Vol. 24(1), 2024, pp.253-273, ISSN: 2072-0394(Print), ISSN: 2663-8886(Online)

Building Brighter Tomorrows: Unleashing the Power of Maternal Education to Transform Children's Socio-Psychological Development in Malakand Division, Pakistan

Umar Daraz
Department of Sociology
University of Malakand, Pakistan

Zakir Hussain
Department of Social Work
University of Malakand, Pakistan

Jehan-Ul-Mulk
Department of Sociology
University of Swat, Pakistan

Abstract

This research investigates the pivotal role of educated mothers in the socio-psychological development of children in Malakand Division, Khyber Pakhtunkhwa, Pakistan. Emphasizing the multifaceted impact of maternal education on decision-making, family well-being, and children's needs, the study addresses a specific gap in understanding within this unique context. The study employed a cross-sectional research design, selecting 700 participants across seven districts with the help of a stratified random sampling technique. The research utilizes both descriptive and inferential statistics with the assistance of SPSS version 20. Findings reveal a significant positive impact of maternal education on children's socio-psychological well-being, with additional exploration of gender dynamics. The study consistently supports a strong association between maternal education and positive child outcomes, reinforced by graphical representations and regression analyses. The comprehensive insights contribute to understanding the intricate connections between maternal education and children's development. Policy implications advocate for investment in women's education, awareness programs, and support systems for educated mothers. The integration of gender-balanced socialization principles into early childhood education curricula is recommended for long-term societal equity, aiming to empower women and foster positive outcomes for mothers and children in Malakand Division.

Keywords: Educated Mother, Children Social Development, Psychological Development, Gender Balanced Socialization, Women's Empowerment.

This work is Licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Introduction

Maternal education exerts a global transformative influence on shaping the socio-psychological development of children. Across continents, from Africa and Asia to Latin America, studies consistently demonstrate the profound impact of educated mothers on various aspects of family dynamics and societal well-being (Kebede, Striessnig, & Goujon, 2022). Education guides their roles as daughters, wives, and mothers, with a significant focus on family well-being and children's education (Stark, Landis, Thomson, & Potts, 2016). Global research, such as that by Shorette & Burroway (2022), indicates the substantial influence of women's resources on children's health, surpassing the impact of men's resources (Fatihayah & Simanjuntak, 2022).

Turning our attention to Pakistan, the implications of maternal education are profound. Cross-national investigations in Asia reveal that educated women in Pakistan tend to have smaller, healthier, and better-educated families (Shenkman et al., 2023; Tran, 2023). Fertility decline among educated women is linked to delayed marriage, increased income opportunities, greater influence in family decisions, and improved access to contraceptives (Goldsmith-Pinkham & Shue, 2023; Daraz et al., 2023). Delving specifically into Khyber Pakhtunkhwa, Pakistan, the impact of female education surpasses that of male education (Daraz et al., 2024). In regions with significant female non-enrollment, like Malakand Division, part of Khyber Pakhtunkhwa, the educational status of adult women plays a crucial role in influencing the enrollment of girls more than boys (Hussain & Kirmani, 2010).

Highlighting the unique role of a mother's education in the Malakand Division, Arnot & Naveed (2017), emphasize that an extra year of maternal education increases school participation by 12 percent and improves children's socio-psycho development. This underscores the vital contribution of educated mothers to children's survival and personality development, surpassing the impact of fathers' education in Malakand Division, Pakistan.

Review of the Literature

Globally, empirical evidence underscores the transformative impact of women's education on societal and family dynamics. Kebede, Striessnig, & Goujon (2022); Stark et al. (2016); Shorette & Burroway (2022), highlighted the multifaceted influence of educated women on social peace, family well-being, and children's health and education worldwide. Cross-national investigations consistently reveal that women with advanced education tend to have smaller, healthier, and better-educated families, attributing these outcomes to delayed marriage, increased income opportunities, and improved access to contraceptives (Saleem & Hasan, 2021; Daraz, Khan, et al., 2023). This global context

sets the stage for understanding the significance of maternal education in Malakand Division, Pakistan.

The positive effects of maternal education extend to children's socio-psychological development on a global scale. Research from Fatihayah and Simanjuntak (2022); Tran (2023); Hussain & Kirmani (2010), underscores that children of educated mothers experience enhanced personality development, reduced infant mortality rates, and overall better health outcomes. Goldsmith-Pinkham and Shue (2023) emphasize the unique impact of female education on the enrollment of girls in regions worldwide. As we transition to the specific context of the Malakand Division, it is crucial to recognize the global relevance of maternal education and its potential implications for the region.

Shenkman et al. (2023), shed light on the influential role of maternal education in increasing school participation and contributing to children's survival and personality development globally. Existing research by Abadzi (2007); Burns et al. (2023); LeVine et al. (2011); Kitchens & Gormley (2023), reveal that educated mothers not only influence family dynamics but also contribute to broader societal contexts, positively impacting the allocation of household resources and enhancing children's socialization, nutrition, healthcare, and education on a global scale (Sobkin et al., 2016). This global perspective lays the foundation for understanding the potential implications of maternal education in the unique socio-cultural landscape of Malakand Division.

Rationale of the Study

This study investigates the vital role of women's education, specifically within Malakand Division, Khyber Pakhtunkhwa, Pakistan, in empowering both the public and domestic spheres. Educated mothers are key contributors to family dynamics, influencing decision-making and enhancing overall well-being. Research by Abadzi (2007) & Burns et al. (2023), underscores the extensive benefits of educated mothers, extending beyond the immediate family. They provide valuable advice, contribute to social, educational, economic, and psychological needs, and enhance family economic well-being.

