

Role of parent's education toward female higher education in society (A study of Multan)

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Abstract

Education is a process of simple learning and knowledge process. Education begins on the edge of the mother. Education is very important for all people. The existence of a man without education is similar to earthly. Budget resources for education are very low. There are smaller schools and colleges for women's education and training. The importance of training and developing this conference is a group of students who want to attend school. When it comes to the globalization of primary education, both countries have this problem. The researchers' statement about this problem "constitutes a social and cultural barrier for the higher education of women". To find out what's going on in girl education. Examine the barriers facing women's exposure to higher education. This problem analyzes different problems of women in higher education. Strengthening the position of women can be strengthened through higher education. However, increasing access to education does not only mean the academic achievements of girls. The government should have a bigger barrier. The government should have the right to equal funding for women's higher education.

Keywords: Female Education, Educated Parents, Uneducated Parents, Traditional Society, Culture, Traditions, Unequal Education Access, Financial Resources

1. Introduction

It is very significant that females should have alike access to schooling in all disciplines. When a young woman is not educated, the main part of human resources is lost. Their uneducated people have little financial worth both at home and abroad (Khalid, 1998). Education is adequate for all men and woman is discriminating against the man, the race is the same. Women's education is important in the community improvement and improvement in the teaching. The creator for the change can decide on the girls along the way through economic planning and socialization. Education the strategy and strength of the nation's strategies to end the dispute with the student securing global education for renewal women are required to do the job it may be nice for girls and girls alike it is easy to give girls the opportunity to participate in sports it can help to achieve gender equality in education. It is important to take care of the fields, so parents do not be afraid to send their daughters to the fields. There are many boys who leave the school when they are dating part of it is for a free home shutter. Many girls are

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kept at home to help the home works of the story of the first marriage, the circumstances, and the like lessons to reduce the amount of education for girls. Education is like learning in education a boy's education is the only person's education. Urban people are learning to teach them the girl from the villagers (Eram, 2017).

The female prediction is an economic one not good for the economic floor. There is no doubt about that Pakistani women are eager to have access to education the location of them, their families, and their people. The women are already jealous it is indebted to the highest level of our national life, as well the same is true in the circles of the world (Khattak, 2013). Women have a low value in life in many countries. There is also evidence of this low value because in the global figure it was found that women died in childbirth and the mortality rate in girls is high than boys. There is a high level of malnutrition in females and poor health conditions cause infanticide. This is a cause of huge disparity in the global figure of the population (Leach, 1998).

2. Literature Review

Niles (1989) has examined patriarchal attitudes regarding women's education through interviews with rural/urban and male/female subjects from three regions of northern Nigeria. All participants were fathers by their school-age daughters. The consequences show that despite recent government efforts to mainstream primary education, parents in rural areas have an unfavorable attitude, especially when it comes to Western-style girls' education. However, women from cities strongly support girls' education and have high aspirations in both schooling and service. This advocates that outdated, durable, and harmful attitudes towards girls' education may respond to the modern influences currently present only in urban centers in northern Nigeria. Abbasi and Saeed (2012) reported that the status of women can be corrected through high-level education. Women should have equal access to education. Girls are forced to enter the home duties of the earliest ages. Girls usually do not go to school because of several factors. Even if they are saved; their presence is irregular or they give up earlier. Saeed (1990) the status of women in the document is negative and backward compared to men it has also never been promising. The role of non-governmental organizations was also very dissatisfied to transmit the message to parents and members of the community. Female education promotes the social and economic conditions of parents and society.

Khalid (1996) men are judges and they have considered dominant parents of the family give less meaning to the education of girls. It is in rural areas Sindh's parents are trying to teach their girls because they will force them to find an educated bride who rejects more expenses during marriage. The nature of this behavior of people does many kinds of problems for women's education. Buchmann and Diprete (2006) gender differences have changed within a few decades this is in the interest of women and men, the study, which is the first time to review its causes for a comprehensive review. The benefits of growing women are in the family's influence college resources and resources are gender differences college graduation is a growing gender difference. Eram (2017) found it most parents stopped girls' education at the initial level because of a misunderstanding about religious training and understanding of special treatment than women in self-care. Rural communities believe that college or university education can be enabling women to oppose their decisions as family elders.

