

## **Parents' Gender Biased Attitude towards Education**

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### **1. Introduction**

There is a strong demand and genuine desire of an educational program that all the study should make adjustment to modern concept and application to common need of life. Progress in any field requires a clear understanding of its elementary concept. Pakistan is a developing country and is facing many problems in education system including of higher rate of illiteracy of its population especially the female population. According to planning commission of Pakistan's report 2010, in 2008-2009 it is estimated approximately above 43% of total and 55% of female. This problem is rooting various other problems also. Majority of Pakistani people are shackled with age-old and functionally useless customs and traditions, which, may result in wastage of humanity effort and material resources. Gender biasless education is receiving much emphasis at present. Our 51% population is female. It is really needed to educate both male and female, who can face all challenges of present technological era. Lack of education especially female education is most significant factor contributing to underdevelopment of Pakistan.

The educational backwardness of Pakistani people is most eye-catching in respect of women's education although according to Islamic point of view it is obligatory duty of each Muslim man and woman to seek knowledge. It is generally recognized to teach a boy is to teach one person but to teach a girl is to teach a family. But in Pakistan, in the past, female education has been particularly neglected in the nation's educational program. Parents are the pioneers in the field of general and specific instructions for their children. Family traditions, customs and beliefs have been an everlasting impression upon the mental disposition of the children's behavior and attitude. Parent's attitude is important for sending their children to school, because a child is living with them and he or she has to obey parents orders especially in Pakistani society, further they are dependent on their parents. Therefore, there is a dire need to study the attitude of parents to understand the problem of the low participation rate if female in Pakistan. This study has been designed keeping in view the above-mentioned need.

### **2. Objectives of the study**

Following are the objectives of the study:

1. To survey the attitude of parents towards the education of their girl child.
2. To ascertain the prejudice and bias of parents against female education.
3. To find out the importance of the parents attachment to the teaching and learning of their girls.

4. To find out the relationship between education and the attitude of parents.
5. To find out the relationship between income and attitude of the parents.
6. To find out the difference in attitude of fathers and mothers towards education of their girl child.

### 3. *Significance of the study*

Its findings might be helpful for the parents, teachers, social workers, planners, NGOs, funders, and organizers of women education program development in the country.

### 4. *Delimitation*

The study is delimited to:

1. Only the parents of the girls, already studying in elementary class will be included. Researchers assumed that such parents would be in a better position to form an opinion about female education.
2. The findings of this study are based on the stated opinions of the sampled parents.
3. The socio-economics status of the parents is determined by two indicators, education and income of parents provided in attitude scale.
4. Since it is not possible either to interview all parents personally, so a common attitude scale was developed and sends to elicit opinion of the parents.

### 5. *Assumptions*

Almost all the parents residing in their selected area are educated enough to cooperate with the investigators.

1. Parents are actively interested in the education of their child.
2. Parents are aware of problems of their girl child and problems of school.

### 6. *Hypotheses of the study*

Following the hypotheses of the study:

1. Fathers and mothers do not differ in attitude towards education of their girl child.
2. Higher the education level of parents more favorable attitude towards the education of their girl child.
3. Higher the income level of parents more favorable attitude towards the education of their girl child.
4. Higher the socio-economic level of the parent, more favorable attitude towards the education of their girl child.

### 7. *Review of Related Literature*

Attitude has been the most fascinating subject of study in social psychology, and it still continues to be as such. Allport (1947) define attitude as;

“An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related”.

Important elements of Allport's definition are:

- Attitudes are private
- Attitudes are formed and organized through experience. That is, we are not born with our attitudes we acquire them via the **SOCIALIZATION** process
- An attitude is not passive, but rather it exerts a dynamic or directive influence on behavior. Attitudes believed to directly influence behavior

Murphy, Murphy and Newcomb (1937) define attitude as;

“Attitude is a primarily a way of being “set towards or against certain things”

An other view states that an attitude is a;

“Tendency or disposition to evaluate an object or the symbol of that object in a certain way”

Above definition focus on the effective tendency to favorable or unfavorable object and entirely discard the notion that any overt behavior is implied.