Building on this foundation, studies by LeVine et al. (2011); Kitchens & Gormley (2023), highlighted that education enhances women's influence over household resources, positively impacting children's socialization and overall well-being. Across countries, research indicates that when educated mothers control resources, there is a corresponding increase in allocations to critical areas like nutrition and children's healthcare and education (Daraz et al., 2024). In the specific context of the Malakand Division, this research focuses on the unique role of educated mothers in children's socio-psychological development. Educated mothers in this locality play a pivotal role in providing essentials

for fostering sound personality development and actively engaging in safeguarding children's health and psychological needs while upholding gender equality.

Despite recognizing the importance of educated mothers in children's socio-psychological development, a literature gap exists in the context of the Malakand Division. This study aims to fill this gap by providing a nuanced understanding of the role of educated mothers in shaping children's personalities in this specific region of Pakistan. Its significance lies in informing tailored policies and interventions for the unique needs of the Malakand Division, contributing to the well-being and development of its younger generation. The research's novelty is emphasized by its geographic specificity, exploring intricate relationships between education, motherhood, and children's socio-psychological development in a manner not thoroughly examined before. This study is poised to make a significant contribution to enriching our understanding of the complex interplay between maternal education and children's socialization within the socio-cultural landscape of Malakand Division, Pakistan.

Objectives of the Study

1. To examine the influence of mothers' education on the socio-psychological development of children.

2. To investigate the effects of maternal education on promoting gender-balanced socialization of children.

Hypotheses of the Study

1. Null Hypothesis H_o: There is no significant association between the level of maternal education and the socio-psychological development of children in Malakand Division, Pakistan.

2. Alternative Hypothesis H_A: There is a significant association between the level of maternal education and the socio-psychological development of children in Malakand Division, Pakistan.

3. Null Hypothesis H_o: Maternal education does not play a significant role in promoting gender-balanced socialization among children in Malakand Division, Pakistan.

4. Alternative Hypothesis H_A: Maternal education significantly contributes to promoting gender-balanced socialization among children in Malakand Division, Pakistan.

Research Methodology

Research Design

This study, derived from a doctoral dissertation, employed a cross-sectional research design within the distinct context of Malakand Division, Khyber Pakhtunkhwa, Pakistan.

Sampling Technique

Utilizing a stratified random sampling technique, the researchers selected 700 samples, employing a disproportionate method to ensure representation across the seven districts comprising the Malakand Division. Each district, namely District Malakand, Dir Lower, Dir Upper, Chitral, Bunir, Swat, and Shangla was treated as a stratum to maintain homogeneity within the universe. A sample size of 100 from each district was drawn, ensuring equitable representation.

Data Collection

Data collection involved the administration of a questionnaire, constructed with a Likert Scale, focusing on mothers with educational qualifications of MA/MSc and above. The survey method was employed, with collaboration from the education departments of the respective districts facilitating the questionnaire distribution. To enhance the reliability and validity of the study, a pilot project and pre-testing phase were conducted using SPSS (version 20), fifteen indicators were eliminated during this phase, ensuring the refinement and precision of the questionnaire.

Ethical Considerations

The study adhered to ethical guidelines, considering the sensitivity of the subject matter. Informed consent was obtained from participants, and confidentiality measures were implemented to protect the identity and privacy of the respondents.

Data Analysis

Data Analysis: The collected data were analyzed with the assistance of SPSS version 20. The study employed descriptive statistics such as tables, frequency distributions, and measures of central tendency and dispersion for initial data exploration. Additionally, inferential statistics, including correlation and linear regression, were utilized for a comprehensive examination of the data, allowing for deeper insights and understanding of the relationships between variables.

Results and Discussion

In the Results and Discussion section, the researchers employed descriptive statistics, including frequency, percentage, mean, median, mode, variance, and standard deviation to present a comprehensive overview of the data. For inferential statistics, the study utilized correlation and regression analyses to test the hypotheses and establish relationships between variables.

Education Enhances Women's Role in Children's Socialization

Education plays a pivotal role in shaping the role of women in children's socialization. The concepts of socialization and education are intricately connected, mutually influencing each other across all life stages. This interdependence is highlighted by Burns et al. (2023), emphasizing the crucial link between the lifelong learning process of socialization and the well-being of educated mothers. The ensuing table underscores the significance of education in the context of children's socialization.

Table-1: Education Enhances Women's Role in Children's Socialization

Responses (Categories)	Frequency	Percent	Mode	Median
1. Learned moms guide kids in socializing steps	99	14.1		
2. Educated mother care for kids needs	92	13.1		
3. Wise moms shape kids' morals, character	71	10.1		
4. Attentive to children's food and clothing	74	10.6		
5. Nurturing a child's socio-psychological well-being	136	19.4	7	5.00
6. Prioritizing children's safety and security	27	3.9		
7. Nurturing children's educational journey	189	27.0		
8. Any other	12	1.7		
Total	**700**	**100.0**		

Descriptive Statistics

N Statistics	Variance Statistics	Std. Deviation Statistics	Std. Error of Mean	Skewness Statistics	Std. Error of Skewness
700	4.829	2.198	.083	-.028	.092

The research carried out in Malakand Division, Pakistan, explores the significant impact of maternal education on the roles of women in shaping the socialization and personality development of children. The data reveals a robust connection between a mother's educational background and her efficacy in guiding children through essential aspects of socialization and character development. A significant portion of respondents (14.1%) attests to the consistent prioritization of children's socialization by educated mothers, implementing crucial steps for fostering healthy character and robust personality development. This aligns with empirical findings by Williams (2023); Kim & Jung (2023), emphasizing the expectation that educated mothers lead in ensuring children's healthy socialization.

