

Parents Attitude Towards the Education of Their Daughters: A Case Study of Faisalabad-Pakistan

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ABSTRACT

The present study was designed to identify the factors, which are affecting the parents' attitudes towards the education of their daughters. Faisalabad tehsil was selected at random and five union councils from selected tehsil were selected randomly. Out of each union council, three villages were selected at random. Five males (father) and five females (mother) totaling to 10 respondents were randomly selected from already selected villages. Thus, making a total number of 150 respondents. The views of respondents on different aspects of daughter education like lack of government policies, shortage of trained teacher, distance problems, financial problems, family tradition, education will make girls good housewives, educated girls can assist their parents financially, educated girls can bring of their children in a better way, education will create more awareness about religion in them, educated girls will not stay in village look for job outside, and it will be difficult to find out suitable life partner for educated girls, have been described in this paper.

Key Words: Female education; Parents attitude; Daughter; Faisalabad

INTRODUCTION

Education is one of the major instruments of social change and it is the force, which brings changes in the traditional outlook of the people, and it develops insight for judging things in their context. It is visualized that more the percentage of educated people more will be the rate of development. According to the Economic Survey of Pakistan (Govt. of Pakistan, 2002-2003), the literacy rate during year 2002 was 50.5% whereas for year 2003 it will be estimated about 51.6%. The gender gap, on average, stood at 11% at primary level and 19% at secondary level. Of the 6240 schools upgraded in Punjab and NWFP, 3787 or 68.76% are girl's schools and 18% are mixed schools. The participation rate will be increased from 31 to 48% by 2002-2003. For the same year gross participation rate at primary level will increase from 85 to 88% (male from 97 to 99% and female from 72.5 to 76%). At middle level this rate ranges from 57 to 59% (male from 57 to 60% and female from 46 to 49%). At secondary level the participation rate is estimated to increase from 38 to 40% (male from 45 to 47% and female from 31 to 34%). The gender gap narrowed slightly due partly to decline in male enrolment at secondary level in public sector schools that have shifted into private options.

Education of a girl is like educating a family while educating a boy is merely educating a person. The importance of female education in a society and its spreading to all section of the life is well appreciated and documented to solve existing and emerging problems of the society.

The educational backwardness of rural people is due to their traditional attitude towards female education. In rural areas number of schools are insufficient and existing school

do not full fill the needs of rural females (Asghar, 1992). Female in Pakistan is about 49% of total population (Govt. of Pakistan, 2001). But unfortunately, they do not get equal opportunities just like males. Parents whether educated or uneducated have desire to educate their children. Almost all the parents wish their children might achieve the economic benefits along with respectable social status. In spite of all these things, level of education is very low particularly for female it tells a woeful story. Mostly females are not encouraged by their parents to get education. Sex is an important characteristic in assuming status to an individual. Beside these there may be more factors like father's educational level, income, social class, family size and occupation, which affect the education of daughters. There are different attitudes of parents towards the education of their daughters. The parents who are more literate have more desire to their daughter's education. Urban people are more interested in the education of their daughter than the rural ones (Rafiq, 2000).

The present study was designed to identify the factors, which are affecting the parents' attitudes towards the education of their daughters.

METHODOLOGY

This study was conducted in Faisalabad tehsil including five union councils selected randomly. Of each union council, three villages were selected at random. The number of five male (father) and five female (mother) totaling to 10 respondents were randomly selected from already selected villages. Thus, making a total number of 150 respondents. The data so collected were analyzed and interpreted for drawing conclusions.