From different definitions we identify the following characteristics of attitude;

1. Attitudes are not inborn: they are learned through experience.
2. They can be inferred from the observed antecedent stimulus and consequent pattern. Attitudes have objective reference: one holds an attitude regarding some object; person or issue.

They differ from motives and personality trait that have subjective referencend.

3. Attitudes are positive or negative, pro or anti.

4. Once formed, they are unlikely to change under ordinary conditions.
5. From operational point of view attitudes are manifested in the consistency of references made to a specific object or situation.

Attitudes have three components

- a) Beliefs, or propositions about the way, things are or ought to be.
- b) Affects, or emotions associated with these beliefs, measurable in terms of physiological reactions or intensity and style of response;
- c) Action intention components, with a given probability of responding in specific way.

### **7.1 Nature of attitudes**

Thurstone and Clave (1929) define attitude as:

“The sum total of man inclinations and feeling, prejudice and bias, preconceived, notions, ideas, fears, threats and convictions about any specific topic” An attitude is a state of readiness that exerts a directive and come time a compulsive influence upon an individual behavior. Attitude may be either general or specific, for example a person has general attribute of liberalism may behave as a high conservative manner in a particular situation in which his personal welfare may be threatened. An attitude towards a certain person is specific. This brief induction of the nature of the attitude will furnish the students sufficient background concerning the psychological characteristics of attitude for the measuring instruments.

### **7.2 Women’s education and its importance**

The commission on the national education stressed the role, which the Pakistani women are to play in the development of the country and an importance of women’s education it said:

Unless a mother is educated there will never be an educated home or an educated community. At the same time primary education is the first essential step in the education program through which we must secure large numbers of women for teaching; medicine, nursing, and a wide variety of careers and professions. It is essential that the foundation of education for women are firmly consolidated and that the facilities provided for girls education be in very respect equal to those available for boys. We recommended therefore that in the future expansion of primary education the facilities provided for girls should be equal both in quantity and quality of education to those provided for boys.

In discussing the role of Pakistan women it said;

There can be no doubt that the women of Pakistan are serving to play their part in raising the status of themselves, their families and their nation. Ours women have already won for them an available reputation at the highest level of our national life as well as I inter national circles. We are confident from the spirit which the women of Pakistan have shown in such achievements as those of the “All Pakistan Women’s Association” that they can assumed a role of great importance in the consolidation and development of country if their dynamism and dedication can be nurtured and their efforts guided in to these channels where they can be of the greatest service”

### **7.3 Attitude scales**

Attitudes and beliefs are typically measured by the use of scales. A scale is a continuum marked off in to numerical units that can be applied to some object of state in order to measure a particular property of it. The scale rests on the assumption that there are underlying dimensions along which attitude can be ranged. Scaling is a method by which each respondent’s attitude can be assigned numerical value to indicate his or her position on the dimension of interest. Techniques of attitude scale construction are concerned particularly with identifying the underlying dimension as homogeneous and linear (so that only one attribute is being measured on a straight line) and with devising reproducible, reliable and valid research instrument. In many scale an attempt is made to have equal intervals on the scale that interval-level measurement is possible.

### **7.4 Likert scale**

In the measurement of attitudes the most frequently used scale is the Likert scale. It looks like this;

SA	A	U	D	SD
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Each respondent attaches his/her own value to the point on the scale. The respondent is instructed to circle the letter that best reflects his or her opinions.

Scrolling a Likert scale requires the followings;

On a positive item score SA=5, A=4, U=3, D=2, SD=1; on a negative item score SA=1, A=2 U=3, D=4, SD=5. Add all item scores to get a sum that tells you the positive attitudes are towards the object or experience being rated.