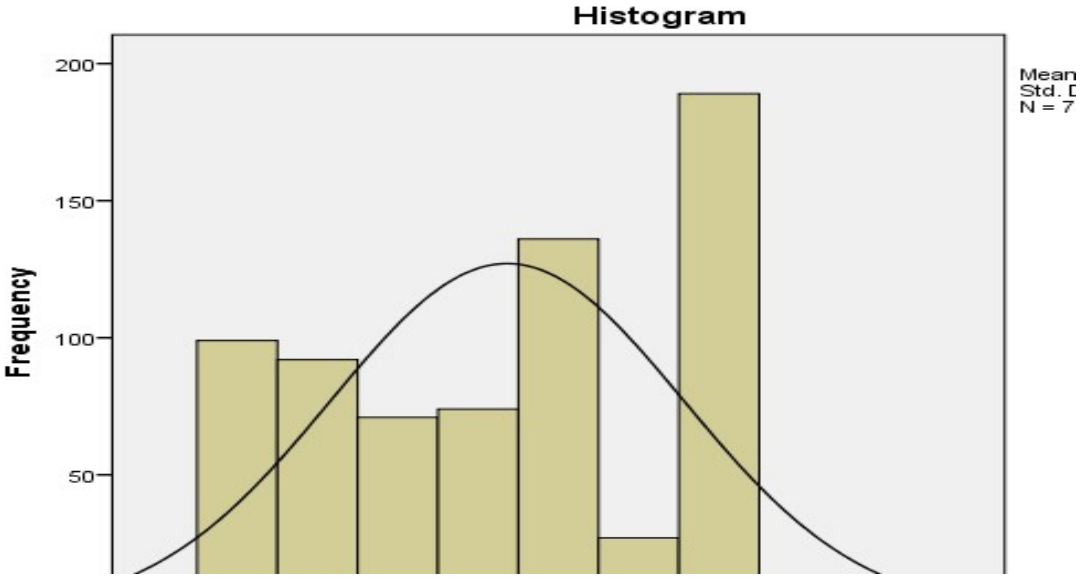
Furthermore, a notable percentage (13.1%) of respondents highlights the pivotal role of educated mothers in meeting children's fundamental needs, encompassing food, clothing, shelter, and education. This perspective is substantiated by previous studies by Behrman & Rosenzweig (2002); Fatihayah & Simanjuntak (2022); Oreopoulos, Page, & Stevens (2006), emphasizing the contribution of educated mothers to gender-balanced socialization and the provision of essential needs crucial for children's overall development.

The study also explores the role of education in enhancing women's influence on children's moral and character development, with 10.1% of participants recognizing the positive impact. Mavin (2009), further supports this claim, indicating that wealthier and more educated families contribute to better child development outcomes. Additionally, a segment of respondents (3.9%) acknowledges the role of educated mothers in ensuring children's security, with Akresh, Halim, & Kleemans (2023), validating this perspective by emphasizing the critical impact of maternal education on children's well-being, survival, and educational achievements. The study suggests that educated mothers play a crucial role in creating a secure environment, contributing to children's active, demanding, and independent behavior.

An overwhelming proportion (27%) of respondents emphasize the pivotal role of educated mothers in prioritizing children's education. Yulbarsovna (2021), underscores the necessity of a mother's education in fostering children's social, physical, psychological, and spiritual development, emphasizing the numerous benefits provided by educated mothers essential for socialization and cognitive development. Numerical analysis of responses reveals that the mode, representing the most frequent response, is seven (7), indicating a majority of respondents prioritize the role of educated mothers in children's education. The median and mean values suggest that respondents generally align with categories four and five, illustrating acknowledgment of educated mothers' roles in meeting both basic and psychological needs. The variance, analyzed using

standard deviation and standard error of the mean, affirms that education significantly enhances women's roles in the socialization process.

Descriptive statistics provide valuable insights into responses, reflecting diverse perspectives within the Malakand Division. With a substantial sample size of 700, the findings form a robust foundation for concluding the impact of maternal education on women's roles in children's socialization. The moderate variance of 4.829 indicates diversity in opinions, influenced by the unique cultural dynamics. The standard deviation of 2.198 suggests moderate variability in how participants perceive the influence of maternal education. In conclusion, these statistics underscore the complexity and diversity of opinions within Malakand Division, Pakistan, regarding the relationship between maternal education and women's roles in children's socialization. The study's credibility is enhanced by a sizable and varied sample, contributing to a comprehensive understanding of the significant impact of maternal education on women's roles in children's socialization and personality development in the Malakand Division.



The histogram, tailored to the context of "Education Enhances Women's Role in Children's Socialization in Malakand Division, Pakistan," visually signifies a prevalent acceptance of the positive impact of maternal education. The data cluster in the acceptance region indicates widespread acknowledgment. The negative skew implies a leaning towards more favorable perspectives, aligning with the notion that education significantly bolsters women's roles in fostering children's socialization in the specified region.

Learned Mothers Foster Equitable Gender Socialization

Previous research, exemplified by Osborne et al. (2023), underscores the pivotal role of a mother's education in children's socialization. Educated mothers play a vital part in ensuring gender-balanced socialization, equally addressing the needs of both male and female children. This proactive approach contributes to the effective elimination of discrimination against traditionally undervalued children. The provided table delineates the significant impact of educated mothers in fostering gender balance during the crucial process of socialization.

