

A COMPARATIVE STUDY OF ATTITUDES OF EDUCATED AND UNEDUCATED PARENTS TOWARDS FEMALE EDUCATION IN DISTRICT DERA ISMAIL KHAN

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ABSTRACT

The problem under study was the comparative effectiveness of educated and uneducated parents towards female education in district Dera Ismail Khan. The study was significant because it helpful in determining the attitudes of parent towards the education of girls. A representative sample of 50 fathers and 50 mothers was selected randomly from rural and urban areas of District Dera Ismail Khan. Out of these 50 fathers 25 were illiterate and 25 were educated. Similar was the case of females. Likert type attitude scale was used in the study as instrument. The t-statistics was used as the analysis of data.

INTRODUCTION

It is the architect of Almighty Allah that no two persons are alike in their measurable characteristics e.g. weight, height and color etc. In the same way, psychological characteristics such as intelligence aptitude, behavior and attitude are also different from each other. Psychologists believe that each individual is unique and unlike others, Due to individual differences. There are differences in different aspects of life, apart from physical, emotional, intellectual and social differences, sex differences are there in children's (Shahid.S.M, 2010). There are different kinds of individuals in our society and everyone has his own attitude about different things.

Our country is one of the populous country of the world having about 120 million people out of which 50% are

female, but their characteristics in the achievement of society is low. Developed countries have a hundred percent literacy rate while the literacy rate in Pakistan is about 49.9% which is very low.

The complexity of modern age has changed the whole pattern of human life. No country can make progress and prosperity of all the developing countries. A network of educational institutions is needed in this respect. It is not possible without positive of the people in general.

The fact of discrimination against women is a worldwide phenomenon depending upon the number of factors. Women do not enjoy educational opportunities. Everywhere in the world they are given less opportunity of

education. Even today, millions of woman lives in a state of illiteracy.

Education is considered to be the essential instrument of development and self fulfillment for women but most of them never got a chance to become educated.

The literacy rate in Pakistan in 1982-83 was 23.5% while that of male was 32%. In rural area the literacy rates of female 5.7%. The literacy rate in 1992 has been estimated as 32%. In this % age only 13.7 women are educated which is very low rate of literacy. The literacy rate in rural areas was 14.8%.out of which the rate of female literacy was 5.5%. The literacy situation is not satisfactory in Pakistan, especially in the Pakhtun khwa.

In Pakistan the participation rate is at primary level of both sex in 1982-83 was 48% in which boys were 68% and girls were 32%. The participation of rural girls was 20% and the target of 75 & for boys and girls. The enrollment ratio of the female at the secondary level is 13% and at the university level is 0.5%. This situation justifies special arrangements to be made especially at the higher level, in rode to enhance the participation rate of female in education. In EFA Primary education has been assigned top priority. Universalization of primary education in terms of universal enrollment latest by 2010 I case of boys and 2015 in case of girls is the vowed goal and target of national, provincial and district EFA plans (Iqbal, 2010).

In some of the countries the problem of female education has been solved up to a great extent with the help of co-education, however where there are some institutes of co-education there may be negative attitudes of parents.

A very little is being done to improve the extinct of attitudes towards education among the Pakistani families. In this study the researcher has investigated the attitude of parents towards the education of girls in District Dera Ismail Khan.

Main purpose of the study was to investigate the kind of attitude parents have towards education of their daughters. These areas are not provided the educational facilities special in the field of female education. Main thing to discover that what kind of attitude parents have towards the education of girls, what are the reasons of positive or negative attitude into positive attitude so that education of girls can be promoted in District Dera Ismail Khan.

In this study the researcher has tried to determine the attitude of educated and uneducated parents towards female's education in District Dera Ismail Khan.

STATEMENT OF THE PROBLEM

The problem under study was "A Comparative Study of Attitudes of Educated and Uneducated Parents towards Female Education in District Dera Ismail Khan".

OBJECTIVES OF THE STUDY

Following were the main objectives of the study:

- 1) To find out the extent of attitudes of educated parents and Uneducated Parents towards Female Education in District Dera Ismail Khan.
- 2) To find out the significant difference between the attitudes of educated and uneducated fathers who are resident of District Dera Ismail Khan.
- 3) To find out the significant difference between the attitudes of educated and uneducated mothers who are resident of District Dera Ismail Khan.
- 4) To suggest some ways and mean to improve the environment of education in District Dera Ismail Khan.

