

Traditional Attitude of Parents and its Impact on Female Educational Attainment in Rural Hafizabad, Pakistan

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Abstract: Female education plays an important role in the societal progress and improvement. The literacy rate among rural females is 29% in Pakistan. In the developing countries like Pakistan, the traditional attitude towards women education is painstaking a key obstacle in girls' schooling. In this study an effort had been made to explore the effect of traditional attitude on the educational attainment of rural females in Pakistan. The present study was conducted in the rural areas of the district Hafizabad. A sample of size 700 female children was selected using multistage random sampling technique. The final completed school grade was considered as the response variable. The analysis revealed that the girls, who belonged to households where the minds of the heads of the households were entrenched in the local cultural values, had lower levels of educational attainment as compared to the girls of households where the heads of the households were liberal. The study realizes the need to encourage the male heads of the households for schooling of their daughters as a short-run policy. Efforts to neutralize an innovative attitude towards females in the third world nations are the need of the hour. International Organizations and States of the Developing World should manage to promulgate the importance of female education.

Key words: Traditional attitude • Female educational attainment • Rural Hafizabd

INTRODUCTION

Education is the right of the basic human rights for everyone, regardless of gender, race or region. Speculation in the development of human capital to ignore the female population is not a practical strategy for any nation. In traditional societies, women are educated and powerful agents of women [1]. Educated to contribute more effectively in the political affairs of their non-educated counterparts [2], thereby encouraging democracy in the country. The rural population in Pakistan is 64.57 % of the total population (of the Republican Party, 2008). In rural areas in the province of Punjab, the number of females in secondary and higher education at the secondary level of 7 % and 5% in this system [3]. Literature refers to the cultural behaviors of a major obstacle in the education of women in developing communities. The practice of Western nations reveals that the tradition of women working in the open market and the absence of any restrictions on their mobility, autonomy is

important to play an important role in access to education. This study explores the contribution of the cultural behavior of the head of household to children's educational attainment for women.

Objectives of the Study:

- To analyze the socio-economic characteristics of the respondents
- To analyze the level of education among women in rural area of Hafizabad
- To find out the impact of traditional attitude on female education

MATERIALS AND METHODS

To avoid the risk of bias control, it was decided to identify persons who have reached the end of the quality of education during the past five years. Maximum age of education in Punjab is nine years [28] and therefore, it was

decided the age of surveillance units “never enrolled (UO) and 14 years. Enter ' users than ever before ' and the girls who have completed their studies within the last five years, eligible for the study, regardless of menopause. This study was conducted in the rural area of Hafizabad in the Punjab province. There are two Tehsils in Hafizabad district. To cover the region 's population adequately, has been selected the same number of Union Councils (seven) from each tehsil in the second phase. The villages were selected from Union Councils in this third phase of sampling. The families were selected, who admitted the child and at least one who had reached the final level of education completed in the past five years, the Union Councils selected proportionately. Decide the size of the study sample to 700 cases [4]. This plan offered sampling 4 I 2 cases Hafizabad while 288 Tehsil Pindi Bhattian. Similarly, the number of UO selected tehsil Hafiz Abad, Pindi Bhattian Tehsil. Decide to choose one girl to meet the criteria for selecting a home. In this study, researcher has conducted interview with the heads of families to explore their attitudes towards the education of female children.

