

Perception of Parents about Female Education: A Case study of the University of Loralai

Abstract: The study sought to explore parents' perceptions of female education. To determine the social and cultural hurdles in female education. The University of Lorelai's students comprised the population of this research. A questionnaire was distributed to the female students at random. From the whole population, the current researcher took 50 girls as a sample for this research from the University of Loralai, comprising the Department of Education. This sample was selected through a random sampling technique. A closed-ended questionnaire was constructed to collect data containing ten items based on a 3-point scale. Based on the findings, it was concluded that early marriages are a barrier to female education. Respondents are divided in their opinion about the statement that parents think co-education is difficult for women. Most parents cannot afford higher education for their daughters. Most parents believe that higher education is not difficult for women. Most parents believe that they cannot afford higher education for their daughters. Local tribal tradition is a barrier to female education. Parents agree that the university is too far away from the city. Respondents are divided in their opinion about the statement that parents are not satisfied with transport facilities. If the university provides separate classes for female students, the strength of female students will increase. Most parents are worried about harassment.

Key Words: Perception, Parents, Female Education, Loralai, Balochistan

Introduction

Study Background

Due to cultural norms and illiteracy, the majority of parents in Balochistan, particularly in tribal areas, forbid their daughters from attending school (Afridi, 2010). Due to some traditional tribal elements, there is a relatively low ratio of female education in tribal areas. Minority women attend secondary schools in tribal areas because they are constantly faced with social insecurity (Daraz et al., 2013). Women in mountainous areas either never take advantage of all the educational opportunities available to them or only take advantage of very few of them, which makes them uninterested in their studies and extracurricular activities. The majority of women only enrol in their schools, but they rarely attend because of social insecurity, a lack of educational awareness, and the limited opportunities available to them (Khan, 2016). The majority of individuals who live in mountainous locations are uneducated, impoverished, and have no means of support. Because of poverty, illiteracy, and Pakhtun culture, women from these kinds of households face obstacles and difficulties in their educational pursuits (Parvez et al., 2017). Girls are disproportionately affected by transportation issues; they lack access to private buses to get to their respective schools, which causes parents to refuse to let them go, thus impairing their academic performance (Ullah et al., 2022). Due to the poor educational systems in tribal areas of Pakistan and the cultural norm that males predominate over females, women who commit mistakes, crimes, or transgressions face psychological harassment and trauma that negatively affects their daily activities.

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Citation:

Looni, F., & Khan, M. (2023). Perception of Parents about Female Education: A Case Study of the University of Loralai. *Regional Lens*, 2(1), 19-26.

<https://doi.org/10.62997/rl.2023a.29009>

Women in tribal societies are required to strictly follow all laws and norms of their culture due to cultural barriers; otherwise, they are perceived as inferior and of poor status (Evans & Davies, 2010). This explains why the proportion of educated women in tribal communities is so low. In tribal communities, women experience societal prejudice, which is a serious problem for them as it is one of the biggest and deadliest sources of obstacles for educated women. Because of this, the majority of women in tribal areas—especially those who reside in mountainous areas—experience social suppression and despair and are unable to pursue higher education (Khalid & Mujahid-Mukhtar, 2002).

Conservative-minded individuals generate issues for women, making it impossible for them to attend classes in a pleasant and productive manner. These individuals are adamantly opposed to female education. The absence of secondary schools for girls is another issue that affects female students in FATA. Female students lack political authority and are culturally imprisoned. Girls who choose not to attend school have difficulties because of strict and traditional individuals who label their behaviour as immoral or unethical addictions. Due to cultural barriers and interpersonal abuse, girls in FATA are mostly raised as folk women at home rather than receiving an education. As a result, they either avoid attending school or receive their education privately (Faridi et al., 2015).

Statement of the Problem

Every nation's foundation for success is its educational system. Pakistan is one of the world's most densely inhabited countries. With almost 180 million residents as of right now, this country ranks sixth in the globe for population density. Women face many challenges in postsecondary education, especially with regard to upkeep. Research and postgraduate courses are becoming more and more commonplace worldwide. Pakistan lags significantly behind other countries when it comes to educating women. The writers of this study addressed a few of the primary issues that make it difficult for students to conduct research from their point of view. The study investigated parents' perceptions of female education at the University of Loralai in Pakistan's Balochistan. The goal of the current study was to investigate how parents felt about women's education.

Objective of the Study

1. To find the perception of parents about female education.
2. To investigate cultural and social hurdles in female education.

Research Question of the Study

1. What are the problems faced by female students at higher education levels at the University of Loralai, Balochistan?
2. Is there any discrimination among females and males in terms of education?
3. Does illiteracy cause the decline of female education in the Loralai district?

