

## **Traditional Thinking and Attitude of Parents towards Female Education**

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### **Abstract**

*The current study was carried out in district Upper Dir, Malakand division, Khyber Pukhtunkhwa, with sole objective to ascertain 'Traditional thinking and attitude of parents towards female education'. The study unit includes parents in the study area. A sample size of 204 was chosen for interview. Uni-variate and bi-variate analyses were drawn through percentage based presentations cross tabulation respectively. Chi-square was used to determine the level of association between independent variable and dependent variable. The findings reveal that 98% of the respondents favored the opinion that education improves the behavior of an individual and again 98% respondents replied that education acts as a bridge between family and society. Education prepares children for adult role is approved by 99% of the respondents, education enables an individual to get high status and female plays an important role in the socialization of children is reported by 98% and 99% respondents respectively. The results showed that in traditional thinking 32.8 percent disagreed with statement that female should stay at home. Another 64.2 percent disagreed over the opinion that who will manage the domestic activities when female would go to the school. Similarly 59.4 percent, 41.1 percent, 36.2 percent did not find concerned that when we give education to female other people will blame us, female education is against family norms and family leaders will oppose as respectively. A 76.7 percent agreed that their education had helped them in the formation of positive attitude towards female education. The results further explored that the value of traditional thinking in forming attitude towards female education exposed significant association with people will blame us(0.002) and education helped me*

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*change my attitude towards female education (p=0.000)It is recommended that the development of overall education should bring the positive change in the attitude of the people.*

**Keywords:** Traditional Thinking; Parents' Attitude; Education; Socialization.

### **Introduction**

Human resource is naturally blessed with potentials that need proper processing for utilization. The life span of human beings is the combination of different ups and downs where management, organization, control and performance are required. The faculties of man by birth cannot handle different situations it is only by the process of enhancement such faculties become capable of performing efficiently within different situations. The process by which the faculties of humans are developed is education.<sup>1</sup>

The word education has been derived from Latin word, educate, educatum means to train, to bring out, to lead out the latent faculties of man. Education brings behavioral improvement and acts as an essential tool for human resource development and necessary ingredient for sustainable socio-economic and cultural growth. Education develops the intellect, originates modification agents, promotes spirituality, and structures a democratic society. Education is the need of the good and standard life. Hence both male and female require education in their lives as it enhances the thinking capacity, working capabilities, creative potentialities with humanistic approaches.<sup>2</sup>

Education ensures the transmission of norms and values of a society. It plays a vital role in the means of role allocation. Educational environment promotes the interaction among the members of the community through the set up of fixed rules. It perpetuates and reinforces homogeneity by fixing child from the beginning with essential similarities which collective life demands. It provides the link between the individual and the society. Education enables individuals to get secure future. It increases the productive ability of an individual by acquiring skills and learning techniques with the opening of ways for competitive life. Education, especially basic (primary and lower-secondary) education helps to reduce poverty by increasing the productivity of the poor by reducing fertility and improving health, and by equipping people with the skills they need to participate fully in

the society. More generally, institutions build national capacity and good governance in the implementation of sound economic and social policies.<sup>3</sup>

Education enhances neurological improvement and Meta cognition. It enables an individual to promote his level of thinking with flexibility and multidimensionality. Education develops economy in the form of promotion of positive attitude and perception that helps in the enhancement of living standard. It promotes self esteem, confidence and leading towards empowerment. The empowerment of an individual increases tolerance in the society.<sup>4</sup>

Good education develops the national economy installation of industries, promotion of jobs, productions and quality environment for development. The availability of education culture consistently increases the economy. Increase in educational attainment is responsible for approximately 11 to 20% growth in the productivity of a labor. An individual less than 18 years who has not completed his high school degree can contribute \$260,000 but other with qualification of certificates and diplomas can only contribute \$60,000 in their life time.<sup>5</sup>

The American sociologist Talcott Parsons discussed positive impacts of education and universalistic values. He says family does the primary socialization and school acts as a focal socializing agency. School is bridge between family and society and it prepares children for adult role.<sup>6</sup>

A child is judged and treated on the basis of particularistic standards in the family. A child is treated by the parents as their particular child rather than judging her or him in terms of generalize standards for every individual where as society treats individual in terms of universalistic standards which are generally applied to all the individuals.