## 7.5 Research on Measurement of Attitude in Pakistan

Javed (1965) did a research on socio-economics characteristics and attitude of people towards female education. He said the method of observation through questionnaire and interview. The universe of his study consisted of population of 824 houses of Rehman pura. The investigator found that one third of the respondent were in four of female students and more than one third of the respondent were indifferent and little less than one third had unfavorable attitude towards female education. The lowest class men have less inclination toward female education, but still there were certain exceptional cases in the lowest class who are strongly favourable toward female education this may be because of their ambition and desire to rise up.

Farhat Afza (1965) did a research on some of family variables affecting the attitude of the women of selected community towards female college education. Her sample was 140 houses, according the Lahore corporation record. Here study indicated that there existed relationship between the attitude of the respond and their income. Families belonging to upper strata in the categories of income showed more inclination towards higher education of girls and wanted more inclination towards higher education of girl and wanted more freedom and equal rights with men to participate in different activities outside the home in their opinion educated mothers produce batter members in society and are responsible for the progress of the country so they remove social ills form a society. A large majority of responses expressed that they could not get more education or remained illiterate due to the fact their parents had no respect female education. Nasim Sabirah (1996) carried out a small research on selected parents and their attitude towards their daughter's education. She explored that those parents gave more important to their son's education than their daughter's education and dissatisfied with educate girls due to their undesirable behaviour.

Zubaida Qureshi (1969) from institute of education and research conducted a research on progress of female education in West Pakistan since independence. Few years later, in 1980 three students from institute of education and research did a comparative study on the parents who sent their children to school and the other group of parents who did not sent their children to school and their attitude towards female education for both boys and girls. The significant findings was that 54% of the parents who send their children to school were strongly in favour of female education, about 40% of the parents who's children were not in the school were against female education. Jannat Firdous, Kaneez Akthar and Zahida begum (1971) did a study of attitude of low income parents towards the schooling of their female children. Findings were that the attitude of lower income parents towards the education n of their female children was positive. They showed great interest in their daughter's education. But they did not like their daughter to get education in co-education institutions. The parents did not think that education of their daughter was a burden for them

Ghazala and Rubeena (1985) did a survey research on "socio-economic" background of the parents and their attitude towards female education. This study aims at finding out the relationship of the socio-economics background of the parents and their attitude towards education of their daughters and also gives some suggestions for improvement of parents' attitude towards female education. They conclude on the basis of their research that woman education is desirable. Respondent stated to give career oriented education to their daughters. Majority rejected the idea that educated girl lose interest in household affairs. Study reveals that positive change has developed in all three classes of the society that in upper, middle and especially in the lower clad, towards advancement of female education.

## 8. Methodology and Procedure

### 8.1 Population and Sample

Population of the study will consist of the parents of the girls enrolled in elementary classes living in three communities (Model Town, Township, and Shahdra) of different socio-economic levels.

The following schools were selected to represent each community:

1. Nobel Grammar School for Girls, Garden Town Lahore.
2. Rehmat Ali Memorial Girls, High School Town Lahore.
3. Govt. Girls High School Shahdra Lahore.

To select the sample from each school the list of students was prepared from the attendance register. Those students of uneducated parents were excluded from the list. From rest of the students 100 students were selected randomly. The school wise sample of student was under;

Nobel Girl School for Girls, Garden Town Lahore	30
Rehmat Ali Memorial Girls High School Town Ship Lahore	30
Govt. Girls High School Shahdra Lahore	40

The attitude scale was distributed amongst the selected students, with the request to get it filled in by the respective parents of the selected students.

## 8.2 Variables

In this research the researcher will have the four main variables;

1. Education of the parents.
2. Income of the parent.
3. Sex of the parent.
4. Attitude of the parents towards the education of their girl child

Education of the parents, income of the parents, and sex of the parents are independent variables while attitude of the parents towards the education of their girl child is dependent variables.