Table-2: ***Learned Mothers Foster Equitable Gender Socialization***

Responses (Categories)	Frequency	Percent	Mode	Median
1. Empowered mothers, advocates for gender equality	105	15.0		
2. Empowered moms ensuring equal nutrition for all	83	11.9		
3. Learned mothers ensuring equal access to education	109	15.6		
4. Learned moms ensuring equal health for all	105	15.0	3	4.00
5. Empowered mothers redefining gender roles	98	14.0		
6. Enlightened mothers facilities, gender-development.	92	13.1		
7. Empowered mothers leading gender mainstreaming	99	14.1		
8. Any other	9	1.3		
Total	**700**	**100.0**		

Descriptive Statistics

N Statistics	Variance Statistics	Std. Deviation Statistics	Std. Error of Mean	Skewness Statistics	Std. Error of Skewness
700	4.129	2.032	.077	.028	.092

The table presented compiles data on the influential role of educated mothers in fostering gender-balanced socialization in Malakand Division, Pakistan. Notably, 15% of participants assert that educated mothers ensure gender equality by providing equal facilities for socio-psychological and moral development. This aligns with research by Elif, Yeniad, & Borkan (2023), indicating that educated mothers, by having fewer children, positively impact life chances, addressing the needs of both genders equitably.

An additional 11.9% of respondents believe that educated mothers meticulously provide equal necessities to children irrespective of gender. Correspondingly, Green, Preston, & Sabates (2003), emphasize that maternal education supports gender-balanced socialization, fostering habits, skills, and values conducive to social cooperation. Moreover, 15.6% of participants argue that educated mothers consistently prioritize children's education, ensuring equal opportunities for both genders. Norwood's (2023), research reinforces this, emphasizing that better-educated mothers contribute to healthier, well-educated children with long-term implications for academic, economic, and health outcomes.

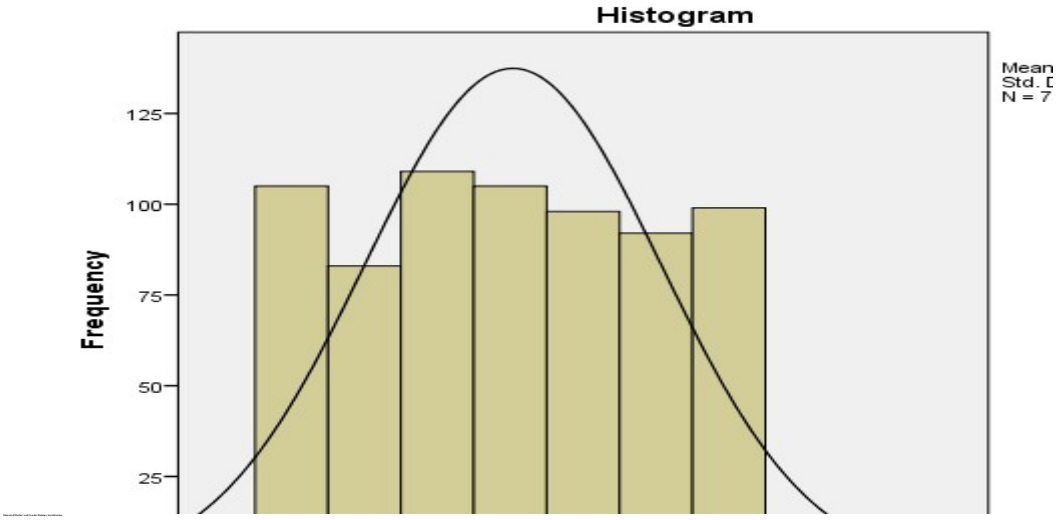
Furthermore, 15% of respondents assert that educated mothers actively ensure equal access to health facilities, echoing findings (Brown, 2006; Saraceno, 2023). These studies highlight how educated mothers adopt healthier practices, impacting children's health, survival, and overall well-being. An additional 14% express that educated mothers reject gender-based discrimination, playing a central role in gender-balanced socialization by assigning diverse roles to children. Fried & Plotkin-Amrami (2023), support this, emphasizing the role of a mother's education in shaping gender identity and fostering gender-balanced socialization.

Furthermore, 13.1% of participants emphasize that mothers with education support their children without regard to gender, thereby contributing to both gender development and the empowerment of women. Gebremedhin, Dawson & Hayen's (2023) study reinforces this, emphasizing the influence of parental education on children's academic success. In conclusion, 14.1% of participants recommend that educated mothers contribute to gender mainstreaming during the socialization process, a sentiment echoed (Gardner, 2008; Engström et al., 2023). Education, acting as a catalyst for gender equality, is deemed essential for human development, poverty eradication, and positive behavior formation in children. A small portion (1.3%) falls into the "any other" category, showcasing diverse perspectives on the intersection of education and gender balance socialization in Malakand Division, Pakistan.

The statistical analysis reveals that the mode is three (3), indicating that the majority emphasizes equal provision of education by educated mothers. The median, centered around equal provision of education, signifies a balanced distribution. With a mean of 4.04, the respondents predominantly associate themselves with categories four (4) and five (5), underscoring a commitment to maintaining a gender-balanced environment in both health and gender role assignment. The noteworthy variance is explained by considering the standard deviation and standard error of the mean, providing affirmation that mothers with education consistently prioritize gender-balanced socialization.