The status of a child is ascribed; it is fixed by birth in the family while in industrial society status in adult life is achieved. Young people are prepared by the school for this transition. Universalistic standards are established by the school for pupils to achieve their status, rules and regulations are identified for conduct and performance is measured by achievement in examination. Meritocratic principles are operated by school where merit is the basis for achieved statuses.<sup>7</sup>

The lack of education causes the loss of estimated \$240 billion each year in industrial productivity, crime, poverty, revenue etc. Illiterate patients suffer more due to the lack of understanding of the medical prescription and readings about their health

problems. An approximately \$60 billion are lost by the businessmen in America each year due to the lack of the basic skills in the employees. Children need proper nourishment and support in their lives but illiterate parents very often fail to fulfill their responsibility according to which negatively affect the lives of their children.<sup>8</sup>

Attitude refers to evaluation of a specific person, object, event, place or thing. They are positive or negative views. People may have positive or negative views about certain thing, place or person simultaneously. Education plays a vital role in the formation of attitudes. Education and learning does reduce the hatred and promote the relationship among people of the different classes and cultures. It reduces racism and cynicism. Education creates willingness environment for both men and women to work together. Education also helps in minimizing authoritarianism and helps in the changing ideological positions. Education can prevent individuals from moving into the extremism and racism more over it is concerned to a movement towards more open minded perspective.<sup>9</sup>

Attitude is formed in the society due to psychological factors and personal experience. His psychological factors include direct instructions, operant conditioning and classical conditioning, social learning, unconscious motives and rational analysis while the personal experience include personal interest, parents influence, teachers influence, mass communication, reliable personality, isolated events and previous experience.<sup>10</sup>

#### *Justification of the Study*

As a whole the literacy rate in the developing countries is very low. The major causes are less socio-economic and cultural development. Unfortunately Pakistan is much backward among all the developing countries especially with regards to female education. The literacy ratio is different in different provinces but KPK is one of the most backward provinces regarding female education. Female constitutes almost half of the population and are always under estimated in all walks of life. The trend has been somehow demoted by social reforms in which education is one of the main factors. Education develops mentality and modify thinking hence the perception of the large number of people have been changed regarding female education because of the promotion of education in our society through different medias. This study has been designed to see the role of education in the formation of such positive attitude, improved behavior and modify

thinking.

*Objectives of the Study*

- i. To find out the educational level of the sampled parents.
- ii. To identify parents attitude towards female education.
- iii. To know the major causes of the parents attitude towards female education.
- iv. To measure the association between parents attitude towards female education with the factors that helped form such attitude.
- v. To suggest recommendations on the basis of the study findings.

**Method & Procedure**

The District Dir Upper was the universe for the study. The area had Pukhtun population having its distinctive Pukhtun culture. The women folk in Pukhtun culture face numerous problems where female education is one of the most serious problems.

The study was conducted in the main Dir bazar area. This was the area where educational facilities such as schools, colleges for both males and females students were available. Since Dir bazar is a large area hence the data for the present study were collected from three areas; Ambar Cham, Rehankot and Bejligar. These were the places which were adjacent to Dir Bazar and had access to educational facilities.

The samples were selected from district Dir Upper. All the parents of the selected localities were the potential respondents of the study. According to the union council regarding that there were 4070 households in the selected areas. However, for present studies 204 were selected randomly. The samples were drawn by using proportionate sampling along with lottery method of simple random sampling. The formula that was used for sample size is given below

$$(N)= \frac{N!}{n!(N-n)}$$

where

N= is the population size

n= is the sample size

Table1: Sampling and Sample Size

S.No	Villages	Households	Sample Size 5%
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1	Ambar Cham	1260	63
2	Rehankot	1470	74
3	Bejligar	1340	67
	Total	4070	204

Source: Survey

The data were collected with the help of both questionnaire and interview schedule. Before the collection of primary data the interview schedule was pre-tested in the study area and was modified on the feedback from the pilot survey.

