



PARENTS' PERCEPTIONS ABOUT GIRLS' EDUCATION

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Abstract

Introduction: Education is one of the essential part of the modern era to enhance knowledge and practices at individual as well as community level. Girls' education is essential for the growth of a family. Education not only make women or girls good educated but it aspires them to possess a good behavior for household works. By exploring parents' perspectives on different aspects of this issue, the study will clarify different magnitudes of girls' education. **Material and methods:** The design of this study was descriptive cross sectional which was conducted in rural community Ali Raza Abad Lahore, Pakistan by using convenient sampling method to evaluate the parents' perceptions about girls 'education. 114 parents was respondents of this study. An adopted questionnaire was used for data collection. The data was analyzed by SPSS version 21. Statistical computer software for data analysis. The descriptive study statistics was obtained through SPSS software. **Results:** The results of this study indicated that of the respondents, 53 (46.5%) were fathers and 61 (53.5%) were mothers. The mean overall score for parents' perception about girls' education for the "Benefits of Girls' education" is 1.749 ± 0.5881 . Their perceptions were more positive about girls' education and parents was in favor of girls' education until university in any situation. **Conclusion:** Parents of this community has been shown positive behavior and views about girls' education because they were known to the benefits of girls' education which would be a greatest inspiration for the other parents.

Keywords: Parents' perceptions, girls' education

INTRODUCTION

The Quran says “Are those who have knowledge equal to those who do not have knowledge?!”(AL QURAN, 39:9).

Education is necessary for every person of the world. It is infinite act from cot to graves as our Prophet (PBUH) said: "Seek knowledge from the cradle to the grave."

The secret of nations’ survival lies in education. Islam welcomes the individuals to consider and focus on the origination of the universe. It builds up the attitude of its followers for enhancement of knowledge (Khan, 2019).

Education is one of the essential part of the modern era to enhance knowledge and practices at individual as well as community level. It provides knowledge and skills to the people for making positive changes in the previous cultural norms, values and practices(Schafft, 2016).

Education is the most important aspect nowadays because it involves the participation of every person. Furthermore it cannot be distinct from the life of human (Andersson Vogel, 2018).

The prophet Muhammad (PBUH) said “For every Muslim, male or female the acquisition of knowledge is mandatory.” They have the equal rights of education as they want because there is no limitations to get education. A person can get education for the rest of his life because there is no limits of age for education(Johan & Harlan, 2014).

Education is the key which opens all the doors for future. It acts as a light to show path of success and the light which shows the pathways. It also influence individual growth and

development. Education is a strong weapon to end poverty and decreases the negative or bad features of life like child labor (Vidya & Kadam, 2017).

There are important links of socioeconomic developments of the society and education. The international community and governments around the world have recognized their obligations and committed to citizens' access to education(Akpede et al., 2018).

Girls' educational participation improves the key indicators of national development including lowered maternal or infant mortality, lower fertility rates, longer life expectancy and improvements in literacy, economic growth, health and nutrition (Rahimi, 2019).

Education not only make women or girls good educated but it aspires them to possess a good behavior for household works. It is a fact that educating a woman means educating the whole nation or family. The importance of educating a girl is associated to improve her family's health status and economic status (Kapur).

The benefits of women's education can be improved by making the better quality of education because girls get more benefit from quality improvements than boys. Women enrollment can be increased in primary and secondary school by using encouragements like scholarships which can be resulted in more educated society. The employment levels of females can also be increasing in most developing countries(Zimmerman, 2016).

It is a known fact that girls' schooling is of vital importance to the development of girls and their family. The participation of the girls in recognized education is one of the essential indicator for the progress level of the country. The benefits of girls 'schooling increase with each level of education which is autonomous of the quality of educational programs(Ginsburg et al., 2018).

Girls' education is essential for the growth of a family. Gender discrimination in education is still exist in spite of many global affirmations, development goals, and making significant struggles by the international community(Somani, 2017).

Girls' participation in education enables them to improve their health, decision making and to get opportunities for the development of the society and nation (Shah, 2016).

Parents' attitude is important towards child's education particularly about the girls to approach their academic success. Encouraging attitude towards education enhances parent's involvement in the existing and coming studies of children. Parent's attitude towards their children's education is critically influenced by low socio-economic status. It is predicted that the attitude of parents will be opposing towards education as their cultural thoughts(Onoyase, 2018).

