

A Study of the Parents' Attitudes about Their School-Going Daughters at Secondary Level

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Abstract

The present descriptive study is conducted to find out the relationship between the attitude of parents and the performance of their school going daughters in district Charsadda. The study was descriptive in nature. Data was collected through questionnaire by direct contact with principals, teachers, of Government girl's high schools. The parents were interviewed in Pashto by the researcher. A structured interview schedule was developed for this purpose. Literature related to the study was reviewed; the data was collected and organized. The results of the students were analyzed. Discussion was made on the basis of the result, it was concluded that there is a close relationship between the attitude of parents and the performance of their school going daughters. The parental styles effect the academic and occupational achievements of their school going daughters. On the basis of discussion and finding some suggestion were made to improve the attitude of parents towards their school going daughters.

Key Words: parents' attitude, school, daughters.

Introduction

In Pakistan, education starts from the age of five year. Pre-school classes are known as *kachee*. Primary education consists of five years schooling. After post Primary education, Middle and Secondary education starts. Secondary school is up to 9th & 10th where as Higher Secondary School is up to 11th & 12th classes. In Pakistan people live in different social back grounds.

Parents and community's traditional beliefs determine the role of women and girls in society. Women are weak and they only need protection and guidance. Socio-economic changes define the role of women, not only for earning opportunities, but also to use potential abilities to improve the standard of living of communities, families and individual. Those people who have traditional beliefs have negative attitude towards girl's education, and limit family and community support for girl's education. Examination and identification of these traditional people and their attitudes is necessary. Without the involvement of the parents and community support, no progress in the field of girl's education will be possible.

Attitude is a concept of an individual towards thing, place, object, person, or subject which can be observed from the behavior of an individual. An individual has positive or negative attitude towards a particular object, subject, or idea. There are two types attitude positive or negative attitude towards a particular object, subject or idea which has different components which include knowledge, beliefs, and ideas, feeling, like and dislike. Attitude is defined as the way we think, feel, and act in certain ways in the world around us. The quality and effectiveness of attitude determines all of our thinking, emotion, and behavior. Our attitude is based upon our perception, and our expectation as well as our definition of life. Attitudes are judgments.

We should understand parents' attitude from their behavior. There are various factors which affect the attitude of parents towards their daughter's education. These are social, economic and global change.

This study is important in the sense that it would bring to light the attitude of parents about the education of their school going daughters in Charsadda. The study would identify the effect of parental style on the achievement rate of their school going daughters. The researcher would also educate those parents who are unaware of the parental style on the achievement of their school going daughters. This study would provide guideline the policy makers, planners, school directors, and parents, about the strengths, and weakness of the girl's education.

OBJECTIVES OF THE STUDY

- (1) To identify the relationship between parent's attitude and their daughter's performance in school.

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- (2) To find out the influence of parents education on performance of their school going daughters.
- (3) To suggest parents that supportive attitude helps in the performance of their school going daughters.

Research questions

- Do Parents regularly contact school to know their daughters performance?
- Does the attitude of parents affect their daughter's performance?
- Do the educated parents provide guidance to their daughters?

Review of Related Literature

Besides household wealth, the educational level and labour market position of the parents is expected to play a role. There is ample evidence that children from better educated parents more often go to school and tend to drop out less (UNESCO, 2010).

Parents who have reached a certain educational level might want their children to achieve at least that level. For educational enrolment of girls, education of the mother might be especially important (Emerson & Portela Souza, 2007).

Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too (Smits & Gündüz-Hogör, 2006).

The income of the parents plays a strong determinant of children education. Regarding father's labor market position, we expect fathers who are in salaried employment to be more aware of the importance of education and hence to invest more in their children's education (Breen & Goldthorpe, 1997).

Hence farmers and business owners may feel less need to invest in their children's education than people in dependent employment. Also, for small farmers the opportunity costs of sending their children to school may be high, since they are more likely to expect their children to help out tending the land and rearing livestock, especially during peak working times (Bhalotra & Heady 2003; Basu, Das & Dutta, 2003).