Samal (2012) has focused on the parents' view of their children's education. Critical Issues the positive effects of the number of people who responded to the education of their children have shown. Sometime, parents face financial issues so due to this problems parents don't prefer female education. Extreme results have been reported on the views of ethnic and uneducated

parents. The role of women has been emphasized as critical. There is a serious distinction between all people and those who think they are thinking of excellent education for their children. Sandhu et al., (2005) focused on the research to study the socio-economic factors which are associated with the education of females in rural areas, and data were collected through the interview method of research. The researcher found that the education and income of families are associated to send their children to school. The majority of the female population is illiterate due to unsatisfactory conditions in educational institutions, and lack of basic facilities in these institutions. Female education is not encouraged by the parents because of old traditions, low income, and low level of parent's education. The researcher suggests motivating female higher education and changing old values.

Lavelly et al., (1990) focused on their research to raise female education first in the cities because they accept change more easily than rural people. The researcher found that female education increased due to the expansion of opportunities for female education. Educational quality and regional variation are difficulties of female education. In most developing countries women's education is increasing due to improvement in the status of women. Female education has an important role to change in family patterns because it is an indicator of the independent force of women's status. Menges and Exum (1983) focused on the research to analyze the minor faculty and women who progressed more slowly than males and these also cause lower academic ranks. The researcher found that the risk of women and minorities is greater for the faculty ranks which is through joint appointments. During their Promotion, they face different problems and hurdles. There is a need to improve the minority faculty and women faculty in all the academic disciplines.

3. Methodology

For the researcher, it is necessary to know the method of research and methodology. Among the various methods of data collection, the researchers chose the survey method of research. In order to collect data from a large number of respondents or a larger group of respondents, questionnaires include the best tool. For this reason, the researchers chose the questionnaire as a tool to collect data from the target community and the universe of the current study was parents. The sample size of the present study was 100. Among them 50 respondents were male and 50 were female.

Table 1

Demographic characteristics of the respondents

Demographic Characteristics	Description of Characteristics	Frequency	Percentage
Sex	Male	64	64.0%
	Female	36	36.0%
Total		100	100%
Age	25-35	5	5.0%
	31-40	20	20.0%
	41-50	45	45.0%
	51-60	30	30.0%
Total		100	100%
Education	Matric	48	48.0%

	Intermediate	36	36.0%
	Graduation	7	7.0%
	Master	9	9.0%
Total	100	100	100%

The table 2 shows the proportion distribution of respondents regarding views of respondents about they think that father's schooling is essential for the bright upcoming of the children

Table 2

Father's schooling is essential for the bright upcoming of the children

Categories	Frequency	Percent
To great extent	45	45.0
To some extent	35	35.0
Not at all	20	20.0
Total	100	100.0

Table 2 showed that 45.0 percent of remarkable respondents of this research argue that to great extent agree that parents' schooling is required for the cheerful upcoming of their children, 35.0 out of a hundred of respondents to some extent agree with this, and 20.0 percent of respondents were not agreed with this.

Zhan (2006) also checks the education of children and educational results of children. After checking family income and other parental characteristics, the parents' assets were positively related to mathematics and reading the results of children. Parental resources were also positively associated with school activities.

Similarly, Table No. 2 depicts the percentage distribution of respondents about views of respondents about educated paternities brought up their children differently than uneducated paternities

Table 3

Educated vs. Uneducated paternities to brought up their children

Categories	Frequency	Percent
To great extent	50	50.0
To some extent	45	45.0
Not at all	5	5.0
Total	100	100.0

50.0 percent of respondents of this research to great extent agree that educated parented socialized their children differently than uneducated parents, 45.0 out of a hundred of respondents to approximately agree and only 5.0 out of a hundred of respondents do not agree with this. Manning and Swick (2006) describe information about the involvement of parents and the family insights in supporting or inhibiting partnership into the child and family. The purpose of the writers is to provide positive principles and plans for emerging relationships

between families and schools.

Table No. 04 show the percentage distribution of respondents regarding views of respondents about cultivated parents provide better direction to their children in real-world life than the children of unschooled parents

Table 4

Educated parents provide better direction towards real world life than uneducated parents

Categories	Frequency	Percent
To great extent	52	52.0
To some extent	45	45.0
Not at all	3	3.0
Total	100	100.0

52.0 percent of respondents to great extent agree that educated parents provide better guidance to their children in practical life than the children of uneducated parents, 45.0 percent of respondents to some extent agree with this and 3.0 percent respondents were not agreed with this. Pomerantz and Moorman (2007) many educational policies help parents to join the educational life of children. Such activities, as well as expanding the participation of parents. However, factors outside the parent's involvement can be imported.