Families and parents of the girls are considered the basics for starting of education. Girls are close to their parents to a major extent and follow their views and perspectives (Gupta, Rajesh, Pai-Samant, & Gupta, 2019).

The parents 'perceptions about education of their children are different across backgrounds communities, occupations categories, and regions. Parents are unwilling or less willing for the education of girls in most of the rural communities. They thought that girls should be expert in the household responsibilities and pay attention to the needs of the family members. Therefore, education has not important for them and this is the reason why they have to get married(Elfert, 2019).

If education is not provided to the girls the growth of the family is impossible. The accomplishment of economic and social goals depend upon the participation of the girls

(Kearney, 2015). It is a way to lead a prosperous society. Girls' education has the greatest benefit in being beneficial to the individuals, families and society as a whole (Rauscher & Cooky, 2016).

SIGNIFICANCE

Parents' perception about girls' education has a significant importance. This study will identify the parents' view about the girls' education in rural community of Ali Raza Abad, Lahore show significant differences with respect to traditional practices. By exploring parents' perspectives on different aspects of this issue, the study will clarify different magnitudes of girls' education. This research will also provide parents with information about the value and benefits about girls' education.

RESEARCH QUESTION

What are the parents' perceptions about girl's education?

MATERIAL AND METHODS

Study Design: The design of this study was descriptive cross sectional.

Settings: Research work was conducted in Community Ali Raza Abad Lahore, Pakistan.

Duration of Study: Duration of study from September 2019 to December 2019.

Sample Size: By Slovin's sampling formula 114 parents was respondents of this study.

Sampling Technique: A convenient sampling technique was used in this study.

Data Analysis

The data was analyzed by SPSS version 21. Statistical computer software for data analysis. The descriptive study statistics was obtained through SPSS software.

Inclusion Criteria:

Only parents who had daughters attending school, was participated in this study.

Parents who were willing to participate in this study.

Parents from Community Ali Raza Abad Lahore, Pakistan was participated.

Exclusion Criteria: All other parents was excluded from the study.

Parents who were not willing to participate in this study.

Equipment: An adopted 33-item GEQ (Girls' Education Questionnaire) questionnaire was used for data collection on Likert scale to identify the parents' perceptions about girl's education which was developed in 2010 (Merican, 2010).

ETHICAL CONSIDERATIONS

All the rules and regulations followed established by the ethical committee of Lahore School of Nursing, The University of Lahore in conducting this research and all the rights of the research respondents was respected.

- Informed written consent was attached to the questionnaire during data collection from parents
- All data and information was kept sound and confidential.

- Participants was remained anonymous during this study.

RESULTS

Table 1 showed the study involved a total of 114 parents. Of the respondents, 53 (46.5%) were fathers and 61 (53.5%) were mothers. As shown in Table the majority of parents were between 40 and 49 years of age (43.0 percent). The second largest proportion was 30-39 (24.6%) aged parents. 22.8% were between 50 and 59 years of age.

Table: 1
Your age

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 20-29 | 9 | 7.9 | 7.9 | 7.9 |
| | 30-39 | 28 | 24.6 | 24.6 | 32.5 |
| | 40-49 | 49 | 43.0 | 43.0 | 75.4 |
| | 50-59 | 26 | 22.8 | 22.8 | 98.2 |
| | 60-69 | 2 | 1.8 | 1.8 | 100.0 |
| | Total | 114 | 100.0 | 100.0 | |

Table 2 showed that the majority of mothers 63 (55.3%) completed high school education and 25 (21.9%) were completed higher school education. 13 (11.4%) were not literate, 1 (0.9%) mother passed graduation from university and 2 (1.8%) mothers completed primary school education. 76 (66.7%) of the fathers were completed high school, 15 (13.2%) completed their middle school, 7(6.1%) completed higher secondary education, 2 (1.8%) of the fathers graduated from the university and 9 (7.9%) were not literate.

