




EDUCATED AND UNEDUCATED PARENTS' MIND SET TOWARDS GIRLS' EDUCATION: COMPARATIVE PERSPECTIVE AT SECONDARY SCHOOLS

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KEYWORDS	ABSTRACT
Educated, Uneducated, Parents, Mindset, Girls' education & Secondary Schools	Education is a fundamental human right without gender discrimination to uplift the economic, social, and culture of society through education. The main purpose of the study was to investigate the comparison of educated & uneducated parents' mindsets regarding female education at secondary school level. The essentialness of this investigation was to view the mindset of parents comparatively toward girls' education. The population of study was parents of secondary school-level students of Dera Ghazi Khan. The research design was causal-comparative based on a survey. The sample of the study was 96 parents who were selected through the random sampling techniques. The questionnaire was developed at a five-point Likert type of scale to collect the data from the selected parents. The study results showed that educated parents preferred the girls' education more than uneducated parents, urban parents than rural parents, and mothers than fathers. Thus, it is recommended that the female should avail educational opportunities for their educational development. The government must offer financial help to those parents who are unable to educate their daughters due to financial constraints.
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INTRODUCTION

Education is an essential pillar for societal and individual advancement. It plays a crucial role in shaping a country's future. Maximizing the potential for sustainable development, education is vital for the growth of the person, society, and country in all areas of life (Singh, Savita & Priya, 2005). Education for sustainable development has been focused on recent years in international context (Alam, 2022; Kopnina, 2020; Nousheen, Zai, Waseem & Khan, 2020) and national context about

its importance perceived and practice by the teachers and incorporation in curriculum documents textbooks (Jamil, Khalil & Noorani, 2024; Jamil, Moin & Nosheen, 2024; Jamil, Mehmood & Aslam, 2024; Jamil, Rasool & Moin, 2024; Saqib, Zhang, Saqib, Majeed & Razaq, 2020). Although education is considered a universal human right, in almost all the situations and contexts, the girls around the world do not have equal access to quality. Education especially in cities like Dera Ghazi Khan in Pakistan.

This study aims to investigate and compare the views of educated and uneducated parents in Dera Ghazi Khan, District on their daughters' education, and to identify the factors leading to the above differences and their impact upon gender equality. The cultural history, and leadership culture of Dera Ghazi Khan, Punjab Province, Pakistan, includes poverty and limited educational prospects. For example, girls face many barriers that prevent them from attending school, like poverty, early marriage, a culture that favors male education, and access to schools that are not safe and effective (Lindner, Alnahdi, Wahl & Schwab, 2019). The prejudice makes poverty worse by keeping most women from accessing training, education, and other resources they need. Credit, childcare, health services, and legal status are all necessary to enhance their prospects. Inequality against women has been particularly evident in the field of education. It is therefore not unexpected that many forms of prejudice experienced by women have been ascribed to their limited access to education (Alabi, et al., 2012). Keeping in view the status of female education in the FATA region now, various factors, like attacks by militant groups, a society dominated by men, and traditional, early child marriages, have prevented the females of tribal areas from receiving education, one of their most basic rights (Afridi, 2023).

People are involved in making decisions about their children's education. The family environment, especially parents' emotions, expectations, support, and involvement, affects children's motivation, goals & performance (Idris, Hussain, & Ahmad, 2020). Raising parents who know and understand the changing role of education is likely to provide their children with the necessary support and fight for their right to education (Awan & Hussain, 2020). The prevailing cultural norms and the societal expectations in Dera Ghazi Khan often reinforce traditional gender roles, where girls are expected to prioritize household chores and familial responsibilities over education (Gupta, 2017). These deeply ingrained attitudes & beliefs, coupled with economic constraints, discourage parents from investing in their daughters' education, perpetuating a cycle of educational deprivation and limiting girls' potential to contribute meaningfully to society (Schwab, 2018). The reason for the population's explosive growth is greater proportion of women in rural areas. The mindset of parents towards girls' education varies significantly based on their own education background. Since most people in Pakistan are young, younger girls might be viewed as a resource that needs to be infused with human capital. They should have a significant impact on national economy (Rasheed, Hussain, Ijaz & Hashim, 2021).

