



Factors Affecting Parent's Attitude towards Female Education in Pakistan

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Abstract- The present research paper focuses on the factors effecting parents attitude towards female education in District Dir Upper Tehsil Wari, Khyber Pakhtunkhwa, Pakistan. In this study 400 respondents were interviewed randomly in 10 Union Councils. Objectives of the study were: to find out respondents' attitudes towards female education; to identify the factors affecting female education (perceived by parents) in the area; and to give policy recommendations in light of the study. To achieve the objectives the following research questions were made: what is the demographic information of the parents? What is the parents' attitude toward female education? What are the issues and challenges toward female education in the specific area? and what are the future possibilities in female education regarding girls' specific context? The data were collected through a reliable questionnaire having reliability coefficient (0.82). Data were analyzed using statistical tools through SPSS. It was found that the attitude of the parents towards female education is affected by the problems of transportation, low ambition, lack of guidance and counseling; female education is affected by the problems like (Veil, domestic duties, joint family system and school environment); and gender discrimination especially in the context of lesser job opportunities and preferences given over daughters to sons were the major reasons for shaping parents' attitude towards female education.

Keywords: Parents, education, attitude, financial and cultural problems, gender discrimination

I. INTRODUCTION

Education means to develop men's faculty, especially his mind. Sound mind is the outcome of education. Pakistan is an underdeveloped country and has many problems in education system including high rate of illiteracy particularly in the female population. Female in Pakistan comprised almost 54% of total populace, (Gov. of Pakistan, 2009)). But unluckily they do not obtain equal chances just as male. As a result, the female sex is discriminated and there are more illiterate women than men (Ballara 1991). The current literacy rate in Pakistan is 57% and Khyber Pakhtunkhwa is with 53%. It means that 43 persons among every 100 persons are educated (Govt. of Pakistan, 2015). The status of female education in this regard is not satisfactory because in the light of Planning Commission of Pakistan's report 2010, the female education ratio is 43%. There are many contributing factors responsible for the low rate of female education in Pakistan, which mostly affect the education of The education of children is unnatural by the communication of numerous variables in school, society and domestic, chiefly for ethnic children. For school influence it is vital that each of the three mechanisms must be certain or if nobody else perhaps a couple elements should to be clearly reinforced.

Parental revenue plays an in sum determinant of the training of children. Concerning the work business sector position of the father, we trust that parents with a worker to be more mindful of the worth of training, occupation and thusly put more in their children' education Children themselves might similarly be more watchful of the advantages of training. Then again, are more opposed to put resources into the education of their children when direct word connected transmission or exchange of capital is an applied different option for get a dressed position in the community eye for their children (Treiman&Ganzeboom 1990 alternative; Blau& Duncan, 1967). Thus, farmers and businesspersons may feel less need to put incomes into the training of their children that individual's autonomous work. Additionally, for little farmers the open door expenses of sending their children to school can be high, as they are more prone to antedate that their children will assist tending the area and domesticated animals, chiefly amid top hours work (Bhalotra exciting 2003; Basu, Das & Dutta, 2003).

Poverty and Financial Problems:

Gender imbalance remains an issue unsolved for quite a long time in Pakistan. Administration of Pakistan has marked Millennium Development Goals (MDGs) and subsequently was in charge of killing sexual

orientation uniqueness in all levels of training by 2015. Pakistan, a nation with individuals of diverse social, monetary and ethnic communicated blended results for distinctive targets and pointers of the MDGs (Academy of Planning and Management for Education 2008). The information introduced in reviews and social life Pakistan Standards Measurement (PSLM) uncovered high sexual orientation dissimilarity for boys in essential training and essential tribal regions of the nation (Government of Pakistan, 2008 and 2009). Different studies investigate the circumstance of girl 's education in distinctive parts of the nation (Aslam, 2007; Lall, 2009; Qureshi, 2007) and finish up the shocking position of girls education in provincial and tribal ranges of the nation.

Gender orientation Parity Index (GPI) for elementary school enlistment is 0.72 for Punjab, Sindh 0.63, 0.42 to Khyber Pakhtoon-Kha, and 0.38 for Balochistan for the years 2006-07 (Government of Pakistan 2008a). Lynd (2007) discovers contrasts in essential and basic female NER rates and education (youth and grown-ups) in the middle of provincial and urban zones of the nation. As indicated by him, the NER of women in country zones is lower than in urban ranges of essential classes. Lall (2009) finds that the tribes are more prone to not send their daughter in school. Education information from a far off locale of Dera Ghazi Khan made harder this thought. Proficiency rate 10+ age bunch Dera Ghazi Khan locale is 28% for women contrasted with 62% of men for 2006-07. Net enlistment proportion (NER) in essential education is 48% for girls and 60% for men in the same period (Government of Pakistan, 2008). Tehsil tribal range of Dera Ghazi Khan region includes a Baloch tribal populace. In spite of the fact that individuals entirely take after the Baloch customs, yet the media's effect and the territory's advancement of Punjab tribal hav change the general population's conduct of the tribal regions of Dera Ghazi Khan region than other Baloch tribal territories from the nation.