Bogunović Blanka and Polovina Nada (2007) found in a study that the family stimulation is the resultant of the influence of cultural and educational profile of the family and active parental attitudes regarding education and attainment of their children. They examined the students' attitudes towards schooling, and to obtain answers to the question: which stimulating aspects of family context are the most predictable for the development of educational aspirations, i.e. attitudes towards school and gaining knowledge, educational interests and plans for further education.

Huisman, Rani, and Smits, (2010) studied the role of socio-economic and cultural factors, and of characteristics of the educational infrastructure on primary school enrolment, the results indicated that most of the variation in educational enrolment (around 70%) is explained by factors at the household level, of which socio-economic factors are most important. And the result also indicated that, in the cities schooling decisions are hardly influenced by supply-side factors. In rural areas, however, these factors do play an important role. If there are fewer schools or teachers, or if the local culture is more patriarchal, rural children (in particular girls) participate substantially less. The major finding of this respect was that in rural areas inequalities between socio-economic status groups are lower if more schools and teachers are available.

It has been emphasised that (Bhalotra & Heady (2003); Basu, Das and Dutta, (2003) that fathers who are in salaried employment are more likely to be aware of the importance of education and hence to invest more in their children's education. The children themselves may also be more aware of the benefits of education. On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children. Hence farmers

and business owners may feel less need to invest in their children's education than people in dependent employment.

Wentzel (1998), in her study of African-American and European-American parents, found an indirect relationship between ethnic background and parental aspirations. African-American parents have the higher educational attainment aspirations for their children.

A similar study by Okagaki and Frensch (1998) examined the relationship between parental attitudes and expectations (educational attainment, and grades) and children's school performance, and how this relationship may differ across ethnic groups. Their sample consisted of 75 Asian American, 109 Latino, and 91 European-American families. The data revealed that there were group differences. More specifically, Asian-American parents were said to have set higher educational expectations for their children. Parents from this particular ethnic group, more so than the other groups, wanted their children to have more education. They also set higher standards of acceptable academic achievement in terms of grades and amount of education completed.

Emily (2000) stated that the mothers and fathers attitudes toward their children s educational performance and their Academic ability matter. The objectives of the study were to discover the relationship of parental attitude to the performance. The result of the study was the parent's wants that their children perform well. Both of parents want that their children obtained good academic competencies while some have preferred their sons in education.

Mukhtar (2002) concluded from his study on the Gender Issue in Pakistan that poor families favored their sons to educate rather than their daughters due to poverty. Ali (2003) had discovered the problems of girls schooling in Pakistan. The studies provide the statistical data about female learning rates. According to them, girl's primary enrolment in Punjab is 0.72, for Sindh for 0.63, Khyber pakhtunkhwa 0.42 and Baluchistan 0.38, for the year 2006-07. According to them female education in rural is lower than urban areas of the country. Elementary literacy rates are 48% for girls and 60% for the boys in Pakistan.

Buzzad & Ali (2011) investigated the parents' attitude towards daughter education in the tribal area of Dera Ghazi Kahn Pakistan. The questions of the study were how much tribal parents give importance to girl's education? What type of role tribal parents are contributing for their daughter's education? The result of the study was that the tribal people wanted to educate their girls. Educated people migrate from tribal areas to settled areas to educate their girls. While these people who have low income and have traditional belief they wanted to give Islamic education, which is (Recitation) of Holy Quran.

Methodology of the Study

It was a descriptive study which investigates the attitude of parents and the performance of their school going daughters. The study used both quantitative and qualitative techniques of research. The quantitative data converted in to percentage that was subjected to meaningful interpretation and discussions.

Population & Sample

All female teachers and the students of governments Girls High Schools and their parents were the population of the study in Charsadda. Ten high schools were selected as sample randomly, 100 teachers and 100 students of the secondary schools were selected after monitoring the variables like age, social status, health high, schools for girls and their overall achievement in the result. 200 (100 Mothers 100 Fathers) Parents were interviewed.