Table No. 05 show the percentage distribution of respondents regarding views of respondents about educated parents look after their children very carefully than uneducated parents

Table 5

Educated parents look after their children than uneducated parents

Categories	Frequency	Percent
To great extent	44	44.0
To some extent	49	49.0
Not at all	7	7.0
Total	100	100.0

44. percent of respondents of this research said that is necessary that cultivated parents look after their offspring very sensibly than unschooled parents, 49.0 out of a hundred of respondents of the research to some extent agree that cultivated parents look after their children very carefully than uneducated parents and only 7.0 out of a hundred respondents did not agree with this. Geller et al., (2009) Find that imprisoning identifies families struggling with serious difficulties that cannot be explained by other observed family traits. Given the prevalence of imprisonment, our results propose that a huge people of children suffer from unmet material needs, housing instability, and behavioral problems. This risk can best be resolved through imprisonment as an opportunity to intervene and administer social services appropriate for age.

Table No. 06 show the views of respondents about the children of educated parentages are more mannered to their children than uneducated parents

Table 6

Educated parents' children are more mannered than uneducated parents

Categories	Frequency	Percent
To great extent	50	50.0
To some extent	47	47.0
Not at all	3	3.0
Total	100	100.0

50.0 percent of respondents of this research to great extent agree that the children of educated parents are more mannered to their children than uneducated parents, 47 percent of respondents to some extent agreed with this and only 3.0 percent of respondents do not agree with this.

Guryan et al., (2008) also reported that parent's control who assigns their care to children. We know that parents with higher education spend more time with their children, for example with their mothers or with higher education.

Table No. 07 show the views of respondents about education of parents is necessary for children education.

Table 7

Educated parents' view of necessity of education than uneducated parents

Categories	Frequency	Percent
To great extent	50	50.0
To some extent	44	44.0
Not at all	6	6.0
Total	100	100.0

50.0 percent of respondents of this research to great extent suggest that the education of parents is necessary for children's education, 44.0 percent of respondents to some extent said that it is necessary also but 6.0 percent respondents were not agreed with this.

Hornby and Lafaele (2011) stated that the issue of parents' participation in schooling is worth mentioning the wider rhetorical support and significant variability in the reality of his practice. The situation is proposed that the difference among bombast and authenticity and the gap results from the influenced factors on the parent and the family, the child, parent-teacher, and social levels, which is the development of an effective parents' intellectuality on barriers as a function.

4. Research Hypothesis

Association between the caste system and cultural norms barrier towards female higher education

Null hypothesis

There is no association between the caste system and cultural norms barrier towards female higher education

Alternative hypothesis

There is an association between the caste system and cultural norms barrier towards female higher education

Chi-square is a statistical test that is used to examine the differences between variables in a random sample to determine a positive correlation between expected results and observed results. Table 7 presents the analysis that to what extent do you think that caste system influence to female's higher education? * To what extent do you think that our cultural norms are barriers for female's higher education? Cross tabulation

Table 7

Association between the caste system and cultural norms barrier towards female higher education

		To what extent do you think that our cultural norms are barriers for female's higher education?			Total
		to great extent	to some extent	not at all	
To what extent do you think that caste system influence to female's higher education?	To great extent	25	12	2	39
	to some extent	20	26	6	52
	not at all	1	6	2	9
Total		46	44	10	100

Chi square= 11.223

Degree of freedom= 4

Level of significance= 0.024

In the first hypothesis, the researcher finds out the association between the caste system and cultural norms barrier towards female higher education. For this purpose, researcher used the chi-square test. There is an association between the caste system and cultural norms barrier towards female higher education. There is no association between the caste system and cultural norms barrier towards female higher education. The value of the significance level is 0.024. Which approves the null hypothesis statement; there is no relationship association between the caste system and cultural norms barrier towards female higher education. The findings of this hypothesis find out that education has a significant effect on the caste system and cultural norms.

5. Discussion and Conclusion

Equal access to education is very important for the development of any country. Many times, it is reported that female face many problems in their access to education. 1973 constitution of Pakistan give equal access of education to all citizen of Pakistan but ground reality is different. Pakistani culture has composite dynamics due to the diversity of values and societies across the country. This community is rooted in the Conventional philosophy, which describes the main parameters of social, political, economic, and moral standards of people's life patterns. By learning in the same institution, men and women achieve social maturity through interaction and sharing their own experiences at an early age, not in a separate institution. Strengthening the position of women can be strengthened through higher education. Girls' education is considered a panacea for sustainable social development around the world. In fact, women's education is a central element of their empowerment. In the gender and development literature, girls' education is considered a pre-condition for fair and just socio-economic development. As in all developing countries around the world, the issue of gender and education requires a lot of attention.

Declaration of conflict of interest

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