Education levels are better indicators of the level of education of persons is one of the reasons the educational measures Sawada and Lokshin, [5]; Jaeger and Holm, [6]; Stith *et al.* [7], Beblo and Lauer, [8]). Variable was obtained in response to a study that the classifications of the final level of control units complete their education (DO) within the educational structure of Pakistan. Pakistan's education system determines the educational standards of the individual as primary (5th grade), middle (8th grade), matriculation or secondary school certificate (10th grade), intermediate or higher secondary school certificate (10th grade), graduation (14th grade.), master (16th grade), master in philosophy (M.Phil.) and doctor of philosophy (PhD). The completed 6th and 7th schooling years without completing 8th, 9th without 10th, 11th without 12th, 13th without 14th and 15th without 16th years of schooling do not add towards qualification of individuals in the established education system of the country Consequently, this study coded the completed levels of education of DO into meaningful qualifications by categorizing them within the educational system of Pakistan. Categorization of a variable measured on interval or ratio scale into different sets is a suitable approach used by researchers [9]. The qualification of a DO who never enrolled or passed less than five classes was considered as zero and has a code 1. Similarly, those who had passed 5 to 7 classes were regarded as 'primary pass' and coded as 2; those passing 8 to 9 classes were considered as middle and coded as 3; those passing 10 to

11 classes were considered as matriculate and coded as 4; and the last category comprises of females passing 12 or more classes (intermediate and above) and were assigned the code 5. Although this categorization of completed level of education into classes like primary, middle and so on transforms the ratio scale variables into an ordinal scale variable, yet it reflects the educational status of individuals wisely. The last category (completed 12 or more educational grade) of completed level of education of the cases was decided according to the satisfactory number of females available with these final educational grades and is in line with the coding strategy of Sawada and Lokshin [5], Tansel [10], Maitra [11] and Beblo and Lauer [8]. The aim of this categorization was to draw a meaningful dependent variable for a given set of independent variables.

These questions are designed to assess the traditional position of the heads of families in the context of social and cultural norms of the society. Participants were asked whether the school enters the rebellious attitude and sexual corruption (any sexual activity outside of marriage) among girls. The participants also requested to provide data on their position relating to travel, earn money and participate in political activities for women. This was measured on an ordinal scale variable using the Likert method. The responses from each of five options, which strongly agree, agree no opinion, disagree and strongly disagree. The participants considered with the highest scores on a variable called “traditional attitudes” “innovative “. The dimensions of this have been tested using Cronbach's alpha states (0.869). Index was obtained conventional variable position by adding dozens of those surveyed for a range of measurement of this behavior. 7-35 disagreed. Nachmias and Nachmias [12] Recommended remove allied variables traces other to avoid the risk of a false relationship, to establish a relationship between the variables. In this study, we make an effort to measure the impact of behavioral variables holding the effect of other potential determinants of educational attainment constant. These include the potential determinants of female education supply factors (distances school) and the financial ability of the parents (the son in the family) and are activated as a “control variables. Researchers observed the effects of school distances on female educational attainment in both perspectives i.e. culturally and economically. The distances of educational institutions hamper the higher-level schooling of females due to weak transportation system in rural areas, cost of traveling or chaperones' accompany costs, opportunity costs, physical costs and the cultural boundaries on the mobility

of adolescent girls. In traditional societies like Pakistan, the issue of 'school distances' becomes more severe for the girls attaining the age of puberty due to seclusion traditions, Islamic values and especially the risk of sexual harassment. The school for females include primary to post graduate level institutions. The study preferred to count the distance of secondary level educational institution for girls. Nearly all the villages had primary level schools within village, whereas only single selected village had intermediate level classes within it. II Literature viewed there educational impact of household income from varying dimensions i.e. total income [13, 14], average income [15], per capita income [16], per capita expenditures [17] and per adult expenditures [11, 18]. Due to large number of extended families in the sample, present study preferred to regress the per child income of the household. It also depicts an accurate picture of the financial capacity of family for educating their children in the context of resource dilution theory [19].