Descriptive statistics offer insights into perceptions about how educated women contribute to gender-balanced socialization in the specific context of Malakand Division, Pakistan. The substantial sample size of 700 signifies a diverse and comprehensive representation of opinions within the local context, providing a nuanced understanding of the role of educated women in gender-balanced socialization in the Malakand Division. The moderate variance of 4.129 suggests diverse viewpoints on the subject, reflecting the region's cultural and societal diversity. The moderate standard deviation of 2.032 points to varying opinions within the Malakand Division regarding the impact of educated women on gender-balanced socialization. This diversity may align with the region's unique social dynamics and values. The small standard error of the mean (0.077) strengthens the reliability of the findings, suggesting that the average perception of the role of educated women in gender-balanced socialization is consistent within the Malakand Division. The slight rightward skewness (0.028) implies that, in Malakand Division, there is a prevailing tendency among respondents to lean towards recognizing the positive role of educated women in fostering gender balance. This aligns with the regional context and cultural nuances. The small standard error of skewness (0.092) supports the stability of the observed rightward skewness, reinforcing the notion that the distribution of opinions about the role of educated women in gender-balanced socialization is reliable within the context of the Malakand Division.

In the unique context of Malakand Division, Pakistan, these descriptive statistics suggest that there is a consistent trend in perceiving the positive impact of educated women on gender-balanced socialization. While there is diversity in opinions, the reliability of the findings and the rightward skewness indicate a prevalent recognition of the valuable role that educated women play in fostering gender balance within the region's socialization dynamics.



The histogram, aided by standard deviation and mean, visually represents data predominantly concentrated in the acceptance region, signifying widespread acceptance. The positively skewed distribution, evident as the mean surpasses the mode and median, suggests a prevalent inclination toward recognizing the positive impact of educated mothers on gender-balanced socialization in Malakand Division, Pakistan. This graphical depiction strengthens the assertion that educated mothers play a pivotal role in fostering gender balance in the region's socialization dynamics.

Pearson Correlation

The Pearson Product Moment, or Coefficient of Correlation, evaluates the linear connection between two variables, with a scale from -1 to +1. A positive correlation signifies that as both variables X and Y increase, they move in the same direction. A correlation score of +1 signifies a perfect positive linear relationship, where the increase in X is proportionally aligned with the increase in Y (Sedgwick, 2012).

Table-3: Correlation

IV&DV	Measure	Educated Mother	Children Socio-Psychological Development
Educated Mother	Pearson Correlation	1	0.97**
	Sig. (2-tailed)		.000
	N	**700**	**700**
Children Socio-Psychological Development	Pearson Correlation	.97**	1
	Sig. (2-tailed)	.000	
	N	**700**	**700**

(The correlation is highly significant at the 0.05 level (two-tailed), with r (700) = 0.97**; p < .05. With an r-squared value of 0.94, it is evident that 94% of the variance is shared, indicating a notably robust association.)

The computed Pearson correlation coefficient (r=.97**) indicates a robust and positive relationship between variables X and Y. This implies that as maternal education (X) increases, there is a proportional increase in women's empowerment and the socio-psychological development of children (Y). The statistical significance (r=.000<.05) supports a compelling association, reinforcing the Alternative Hypothesis (HA): There is a significant association between the level of maternal education and the socio-psychological development of children in Malakand Division, Pakistan. This result aligns with findings from Portillo (2001) and Bintoro, Lutfiani, & Julianingsih (2023), substantiating the positive impact of education on women's roles in children's development.

Regression

Table-4: Regression

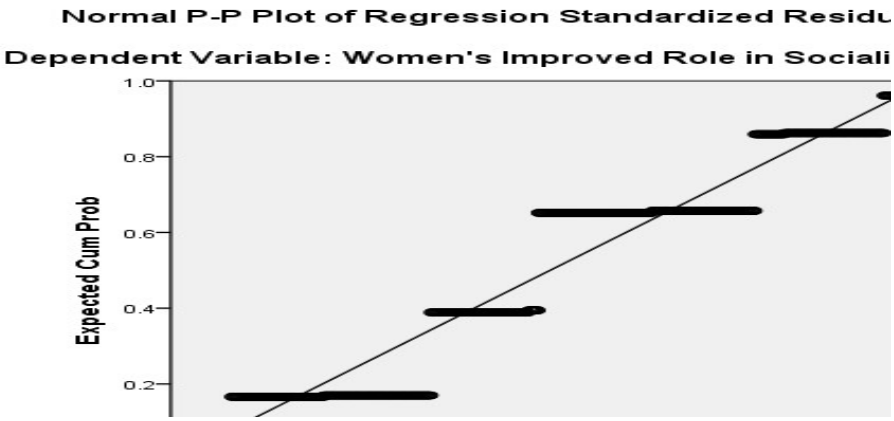
Regression Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Regression	
	B (Intercept)	Std. Error	Beta (Slope)			F	Sig.
DV (Constant)	.234	.045		3.456	.000	873.2	.000
IV Educated Mother	.784	.014	.972	45.63	.000		.000

(The values of R, specifically .972, and R-squared, denoted as .945, demonstrate high significance at the 0.05 level of significance (two-tailed). The predictor variable (x) in this context is an Educated Mother, while the predictor variable (y) pertains to Children's Socio-Psychological Development.)

The regression analysis reveals compelling insights into the relationship between maternal education and the socio-psychological development of children in the Malakand Division. The unstandardized coefficients display the impact of the independent variable (IV), "Educated Mother," on the dependent variable (DV), "Children Socio-Psychological Development."

The beta coefficient (slope) of .784 is highly significant (t=45.63, p=.000), indicating a strong positive association between maternal education and children's socio-psychological development. This supports the Alternative Hypothesis (HA) that posits a significant connection between maternal education and children's socio-psychological development in Malakand Division, Pakistan. The R-value of .972 and R^2 of .945 further underscore the robustness of this relationship. These values, highly significant at the 0.05 level (2-tailed), affirm that mothers' education significantly influences and predicts the socio-psychological development of children in the region. The F-statistic (873.2) further strengthens the evidence for the overall significance of the regression model.