Another aspect of the study that explains why females are not attending school is parents' fear of their children being harassed. These instances have been widely familiar in these impoverished communities (Jamil, Rasool & Moin, 2024). Educated parents often recognize long-term benefits of education for their daughters, understanding its role in providing better career prospects, financial independence, and personal development (Idris, Hussain, & Ahmad, 2020). There are harassment

situations as an additional factor contributing to the low registration rate among girls (Khan, Ida, Aslam & Emeraldien, 2022). They are more likely to believe in gender equality and support their daughters in pursuing higher education and professional careers. The current study's significance lies in its potential to direct the future initiatives like promoting female education, explaining and promoting parental attitudes toward girls' education. The study aimed to assess parental attitudes to their daughters' education. These places lack educational facilities for females. To encourage the girls' education in District DG Khan, it is important to understand parents' attitudes towards it and the factors that contribute to good/negative attitudes so that education of girls can be promoted in District DG Khan.

Research Objectives

1. To explore the perception of educated and uneducated parents' regarding girls' education at the secondary school level.
2. To investigate the comparison of educated and uneducated parents' mindsets toward girls' education.

Research Questions

3. What is the perception of educated and uneducated mothers for their girl's education at the secondary school level?
4. Is there any comparison of educated & uneducated parents' mindsets toward girls' education at the secondary school level?

LITERATURE REVIEW

The education is a crucial pillar for the progress of the individual and country as well. It provides individuals with information, critical thinking skills, and the capability to participate significantly in their societies and the broader economy. For the learners of the twenty-first century, emphasis is given to developing soft skills like communication, critical thinking, creativity, and collaboration. In cognitive domain, higher-order or critical thinking has been focused in different recent studies of the international context (Berestova, Kolosov, Tsvetkova & Grib, 2022; Day & Williams, 2024; Shavkatovna, 2021) as well as in the national context (Azmat et al., 2021; Din, 2020; Hamna, Naseer & Jamil, 2021; Jamil et al., 2024; Jamil et al., 2024; Jamil, Mehmood, & Noorani, 2024; Jamil et al., 2024; Jamil & Muhammad, 2019; Jamil et al., 2021). Girls' education has received widespread attention due to its deep implications for individual empowerment, societal progress, and economic growth. The educated parents are generally more aware of educational opportunities and resources available, like scholarships, extracurricular activities & academic support systems. The perceptions of parents, whether educated or ignorant, have a significant impact on girls' educational outcomes. Some studies have found strong link between parents' educational attainment and their assessment of girls' education.

The educated parents are more likely to be willing to pay for their daughters' education than the uneducated parents. According to Smith and Jones (2018), highly educated parents are more likely to decide on their daughter's educational choice because they believe it is important for career and financial independence. Still, the problem of girls' education is not only related to education of the

parents but also to environment. Lack of knowledge, financial constraints, or lack of leadership will force parents to use what little money they have to meet their own needs rather than educational needs. [Kumar \(2020\)](#) shows that daughters of parents with gender stereotypes only have a lower education. Research also confirms that parents' emotions affect girls' education and success. In terms of parenting factors, while positive academic behaviors are beneficial for girls and create a positive environment, negative behaviors affect gender equality by limiting the girls' success. This suggests a positive relationship between girls' education. [Johnson \(2023\)](#) confirmed that highly educated parents are more important about the role of their daughters' education upon future behavior and intelligence. On the other hand, illiterate parents may want to meet their own daily needs instead of educating their daughters, which can lead towards poverty as well as inequality ([Venant, Arego & Ngussa, 2021](#)).

For example, poor families face financial problems that limit their lives. Here, illiterate parents may think that school fees are expensive, leading to fewer students and higher tuition fees. This has led to a decrease in girls' enrollment in school and an increase in cost of education, especially in rural areas where education is low. [Khan and Ahmed \(2024\)](#) found that uneducated parents are more interested in their sons' education than their girls' education. These deeply embedded the cultural beliefs contribute to differences in educational opportunities and outcomes for girls, especially in conservative nations where girls' mobility and autonomy are limited. The perception of educated and uneducated parents has a direct impact on girls' educational outcomes. The positive parental attitudes about girls' education are linked to higher enrollment rates, better academic performance and more professional prospects for girls ([Chen, & Wang, 2022](#)). In the Pakistani context, there are few studies related to the topic like parents' involvement in children's academic achievement ([Shah et al., 2021](#)); the effect of parent-teacher meetings on students' achievement ([Arshad et al., 2021](#)); girls' education in Baluchistan ([Anwar et al., 2022](#)); factors effecting female education in Khyber Pakhtunkhwa ([Ullah et al., 2021](#)); the impact of female education on the poverty reduction ([Awan & Malik, 2020](#)).