Huisman and Smits (2010) shed light on the role and impotence of factors related phenomena and culture, and the nature and characteristics of the educational infrastructure in socioeconomic enrollment in primary school. The specimen incorporated 70,000 children in 439 regions in 26 states of India. The discoveries demonstrate that a large portion of the variety in enlistment in education (70%) is clarified by components at the family level, of which financial elements are more imperative. What's more, the outcomes additionally showed that, in the choices of educating of urban communities scarcely influenced by supply considers. In provincial zones, on the other hand, these elements assume a part. On the off chance that there is a deficiency of schools or educators, or neighborhood society is patriarchal; children in rustic regions (especially) take an interest significantly lower. The fundamental finding of this viewpoint is that rustic imbalance between gatherings of lower financial status if more schools and teachers are available. It has been observed that the three noteworthy determinants of educational enlistment, educational framework, financial status and society have an effect on the offer of grade school in India (Mingat, (2007), Shavit and Blossfeld (1993), Jencks (1972), financial records and the attributes of family units, parental wage, riches, training and occupation have long been known not the primary determinants of educative enlistment and accomplishment in both developing and developed nations.

1.1 STATEMENT OF THE PROBLEM

This study concerned with factors affecting parents attitude towards female education in Pakistan.

1.2 OBJECTIVES OF STUDY

Following were the study objectives:

1. To find out respondents' attitudes towards female education.
2. To identify the factors affecting female education (perceived by parents) in the area.
3. To give policy recommendations in light of the study.

1.3 RESEARCH QUESTIONS

1. What is the demographic information of the parents?
2. What is the parents' attitude toward female education?
3. What are the issues and challenges toward female education in the specific area?
4. What are the future possibilities in female education regarding girls' specific context?

DELIMITATION:

The study was delimited to elementary education. The study was also delimited to tehsil Wari district Dir Upper.

II. REVIEW OF RELATED LITERATURE

Gender discrimination: Education is an important factor for better parenting and healthier living. Undoubtedly educated girls can produce a higher rate of return than any other investment (Global Gender Gap Report, 2009).

Parent's educational background: A parent educational status has directs effects on their child education. There is ample evidence that children from better educated parents more often go to school and tend to drop out less Parents who have reached a certain educational level might want their children to achieve at

least that level. For educational enrolment of girls, education of the mother might be especially important. Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too (UNESCO, 2010; and Huisman and Smits, 2009; and Ersado, 2005).

Shortage of Schools and Qualified Teachers: Education gives a strong foundation to lessening neediness and expanding social advancement. A poor education framework and low quality can be one of the real causes why poor nations don't develop? (Economic Survey of Pakistan, 2007).

Parental Attitudes and their Impact on Education: TNS (2004) expressed that parental states of mind toward education were for the most part extremely positive. Most (97%) agreed that a decent education could help your child to get an achievement in life. While 93% believe that the appraisals were huge for the eventual fate of their youngsters, 90% additionally concur that children learn critical life aptitudes in school. Seventy five percent of parents (76%) had concurred that the school your children is great at corresponding with them and the lion's share (86%) concurred that their children' educators make an incredible showing. A little more than a fifth (22%) trust that their child's school had a tendency to be excessively enthused about the brilliant children, to the detriment of others, yet just 7% trust that the school has much enthusiasm for the family life of their children. Simply under a fifth of parents/caregivers (18%) trust that the greater part of the things your children learns in school has nothing to do with genuine living. A little extent (14%) of parents was satisfactory that if your child would not like to study now, s/he could think about when s/he was more seasoned. Their study was in light of perceiving whether there was any distinction in the states of mind of parents to mind among the all-inclusive community and a gathering of parents whose children were as of now not going to class. This exploration has not recognized contrasts in the demeanors of parents in the all-inclusive community. The enlistment of girls, the training of the mother may be particularly essential (Emerson and Portela Souza, 2007; Shu, 2004; Kambhampati and Pal, 2001; Fuller, Singer and Keiley, 1995). Moms who have succeeded in accomplishing a sure level of instruction have experienced 2.8 parental contribution in education.

of children.

