# Introduction

Without education, especially without equal educational experiences, skills, or qualifications, men, and women of specific classes and social groups have long been doomed to inferior lives in terms of their capacity to grow personally, their choice of employment, their standing as citizens, and their ability to influence leadership and decisions at the national level that have an impact on their local lives (Weiner, 1986).

Million women and girls practically prevent from receiving education around the globe, especially in countries with patriarchal and conservative government forms. Afghanistan is one of those countries where women suffered for decades. Today, women and girls are prevented from educating themselves, or the government has restricted their education system. This restriction has a substantial negative impact on women’s daily activities. It limits their lives and keeps them from the crowd and the public.

Study shows that educated women are more likely to have more opportunities, “better educated women that do work are more likely to work in non-farm activities (Anderson, Reynolds, Biscaye, Patwardhan, & Schmidt, 2021, p. 200).” Education for women has been cited as an important factor in the development of feminism by a number of authors. Women’s higher education institutions sprung up at the same time as the first waves of feminism in the United States, as noted by (Plutzer, 1993, p. 149).

The denial of education for women can have severe consequences for society and individuals (Orfan, 2021). Taliban restrictions on women’s education in Afghanistan have led to high illiteracy rates among Afghan girls and women, which has limited their participation in society (Mashwani, 2017). The Taliban’s return has raised fears that women’s rights, including access to education, will be further diminished (Women, 2022). Despite Taliban efforts to limit women’s education, evidence shows that there is opposition among Afghans to this action. A survey by Asia Foundation 2021 showed that 87% believed women should have equal access to education (Rieger, 2019). Hodes’ 2019 study found that Afghan women who have received an education are more supportive of gender equality and rights.

This study is necessary because it sheds light upon the ban’s effects on women’s education in Afghanistan and gives insight into Afghan society’s attitudes towards this topic. We use a feminist framework to show the power dynamics and gender inequalities that lead to the ban’s enforcement and implementation. Further, we have collected data from Twitter throughout the Afghan people. And we used a mix-method both qualitative and quantitative to analyze tweets and identify patterns in the difference between people’s attitudes regarding women’s education restriction or ban. social media such as Twitter, Facebook, YouTube, have become increasingly integral parts of daily life. Users continue to increase as a result of the convenience of online platforms and the advantages of ongoing social engagement.

They make it possible for individuals to share their thoughts and feelings openly via the use of various forms of media, including text, photographs, videos, etc (Karamouzas, Mademlis, & Pitas, 2022, p. 1). Thus, these mediums can be utilized to track public opinion on a selected topic. Public opinion “represents the views, desires, and wants of the majority of a population concerning a certain issue, whether political, commercial, social, or other (El Barachi, AlKhatib, Mathew, & Oroumchian, 2021, p. 1)”

Further we have used Python Computer Language to analyze the tweets, the Python Computer Language is quickly becoming one of the most widely used for computational science. It is attractive for algorithm creation and exploratory data analysis because of its high-level interactive character and growing ecosystem of scientific libraries (Pedregosa, 2011, p. 2826). Also, Python is one of the most efficient and compatible computer languages for analyzing data and has thousands of libraries, and we have used several libraries such as Pandas, NumPy, scikit-learn, etc.

In addition, the data tweets have collected between December 1, 2022, and March 30, 2023. We collected tweets from over 250 different accounts, with a total of over 159360 tweets; this is raw data; to transform these tweets into information, there is a lot to accomplish, such as eliminating noise, duplicates, and null values.

A comprehensive literature analysis addresses the restriction on Afghan women regarding education. This study covers the historical and cultural backdrop, the prohibition’s impact on women’s lives, and the role that gender and ethnicity play in determining views regarding women’s educational opportunities. After this, we offer our results and detail the process through which we gathered and evaluated data from Twitter. We analyze the ramifications of these results and provide suggestions for further study and policy changes to advance gender equality and women’s rights in Afghanistan.