Research Instrument

The nature of the study was descriptive, so questionnaires and interviews were the tools of study. The achievement rate of the enrolled students was analyzed to know the performance of the students. The questionnaire was developed in Urdu to collect real and valid data. The parents were interviewed in Pashto for validity and reliability of the data. All the collected data was organized and tabulated. The data was tabulated discussed and finally conclusions were drawn and for the improvement of students, schools and teachers and parents recommendations were made.

Data Analysis and Discussions

Table No. 1: TOTAL NUMBER OF RESPONDENTS (DAUGHTERS-100)

S. No	Question	Yes	%	No	%
1.	Do your other sisters (if any) get education?	90	90	10	10
2.	Do your parents help in your studies?	90	90	10	10
3.	Do your parents know the name of your principal?	30	30	70	70
4.	Do you have definite schedule for your studies?	80	80	20	20
5.	Do your parents visit your school to know your performance	60	60	40	40
6.	Do your parents check yours copies and homework?	90	90	10	10
7.	Do your parents go to the weddings of relative during your examination?	90	90	10	10
8.	Do your parents help you in the examination?	70	70	30	30
9.	Do your parents arrange tuition when you feel any difficulty for your study?	80	80	20	20
10.	Are you satisfied with yours parent's attitudes?	100	100	00	0

Discussions

Table No. 1. Responses of Question No.1 show that 90% of good performer students' sisters also get education. In Question No.2 responses show that 90% of girls are helped by their parents. In Question No.3 responses show that 70% of parents do not know the name of the school principal. Responses of Question No.4 show that 80% of students had definite schedule for study. Responses of Question No.5 show that 60% of parents visit the school. Responses of Question No.6 show that 70% of student's homework and copies are checked by their parents. In Question No.7 Responses show that 90% of parents arrange marriages during examination. Responses of Question No.8 show that 70% of parents arrange tuition when their daughters feel any difficulty. In Question No.9 responses show that 90% of parents help their daughters in

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preparation of examination. Most of parents are aware of their daughter's difficulty, whereas some parents have no sense of their daughters' education. Responses of Question No.10 show that 100% of students are satisfied of parent's behavior.

Table No. 2

Total Number of Respondents (Teachers-100)

S. No	Question	Yes	%	No	%
1.	What is the strength of students?	90	90	10	10
2.	How many girls perform well in your class?	80	80	20	20
3.	Do schools provide guidance to students?	80	80	20	20
4.	Do the parents attend P. T. C meeting?	70	70	30	30
5.	Do educated parents take interest in daughter education?	50	50	50	50
6.	Do poor parents ask their daughters performance?	50	50	50	50
7.	Do parent's contacts school to know their daughters performance?	80	80	20	20
8.	Do attitudes of parent affect their daughter's performance?	80	80	20	20
9.	Do parents permit their daughters to take interest in co-curricular activities?	70	70	30	30
10.	The same school, same teacher, the same method, what is the main reason of good performance of girls?	80	80	20	20

Discussion

Table No. 2. Responses of Question No.1 show that 90% of teachers have 180 students enrolled in the class. Moreover, 10% of the teachers have 120 students enrolled in the class. This show that ratio teacher-student ratio is very high. Responses of Question No.2 show that 80% of teachers said that most of the students performed well because of good parental style, whereas 20% of teachers said that performance of students were better because of their own talent. Responses of Question No.3 show that 80% of school provide guidance and counseling to the students for the admission and course selection. Responses of Question No.4 show that 70%

parents do not attend PTC meeting. Responses of Question No.5 show that 50% poor parents also got awareness of the environment and thought to educate their daughters as the time needs. Responses of Question No.6 show that 50% poor parents ask about their daughter's performance. Responses of Question No.7 show that 80% of parents have no contact with school while 20% of parents were contact in with school. Responses of Question No.8 show 90% of teachers responded that the attitudes of parents affect the performance of their daughters. Responses of Question No.9 show that most teachers responded that 40% parents allow their daughters to participate in the co- curricular activities whereas 60% of parents do not allow their daughters to participate in co-curricular activities. Responses of Question No.10 show that 80% students' performance was better due to parenting style.