Women Education: Concerning the educating of girls and maintenance, is intertwined with the vision of society about women and their part. His remaining in the group is a long way from what it was in the early Vedic times, considered a brilliant age. Slowly, his condition started to fall and maybe this is the beginning stage of the substantial crevice in the middle of women and men education, a legacy we are attempting to battle even today. A few measures were taken amid the British period and since freedom to advance the training of girls. On the other hand, because of the enlistment of girls is poorer than that of children in circumstances of comparative financial foundations all around, it is pulling down the consequences of accomplishing all inclusive essential instruction. To bring more girls in school and see that they are in this way a base period obliged critical backing from the group and a scope of bolster administrations. The Parliamentary Committee on Empowerment of ladies in their 14th Report submitted in August 2003, which communicated worry that 35 million children were still out of school, he said: "The requirement for high scholarly accomplishment is higher for girls Compared with children as the eventual fate of the tyke lays straightforwardly on their school execution and financial autonomy. India not just will miss the objective of accomplishing sexual orientation equality, approach enlistment of boys and girls by 2005-Dakar, and yet in all cases not achieve 10 years after the world is to accomplish sex correspondence in education.

III. METHODOLOGY AND PROCEDURE:

It was a survey type of research concerning "Factors affecting of parental attitude towards female education in Pakistan".

Population of the study: According to the local Gov. Office record of Dir Upper the total number of parents in district Dir upper were 4003 whose daughters were in the age group of elementary school level (Local Gov. Office Record, 2011).

Sample of the study: There were 10 union councils in Tehsil Wari, District Dir Upper. From each union council, 10% (Gay, 2010) of the parents were randomly selected i.e. 400 parents as a sample for the study, whose daughters were in the age group of elementary school level.

Data collection: The data were collected through a valid and reliable questionnaire having reliability (0.82), from the sample the study by the researcher himself.

Data Analysis: The collected data were analysed by using frequency, percentage, and chi-square statistics through Statistical Package for Social Science (SPSS) version 20. To show the relationship between dependent and independent variables as about to the conceptual framework and logistic regression test was applied.

IV. RESULTS AND DISCUSSION:

The collected were tabulated and analyzed as under.

Table 1. Cultural Problems

Statements	Frequency and Percentages					Chi squ
	SDA	DA	UD	A	SA	
Existing social norms hinder	38(9.5%)	52(13.0%)	13(13.2%)	172(43.0%)	125(31.2%)	4.110(0.53)
Veil is barrier to female education.	48(12.0%)	94(23.5%)	7(4.2%)	150(37.5%)	91(22.8%)	13.791*(0.00)
Domestic duties	34(8.5%)	95(23.8%)	20(5.0%)	189(47.2%)	62(15.5%)	9.340*(0.053)
Joint family education system	101(25.2%)	129(32.2%)	16(4.0%)	91(22.8%)	63(15.8%)	15.252*(0.004)
School environment affects female education.	42(10.5%)	72(18.0%)	21(5.2%)	143(35.8%)	122(30.5%)	12.552*(0.014)

Table 1 Showed cultural problems which hinder female education. 74.2% of the respondents were agreed while, 22.5% disagreed and 13.2% remained undecided with the statement that existing social norms hinder female education. The chi square value is (0.53) is non-significance. Furthermore of the respondents 60.3% agreed, 35.5% disagreed and 4.2% remained undecided. The chi square value is (0.00) is highly significance. Similarly 62.7% Of the respondents were agreed while 32.3 disagreed and 5% undecided. The chi square value is 0.053 is -significance. Furthermore 180.8% of the respondents agreed, while 57.4% disagreed and 4.0% undecided. The chi square value 0.004 is significance. Moreover 66.3% of the respondents agreed, while 28.5% disagreed and 5.2% undecided. The chi square value is 0.014 is significance.

Table 2. Poverty and Financial Problem

STATEMENTS	Frequency and Percentages					Caisqu
	SDA	DA	UD	A	SA	
Financial problems of parents	14(3.5%)	36(9.0%)	2(.5%)	122(30.5%)	226(56.5%)	13.167* (0.01)
Expensive education.	34(8.5%)	45(11.2%)	10(2.5%)	150(37.5%)	161(40.2%)	1.799(0.773)
Socioeconomic status of parents	19(4.8%)	31(7.8%)	2(0.5%)	223(55.8%)	125(31.2%)	3.618(0.460)
Educational facilities	20(5.0%)	45(11.2%)	19(4.8%)	210(52.5%)	106(26.5%)	24.07* (0.00)
Low income	41(10.2%)	41(10.2%)	8(2.0%)	114(28.5%)	196(49.0%)	4.399(0.355)

The table 2 shows that 87% of the respondents agreed, while 12.5% were disagree. However, 0.5% was undecided about the statement "financial problems of parents. The chi square value is 0.01 significant. Furthermore 77.7% agreed, while 19.7 % disagreed and 2.5% undecided with the statement that expensive education. The chi square value is 0.773 is non-significant. Similarly 87% of the respondents agreed, while 12.6% disagreed and 0.5% undecided with the statement socioeconomic status of parents. The chi square value is 0.4 is non-significant. Moreover 79% of the respondents showed agreement, while 16.2% disagreed and 4.8% remained undecided with the statement educational facilities. The chi square value is 0.00 is highly significant. Similarly 77.5% agreed, while 20.4% disagreed and 2.0% remained undecided with the statement low income of parents. The chi square value is 0.35 which is non-significant.