SIGNIFICANCE OF THE STUDY

- 1) The study may be significant because the results of this study may provide a guide line to make efforts for the promotion of the education of girls.
- 2) The study may be helpful in determining the attitudes of parent towards the education of girls.
- 3) This study may become a baseline for others researchers regarding promotion of attitude of parents towards the education of girls.
- 4) This study may be helpful in changing the negative attitudes of parents towards the education of girls.

LIMITATIONS OF THE STUDY

Following were the main limitations of the study:

- 1) Only attitudes scale was used as a tool of research for the measurement of attitudes.
- 2) Attitude scale was constructed by the researcher herself and was not standardized due to constraints of time and resource.

METHODOLOGY

Population

All the parents residing in District Dera Ismail Khan comprised the population of the study.

Sample

A representative sample of 50 fathers and 50 mothers was selected randomly from rural and urban areas of District Dera Ismail Khan. Out of these 50 fathers 25 were illiterate and 25 were educated. Similar was the case of females.

Instrument

Likert type attitude scale was used in the study. The scale had two types of items, one showing positive attitude and the others showing negative attitude. These two types of items were intermixed in the scale.

The scale was administrated by the researcher so as to find out the responses of the parents. The parents were requested to read each of them and encircle the best statement according to their own perception.

In case of uneducated parents, the researcher read each and every statement before the parents.

Administration of instruments

The scale was administrated by the researcher so as to find out the responses of the parents. The parents were requested to read each of them and encircle the best statement according to their own perception.

In case of uneducated parents, the researcher used interview technique. Read each and every statement before the parents and encircled the relevant category himself to the responses given by the parents.

Statistical Analysis

The items of the scale were scored according to the statistical procedures. The procedure was as under:-

<i>Sing</i>	<i>scoring key</i>	<i>+ve</i>	<i>-ve</i>
A	<i>strongly agree</i>	5	1
B	<i>agree</i>	4	2
C	<i>undecided</i>	3	3
D	<i>disagree</i>	2	4
E	<i>strongly</i>	1	5
	<i>Disagree</i>		

The data thus collected was arranged and analyzed. For the purpose of analyses and comparison relevant statistical methods were used. For calculating significant difference between two means like educated and uneducated fathers, mothers. T-test was used as statistical technique.

PRESENTATION AND ANALYSIS OF DATA

The data was printed in the form of tables. For analysis statements are given

under each table along with relevant interpretation.

Table 1 Means attitudes scores and standard deviation along with t-value of educated male urban parents and educated female parents

Variable	N	Mean	Standard Deviation	t-value	p-value
Educated Urban males	25	4.20	.23		
Educated urban females	25	4.50	.20	-1.72	.21

The above table shows that the mean attitude scores of educated male urban and educated female urban are 4.20, 4.50 and standard deviation is 0.23 and 0.20 respectively. The t-value of -1.72 is less than table value, so H₀ is retained. It means that there is no significant difference between the attitude of educated male urban and educated female urban towards education of their daughters.

Table 2 Means attitude scores and standard deviation along with t-value of educated male rural parents and educated female rural parents

Variable	N	Mean	Standard Deviation	t-value	p-value
Educated Rural males	25	3.80	.82		
Educated Rural females	25	4.30	.45	2.98	.41

The above table shows that the mean attitude scores of educated male rural and educated female rural are 3.80 , 4.30 and standard deviation is 0.82 and 0.45 respectively. The t-value of -2.98 is greater than table value, so H_0 is rejected. It means that there is significant difference between the attitude of educated male rural and educated female rural towards education of their daughters.

Table 3 Means attitude scores and standard deviation along with t-value of uneducated male urban parents and uneducated female urban parents

Variable	N	Mean	Standard Deviation	t-value	p-value
Un-Educated Rural males	25	3.00	1.12		
Un-Educated Rural females	25	3.50	0.90	2.38	.01

The above table shows that the mean attitude scores of un-educated male urban and un-educated female urban are 3.00, 3.50 and standard deviation is 1.12 and 0.90 respectively. The t-value of 2.38 is greater than table value, so H_0 is rejected. It means that there is significant difference between the attitude of un-educated male urban and un-educated

female urban towards education of their daughters.

Table 4 Means attitude scores and standard deviation along with t-value of un-educated male rural parents and un-educated female rural parents.