The independent variables and dependent variable of the study are listed below:

Independent Variables	Dependent Variable
Traditional Thinking	Attitude towards female education

The obtained data was organized, tabulated and interpreted according to the standard design of research. The results were generally presented in frequencies and percentages however Chi square test was applied to see the association between the dependent variable i.e. attitude towards female education with the independent variables; include traditional thinking, educated parents, income and family and awareness. The chi-square formula is as under

$$x^2 = \sum_{j=1}^j \sum_{k=1}^k \frac{(o_{ij} - e_{ij})^2}{e_{ij}}$$

Where *o* is the Observed Frequency in each category

*e* is the Expected Frequency in the corresponding category  
is sum of

*df* is the "degree of freedom" (n-1)

*x* is Chi Square

### Results and Discussions

The discussion of the data on the basis of findings focuses on the personal characteristics of the respondents and then it elaborates uni-variate analysis of the all the variables followed by bi-variate analysis to show the association between dependent and independent variables.

#### Personal Characteristics of the Respondents

In this part of the paper level of education and family structure of

the respondents is discussed. It also concentrates on number of female per family, the opinion of the respondents regarding the functions of education along with female education and the role of female in the socialization of children.

*Family structure*

Table 2 describes the family structure of the respondents as 68 percent were reported as joint family structure where as 32 percent of the respondents comprised of nuclear families.

The table as whole shows that majority of the respondents had family structure majority of the respondents were reported to be living in the joint family.

Table 2: Family Structure of the Respondents

Particulars	Frequency	Percentage
Family Structure		
Joint	140	68
Nuclear	64	32
Total	204	100

Source: Field Survey, 2014

*Number of Females per Family*

Table 3 shows the number of female per family of the respondents. A majority of the respondents 24 percent, 27 percent and 12.5 percent identified 1,2 and 4 numbers of female per family respectively. Moreover another include 5 percent each, 2 percent each to 0,3,5 and 10 respectively.

Table as a whole shows that majority of the respondents had 1,2 and 4 numbers of female in their families.

Table 3: Number of Females per Family

Number of Females Per Family	Frequency	Percentage
0	11	5.5
1	50	25
2	55	27
3	11	5.5
4	28	14
5	6	3
6	6	3
7	4	2
8	19	9
9	10	4

10	4	2
Total	204	100

Source: Field Survey, 2014

*Educational Level of the Respondents*

Table 4 shows that a 28 percent of sampled respondents had education at middle level while 22 each, 18 and 10 percent had education up to primary level, high level and illiterate respectively. As a whole table reveals low educational level among respondents.

Table 4: Educational Level of the Respondents

Level of Education	Frequency	Percentage
Primary	45	22
Middle	59	28
Secondary	39	18
Higher	44	22
Illiterate	17	10
Total	204	100

Source: Field Survey, 2014

*Opinion of Respondents Regarding Different Functions of Education*

Table 5 shows that education performs many functions that bring many positive changes. The reply given by the respondents regarding education improves behavior is favored by 98% which means by most of the respondents declare that behavior is improved by the education. Similarly education acts a bridge between family and society is supported by 99.5% of the respondents that clarifies the bridging function of the education in the society. A 99% of the respondents pointed out that education prepare the children for adult role as an individual a children has to play many roles in the adulthood so education enables him to learn the manners of performing all those functions. Regarding another function of education that it enables an individual to get high status is approved by 98.5% of the respondents which means that due to education individual achieve high status.

