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The effects of parents' education on their daughters' education at higher level in Khyber Pakhtunkhwa, Pakistan

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#### Abstract

The current research in Khyber Pakhtunkhwa looked at parents' education on their daughters' higher education. The researchers wanted to see how their parents' education influences their daughters' academic motivation. The study included male parents from Dir lower, District Upper Dir, and Swat. A sample of 360 male parents was chosen using the L.R Gay (2010) sample sorting table. A questionnaire was developed, and the Likert scale was provided five choices. Thus the data was collected on random policy from the selected male parents. The data was entered into SPSS, analyzed with version-22, and percentage and chi-square analysis were used to interpret it. The research discovered that their parents' high educational levels positively influenced their daughters' higher education. The study recommends that the government educate society and parents in Khyber Pakhtunkhwa, Pakistan, to improve girls' literacy.

Keywords: daughters' education, educational effects, higher Education, Pakistan, parents

Education entails the growth of a person's faculties, especially his mind. An excellent educational system results in a calm mind. Education sharpens men's senses and strengthens their mental faculties, allowing them to adapt to the changing environment of the modern world (Mingat, 2007). Pakistan is a developing nation that faces various educational challenges. One of the problems raised in the high illiteracy rate, with females outnumbering males. The female gender makes up nearly 54 percent of Pakistan's total population (MOE, 2008).

Similarly, Aristotle defines education as the growth of a man's faculties, especially his mind and thoughts. Education is described as a person's overall improvement; thus, education involves identifying and improving all of a person's inherent abilities. It is undeniably a jumble of personal beliefs, emotions, rituals, facts, theories, and life philosophies. Education's primary aim, regardless of age, is to illuminate a person's behavior and skill. No one can deny the importance of education and, in particular, the position of the guardian, whether educated or uneducated, whether formal, informal, or non-formal education. They care deeply about the education of their children, especially their daughters, who account for nearly half of Pakistan's population. Like the masculine gender in society, they do not, unfortunately, have equal opportunities (MOE, 2011).

Education, in general, and higher education, in particular, have played a key role in transforming a country's standard of living. Education had a long-term effect on a country's personal, social, financial, and cultural life, resulting in a culture that reflected the country's values. Similarly, education improves people's chances of living up to their full potential (Hanan & Naz, 2017). A merit-based and open civil society is needed for higher education. Education raises a person's knowledge of his or her societal duties and rights. It strengthened a person's character and did not believe in racism among community members. As a result, societal

distinctions such as gender, belief, religion, and caste have all but disappeared (Kramarae & Spender, 2004).

In Pakistan's colleges and universities, a growing trend in female education has been observed in recent years. However, some several problems and roadblocks stand in the way of upward movement. In less developed countries, this upward trend in higher education can be observed, signalling societal change. In certain schools and universities, the number of girls outnumbers the number of boys. This upward trend in female education would benefit Pakistani society by allowing girls to provide goods for their advancement in all fields. According to several sources, once a child is subjected to a ban, it is difficult for other girls in the same family or area to lift the restriction. On the other hand, the rise in the number of female higher education institutions is due to the passage of time. However, since these institutes are located far from most people's homes, travel is difficult (Maqsood, Maqsood & Raza, 2012).

#### Literature review

The views of parents affected their children's academic success in schools and universities. When they develop their personalities and become more involved members of society, children profit from their parents' positive attitudes. Higher education and parents' optimistic attitudes about their children's education or higher education keep them motivated and driven to pursue it. Many observational studies and a large body of educational literature indicate that parents' optimistic attitudes positively affect. The academic status of a parent has a significant impact on their child's education. There are many examples of the culture of parents with a high level of education being more interested in their children's education than parents with a lower level of education being less interested in their children's education. Parents with a high social standing or role as a result of their higher education want their children to achieve the