Table: 2

| Parent's education level | | Father | | Mother | |
|--------------------------|--------------------------------------|-----------|---------|-----------|---------|
| | | Frequency | Percent | Frequency | Percent |
| Valid | Not literate | 9 | 7.9 | 13 | 11.4 |
| | Literate but did not finish a school | 1 | .9 | 1 | 0.9 |
| | Primary school (5 year) | 4 | 3.5 | 2 | 1.8 |
| | Middle school (8 year) | 15 | 13.2 | 9 | 7.9 |
| | High school | 76 | 66.7 | 63 | 55.3 |
| | Higher secondary school | 7 | 6.1 | 25 | 21.9 |
| | Graduate from a university | 2 | 1.8 | 1 | 0.9 |
| | Total | 61 | 100.0 | 53 | 100.0 |

Table: 3

| Sr.No | General Information | | Frequency | Percentage (%) |
|-------|--|----------------|-----------|----------------|
| 1 | Monthly Income | 14-20 thousand | 2 | 1.8 |
| | | 20-26 thousand | 15 | 13.2 |
| | | 26-32 thousand | 53 | 46.5 |
| | | 32-38 thousand | 35 | 30.7 |
| | | 38-44 thousand | 8 | 7.0 |
| | | 44-50 thousand | 1 | 0.9 |
| 2 | Where have you spent most of your life | Village | 45 | 39.5 |
| | | Kasba | 3 | 2.6 |
| | | Town | 4 | 3.5 |
| | | City | 62 | 54.4 |
| 3 | How many books are there in your home, apart from your children's textbooks? | 0-10 | 113 | 99.1 |
| | | 10-20 | 1 | 0.9 |
| 4 | Do you have a computer in your house? | Yes | 100 | 87.7 |
| | | No | 14 | 12.3 |

| | | | | |
|---|---|---------------------------------|-----|-------|
| 5 | Do you have an internet in your house? | Yes | 108 | 94.7 |
| | | No | 6 | 5.3 |
| 6 | To what level do you want your daughter to study? | Until the end of primary school | 1 | .9 |
| | | Until high school | 10 | 8.8 |
| | | Until University | 13 | 11.4 |
| | | Until you have a profession | 90 | 78.9 |
| | | Total | 114 | 100.0 |

Table no. 3 indicated that 46.5% and 30.7% of parents had monthly income 26-32 and 32-38 thousand respectively. 13.2% had 20-26 thousand of monthly income. Only 7.0% and 0.9% of parents expressed they had 38-44 and 44-50 thousand of monthly income.

54.4% of the parents spent most of the time in city and 39.5% in village. 99.1% parents told that they have 1-10 books in their home apart from their children's books. 87.7% and 94.7% of the parents expressed that they have computer and internet in their house respectively. Only 12.3% and 5.5% of the parents told they have no computer and internet facility in their house respectively.

Table: 4 Benefits of girls' education

| Variables | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|--|-----------------------|--------------|------------------|-----------------|--------------------------|
| 1. Families should support girls' schooling. | 36.0% | 64.0% | 0% | 0% | 0% |
| 2. Girls should be provided with equal educational opportunities as boys. | 36.8% | 62.3% | 0.9% | 0% | 0% |
| 3. Girls can be as successful as boys at school. | 41.2% | 58.8% | 0% | 0% | 0% |
| 4. Education enables girls to be good housewives in the future. | 40.4% | 57.9% | 1.8% | 0% | 0% |
| 5. Educated girls can find more compatible husbands for themselves. | 30.7% | 36.8% | 32.5% | 0% | 0% |
| 6. Educated girls can take decisions about themselves independently. | 36.0% | 56.1% | 7.0% | 99.1% | 0.9% |
| 7. Educated girls will be more knowledgeable about raising children in the future. | 24.6% | 36.8% | 37.7% | 0.9% | 0% |
| 8. Girls' education contributes to economy of the country in the long-run. | 32.5% | 59.6% | 7.9% | 0% | 0% |
| 9. Educated girls support their families financially. | 33.3% | 60.5% | 6.1% | 0% | 0% |
| 10. Educating girls contributes to social development. | 37.7% | 59.5% | 2.6% | 0% | 0% |