Significance of the Study

The study shed light on female university students' attitudes towards higher education. This study also provides an answer to the question of different problems regarding females' education at higher levels in university. It also gives a chance to compare female students' reasons for pursuing a career when they enter teaching. It is common sense that those who choose to study at university will face different problems. This research highlights that female students aim to continue their studies at university. It provides an opportunity for a university career. This study provides some background to weaken or strengthen this common belief about the problems faced by females when they study at university. The result of this study can help policymakers, planners, education faculties, and educators. It can bring more qualified people to teaching and increase in-service teachers' motivations and students' motivation and learning outcomes, understanding the motives that attract female students to get higher education in university. Evident that students choose university education because of other

requirements as well besides it being an enthusiasm. Parents' „perception of girls „education has significant importance. This study will identify the parents' views about the girls „education in district Loralai and 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 of girls' education. This study is highly significant for the government as well as for the public because educated females play a vital role in society and culture. Educated females can also play a key role in the financial affairs of their family as well as in any department or organization. After this study, every educated person will be able to know all the social, cultural, religious and financial problems faced by female students at higher education levels at the University of Loralai, Balochistan.

Delimitation of the study

The study was delimited to the higher education case study of the University of Loralai. This study was only delimited to the Balochistan context only.

Literature Review

Related Studies

According to Latif (2009), female students are completely denied access to extracurricular learning opportunities, such as regular attendance at educational seminars, tuition-free libraries outside of schools, and other regular educational opportunities.

According to Khan (2016), severe and stringent cultural norms and legislation that consider women to be objects of accommodation prevent women from staying in school hostels for educational purposes. However, women are also denied access to hostel facilities throughout Pakistan, despite the fact that hostel life teaches valuable skills like self-confidence, cooperation, tolerance, mutual understanding, leadership, and self-awareness.

According to Alam (2017), the inability to consistently pay for their own transportation is just one of the many obstacles faced by female students from rural and hilly locations as they pursue an education. Due to a lack of pick-and-drop services, female students are unable to achieve academically and stop attending their schools. Rather, they don't finish their courses; instead, they just enrol in secondary schools and then show up for board exams at the end of the term or year to receive a matriculation degree or certificate.

According to research by Khalid and Mujahid-Mukhtar (2002), female students in the North Waziristan Agency face numerous challenges since females are unable to benefit from educational possibilities and male pupils are frequently viewed as superior to them. According to Lee and Marks (1990), the employment of instructional materials that are directly linked to the academic success of female students is not possible. Gender inequality, for instance, prevents female students from having access to libraries or from being able to visit them at all.

According to Hashmi, Zafar, and Ahmad (2008), due to several factors, such as early puberty and cultural restrictions, girls' secondary schools are closed and not in operation. Alternatively, the mistresses, or female teachers, come from rural areas.

According to Talbot (1910), educated females are still viewed as folk women and are more preoccupied with taking care of their homes and careers than they are with their education, which negatively impacts both their academic performance and capacity for learning.

According to Pirzado (2006), fundamentalist organizations target women's institutions, especially those in primary and secondary education. Because most women's institutions are demolished as a result, it becomes impossible for women to consistently attend school and social insecurity results.

Hashmi (2004) discovered that women are assigned a low social standing in all cases. In tribal communities, where male dominance is complete, female subordination is unwavering; women are confined to their homes and are not permitted to venture outside without their senior male companion.

Ahmad (1985) demonstrated how local terrorism negatively affects female education as well. Certain local religious organizations prohibit young girls from attending their schools and issue threats if they continue to do so or face other challenges. These females, therefore, prefer private instruction over traditional classroom settings, which hinders their development because, as private candidates, they might pass but not graduate with a quality education.

According to Tierney (2013), another major issue facing female students is the violation of their rights. Shah and Shah (2012) stated that male dominance is the main issue facing female students. He explained that female students experience significant educational challenges as a result of religious misinterpretation and misunderstanding.

According to Awan and Malik (2020), female students in tribal communities had high levels of domestic disturbance as a result of being treated like slaves and mid-servants in their households and unable to assert their own rights. They have nothing and are simply confined to their houses.

Methodology

Research Design

The nature of this study was quantitative. With this kind of research design, the researcher created a questionnaire and used it to seek out a quantitative approach to help reach the study's goal.

Population

The whole University of Loralai girls students comprised this research population. The questionnaire was distributed to the female students at random.

Sample

From the whole population the current researcher took 50 girls as a sample for this research from the University of Loralai comprising the department of Education. This sample was selected through the random sampling technique.

Research Tool

A closed-ended questionnaire was constructed to collect data containing ten items based on a 3-point scale.

Results and Discussion

Table 1

Early marriages are a barrier to female education

	Agree	Neutral	Disagree
Frequency	26	3	23
Percentage	52	6	46

Table 1 reveals that 52% of respondents agreed and 46% disagreed with the statement that young marriages are a barrier for women.

Table 2

Parents think that Co-education is difficult for females.

	Agree	Neutral	Disagree
Frequency	25	1	24
Percentage	50	2	48

Table 2 reveals that 46% of respondents disagreed with the statement that early marriages prevent women from pursuing higher education, while 50% of respondents agreed with the statement.

Table 3

Parents think that higher education is difficult for females.

	Agree	Neutral	Disagree
Frequency	15	5	28
Percentage	30	10	56

Table 3 reveals that 56% of respondents disagreed with the assertion that parents believe it is difficult for women to pursue higher education, while 30% of respondents agreed with the statement.