In conclusion, the regression results robustly support the Alternative Hypothesis, demonstrating a substantial and positive association between the level of maternal education and the socio-psychological development of children in Malakand Division, Pakistan.



The researcher employed a deterministic model through linear regression, specifically illustrated in the P-P Plot. This plot illustrates a clear connection between variables, distinguishing between random and non-random elements. Noteworthy is the alignment of observations precisely within the P-P Plot box, indicating future implications of education on the heightened involvement of women in socialization. The arrangement of observations, considering observed and expected cumulative probability, indicates a forthcoming rise in frequency. This emphasizes the significant influence of education on empowering women in child socialization, offering strong backing for the alternative hypothesis.

Pearson Correlation

Correlation delineates the connection between two variables. In this study, the researcher examines the correlation between educated mothers (independent variable) and gender-balanced socialization (dependent variable) to substantiate the claims presented in the article's alternative hypothesis.

Table-5: Correlation

IV&DV	Measure	Educated Mother	Gender Balanced Socialization
Educated Mother	Pearson Correlation	1	0.93**
	Sig. (2-tailed)		.000
	N	**700**	**700**
Gender Balanced Socialization	Pearson Correlation	.93**	1
	Sig. (2-tailed)	.000	
	N	**700**	**700**

(The correlation is highly significant at the 0.05 level (two-tailed), with r (700) = 0.93**; p < .05. The r-squared value is 0.87, indicating that 87% of the variance is shared. This underscores a notably robust association between the variables.)

Table-5 presents the correlation analysis between maternal education and gender-balanced socialization. The Pearson correlation coefficient between Educated Mothers and Gender Balanced Socialization is remarkably high at 0.93**, indicating a robust positive relationship. This implies that as maternal education increases, there is a substantial inclination towards gender-balanced socialization among children. The significant p-value ($p<.05$) reinforces the strength of this association, affirming that educated women actively contribute to promoting gender-balanced socialization in Malakand Division, Pakistan. This supports the Alternative Hypothesis (HA) of the study, which posits that maternal education significantly contributes to promoting gender-balanced socialization among children in the region.

The correlation coefficient, $r2=0.87$, suggests that 87% of the variance is shared between maternal education and gender-balanced socialization. This shared variance underscores a strong and impactful association, further substantiating the study's hypothesis. The findings provide empirical evidence that educated women play a crucial role in fostering gender balance in the socialization of children, aligning with the study's alternative hypothesis.

Regression

Table-6: Regression

Regression Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Regression	
	B (Intercept)	Std. Error	Beta (Slope)			F	Sig.
DV (Constant)	.12	.011		2.38	.000	841.2	.000
IV Educated Mother	.231	.034	.931	56.12	.000		.000

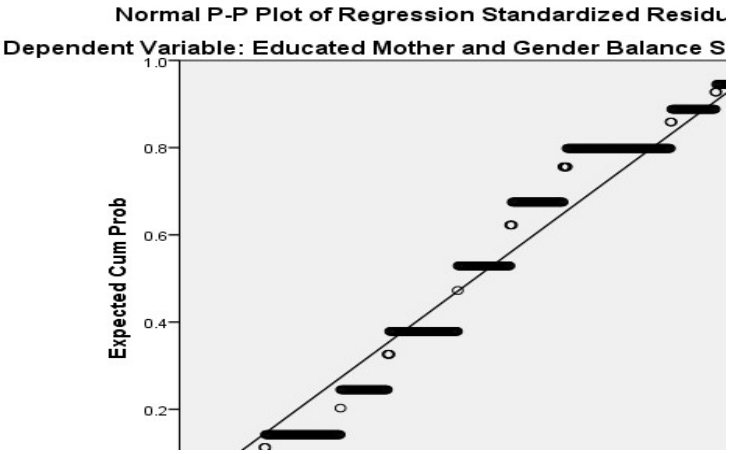
(The values of R, specifically .931, and R-squared, denoted as .87, demonstrate high significance at the 0.05 level of significance (two-tailed). In this context, the predictor variable (x) is an Educated Mother, and the predictor variable (y) pertains to Gender-Balanced Socialization.)

Table-6 illustrates the results of the regression analysis, examining the relationship between maternal education and gender-balanced socialization in Malakand Division, Pakistan. The unstandardized coefficients display the impact of the independent variable (IV), "Educated Mother," on the dependent variable (DV), "Gender Balanced Socialization."

The beta coefficient (slope) for Educated Mothers is .231, highly significant ($t=56.12$, $p=.000$), indicating a strong positive association between maternal education and gender-balanced socialization. This finding aligns with the study's Alternative Hypothesis (HA),

asserting that maternal education significantly contributes to promoting gender-balanced socialization among children in the region. The R-value of .931 and R^2 of .87 further highlight the robustness of this relationship. These values, highly significant at the 0.05 level (2-tailed), affirm that maternal education significantly influences and predicts gender-balanced socialization. The F-statistic (841.2) reinforces the overall significance of the regression model.

In conclusion, the regression results strongly support the Alternative Hypothesis, demonstrating a substantial and positive association between maternal education and the promotion of gender-balanced socialization among children in Malakand Division, Pakistan.



The P-P Plot, in its normal form, illustrates a consistent upward trend in the frequency of observations, as determined by observed and expected probability. This suggests that educated mothers play a role in promoting gender equality in children's socialization, providing support for the study's alternative hypothesis.