Table No. 3 Total number of Responded (Mothers-100)

S. No	Question	Yes	%	No	%
1.	Do you think that education of woman is necessary in changing world?	90	90	10	10
2.	Do you arrange tuition for your daughters?	70	70	30	30
3.	Do you think women should be give higher education?	40	40	60	60
4.	Do you think that education brings awareness in girls about their rights and duties?	80	80	20	20
5.	Do you think that educated girls assist their family financially?	70	70	30	30
6.	Do you think that female education can bring social change?	70	70	30	30
7.	Do you satisfy educational facilities for women education?	60	60	40	40
8.	Do you know that attitudes of mothers affect their	60	60	40	40

	daughter's performance?				
9.	Do you think that it is easy to find a life partner for educated girls?	80	80	20	20
10.	Do you think that women should go for job after education?	60	60	40	40

Discussion

TABLE No. 3. Responses of Question No.1 show that 90% of mothers said that education is necessary for their daughters. Responses of Question No.2 show that 70% of mothers help their daughters to get education. Responses of Question No.3 show 60% of mothers said that women should get higher education. Responses of Question No.4 show 80% of mothers said that education brings awareness in their daughters about their rights and duties. Responses of Question No.5 show 70% of mothers said that educated girls help their family financially. Responses of Question No.6 show that 90% of mothers said that education can bring social changes in their daughters. Responses of Question No.7 show that 60% of mothers were satisfied with the educational facilities provided for women education. Responses of Question No.8 show that 60% of mothers were aware of their attitude, which affect their daughter's performance. Responses of Question No.9 show that 80% of mothers said that it is easy to find a life partner for educated girls. Responses of Question No.10 show that 60% of mothers said that women should go for job after completing of their education.

Table No. 4 Total number of Respondents (Fathers-100)

S. No	Question	Yes	%	No	%
1.	Do you think that education of women is necessary?	70	70	30	30
2.	Do you help your daughters to get education?	90	90	10	10
3.	Does women education have well effect on society?	60	60	40	40
4.	Is Education necessary for daughters?	60	60	40	40

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5.	Do you think that your attitude affect the performance of daughters?	50	50	50	50
6.	Do you know that education creates religious awareness in your daughters?	70	70	30	30
7.	Do you know that women should give higher education?	30	30	70	70
8.	Do you think that woman should go for job after education?	50	50	50	50
9.	Does education develop confidence in female?	70	70	30	30
10.	Do you feel that your daughters become a symbol of pride?	80	80	20	20

Discussion

Table No. 4. Responses of Question No.1 show that 70% of fathers know that education was necessary for women. Responses of Question No.2 show that 90% girls were helped by their fathers to get education. Responses of Question No.3 show 80% of fathers said that educated girls have good effect on the society. Responses of Question No.4 show 60% of fathers said that education was necessary for their daughters. Responses of Question No.5 show that 60% of fathers were aware of their attitudes, which affect their daughter's performance. Responses of Question No.6 show that 90% fathers said that education created religious awareness in their daughters. Responses of Question No.7 show 30% fathers said that women should get higher education. 70% fathers gave negative response about girls' higher education. Responses of Question No.8 show 50% of fathers said that educated women should go for job. Responses of Question No.9 show that 70% parents said that education developed confidence in female. Responses of Question No.10 show that 80% of fathers wanted their daughters to be a symbol of pride.