Table: 5 Barriers of girls' education

| Variables | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|----------------|-------|-----------|----------|-------------------|
| 11. Girls cannot be as successful as boys at school. | 0% | 0.9% | 3.5% | 63.2% | 32.5% |
| 12. If someone decent proposes, it is convenient for girls to leave school and get married | 0% | 0.9% | 2.6% | 64.9% | 31.6% |
| 13. It is not appropriate for girls to be educated according to our customs and traditions. | 0% | 0% | 7.9% | 43.9% | 48.2% |
| 14. It is not appropriate to send girls to school unless their teacher is female. | 0% | 0% | 7.9% | 37.7% | 54.4% |
| 15. It is not essential for girls to get education and get a job as it is mainly men's responsibility to maintain the family. | 0% | 0% | 10.5% | 40.4 % | 49.1% |
| 16. It is unnecessary to send girls to school as they will eventually get married and leave home | 0% | 0% | 14.0% | 31.6% | 54.4% |
| 17. It is morally wrong to send girls above certain age to school. | 0% | 0% | 15.8% | 31.6% | 52.6% |
| 18. It is more essential for girls to learn household chores than going to school. | 0% | 0% | 16.7% | 27.2% | 56.1% |
| 19. It is not necessary for girls to go to school as their husband will take care of them when they get married | 0% | 0% | 15.8% | 26.3% | 57.9% |
| 20. It is more important to spare money for boys' education. | 0% | 0% | 7.9% | 28.1% | 64.0% |
| 21. It is more essential for girls to learn child-care at home than going to school. | 0% | 0% | 3.5% | 30.7% | 65.8% |
| 22. It is not right for girls to go to school in our religion. | 0% | 0% | 7.9% | 38.6% | 53.5% |

| | | | | | |
|--|----|------|-------|-------|-------|
| 23. I would not like my daughter to go to school once she grows up and reaches puberty | 0% | 0% | 2.6% | 39.5% | 57.9% |
| 24. It is not appropriate for girls to go to another place for education | 0% | 0.9% | 2.6% | 38.6% | 57.9% |
| 25. Girls will be more rebellious if they are sent to school. | 0% | 0% | 7.0% | 36.8% | 57.9% |
| 26. I would send my daughter to school for a longer period if there were more arts and crafts lessons for girls in the curriculum | 0% | 0.9% | 7.9% | 34.2% | 57.0% |
| 27. Even if my daughter is enrolled at school, she may not attend the lessons if she is needed at home. | 0% | 0% | 11.4% | 28.1% | 60.5% |
| 28. It is not appropriate to send girls to school as they might make harmful friends at school. | 0% | 0% | 7.0% | 28.9% | 64.0% |
| 29. It is ill-advised to send girls to school as they might get used to bad habits like cigarettes and drugs. | 0% | 0% | 7.0% | 25.4% | 67.5% |
| 30. It is not right to send girls to school as they will be in the same environment with boys. | 0% | 0% | 3.5% | 27.2% | 69.3% |
| 31. It is not appropriate to send girls to school as they will not appreciate their families and their living conditions in the future | 0% | 0% | 3.5% | 32.5% | 64.0% |
| 32. I would not like my daughter to go to school if the school is away from our house | 0% | 0.9% | 4.4% | 37.7% | 57.0% |
| 33. I will send my daughter to school if the expenses are met by the government. | 0% | 0% | 1.8% | 41.2% | 57.0% |

Table 4 revealed Parents gave more importance to the benefits of educating girls, according to the results. Results indicated that gender, the level of education of mothers and fathers and the number of children parents did not create important differences in parents' perceptions of the

benefits of girls ' education and girls ' education barriers. In addition, it was found that the place of residence has an important impact on perceived proportions of girls ' education. **Table 5** showed the results showed that the place of residence variable had an important impact on the barriers to the education of girls. In the same way, parents ' average income has been found to have a significant impact on their perception of the education of girls. The results showed that average income was important for the education element barriers for girls.

Table: 6 Benefits of Girls' education

| Variables | Mean | S.D |
|--|-------|--------|
| 1. Families should support girls'schooling. | 1.64 | .482 |
| 2. Girls should be provided with equal educational opportunities as boys. | 1.64 | .500 |
| 3. Girls can be as successful as boys at school. | 1.59 | .494 |
| 4. Education enables girls to be good housewives in the future. | 1.61 | .524 |
| 5. Educated girls can find more compatible husbands for themselves. | 2.02 | .798 |
| 6. Educated girls can take decisions about themselves independently. | 1.71 | .593 |
| 7. Educated girls will be more knowledgeable about raising children in the future. | 2.15 | .801 |
| 8. Girls' education contributes to economy of the country in the long-run. | 1.75 | .588 |
| 9. Educated girls support their families financially. | 1.73 | .569 |
| 10. Educating girls contributes to social development. | 1.65 | .532 |
| Overall Mean | 1.749 | 0.5881 |

Table 6 indicated the mean overall score for parents' perception about girls' education for the "Benefits of Girls' education" is 1.749 ± 0.5881 .