same degree of quality and work. With this in mind, the education of the family's daughters is inextricably linked to mothers' education (UNESCO, 2010). Because of their higher education, highly educated mothers still held prominent positions and understood the value of education better than everyone else. As a result, they believe that sending their daughters to universities and colleges is feasible and affordable. The education of their children is a top priority for trained parents, both fathers, and mothers. Though exceptions exist, statistics indicate that the interests of educated parents outnumber those of uneducated parents (Huisman & Smits, 2009). Islam required both men and women to be educated and made no distinction between the sexes. Education is not prohibited in Pakistan because it is an Islamic country; however, in some areas, such as the tribal areas in Pakistan's north, girls are prohibited from receiving instruction in general and higher education in particular (Latif, 2011).

The low percentage of females in colleges and universities is due to a lack of resources, such as tuition fees and other school requirements. Females are still thought to be appropriate for domestic duties, and schooling is a distant second priority in this mindset (Khalid & Mukhtar, 2002). Gender inequality in Pakistan is a result of social norms and cultural values in the country. Different regions of Pakistan have other principles and customs for women. It is difficult, if not impossible, to boost women's status in Pakistan due to the country's unique culture. Other rural and urban settings, feudal and tribal customs, religious and social beliefs all substantially impact women's lives. In a male-dominated society like Pakistan, women are often treated as second-class people. Women had diverse perspectives on various geographical and social environments. Man has a social advantage over women, and he cannot give up ownership of conditions that have long granted him superior status (Amin, Rashid & Ahmad, 2019). If the history of Pakistan is researched thoroughly, many challenges and reasons for why females have

a lower educational ratio than males can be identified. Discrimination in educational funding starts with the distribution of funds. Education for men earned more support than education for women. The man's job is to lead society, while women's positions are subordinate at home and in society. The family's sons receive the best possible education, preparing them to earn more money and succeed in pursuing a better life.

Women's responsibilities are mothers and husbands. As a result, education is undervalued, and low-income fathers play a role in female participation in schools and universities (UNESCO, 2010). Pakistan has the lowest female population of any country in the world. Only a few countries have a lower female population than Pakistan. Pakistan's experience shows that higher education rates for girls are expected due to a variety of factors and barriers that discourage women from pursuing higher education in Pakistan. Similarly, the educational status of girls varies significantly across the globe. Nonetheless, a simple fact regarding female education is that it lags behind boys around the world.

## The objective of the study

To explore the parents' education level and their effect on daughters' higher Education at Khyber Pakhtunkhwa level.

# The hypothesis of the study

H0-1. There is no significant relationship between socioeconomic factors and female higher education in Khyber Pukhtunkhwa.

### Research Methodology

## **Population**

The study was descriptive. Male parents in K.P. who sent their daughters to universities and colleges made up the study population. The study's target population included all male

parents in Dir lower, District Upper Dir, and Swat. In these three districts' colleges and schools, there are 4872 female students.

# Sample and Sampling Technique

A total of 360 male parents from Dir lower, Swat and Dir upper took part in the study.

After equal division, the researcher collected data from 120 male parents in each sample population segment. Cluster random sampling methods were used to gather data from the male parents.

### **Data Collection Tool and Procedure**

To examine male parents' attitudes toward their daughters' higher education, the researcher developed a questionnaire using a five-point Likert scale format, ranging from strongly agreed to disagree strongly. The researcher handed out the questionnaire to male parents in Dir lower, Dir upper, and Swat districts for data collection.

## **Data Analysis Technique**

Until entering the data into SPSS version 22, the questionnaire data were combined and summarized. The data were examined using a chi-square test and percentage analysis.

#### **Results and discussion**

Table 1

The interest of parents in daughters higher education

	Percent	T-value	Chi-Square value ( $\chi^2$ )
SA	32.8	9.49	271.44
A	47.8		
UD	4.2		
SDA	7.9		
DA	7.3		
Total		100.0	

The majority of respondents (47.8%) accepted that qualified parents are more concerned about their daughters' schooling. The number of parents who disagree is decreasing. Since the chi-square value, 271.44, is more significant than the 9.49 table value with a=0.05, the null hypothesis is dismissed.