Table as a whole shows that almost all of the respondents approved the mentioned functions of the education that included improvement in the behavior, bridging between family and society, preparation of children for adult role and enabling of an individual



to get high status.

Table 5: Functions of Education

Education	Frequency	Percentage
Improves behavior or not	198	97
Acts a bridge between family & society	203	99.5
Prepares children for adult role	202	99
Enables an individual to get high status	201	98.5

Source: Field Survey, 2014

*Opinion of Respondents about Female Education*

The table 6 shows the opinion of the respondents regarding the female education. A 93 percent of the respondents were in support of female education which means that the respondents are living in their local culture and traditional society but their education has greatly changed their thinking and behavior regarding female education in their locality.

Table explores the approval of the majority of the respondents 93 percent favored the female education.

Table 6: Parents Attitude about Female Education

Opinion about Female Education	Frequency	Percentage
Favor female education		
Yes	190	93
No	14	7

Source: Field Survey, 2014

*Role of Female in Socialization*

Table 7 shows the reply of the respondents regarding the role of female in the socialization of the children which is supported by almost all the respondents 99%. This means the socialization of children is dependent on female so the role of female is of vital importance hence education for female is of far more importance.

The table entirely explores that almost all of the respondents 99 percent supported the idea that female plays role in the socialization of the children.

Table 7: Role of Female in Socialization

Role of Female	Frequency	Percentage
Female plays role in the		

socialization of children		
Yes	202	99
No	2	1

Source: Field Survey, 2014

**UNI-Variate Analysis of Data**

Data analysis of the uni-variate about attitude towards female education revealed the following:

*Traditional Thinking*

Local tradition plays important role in the formation of attitude. This is particularly true in the traditional society where every action of individual is the outcome of the local values in traditional society such as upper Dir decision about female education is determined by local values such as purda, patriarchy etc

Table 8 while describing the traditional thinking of the sampled respondents’ state that 32.8 percent disagreed with statement that female should stay at home. Another 64.2 percent disagreed over the opinion that who will manage the domestic activities when female would go to the school. Similarly 59.4 percent, 41.1 percent, 36.2 percent did not found concerned that when we give education to female other people will blame us, female education is against family norms and family leaders will oppose as respectively. A 76.7 percent agreed that their education had helped them in the formation of positive attitude towards female education.

Table 8: Traditional Thinking

Statement	Agree	Uncertain	Disagree
Why education for female	35 (17%)	13 (6%)	156 (77%)
Female should be in home only	9 (4.5%)	128 (62.7%)	67 (32.8%)
If she goes to school who will manage domestic activities	58 (28.4%)	15 (7.3%)	131 (64.2%)
People will blame us	63 (30.8%)	20 (9.8%)	121 (59.4%)
Female education is against family norms	68 (33.5%)	52 (25.4%)	84 (41.1%)
Family leaders do not allow female education	86(42.1%)	44(21.5%)	74(36.2%)
My education helps me to change my attitude about female education	156(76.7%)	30(14.7%)	18(8.6%)

Source: Field Survey, 2014

Table as a whole reveals that despite lives in the traditional society respondents were found positive towards female education. The major role in the formation of attitude was played by education of the sampled respondents. Similar results are by shown by Raizen,<sup>11</sup> Champine<sup>12</sup> and Arcus.<sup>13</sup>

**BI- Variate Analysis of Data**

To describe the association of dependent and independent variables for this purpose chi square test were used. The attitude towards female education was dependent variable affected by independent variable that included traditional thinking.