RESULTS AND DISCUSSION

The response variable comprised of five categories. The UO with educational status 'no education', 'primary', 'middle', secondary level and 'above secondary level' were 42.3%, 21.7%, 8.4%, 8.4% and 19.1%, respectively. The overall average educational attainment of the UO was 5.66 ± 4.78 classes. Similarly, the average educational attainment for Pindi Bhattian and Hafizabad were 4.68 ± 4.38 and 6.34 ± 4.93 , respectively. Since there is a higher proportion of 'never enrolled' than those 'enrolled' in schools in the rural population, the average age of the selected cases was 15.03 ± 76 year. The majority of the selected cases (34%) belonged to the lowest age group (5-9) years. Those leaving school at the ages of '10 to 19' and '20 and above' were 57.6% and 8.4%, respectively. The relationship between age and response variable did not relate to the question of study, hence not discussed further the respondents with the status of 'strongly agree' and 'agree' on all the questions i.e. with score (7-14) for the traditional index variable, were assigned the status of 'traditional'. Similarly, the respondents falling on the other extreme i.e. with score (24-35) were classified as 'innovative'. The respondents falling between these two extremes on this index variable (15-23) were decided as 'low traditional'. Seventy three percent of the heads of the households of the selected area had traditional thinking either of low or high degree. Twenty seven percent of the heads of the households were considered to be 'innovative' towards their thinking about females. A positive coefficient for the variable 'traditional attitude

Table 1:

Independent variables	P-Estimate value	
Traditional attitude of HOH	0.174	0
Control variables		
School distances	-0.053	0
Per-child income of the household	0.01	0.001

of head of the household' (0.289) with small p-value suggested the higher educational qualification of DO as the most probable outcome category with an increase in the score of index variable for traditional behavior of head of the household (Table 1). The parental attitude towards children's education is more important for children's educational outcomes than material forces [20]. Buchmann and Hannum [21] expressed that cultural behavior of head of the household, cultural beliefs and attitude towards women's role in society play an important role in deciding the educational levels of girls in family. Stith *et al.* [7] are of the opinion that low social and cultural values placed on female education reinforce the notion that young girl is not a viable candidate for education. Liu [22] attributed low value for women education in Taiwan to the cultural behavior of society. Parish and Willis [23] argued that cultural attitude and patriarchy cause parents to manipulate their daughters for the benefits of brothers and themselves. Number of studies found the conservative attitude of parents responsible for less schooling among females [24, 25, 26]. The heads of the households with innovative attitude towards females' mobility and their participation in the social and economic activities of life suggested higher levels of education for females. Therefore, the female children belonged to heads of the households with the innovative attitude had higher education as compared to those belonging to heads of the households who had strong belief in the old traditional values of the rural society. Rural women in China gained better access to higher education during the Cultural Revolution [27]. Rural society of Pakistan is honor-based society. People expect that their daughters are unconditionally parents submissive and isolated from the adult males except siblings or relatives in the system of values in society. And sexual relations outside marriage is strictly prohibited and specifically for women. In rural community adult females are expected to move according to the norms and values of the local community. To earn bread for the whole family is the responsibility of the male members. Majority of the parents discontinued schooling of girls at the initial level due to misconception about religious teaching and perceptions of the special treatment towards females in their grooming. They wanted

their women did not differ with the decision of the head of the family of the male, even in matters concerning them. Rural communities believe that a college or university education can empower women to disagree with the decisions of the elders of the family. So, they are more likely to make decisions on issues such as choosing a life partner and the nature of the work of women with more education. See heads of households this position as "an act of rebellion," and proposed a limited education for girls, which hinder women's educational levels. Results of the study are in line with the socialist feminists. Heads of households suggested the role of the devaluation of women as low - paid laborers or wanted to be limited to household chores have low education of their daughters.

The contribution of per-child income of the household also emerged statistically significant with regression coefficient 0.01 (Table 1). The proposed model fulfilled the criteria of model adequacy. A large value of R square (0.60) is a strong evidence for the goodness of fit of the model. Traditional thinking towards women is a common problem of undeveloped nations, especially the Muslim world. Changing the behavior of society is the first step in expediting the modernization in these societies. The practice of discrimination against women in the backward areas of developing countries in the 20th century is a challenge for the UNO and civilized world. International community should come forward to get rid of this curse.

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