RESEARCH METHODOLOGY

To investigate parents' attitudes and perceptions about female education, a quantitative approach was adopted in this descriptive survey-style study comparing the mindset of parents in the rural & urban areas of Dera Ghazi Khan. The research design was causal cooperative. Data was analyzed by applying the descriptive statistics as frequency, mean, and standard deviation, and inferential statistics as independent sample t-test to draw the results. Parents of rural and urban areas of DG Khan District were the population. A representative sample of 96 parents was selected randomly from rural & urban areas of District DG Khan. Out of these 96 parents, 48 parents were illiterate and 48 were educated. The questionnaire was developed at 5-point Likert types of scale to collect the data from participants.

RESULTS OF STUDY

The results of study as outcome of statistical procedures have been produced in order to reach the desired conclusion and making the decisions based upon answering the research questions based on study objectives.

Table 1 Perception of Parents for their Daughter's Education

Statement	SDA	DA	N	A	SA	Mean	SD
The female education is equally important as male education.	8.3	5.2	36.5	26.0	24.0	3.52	1.161
The parents support daughter's decision to pursue higher education.	10	13.5	28.1	31.3	26.0	3.68	1.041
Educated females contribute significantly to the economy.	10	7.3	31.3	34.4	26.0	3.77	.957
The educated females positively influence their communities.	7.3	7.3	29.2	31.3	25.0	3.59	1.157
The financial constraints are the primary barrier to female education	2.1	15.6	24.0	34.4	24.0	3.63	1.079
Cultural beliefs have a significant impact on restricting female education.	3.1	8.3	36.5	31.3	20.8	3.58	1.012
Educated parents are aware of benefits of female education compared to uneducated parents.	3.1	10.4	27.1	30.2	29.2	3.72	1.093
There is equal encouragement for female students to partake in academic & extracurricular activities	4.2	9.4	29.2	36.5	20.8	3.60	1.051
Females have to take on household responsibilities rather than education.	4.2	8.3	22.9	31.3	33.3	3.81	1.117
The females have equal access to the educational resources and opportunities.	2.1	13.5	28.1	24.0	32.3	3.71	1.123
Overall	3.6	9.88	29.29	31.07	26.14	3.66	1.079

The results showed that all respondents responded highly agree to strongly agree with statement that Female education is as equally important to male education as $M = 3.52$, $Std. = 1.161$, 50, parents support to daughter's education decision as $M = 3.68$, $SD = 1.041$, contribution of educated female to economy $M = 3.77$, $SD = .957$, educated female influence to community $M = 3.59$, $SD = 1.157$, cultural belief impact on education $M = 3.63$, $Std. = 1.079$, financial constraint barrier to female education $M = 3.58$, $SD = 1.012$, educated parents aware of benefits of education as uneducated likewise $M = 3.72$, $SD = 1.093$, females have equal inspiration for input in extracurricular activities $M = 3.60$, $SD = 1.051$, females has to take household tasks $M = 3.81$, $SD = 1.117$, females have equal access towards education $M = 3.71$, $Std. = 1.123$.

Table 2 Summary of T-test Regarding Parents' Perception of Daughters Education

Type of education	N	Mean	Mean difference	t	df	Sig(2-tailed)
Educated	48	41.13	9.02	6.44	94	.001
Uneducated	48	32.10				

Table shows that there was a significant difference amid parents' perception about the daughters' education as $p = .001 < .05$. The mean difference showed that educated parents perceived higher daughters' education.