Conclusion

The results and discussion emphasize a significant positive impact of maternal education on children's socio-psychological well-being, highlighting the pivotal role of educated mothers. The investigation further explores gender dynamics, underscoring the crucial role of educated mothers in promoting gender balance. Statistical analyses consistently support the Alternative Hypotheses, affirming a strong association between maternal education and positive socio-psychological development, as well as gender-balanced socialization among children in the region.

Graphical representations, such as histograms and P-P plots, visually reinforce the study's conclusions. Concentration in the acceptance region within histograms indicates

widespread acknowledgment of the positive impact of maternal education on women's roles in children's socialization. Correlation analysis reveals a robust and highly significant positive relationship between maternal education and socio-psychological development, as well as gender-balanced socialization. The shared variance underscores the strength of these associations, supporting the assertion that educated women actively contribute to positive child outcomes.

Regression analyses validate the study's hypotheses, unveiling a substantial and positive association between maternal education and children's socio-psychological development, as well as gender-balanced socialization. The beta coefficients, statistical significance, and high R-squared values collectively offer compelling evidence, reinforcing the study's claims and highlighting the transformative potential of maternal education in shaping children's well-being and fostering gender-equitable socialization in Malakand Division, Pakistan.

Policy Implications

Policymakers in Malakand Division, Pakistan, should prioritize investing in women's education to empower mothers and enhance socio-psychological development and gender-balanced socialization for children. Implementing awareness programs can communicate the positive impact of educated mothers, fostering community support. Establishing support systems, including mentorship and childcare, recognizes the unique challenges faced by educated mothers. Moreover, integrating gender-balanced socialization principles into early childhood education curricula promotes long-term societal equity.

Limitations and Gap for the Future Research

The study's context-specific findings in the Malakand Division may not generalize to other regions. Its cross-sectional design limits understanding the dynamic maternal education-children's outcomes relationship. Reliance on self-reported data introduces potential bias. Policymakers should consider these limitations, emphasizing cautious application in diverse contexts. Future research, with longitudinal designs and mixed methodologies, can enhance validity. An in-depth cultural analysis of the Malakand Division, exploring mediating factors like community support and economic influences, is crucial. Comparative studies and longitudinal designs can reveal variations and long-term effects. Qualitative exploration through interviews or focus groups can provide deeper insights into educated mothers' impact on children.

References

Abadzi, H. (2007). *Absenteeism and Beyond Instructional Time Loss and Consequences* (Vol. 4376): World Bank Publications.

Akresh, R., Halim, D., & Kleemans, M. (2023). Long-Term and Intergenerational Effects Of Education: Evidence From School Construction In Indonesia. *The Economic Journal,* 133(650), pp.582-612.

Arnot, M., & Naveed, A. (2017). Educational Outcomes Across The Generational And Gender Divide: The Rural Family Habitus Of Pakistani Families Living In Poverty. In *Education and the Global Rural,* pp. 63-81. Routledge.

Behrman, J. R., & Rosenzweig, M. R. (2002). Does Increasing Women's Schooling Raise The Schooling of the Next Generation? *American Economic Review,* 92(1), pp.323-334.

Bintoro, B. K., Lutfiani, N., & Julianingsih, D. (2023). Analysis of the Effect of Service Quality on Company Reputation on Purchase Decisions for Professional Recruitment Services. *APTISI Transactions on Management (ATM),* 7(1), pp.35-41.

Brown, P. H. (2006). Parental Education And Investment In Children's Human Capital In Rural China. *Economic Development And Cultural Change,* 54(4), pp.759-789.

Burns, S., Jegatheeswaran, C., & Perlman, M. (2023). I Felt Like I Was Going Crazy: Understanding Mother's And Young Children's Educational Experiences At Home during COVID-19. *Early Childhood Education Journal,* 51(3), pp.469-482.

Daraz, U., Khan, Y., Alnajdawi, A. M., & Alsawalqa, R. O. (2023). Empowering Hearts And Shaping Destinies: Unveiling The Profound Influence Of Education On Women's Mate Selection In Pakistan–A Comprehensive Mixed-Methods Study. *Frontiers in Sociology*, 8.

Daraz, U., Mulk, J. U., & Ali, I. (2024). Mindful Mastery: Empowering Women's Well-Being through the Transformative Power of Education in Malakand Division, Pakistan. *International Journal of Human and Society*, 4(1), pp.18-32.

Daraz, U., Nawab, H. U., & Mulk, J. U. (2023). Illuminating The Path: Unleashing The Power Of Education For Women's Empowerment In Health. *Journal of Positive School Psychology*, 7(6), pp.889-902.

Elif, Ö., Yeniad, N., & Borkan, B. (2023). Examining Mother-Child Agreement in the Reports of Child Competence by Maternal Education and Gender. *Turkish Psychological Counseling and Guidance Journal,* 13(68), pp.106-121.

Engström, H. A., Borneskog, C., Häggström-Nordin, E., & Almqvist, A. L. (2023). Professionals' Experiences of Supporting Two-Mother Families in Antenatal and Child Health Care in Sweden. *Scandinavian Journal of Caring Sciences,* 37(1), pp.250-259.

Fatihayah, D., & Simanjuntak, M. B. (2022). Analysis Of The Importance Gender Equality In The "Kartini" Movie By Hanung Bramantyo. *LITERACY: International Scientific Journals of Social, Education, Humanities,* 1(2), pp.83-93.

Fried, T., & Plotkin-Amrami, G. (2023). Not All Diagnoses are Created Equal: Mothers' Narratives of Children, ADHD, and Comorbid Diagnoses. *Social Science & Medicine,* 323, p.115838.