Variable	N	Mean	Standard Deviation	t-value	p-value
Un-Educated Rural males	25	2.50	0.70		
Un-Educated Rural females	25	2.75	0.42	-1.25	.41

The table shows that the mean attitude scores of un-educated male rural and un-educated female rural are 2.50 , 2.75 and standard deviation is 0.70 and 0.42 respectively. The t-value of -1.25 is less than table value, so H_0 is retained. It means that there is no significant difference between the attitude of un-educated male rural and uneducated female rural towards education of their daughters.

Table 5 Means attitude scores and standard deviation along with t-value of educated and un-educated male and female rural parents.

Variable	N	Mean	Standard Deviation	t-value	p-value
Educated urban males & females	50	4.35	.22		
Educated rural males & females	50	4.50	.64	-1.40	.19
Un-Educated urban males & females	50	3.25	1.05		
Un-Educated rural males & females	50	2.12	0.57	0.24	.21

The above table shows that the mean attitude scores of all educated male and female parents are 4.35, 4.50 and standard deviation is 0.22 and 0.64 respectively. The t-value of -1.40 is less than table value, so H_0 is retained. It means that there is no significance difference between the attitude of educated male and educated female towards education of their daughters. Similarly the mean attitude scores of all un-educated and educated female parents are 3.25, 2.12 and standard deviation is 1.05 and 0.57 respectively. The t-value of 0.24 is greater than table value, so H_0 is rejected. It means that there is significant difference between the attitude of un-educated male and un-educated females parents towards education of their daughters.

FINDINGS

Following were the main findings of the study

- 1) No significant difference was found between the attitude of educated male urban and educated female urban towards education of their daughters.(table-1)
- 2) There was significant difference between the attitude of educated male rural and educated female rural towards education of their daughters.(table-2)
- 3) No significant difference was found between the attitude of un-educated male urban and un-educated female urban towards education of their daughters.(table-3)

- 4) No significant difference was found between the attitude of un-educated male rural and un-educated female rural towards education of their daughters.(table-4)
- 5) There was significant difference between the attitude of educated males female parents towards education of their daughters.(table-5)
- 6) Significant difference was found between the attitude of un-educated males & females parents towards education of their daughters. (Table5).
- 7) Significant difference is there among the means score of educated and un-educated respondent. The means scores of educated parents are 4.35, 4.50. Whereas un-educated parents have means scores of 3.25 & 2.12 respectively.

CONCLUSIONS

Conclusions drawn from the findings of the study are given below.

- 1) Educated male and female urban respondents had positive attitudes and extent of their attitude was approximately the same.
- 2) Educated male and female rural respondents had positive attitudes and extent of their attitude was different. Females had more positive attitude than males because their means score is more than of males.
- 3) Un-Educated male and female urban respondents had positive attitudes and extent of their attitude was different. Females had more positive

- attitude than males because their means score is more than of males.
- 4) Un-Educated male and female rural respondents had moderate attitudes and extent of their attitude was approximately the same.
 - 5) All educated male and female respondents had positive attitudes and extent of their attitude was approximately the same.
 - 6) All Un-Educated male and female urban respondents had positive attitudes and extent of their attitude was different. urban respondents had more positive attitude than total respondents because their means score is more than that of rural respondents.
 - 7) All educated and un-educated respondents had difference in their attitudes. Educated respondents had more positive attitudes than un-educated respondents.
- may convince other males to send their daughters to school.
- 3) Islamic values may ve given due place and may not be neglected at any stage even from primary to university level. It woll promote positive attitude in parents as well as offspring.
 - 4) Facilities of education may be provided on the door step to girls so that they can easily get education.
 - 5) Media can play a very vital role in modifying the attitude of parents. So different programs may be started on TV and radio that can help in the modification of behavior and attitude of parents towards the education of girls.
 - 6) Educated person can play a very vital role in this regard. They may put the idea of female education and its advantages in the minds of uneducated parents so that they can interest in the education of girls.
 - 7) Our teachers and particularly female teachers can play an important role in this regard by providing good and modest girl student. They can attract the attention of the parent towards the education of girls.
 - 8) Education for girls may be made cheaper. So that a poor person can send his daughters well as his son to the school.
 - 9) Seminar and workshops may be conducted for motivation of Pakistani community so that they may send their daughters to the educational institutions.

RECOMMENDATIONS

- In the light of the findings and conclusions drawn from the study the following recommendations are made.
- 1) Adult education programs may be strengthened so that maximum number of parents can be given education. As it is a fact that educated parents have more positive attitude towards the education of their daughters.
 - 2) The parents teachers committees may be established in which male parents may be invited so that they

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