RESULTS AND DISCUSSION

Table I shows that 52.3% of male respondents were not sending their daughters to school because of distance problem, 20% due to shortage of trained teachers, 17.3% because of financial problems, 5.3% because of family tradition and 4% of them were because of lack of government policies. While 56% female respondents were not sending their daughters to school because of distance problem, 21.3% due to financial problem, 17.3% because of

Table I. Percentage distribution with regard to hurdles in getting education by the daughters of the respondents

Response	Male		Female		Total	
	Freq.	%age	Freq.	%age	Freq.	%age
Lack of govt. policies	3	4.0	2	2.7	5	3.3
Shortage of trained teacher	15	20.0	13	17.3	28	18.7
Distance problems	40	52.3	42	56.0	82	54.7
Financial problems	13	17.3	16	21.3	29	19.3
Family tradition	4	5.3	2	2.7	6	4.0
Total	75	100.0	75	100.0	150	100.0

Table II. Percentage distribution of male respondent's opinion about the education of their daughter

Opinion	Agree	S. Agree	Neutral	Disagree	S. Disagree	Total
Education will make them good housewives	6 (8.0)	33 (44.0)	13 (17.3)	22 (29.3)	1 (1.3)	75 (100.0)
Educated girls can assist their parents financially	35 (46.7)	9 (12.0)	17 (22.5)	11 (14.6)	3 (4.0)	75 (100.0)
Educated girls can bring up their children in a better way	2 (2.7)	34 (45.3)	11 (14.7)	24 (32.0)	4 (5.3)	75 (100.0)
Education will create more awareness about religion in them	21 (28.0)	12 (16.0)	34 (45.3)	7 (9.4)	1 (1.3)	75 (100.0)
Educated girls will not stay in village look for job outside.	27 (36.0)	8 (10.7)	26 (34.7)	13 (17.3)	1 (1.3)	75 (100.0)
It will be difficult to find out suitable life partner for educated girls.	34 (45.0)	11 (14.7)	17 (22.7)	8 (10.7)	5 (6.6)	75 (100.0)

Table III. Percentage distribution of female respondent's opinion about the education of their daughter

Opinion	Agree	S. Agree	Neutral	Dis-agree	S. Dis-agree	Total
Education will make them good housewives	42 (56.0)	11 (14.7)	12 (16.0)	2 (2.6)	8 (10.7)	75 (100.0)
Educated girls can assist their parents financially	1 (1.3)	2 (2.7)	4 (5.3)	13 (17.3)	55 (74.4)	75 (100.0)
Educated girls can bring up their children in a better way	1 (1.3)	3 (4.0)	5 (6.7)	12 (16.0)	54 (72.0)	75 (100.0)
Education will create more awareness about religion in them	1 (1.3)	5 (6.7)	5 (6.7)	5 (6.7)	59 (78.6)	75 (100.0)
Educated girls will not stay in village look for job outside.	6 (8.0)	2 (2.7)	22 (29.3)	30 (40.0)	15 (20.0)	75 (100.0)
It will be difficult to find out suitable life partner for educated girls	19 (25.3)	4 (5.3)	26 (34.7)	18 (24.0)	8 (10.0)	75 (100.0)

shortage of trained teachers, 2.7% due to lack of government policies and family tradition, each. These results coincide with Afzal (2000) who stated that conveyance was one of the major problem faced by the girls of rural areas while going to school. It is suggested that the facility of conveyance should be provided specially for female to go to school or college. This facility maybe arranged at local level by the people on cooperative basis or through union councils. Majority (93.0%) respondent did not want to send their children out of locality and only 7.0% want to do so. Bushra (1992) suggested that change in old traditional and value system was of significant importance. It can be brought by the use of mass-media communications like T.V. and Radio. She also suggested that different technical training programs like knitting and sewing, i.e. vocational teaching centres, poultry farming and kitchen/gardening etc, should be started in rural areas.

The data on male (father) and female (mother) respondents opinion about daughter's education on different aspects i.e. agreed, strongly agreed, neutral, disagreed, strongly disagreed etc. have been presented in Tables II and III. These findings are in support of those of Naz (1997). However, these results are in partial agreement with those reported by Khan (1998), who stated that 61% disagreed that education makes girls irreligious. The statement that educated girls do not like domestic work, 97% respondents agreed, whereas, over-whelming majority (90%) of the respondents agreed with the educated girls prove better wives.

CONCLUSION

It was concluded from the above information that majority of the parents have a positive attitude towards daughters education. However, some administrative difficulties obstruct in acquiring education by the girls.

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