imparts confidence, hope and skills to students and make capable educated students participate in different ways of programs and share their valuable times and activities in society. It is source of social development among graduate students of district Kamabar and shahdadkot hence, education is known as powerful tool to change the social condition of the candidates.

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