# Research Problem

Despite some progress made in recent years, Afghan women still remain significantly away from education with barriers that hinders them from going to school and achieving educations. Thesis barriers includes, poverty, cultural norms, conflict, and lack of facilities. The goal of the study is to investigate how gender shapes people’s perceptions of women’s access to education in Afghanistan.

We explore the factors that shape these perceptions, and the barriers that women face during access to education, also, the impact of gender on individual attitudes and behaviors toward women’s education. We seek to understand the complexity of social, cultural, poverty, conflict and political factors that influences the perceptions of people regarding women’s access to education with a focus on the effect of gender norms.

Barriers to women’s education that prevent them from access to education including cultural practices, poverty, and education infrastructure. In a summary this study looks at how different demographics views access to education and how it differ by gender.

# Research Question

There is only single question that this study carries, “To what extent does gender affect people’s perception of women’s access to education?” we investigate how gender influences individuals’ perceptions on the educational opportunities available to women. This question acknowledges that individuals’ attitudes and beliefs on particular topics, including education for girls, can be significantly influenced by social and cultural influences to a significant degree.

This question investigates the role that gender plays in people’s opinions of women’s educational opportunities. It is intended to uncover any prejudices and discriminatory views. The purpose of this research question is to identify potential obstacles to the education of women that are connected to gender-based ideas and attitudes.

This question is an attempt to gain a deeper comprehension of the intricate dynamic that exists between gender, culture, and educational attainment. It focuses on the schooling opportunities available to Afghan women. This study will contribute to continuing conversations on gender equality and human rights. Also, it may provide insights that may be utilized to inform programs and policies that encourage women’s empowerment and education.

# Research Objective

Researchers and experts have been focused on women’s subjects regarding education equality, politics and other issues that distinguish women from men or make men superior. In contrast, women are inferior, and women’s issues have dramatically increased in recent years. When it comes to education, Afghan women suppressed and confronted numerous challenges, particularly during the Taliban. Despite so many attempts by other countries, the Afghan government, and local authorities, all failed.

This study examines the effect of gender on perceptions of Afghan women’s education access. The study will examine the views and experiences of Afghans, with particular attention to the role of gender in shaping their opinions and how gender influences people’s perceptions of women’s education access. The study focuses on the factors that affect attitudes toward women’s education in Afghanistan. These factors include cultural, economic, and social aspects.

The study will help better understand Afghan women’s difficulties when accessing education. It will also examine the relationship between gender perceptions and people’s perceptions. The study promotes gender equality, improves women’s education access in Afghanistan, and helps promote human rights and social justice in Afghanistan.

# Significant of study

The study’s focus on gender as a factor in how people see women's educational opportunities in Afghanistan is an important one. Understanding the cultural and societal elements that lead to gender imbalance in schooling may be gained through analyzing tweets from Afghan people, and this study aims to do just that. Twitter was used to collect data very few researchers have utilized social media to investigate gender disparity in education in Afghanistan. As a result, the study will benefit the academic community by adding new insight into a pressing topic and showcasing social media as a resource for scholars in Afghanistan and beyond.

Further, the study will be among the first to extensively investigate the perspectives of Afghan people regarding women’s access to education. This study will help to improve conditions for female students in Afghanistan by giving them a stronger voice through social media. In doing so, the study will shed light on the achievements and challenges faced by Afghan women and encourage subsequent generations of girls and women to pursue education and careers.

This study will provide insight into how social media may be utilized to promote gender equality and amplify the voices of marginalized groups by analyzing tweets from Afghan people. In Afghanistan and beyond, this can help provide the groundwork for a more equitable and democratic society. Therefore, the study will inform policies and interventions to promote gender equality in education and beyond by shedding light on the unique challenges faced by Afghan women in gaining access to it.

Overall, the study is important because it shed lights on problem in Afghanistan regarding women’s education, and how the public opinion is about to exclude female from pursuing education. The study's use of Twitter to collect data will contribute to the expanding corpus of writing on the issue of gender imbalance in education. These results should encourage more studies into the intersection between gender and social media in Afghanistan and abroad.

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