Table: 7 Barriers to Girls' education

| Variables | Mean | S.D |
|---|------|------|
| 11. Girls cannot be as successful as boys at school. | 4.27 | .569 |
| 12. If someone decent proposes, it is convenient for girls to leave school and get married. | 4.27 | .553 |
| 13. It is not appropriate for girls to be educated according to our customs and traditions. | 4.40 | .634 |
| 14. It is not appropriate to send girls to school unless their teacher is female. | 4.46 | .641 |
| 15. It is not essential for girls to get education and get a job as it is mainly men's responsibility to maintain the family. | 4.39 | .672 |
| 16. It is unnecessary to send girls to school as they will eventually get married and leave home | 4.40 | .725 |
| 17. It is morally wrong to send girls above certain age to school. | 4.37 | .744 |
| 18. It is more essential for girls to learn household chores than going to school. | 4.39 | .760 |
| 19. It is not necessary for girls to go to school as their husband will take care of them when they get married | 4.42 | .751 |
| 20. It is more important to spare money for boys' education. | 4.56 | .639 |
| 21. It is more essential for girls to learn child-care at home than going to school. | 4.62 | .555 |
| 22. It is not right for girls to go to school in our religion. | 4.46 | .640 |
| 23. I would not like my daughter to go to school once she grows up and reaches puberty | 4.55 | .550 |
| 24. It is not appropriate for girls to go to another place for education | 4.54 | .598 |
| 25. Girls will be more rebellious if they are sent to school. | 4.49 | .627 |
| 26. I would send my daughter to school for a longer period if there were more arts and crafts lessons for girls in the curriculum | 4.50 | .643 |
| 27. Even if my daughter is enrolled at school, she may not attend the lessons if she is needed at home. | 4.49 | .694 |
| 28. It is not appropriate to send girls to school as they might make harmful friends at school. | 4.57 | .624 |
| 29. It is ill-advised to send girls to school as they might get used to bad habits like | 4.61 | .619 |

| | | |
|---|------|--------|
| cigarettes and drugs. | | |
| 30. It is not right to send girls to school as they will be in the same environment with boys. | 4.66 | .546 |
| 31. It is not appropriate to send girls to school as they will not appreciate their families and their living conditions in the future. | 4.61 | .558 |
| 32. I would not like my daughter to go to school if the school is away from our house | 4.53 | .584 |
| 33. I will send my daughter to school if the expenses are met by the government. | 4.55 | .534 |
| Overall Mean | 4.48 | 0.3656 |

Table 7 indicated the overall mean score for the dimension “Barriers to Girls’ education” is 4.48 ± 0.3656 . Some of the barriers interrupt girls’ education which include parents’ income and their education. But instead they perceptions are more positive than negative. There has been a reduction in gender gap, more women are being taught than ever before. Parents was in favor of girls’ education until university in any situation. They have positive views about the school environment.

DISCUSSION

This study aimed to explore that parents gave more priority to the aspect of girls ' education. Parents was found to have higher mean score for the benefits of the education aspect of women. Therefore, it is found that parents of community Ali Raza Abad Lahore, Pakistan gave more priority to the advantages of education for girls even though they saw some obstacles to education for girls. This result showed that girls ' education has improved among parents, and parents have become more aware of the benefits of girls' education. This study revealed that there is no effect of parental education on girls’ education. Shamaas Gul Khattak conducted a study in KPK, Pakistan which also revealed that 90% parents were strongly agreed for their daughters’ higher education while 6% agreed just as financial restrictions and 4% disagreed (Khattak, 2013). A study conducted in Hafiz Abad, Pakistan revealed that educational status of

girls from no education to primary, middle, secondary and above secondary level were of 42.3%, 21.7%, 8.4%, 8.4% and 19.1% respectively. It concluded that majority of the parents stopped educating of their girls at the primary level due to misunderstanding about religious education and views of the special behavior towards females in their training (Iqbal et al., 2017).

People of the rural communities thought that a school or college learning enable a women to disagree with the decisions of the family's head. Therefore, they are more likely to make decisions on matters such as selecting a life partner and the nature of the work of educated women (Khanduri & Nikita, 2018).

Women's education leads to higher levels of engagement and earnings in the female labor force and contributes to household and national income.

CONCLUSION

It has been concluded that Parents of rural community Ali Raza Abad Lahore Pakistan has highest awareness of girls' education. Their perceptions were more positive than negative. They were well known that education helps girls to provide security and protection, especially when they are away from families. Parents of this community has been shown positive behavior and views about girls' education because they were known to the benefits of girls' education which would be a greatest inspiration for the other parents.

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