- (i) Firstly researcher have divided education of the parents into four levels i.e.
- (ii) MA/ M.Sc. or above
- (iii) BA/B.sc
- (iv) 111. FA/F.Sc
- (v) 1v. Matric

Secondly the researcher has divided parents into three category of income group. These are:

- (i) 0000 – 4000 (Lower income group)
- (ii) 4001 – 8000 (Middle income group)
- (iii) 8001 and above (Higher income group)

Sex differentiation

## 8.3 Instruments

In this research Likert type attitude scale are developed. Seven areas are covered in this scale. These areas will be:

1. Characteristics of educated girls.
2. Effect of educated girl on the family
3. Effect of educated girl on society.
4. Expenditures on girl's education.
5. Jobs of girls.
6. Education and training institutes.

The scales was made in Urdu language to clarify the meanings, so that the respondents could understand easily and give their response The scale consisted of 43 statements, from which 23 were positive statements and 20 were negative statements. These statements were stated to the various generalizations made on positive and negative attitude towards the education of their girl child. Every positive item has a scale value from 5 to 1 (strongly agreed to strongly disagree) and every negative item has a scale value from 1 to 5 (strongly agreed to strongly disagree). By adding all the item scores we got a sum that indicates how positive attitude is towards the education of their girls' child. The researchers scored the filled in scale and total score of each respondent was calculated. Mean for each group of respondents was calculated and compared.

## 9. Analysis and Interpretation of Data

The data being analyzed in this chapter was obtained from Likert type attitude scale having 43 statements. The data analyzed with respect to three basic variables, i.e. education, income and sex of parent. Distribution of parents by education and income is shown in table 1 and table 2 respectively.

**Table 1: Distribution of parents indicated in sample by level of education**

Education Level	Father	Mother	Total
M.A./M.Sc or Above	15	4	19
B.A./B.Sc	15	16	31
F.A./F.Sc	13	8	21
Matric	16	13	29
Total	69	41	100

**Table 2: Distribution of parents included in sample by income group**

Income group	Father	Mother	Total
0000-4000	16	17	33
4001-8000	29	20	49
8001 & Above	14	4	18
Total	59	41	100

**Table 3: Distribution of parents included in sample by education and income group**

Education Level	Income group	Father	Mother	Total
M.A./M.Sc or Above	0000-4000	0	1	1
	4001-8000	8	3	11
	8001 and Above	7	0	7
B.A./B.Sc	0000-4000	3	2	5
	4001-8000	7	12	19
	8001 and Above	5	2	7
F.A./F.Sc	0000-4000	3	7	10
	4001-8000	8	0	8
	8001 and Above	2	1	3
Matric	0000-4000	10	7	17
	4001-8000	6	5	11
	8001 and Above	0	1	1
Total		59	41	100

**Table 4: Comparison between mean score of father and mother on attitude scale**

Parents	Frequency	Mean
Father	59	166.1
Mother	41	174.54
Total	100	169.56

Above table 4 reveals that the mothers have comparatively more favorable attitude towards the education of their girl child than fathers. Therefore the research hypothesis that fathers and mothers do not differ in attitude towards education of their girl child is rejected and the alternative hypothesis that mothers have comparatively more favorable attitude towards the education of their girl child is retained.

**Table 5: Comparisons of attitude mean score among parents having different level of education**

Education Level	Attitude Mean Score		
	Father	Mother	Total
M.A./M.Sc or Above	164.26	169.75	165.42
B.A./B.Sc	174.86	182.56	178.83
F.A./F.Sc	165.15	176.65	169.53
Matric	160.15	164.84	162.25
<b>Total</b>	<b>166.1</b>	<b>174.54</b>	<b>169.56</b>

This table indicates that graduate parents have highest score (178.83) on attitude scale than M.A/M.Sc or above (165.42), F.A /F.Sc (169.53) and Matric (162.25) parents while Matric parents have lowest mean score (162.25) on attitude mean score. Therefore the research hypothesis that, higher the education level of parents, the more favorable attitude towards the education of their girl child is rejected, and the alternate hypothesis that with the increase in level of education of parents does not increase the positively of attitude towards the education of their girl child is retained.