*Traditional Thinking and Attitude towards Female Education*

Table 9 states that while studying the value of traditional thinking in forming attitude towards female education exposed significant association with people will blame us(0.002) and education helped me change my attitude towards female education (p=0.000)

The table as a whole reveals strong association between traditional thinking and attitude towards female education. The traditional thinking exposed the people blaming which affected the attitude towards female education similarly education had helped in changing the attitude towards female education. Similar results are explored by Massimiliano.<sup>14</sup>

Table 9: Traditional Thinking and Attitude towards Female Education

Statement	Attitude towards female education			Chi Square P=Value
	Agree	Disagree	Uncertain	
<b>Why Education for Female</b>				
Agree	43(76.8%)	7(12.5%)	6(10.7%)	x <sup>2</sup> =15.636 (.048)
Uncertain	2(100.0%)	-	-	
Disagree	19(54.3%)	6(17.1%)	10(28.6%)	
<b>Female should be at Home</b>				
Agree	5(62.5%)	1(12.5%)	2(25.0%)	x <sup>2</sup> =14.073 (.080)
Uncertain	24(85.7%)	4(14.3%)		
Disagree	44(65.7%)	9(13.4%)	14(20.9%)	
<b>Who will manage domestic tasks</b>				
Agree	30(83.3%)	4(11.1%)	2(5.6%)	x <sup>2</sup> =10.287 (.245)
Uncertain	31(79.5%)	4(10.3%)	4(10.3%)	
Disagree	54(79.4%)	7(10.3%)	7(10.3%)	

People will blame us				
Agree	11(52.4%)	7(33.3%)	3(14.3%)	$\chi^2 = 24.573$ (.002)
Uncertain	8(44.4%)	5(27.8%)	5(27.8%)	
Disagree	35(81.4%)	2(4.7%)	6(14.0%)	
Female Education is against our norms				
Agree	25(80.6%)	4(12.9%)	2(6.5%)	$\chi^2 = 11.152$ (.193)
Uncertain	24(85.7%)	4(14.3%)	0	
Disagree	30(65.2%)	6(13.0%)	10(21.7%)	
Leaders do not allow female education				
Agree	6(100.0%)	0	0	$\chi^2 = 14.346$ (.073)
Uncertain	22(100.0%)	0	0	
Disagree	53(71.6%)	10(13.5%)	11(14.9%)	
Education helped me changed my attitude towards female education				
Agree	53(94.6%)	2(3.6%)	1(1.8%)	$\chi^2 = 42.882$ (.000)
Uncertain	23(76.7%)	5(16.7%)	2(6.7%)	
Disagree	1(12.5%)	2(25.0%)	5(62.5%)	

Source: Field Survey, 2014

### Conclusion

The study was designed to examine attitude of the people towards female education in the prevalence of the traditional society and local culture along with the impact of educated parents, income, family size and awareness on the promotion of female education.

It is found that majority of the respondents were literate, married and were living in joint family. The important aspect is that education has improved the attitude of the people towards female education in the prevalence of traditional society and local culture. Another prominent aspect is that educated parents consider education important for female. In this regard more income and smaller families also promoted female education. The awareness regarding female education also promoted female education.

The results further identified that attitude towards female education had strong relation with the traditional thinking as prevalence of traditional thinking demotes female education but education helped in changing the traditional thinking. In this regard awareness found strongly associated with the attitude towards female education as awareness changed the mentality through knowledge and enlightenment which in turn promotes female education.

**Recommendations**

The following recommendations are made on the basis of the respective study

- i. The prevalence of traditional thinking is affecting female education hence over all education has to be developed to minimize traditional thinking as it enhances female education
- ii. Educated parents have generally more support, encouragement and facilitation with their female to get education, therefore they should be motivated to focus more on the education of their female children
- iii. Awareness increases knowledge and enlightens mentality through which people can become more positive and supportive. Hence awareness both to parents and society should be made through media and other such sources for changing the attitude of the people towards female education
- iv. The expenses of education deviate the poor people from sending their female children for education. In this regard government of Pakistan is providing free education i.e. no fee, free books etc but further assistance of the poor parent's particularly financial assistance would promote female education.
- v. Cultural values such as purdah, walking through public places, lonely movement of females etc are the major factors determine the attitude of the parents. These should be handled both through mobilizing the parents and providing educational facilities to the females by the government at their doorsteps with least concerns of the parents.

## Notes & References

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