Table 3. Gender Discrimination

Statements	Frequency and Percentages					Chi squ
	SDA	DA	UD	A	SA	
Disregard for female jobs.	59(14.8%)	98(24.5%)	25(6.2%)	112(28.0%)	106(26.5%)	1.547(0.818)
Sons are prefer	96(24.0%)	132(33.0%)	6(1.5%)	80(20%)	86(21.5%)	3.478(0.481)

Less job opportunity	60(15.0%)	119(29.8%)	17(4.2%)	117(29.2%)	87(21.8%)	19.343* (0.001%)
Preference given to sons	139(34.8%)	82(20.5%)	107(26.8%)	12(3.0%)	60(15.0%)	13.080* (0.011%)
High expectation from sons	40(10.6%)	40(10.0%)	38(9.5%)	128(32.0%)	154(38.5%)	5.833(0.212%)

Table 3 reveals Gender discrimination that 54.5% of the respondents agreed, while 39.3% disagreed and 6.2% were undecided. The value (0.818) showed non-significance relationship at 0.05 significance value with the statement disregard for female jobs similarly 41.5% of the respondents agreed, 57% were disagreed and 1.5% of the respondents remained silent. The value (0.481) is non-significance relationship at 0.05 significance level with the statement sons are preferred to send to school. Moreover 51% of the respondents agreed, while 44.8% disagreed and 4.2% were undecided. The value (0.001) showed significance relationship at 0.05 significant levels with the statement less job opportunity for female is hinder in female education. 18% of the respondents agreed, 55.3% disagreed and 3.0% of the respondents did not decide. The value (0.011) showed significance relationship at 0.05 significance level with the statement preference given to sons. Similarly 70.5% of the respondents agreed, 20.6% disagreed and 9.5% remained undecided. The value 0.212 non-significant with the statement that a daughter is a pride of home.

V. FINDINGS:

The following results were obtained: the parents were facing some personal problems. Significant personal problems include; transportation (0.046), lack of guidance and counseling (0.008) and low ambition (0.053); Similarly, the respondents were confronted with some of the cultural problems as well. Significant cultural problem comprised of; Veil (0.00) highly significant, domestic duties (0.053), joint family education system (0.004) and school environment (0.014); the respondents were worried by their poverty and financial problems. Significant problems include; financial problems of parents (0.01) and involvement of socio economic decision (0.00); lack of education also caused problems for the parents that covers up the significant problems; lack of parental education (0.005), similarly narrow minded father/brother (0.000), parents input (0.0000) violent behavior of parents is (0.008) and parental care (0.013): shortage of female schools is also the major problem of respondents; Significant problems include; shortage of female school (0.03), co- education (0.001) and lack of access to female school is (0.007); gender discrimination shapes the parents attitude towards the education of their male and female children. This attitude of parents is a barrier towards female education. The significant problems in the context of gender discrimination were; less job opportunity (0.001) and preference given to sons (0.011); and lacks of qualified trained teachers contribute to the respondents' problems. The significant problems include; teacher behavior (0.001) and low level of warmth behavior is (0.045).

VI. CONCLUSION:

In the light of findings, It was concluded: the attitude of the parents towards female education is affected by the problems of transportation, low ambition, lack of guidance and counseling; female education is affected in the targeted area by the problems of Veil, domestic duties, joint family system and school environment; the respondents feel restless due to financial and socio economic problems they were facing, forming their attitude in a certain way regarding female education; parental educational background caused their attitude negatively towards female education including parents' violent behavior and parental care; lack of female schools is the contributing factors which affects the access to female school; and Gender discrimination especially in the context of lesser job opportunities and preferences given over daughters to sons were the major reasons for shaping parents' attitude towards female education and the attitude of the parents towards female education is also affected by lack of qualified teachers, teachers' negative behavior and the low level of warmth on the part of the teachers.

VII. RECOMMENDATIONS:

It was recommended that Government should provide the facilities of transportation and to ensure community training, T.V, radio programs to enhance the attitude of parents towards female education; Mobilization and sensitization programs for the uplift of children should be started at all levels including government, non-government and community to lighten the burden of domestic duties and joint family system; Government and NGOs should start loan and financial aid schemes in order to support the poor families who could not afford their female education; More and more girl's schools should be opened by the

government at local, provincial and national level; and the government should make sure to provide equal job opportunities to all citizens without gender discrimination.

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