**Table 6: Comparisons of attitude mean score among different groups of parents having different level of income group**

Income group	Attitude Mean Score		
	Father	Mother	Total
0000-4000	164.5	172.64	168.69
4001-8000	182.44	176.1	179.85
8001 & Above	158.78	174.75	162.33
<b>Total</b>	<b>166.1</b>	<b>174.54</b>	<b>169.56</b>

The table indicates that the parents belonging to middle income group have highest mean score (179.85) on attitude scale than group (162.33) and lower group (168.69) parents, while parents belonging to higher income group have the lowest mean score (162.33) on attitude scale. Therefore the research hypothesis that the high level of income of parents more favorable attitude towards the education of their girl is rejected, and the alternative hypothesis that with the increase in income of the parents does not increase the positively of the attitude towards the education of their girl child retained.

**Table 7: Comparisons of attitude mean score among parents belonging to different socio-economic groups**

Education Level	Income group	Father	Mother	Total
M.A./M.Sc or Above	0000-4000	0	165	195
	4001-8000	171.5	161.33	168.73
	8001 and Above	137.14	0	137.14
B.A./B.Sc	0000-4000	179.33	180.5	179.8
	4001-8000	181.16	181.16	182.06
	8001 and Above	193	192	169.43
F.A./F.Sc	0000-4000	177.14	177.14	178.18
	4001-8000	0	0	169.25
	8001 and Above	173	173	168
Matric	0000-4000	141	141	149.35
	4001-8000	172.8	172.8	170.73
	8001 and Above	140	140	140

The table reveals that M.A. /M.Sc or above parents belonging to lower income group have highest score (195) on attitude scale than higher and middle income groups. Graduate parents belonging to middle income group have highest mean score (182.06) on attitude scale than higher and lower income group. F.A. /F.Sc parents belonging to higher group of income have highest mean score (178.18) on attitude scale than middle and lower income group parents. Matric parents belonging to middle income group have highest mean score (170.73) on attitude scale than higher and lower income group parents. Therefore the research hypothesis that “higher the socio-economic status of parents, more favorable attitude towards their girl child” is accepted.

## 10. Discussion

Pakistan is a developing country and it demands to educate both male and female. Especially Female education needs to be enhanced at all primary, secondary, higher education technical vocational education level. It is the need of the hour to give equal educational and employment opportunities, full support and encouragement to female students from the family. Parent attitude is important in sending their children to school. A girl child is totally dependent upon their parents. The study aimed to ascertain the prejudice and bias of parents against female education. An object t of the study is to find out the relationship between the education of the parents and their attitude towards the education of their girl child, and also to find out the relationship between income of parents and their attitude towards education of their girl child. Another object of the study is to find out the difference in attitude of fathers and mothers towards the education of their girl child.

Population of the study consisted of parents of the girls’ enrolled secondary class living in three communities (Garden Town, Town Ship and Shahdra) of different socio-economic level.

The following schools were selected to represent each community.

1. Nobel grammar school for girls, Garden Town Lahore
2. Rehmat Ali memorial girls high school, Town Ship Lahore
3. Govt. Girls High School, Shahdra Lahore

From each of the above mentioned school the list of students were selected, 30 from noble grammar school for girls, Garden Town Lahore, 30 from Rehmat Ali memorial girls high school and 40 from Govt. girls high school Shahdra Lahore. The attitude scale was distributed amongst student to be filled by their parents. The attitude scale was developed as a tool for collecting data from the sample. The attitude scale 43 statements related to various generalizations made on positive or negative attitude towards the education of their girl child. Frequency tables were made to show findings and also brief descriptions were given. It was hypothesized firstly; fathers and mothers do not differ in attitude towards education of their girl child.