Table 2

Agreement of parents to daughters' higher education

		T-value	Chi-Square value ( χ <sup>2</sup> )
	Percent		
SA	47.8	9.49	321.69
A	43.0		
UD	3.1		
SDA	3.3		
DA	2.8		
Total	100.0		

The majority firmly agreed that semi-educated parents are unconcerned about their daughters' higher education, with a percent value of 47.8. The number of parents who disagree is decreasing. Since the chi-square value, 321.69, is more significant than the 9.49 table value with a=0.05, the null hypothesis is dismissed.

Table 3
Impact of parents education on daughters education at a higher level

	Percent	T-value	Chi-Square value ( $\chi^2$ )
SA	36.7	9.49	302.50
A	46.4		
UD	4.7		
SDA	3.5		
DA	8.7		
Total	100.0		

The majority of parents, 46.4 percent, agreed that their educated parents inspire their daughters to pursue higher education. The number of parents who disagree is decreasing. Since the chi-square value of 302.50 is greater than the 9.49 table value with a=0.05, the null hypothesis is dismissed.

Table 4

Uneducated parents and their impact on daughters' Education at a higher level

		T-value	Chi-Square value ( $\chi^2$ )
	Percent		
SA	60.2	9.49	370.97
A	25.2		
UD	4.1		
SDA	6.4		
DA	5.1		
Total	100.0		

The majority of parents, 46.4 percent, agreed that their educated parents inspire their daughters to pursue higher education. The number of parents who disagree is decreasing. Since the chi-square value of 302.50 is more significant than the 9.49 table value with a=0.05, the null hypothesis is dismissed. Table 5

Guidance of educated parents and daughters' motivation

		T-value	Chi-Square value ( χ2 )
	Percent		
SA	35.8	9.49	402.91
A	60.8		
UD	1.3		
SDA	3.3		
DA	1.8		
Total	100.0		

The majority of parents agreed that qualified parents could easily direct their daughters to make better choices in higher education, as shown by the percentage of 60.8. The rate of parents who disagree is lower. Since the chi-square value of 402.91 is more significant than the 9.49 table value with a=0.05, the null hypothesis is dismissed.

Table 6

The skill of educated parents' counseling for their daughters

	Percent	T-value	Chi-Square value ( χ <sup>2</sup> )
SA	66.1	9.49	541.75
A	24.2	<del>.</del>	
UD	1.7		
SDA	1.9		
DA	6.1		
Total	100.0		·

The majority of parents (66.1%) agreed that educated parents effectively advise their daughters when necessary. The number of parents who disagree is decreasing. Since the chi-square value, 541.75, is more significant than the 9.49 table value with a=0.05, the null hypothesis is dismissed.

#### Conclusion

The parents' educational level has a significant impact on female higher education.

Female higher education is more appealing to educated parents than it is too uneducated parents. Parents who are educated are more likely to encourage and inspire their daughters to pursue higher education, while parents who are not educated are less likely to do so. Parents who are educated can better direct and advise their daughters in their pursuit of higher education. The parents with education can quickly motivate and provide counselling to their daughters as compared to uneducated parents. Mostly, the female reading in higher institutions has educated parents. On the other hand, the students with ignorant parents leave the institution before reaching a higher level in the K.P. province of Pakistan.

# Observations and suggestions

The government should make an effort to educate society by expanding the number of institutes across the country. People will be encouraged to pursue education and higher education as the number of educational institutions grows. If society is well-educated, so the community's

parents would be well-educated as well. The education of their daughters is a priority for their well-educated parents. The government should also enlist the help of social activists to raise awareness about the value of higher education for girls and to persuade parents who are less interested to send their daughters to college. Thus the problem of the institution and home distance will be solved, and students will be motivated.

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