Table 4

Parents cannot afford higher education for their daughters.

	Agree	Neutral	Disagree
Frequency	31	4	19
Percentage	62	8	38

Table 4 reveals that 62% of respondents agreed, and 38% disagreed with the assertion that a daughter's parents cannot afford to send her to college.

Table 5

Evening time is a barrier to female education.

	Agree	Neutral	Disagree
Frequency	22	4	24
Percentage	44	8	48

Table 5 reveals that 44% of respondents agreed and 48% disagreed with the statement that evenings are a hindrance to women's education.

Table 6

Local tribal tradition is a barrier to female education.

	Agree	Neutral	Disagree
Frequency	38	5	7
Percentage	76	10	14

Table 6 shows that 76% of respondents agreed with the statement that local tribal tradition is a barrier to female education, while 14% disagreed with the statement.

Table 7

Parents are concerned that the university is too far away from the city.

	Agree	Neutral	Disagree
Frequency	29	4	17
Percentage	58	8	34

Table 7 reveals that while 34% of respondents disagreed with the assertion, 58% of respondents agreed that parents worry that the university is too far from the city.

Table 8

Parents are not satisfied with the transport facility.

	Agree	Neutral	Disagree
Frequency	24	3	25
Percentage	48	6	50

Table 8 reveals that 50% of respondents disagreed with the assertion that parents are dissatisfied with the transportation facility, while 48% of respondents agreed.

Table 9

If the university provides separate classes for female students, the strength of female students will increase

	Agree	Neutral	Disagree
Frequency	37	3	8
Percentage	74	6	16

Table 9 demonstrates that 74% of respondents agreed, and 16% disagreed with the assertion that a university's provision of separate classes for female students will boost the number of female students.

Table 10

Parents are worried about harassment.

	Agree	Neutral	Disagree
Frequency	35	6	10
Percentage	70	12	20

Table 10 demonstrates that while 20% of respondents disagreed with the assertion that parents are concerned about harassment, 70% of respondents agreed with it.

Findings

1. Table 1 reveals that 52% of respondents agreed and 46% disagreed with the statement that young marriages are a barrier for women.
2. Table 2 indicates that while 46% of respondents disagreed with the statement that early marriages prevent women from pursuing higher education, 50% of respondents agreed with it.
3. Table 3 reveals that while 56% of respondents disagreed with the assertion that parents believe higher education is harder for women, 30% of respondents agreed with it.
4. Table 4 reveals that 38% of respondents disagreed with the assertion that parents cannot afford to send their daughters to college, while 62% of respondents agreed.

5. Table 5 reveals that 44% of respondents agreed, and 48% disagreed with the statement that evenings are a hindrance to female education.
6. Table 6 reveals that 76% of respondents agreed, and 14% disagreed with the assertion that local tribal practice is a barrier to female education.
7. Table 7 reveals that 34% of respondents disagreed with the assertion that parents worry that the institution is too far from the city, while 58% of respondents agreed.
8. Table 8 indicates that while 50% of respondents disagreed with the assertion that parents are dissatisfied with the transit facility, 48% of respondents agreed with it.
9. Table 9 reveals that 74% of respondents agreed, and 16% disagreed with the assertion that a university's provision of separate classes for female students will boost the number of female students.
10. Table 10 reveals that while 20% of respondents disagreed with the state, 70% of respondents agreed that parents are concerned about harassment.

Conclusion

Based on research, it was determined that early marriages prevent women from pursuing higher education. Opinions among respondents on the claim that parents find co-education challenging for females are split. The majority of parents are unable to pay for their daughters' further education. The majority of parents believe that women may easily pursue higher education. The majority of parents believe that they are unable to pay for their daughters' further education. Education for women is impeded by the customs of the indigenous tribe. Parents concur that the distance between the university and the city is excessive. Regarding the allegation that parents are dissatisfied with the transportation facilities, respondents' opinions are mixed. The number of female students will rise if the university offers separate classes for them. The majority of parents believe that harassment is a concern.

Recommendations

The following were the recommendations of the study:

1. It was found that early marriage is a barrier to higher education. It is recommended that there is a need for an awareness campaign among parents for the prevention of early marriages. For this purpose, government organizations, NGOs, and print and electronic media should play a role in this regard.
2. It was found that some parents believe that higher education is difficult for females. It is recommended that parents be motivated and worried to remove this misconception. For this purpose, social media complaints should be utilized.
3. Furthermore, as parents are unable to pursue further education, it is advised that they be provided with a stipend to enable them to educate their daughters.
4. It was discovered that the local culture serves as a barrier to women's education, so it is advised that a desperate motivational campaign be launched for women's education separately. To this end, parents should be encouraged to send their daughters to college by using social media, print media, electronic media, and non-governmental organizations.
5. It was found that the parents think that the university is too far away from the city it is also found that some of the parents are not satisfied with the transport facility so it is recommended that the transport facility provided by the university, please be improved the university administration should look and to the matter.
6. It was found that if separate classes are provided to female students, the strength of female students can be dramatically increased, so it is recommended that separate classes for female students are separate blocks may be provided in future to increase the strength of females in the university.

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