Secondly, higher the education level of the parents, the more favorable attitude towards the education of their girl child.

Thirdly, higher the level of income of parents more favorable attitude towards the education of their girl child.

Fourthly, higher the socio-economic level of parents, more favorable attitude towards the education of their girl child.

## **11. Findings**

Following were the findings of the study

1. Parents have highly positive attitude towards the education of their girl child.
2. Mothers have comparatively attitude towards the education of their girl child than fathers. Therefore the research hypothesis that fathers and mothers do not differ in attitude towards attitude of their girl child is rejected and the alternative hypothesis that mothers have comparatively more favorable attitude towards the education of their girl child is retained.
3. Graduate parents have highest mean score (178.83) on attitude scale than M.A. /M.Sc or above (165.42), F.A. /F.Sc (169.53) and Matric (162.25) parents, while Matric parents having lowest mean score (162.25) on attitude mean scale. Therefore the research hypothesis that, higher the education level of parents, the more favorable attitude towards the education of their girl child is rejected, and the alternate hypothesis that with the increase in level of education of parents does not increase the positively of the attitude towards the education of their girl child is retained.
4. Parents belonging to middle income group have highest mean score (179.85) on attitude scale than higher group (162.33) and lower group (168.69) parents, while parents belonging to higher income group have the lower mean score (162.33) on attitude scale. Therefore the research hypothesis that higher the level of income of parents more favorable attitude towards the education of their girl child id rejected, and the alternate hypothesis that with increase in income o f the parents does not increase the positively of the attitude towards the education of their girl child is retained.
5. Parents belonging to the higher socio-economic status have more favorable attitude towards the education of their girl child. Therefore, the research hypothesis that higher that higher the socio-economic status of parent, more favorable attitude towards education of their girl child is rejected.

## **12. Conclusions**

In view of the findings of the study the following conclusions were formed; Parents have highly positive attitude towards the education of their girl child. Mothers have comparatively more favorable attitude towards the education of their girl child. Though level of education of parents and their level of income is not independently related to the attitude towards the education of their girl child, but when level of income and level of income are studied together they showed positive relationship with the attitude towards the education of their girl child.

## **Recommendations**

Following recommendations were made on the basis of the findings;

1. Similar research should be conducted on the large sample to correctly measure the change in the attitude of the parents.
2. Further research should be done in which the attitude of illiterate mother and fathers towards the education of female education should be compared.
3. A research should be done on other areas like attitude of parents towards curriculum and attitude of parents towards the role of school in society.
4. Convince problem is also a factor, which influence the attitude of parents towards the education of their girl child. Therefore a study should be conducted to know the attitude of parents living in backward areas.



5. A study may be conducted on relevance of curriculum in our society.
6. A study should be conducted on quality of education provided in Pakistani school
7. More specific questions should be asked to elicit more clearly what the respondent said.
8. Special facilities should be provided to low income parents for providing education to their daughter, and their motivations be exploited to the best interest of female education.
9. Self-help and homemaking activities like cleaning, sewing and cutting and handcraft making should be a part of primary education to provide training in saving and investment.
10. Massive motivational campaign may be launched by the Government and Government organizations to promote the awareness of the female education

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### **Definition of the term**

#### **Attitude**

Attitude means the more favorable and unfavorable feelings of people towards various objects. Attitudes are learnt in experiences and although they may be very general; they are usually acquired in specific social cultural situation.

#### **Parents**

Here are means only those parents who sent their daughters to school under no obligation.

#### **Education**

Education is a process of learning and developing the power of knowledge. Learning of informed and specific knowledge of life through various subjects taught in the school.

#### **Girl child**

By girl child we mean only those girls who were already student in school.

#### **Education of girl child**

This term means to send daughter to school for mental education by the parents.