Gardner, S. K. (2008). Fitting The Mold Of Graduate School: A Qualitative Study of Socialization In Doctoral Education. *Innovative Higher Education,* 33, pp.125-138.

Gebremedhin, A. F., Dawson, A., & Hayen, A. (2023). Determinants of Continuum of Care for Maternal, Newborn, And Child Health Services In Ethiopia: Analysis of The Modified Composite Coverage Index Using A Quantile Regression Approach. *Plos one,* 18(1), p.e0280629.

Goldsmith-Pinkham, P., & Shue, K. (2023). The Gender Gap In Housing Returns. *The Journal of Finance,* 78(2), pp.1097-1145.

Green, A., Preston, J., & Sabates, R. (2003). Education, Equality And Social Cohesion: A Distributional Approach. *Compare: A Journal of Comparative and International Education,* 33(4), pp.453-470.

Hussain, N., & Kirmani, M. (2010). Gender Differences: A Case Study of Malda District of West Bengal, India. *Pakistan Journal of Women's Studies,* 17(2).

Kebede, E., Striessnig, E., & Goujon, A. (2022). The Relative Importance of Women's Education on Fertility Desires In Sub-Saharan Africa: A Multilevel Analysis. *Population Studies,* 76(1), pp.137-156.

Kim, D., & Jung, H. (2023). The Long-Term Impact Of College Education On Women's Attitudes Toward Marriage And Children. *Journal of Family Issues*, 0192513X221150982.

Kitchens, K. E., & Gormley, W. (2023). From Preschool To Politics: Early Socialization in Tulsa. *Early Childhood Research Quarterly,* 62, pp.259-274.

LeVine, R. A., LeVine, S., Schnell-Anzola, B., Rowe, M. L., & Dexter, E. (2011). *Literacy and Mothering: How Women's Schooling Changes The Lives of The World's Children*: Oxford University Press.

Mavin, S. (2009). *Gender Stereotypes And Assumptions: Popular Culture Constructions of Women Leaders.* Paper Presented at the Presentation at Women as Leaders, Gender in Management Special Interest Group Seminar Series.

Norwood, M. (2023). *The Relationship Between Maternal Emotion Socialization and Child Executive Functioning and Behavior: Exploring the Moderating Role of Cortisol.*

Oreopoulos, P., Page, M. E., & Stevens, A. H. (2006). The Intergenerational Effects Of Compulsory Schooling. *Journal of Labor Economics,* 24(4), pp.729-760.

Osborne, K. R., Walsdorf, A. A., Smith-Bynum, M. A., Redig, S., Brinkley, D., Owen, M. T., & Caughy, M. O. B. (2023). Responding To Racism At School: Ethnic-Racial Socialization And The Academic Engagement of Black and Latinx Youth. *Child Development,* 94(1), pp.219-236.

Portillo, M. T. (2001). *Statistical Significance Tests And Effect Magnitude Measures Within Quantitative Research Manuscripts Published in the Journal of Agricultural Education during 1996-2000.* Paper presented at the Proceedings, 28 Annual National Agricultural Education Conference.

Saleem, G., & Hasan, S. S. (2021). A Phenomenological Exploration of Epistemological Development through Socio-Psychological Decision Making. *Journal of Constructivist Psychology*, 34(3), pp.327-344.

Saraceno, C. (2023). 14 The Role of the "Social Investment" Concept for the Development of Family Policy. *The Oxford Handbook of Family Policy Over the Life Course*, 308.

Sedgwick, P. (2012). Pearson's correlation coefficient. *Bmj,* 345.

Shenkman, G., Carone, N., Mouton, B., d'Amore, S., & Bos, H. M. (2023). Assisted Conception Socialization Self-Efficacy Among Israeli Lesbian, Gay, And Heterosexual Parent Families And Its Association With Child Externalizing Problems. *Journal of child and family studies,* 32(1), pp.180-196.

Shorette, K., & Burroway, R. (2022). Consistencies and Contradictions: Revisiting The Relationship Between Women's Education And Infant Mortality From A Distributional Perspective. *Social Science Research,* 105, p.102697.

Sobkin, V. S., Veraksa, A. N., Yakupova, V. A., Bukhalenkova, D. A., Fedotova, A. V., & Khalutina, U. A. (2016). The Connection Of Socio-Demographic Factors And Child-Parent Relationships To The Psychological Aspects Of Children's Development. *Psychology in Russia*, 9(4), p.59.

Stark, L., Landis, D., Thomson, B., & Potts, A. (2016). Navigating Support, Resilience, And Care: Exploring The Impact Of Informal Social Networks On The Rehabilitation And Care Of Young Female Survivors Of Sexual Violence In Northern Uganda. *Peace and Conflict: Journal of Peace Psychology,* 22(3), p.217.

Tran, D. B. (2023). Returns to Education Revisited: Evidence From Rural Vietnam. *Cogent Education,* 10(1), p.2184019.

Williams, C. L. (2023). *Still a man's world: Men Who Do Women's Work* (Vol. 1): Univ of California Press.

Yulbarsovna, A. L. (2021). Socio-Psychological Support Of Female Students With Children As A Factor In The Training Of Highly Qualified Personnel In Universities. *European Scholar Journal*, 2(6), pp.110-114.

Umar Daraz is a Lecturer, Department of Sociology, University of Malakand, Pakistan

Zakir Hussain is a Lecturer, Department of Social Work, University of Malakand, Pakistan

Jehan-Ul-Mulk is a Lecturer, Department of Sociology, University of Swat, Pakistan