Findings, Conclusion and Recommendations

The study analyzed the responses of the students and concluded that those students whose performance were better, they were regular in the class. The sisters of the good performer students were also getting good education. Most of daughters were appreciated by their parents. The homework of good performer students was strictly checked by their parents. Most of the parents did not know the name of their daughter's school principal. Most of parents helped their

daughters during examination. All parents were responsible in providing pick and drop to their daughters from schools. Mostly marriages arranged during examination sessions. Most of the parents arranged tuition for their daughters when they felt difficulty in the class. Most of the parents wanted their daughters to continue education. Most of the parents were unaware about parent's day. Most of the teachers had 160 students in the class, whereas some had 80 students in the class. Most of the teachers said that half of students had better performance instead of the whole class. The good performer students always completed their work and assignments on time. Educated parents were more interested in the education of their daughters. 80% of the teachers said that the main reason of good performance of girl was due to parent's attitudes, whereas 20% said that the reason of good performance girls were their mental ability and good teaching. The performance of the students was greatly affected by the attitudes of their parents. Most of the parents gave permission to their daughters for co-curricular activities. Most of the parents not allowed their daughters to re-join failure class. The schools encouraged the parents to educate their daughters. The school also encouraged the failure students to try again and again to minimize the drop out rate. The schools also provide guidance and counseling to students to get education about their aptitudes and attitudes. All the schools do not celebrate the parent's day. All the schools encourage the best performance of students. Some of the parents wanted their daughters to get jobs. Some of the parents said that they wanted their daughter's to continue education. Most of the parents said that education created in their daughter's self-confidence and self-reliance in their daughters. Some of the parents said that they gave educated mothers to the nation. Some of the parents did not realize the value of education. Some of the parents said that they wanted their daughters to become aware of the changing society. Those parents, whose attitudes was better to their daughter's education, majority of those students gave good performance

Conclusion

On the basis of discussion, the following conclusion has been drawn. It was observed that people of district Charsadda had soft corner for their daughters' education. Because of poverty parents were compelled to ignore daughters' education. Unfavorable situation is the main reason for not to sending girls to schools for education, especially for the higher education. Most of

parents favour both of their children for education while some parents favour their son for education. Most of the parents know that their attitude affects their daughter's performances, whereas some of the parents have no awareness that their daughter's performance is related to their attitudes. Those students, whose parent's attitude were supportive, showed good performance in examinations. Those parents, whose attitude were uncertain; their daughters got average marks in examination. Those parents, whose were not involved in their daughter's educations, only pass in examination. They failed to get position in the class. Most of the parents were supportive. Some of the parents were un-certain. Some of the parents remained indifferent towards education of daughters.

Recommendations

On the basis of the results, the following recommendations have been made. The good performer students can be given scholarship, if parents cannot afford. Parent's day can be celebrated and parents must be invited to know about their daughter's performance. Conveyance can be arranged for those students who come from far flung areas. Awareness can be developed in parents, who have no sense about their daughters' education. Parents-teacher's counsel should be made and parents must be invited to discuss the school problems. The parents must be made aware that they should not celebrate marriages during examination. The performance of better students can be encouraged to give them incentives. Guidance and counseling can be given to the students about their aptitudes and specially those students whose parents are unaware. The government should gave protection to Women Education in disturb society. Special attention can be given to female education in education policies. The women could be given self-confidence that they fulfill the challenge of the new world. Female teachers can be appointed in those schools, where they were required. Financial support can be given to talented girls in the field of education by the government in order to continue further education. Favorable situation can be created by the government for female education. Awareness can be created in parents to educate their daughters. Motivational campaign can be started for female literacy. New schools and girls Colleges can be established. Double shift can be started in those girls' schools, where classes are overcrowded. In every girl's high and higher secondary school examination hall should be constructed. Appointment for training and teaching must be on merit basis. Female science teachers can be given to every girl school. Local community should be involved so that

educational standard can be raised. Drinking water, electricity, boundary walls and others school problems should be solved, so that students should take interest in education. Female teachers should encourage parents to enroll their daughters in school, especially those parents, who are not sending their daughters due to unawareness and ignorance. Media also can paly positive role to create awareness in the parents for their daughter education. Islam gives equal opportunities of knowledge to both men and women of the state. Muslim people can also give equal opportunities to their children as well as their daughters. Special allowance should be given to those female teachers, who perform their duty in rough and far areas.

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