Table 3 Summary of T-test about Rural & Urban Parents' Perceptions of Education

Residence	N	Mean	Mean Difference	t	df	Sig(2-tailed)
Rural	48	34.35	-4.520	-2.799	94	.006
Urban	48	38.88				

Table shows that there was a significant difference between rural and urban parents' perceptions about daughter education as $p=.006$. Mean difference showed that urban parents perceived higher daughter education.

Table 4 T-test Regarding Father & Mother Parents' Perception of Daughter Education

Parents type	N	Mean	Mean Difference	t	df	Sig(2-tailed)
Father	48	34.60	-4.02	-2.468	94	0.015
Mother	48	38.63		-2.468		

Table shows that there was a significant difference amid father's and mother's perception regarding daughter education $p=0.015$. Mean difference showed that mothers perceived higher for daughter education than fathers.

DISCUSSION

The study was so interesting to investigate the approaches of parents toward girls' education. The parents' mindset was explored through perception of educated and uneducated parents. Parents perceived that female education is equally prominent. Parents offer support for female education which is very crucial for economic growth. Females are parts of society, and their contribution might establish the socio-economic status for the development of the nation. Despite financial barriers, female education has positive backup from the parents. Cultural beliefs do not support female education. However, importance of female education gradually attracted the mindset of parents to promote female education. Thus, this evidence was shown by the study results. They have a lot of household responsibilities, but they have opportunities to educate themselves. The study found that social, cultural, and traditional barriers are the primary causes of female education gaps, regardless of the importance of family involvement. Female illiteracy is prevalent in society and decision-making positions. Male education was preferred over female education due to male-dominated household expenditure.

There were significant differences in the perception of educated and non-educated parents. The educated parents prefer female education that was changing the mindset of uneducated parents. Urban parents were also in the favor of female education more than rural parents. Among parents, mothers displayed their interest more in the favor of female education than fathers. Therefore, in all perspectives, female is favored positively for their education. This may contribute to the individual, family, and society development. Parents support girls' education and resist the conservative beliefs about girls' education. This shifting insight about girls' education increases ratio of girls' education (Iddy, 2023). Majority of parents encourage their daughters to pursue higher education. Distance was noted by 56% of female respondents as a problem in bringing daughters to school, followed by financial concerns (21.3%), a teacher shortage (17.3%), a lack of government programs, and a lack of family traditions (2.7%). 52.3% of the male respondents did not send their daughters to the school due to the financial difficulties (17.3%), teacher shortages (20%) and the distance concerns (52.3%) (Hussain et al., 2003).

Some parents are in favor of girls' education but are unable to do so because of challenging financial conditions. Some parents think girls may make major contributions to society and the development

of their country if they pursue higher education while adhering to conventions and values. The social and economic advancement of society is main objective of education, and female education is crucial to accomplishing this aim (Jan & Sharma, 2019). Parents from different social classes have varying perspectives on women's education by ensuring safe and accessible schools for girls can also encourage parents to send their daughters to school. Most parents send their girls to school, still, those with lesser incomes only send their daughters to primary school and do not support them in pursuing higher education. Parents from the middle class were comparatively reluctant to let their girls pursue more education, but they did permit them to complete secondary school. On the other hand, parents from higher socioeconomic classes support girls' education most & let their daughters pursue higher education. Even for education, parents even send them outside of the city (Ambreen & Mohyuddin, 2013).

CONCLUSION

The study was to make a comparative investigation of parents' mindset toward girls' education in DG Khan. The context was deprived of girls' education. In spite, parents desired their daughter's education to establish the educative context in society. Both mothers and fathers were approached to accomplish this research work. Thus, offering adult education programs can help uneducated parents better understand the value of education and its benefits for their children, especially girls. These programs can also provide parents with the skills and knowledge to support their children's educational journeys. The study concluded that higher perception was as educated parents than uneducated parents, urban area parents than rural parents, and mothers than fathers. All the results were significant.

Recommendations

1. The female should avail educational opportunities for their development. The government should offer financial assistance to parents who are unable to educate their daughters. Also, there should be an effective campaign for female education in rural areas especially among uneducated parents.
2. There should be parents' teachers' committees where male parents should invite to convince their daughters' schooling. Local governments and civil society should raise awareness amid parents about benefits of educating their girls over various programs. They inspire parents to enroll their girls in education institutions.

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