

**AN INVESTIGATION THE ATTITUDE OF MALES
TOWARDS FEMALE EDUCATION AND EMPLOYMENT
IN RURAL AREAS OF TEHSIL DERA GHAZI KHAN,
PUNJAB PAKISTAN**

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ABSTRACT

This study gives an insight into the public behavior towards female education and employment. The objective of study was to determine the attitudes of males towards female education and employment. The study was conducted in rural areas of Dera Ghazi Khan tehsil of Punjab Pakistan. Interview schedule was used as tools for data collection and data was analyzed with the help of statistical package for social science (SPSS). One hundred and twenty respondents were selected for convenient sampling techniques. The result indicated that 42.0% of respondents were illiterate 17.5% of the respondents were primary and 13.2% were middle and 9.5% were metric 7.5% were intermediate 5.0% were graduate and 3.0% master. The results showed that the respondents opinion about the level of female education. The 29.2% of the respondents had opinion that female should get basic religious education while 19.2% of the respondents had opinion that female should get primary level education, 19.2% of the respondents had opinion that female should get metric level education, 5.8% of the respondents had opinion that female should get college level education.

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INTRODUCTION

Education is an important aspect of *socialization* the process of learning the attitudes, values and behavior appropriate to individuals as members of a particular culture (Schaefer & Robert, 1995). Islam gives equal rights of education for both, male and female, the holy prophet (peace be upon him) information that attain knowledge is compulsory for every man and woman. When both men women have to face responsibility on the Day of Judgment on alike balance, justice stress that none of them should be destitute of knowledge (Ali, 1987).[1]

The present status of women in the result of log historical struggle against harmful social, cultural and economic variables. Issues relating to women development are complex. Islam and constitution of Pakistan not only guarantee equal rights of women and prohibit discrimination against on the basis of sex but also provide for fuller participation of women in all spheres of national life (AfridiS,2003)[2].

Many parents have concerns for both the physical and the moral safety of their daughters' informal school environment al trival required to location outside the home village compounds those fears. Using the local mosque as a school has been a solution which is attractive to parents. It takes into account distance, space and cost by utilizing existing building found in every village. The reduction of travel to and from home is benefit to girls to whose attendance more effected by his factor and boys, the utilizing of religious settings in combination with the presence of an imam as a co-teacher address the safety needs of girls .in Bangladesh, Kenya, Mali, and Pakistan, the Governments have supported the accreditation of these school by introducing primary school curricula and trained teachers to supplement the religious education (Rashid, 2010)[3].

Basic education is a universal right. It assists all children: boys and girls, rich and poor, those living in city, in rural and remote areas, the disabled, working children, indigenous children those coming from ethnic minorities, those who have a family and those who live in streets, children who are refugees and displaced by war (Rosa, 1995).[4].

Female education is an important factor in growth of a nation particular in the economic progress of a state. The standard and status of female education in Pakistan is very low. There

are too many girls who are capable of getting education but due to socio-cultural constriction they are deprived of it. Therefore, they cannot perform well in the development of nation (Praveen, 2006).[5].

Education is a process by which the socially approved parts of culture, values and norms are transmitted from generation to generation and in this process the acquired knowledge is shared by the members of society (Rehman, 1994).[6].

According to Francis (1970),[7]. Education is a consciously controlled process whereby changes are produced in a person's behavior and through a person within the group. Education is considered as one of the important factors in speeding up the process of social Change in any society. The importance of women's position in the procedure of progress was known long ago. Women have economic, political and social role to participate. Observation the importance of the female education, it is believed that chief cause of cover behind in general, in economic and social development ,in most of the rising countries, including Pakistan is the lack of a higher percentage of educated and technically competent women(Ahmad, 1984).[8]. Pakistan is one of the countries with poor literacy rate in the world, which is 61.3% for males and 36.8% for females (Government of Pakistan, 1999-2000). In Pakistan, a large number of people want to educate their sons and daughters, but only one third of the total prefer their daughters to be in job (Azhar, 1978.).[9]. The educational status of women in Pakistan is also incongruously low. The research survey exposes large gap between boys and girls. Some 67% of women contrasts with 41% of men are poor of education. Unluckily education is seen by the parents as resources to make an income with other reimbursement to personal and human progress are ignored. Pakistan's literacy and enrolment rates are among the real in the world, 67% of the female mature population is illiterate, 8.2million children are out of school, 5.9 million of them are girls, 75% of the rural girls fall down at the primary level. Only 3 % of rural 12 years old girls carry on in school, evaluate with 18% of boys that age 57% primary age girls go to school, Compared with 89% of boys girl's involvement rates at all levels are inferior than those of boys(Quershi,1959).[10].

Employed woman is not only disapproved but also strongly discouraged in Pakistani society. The socially prevalent attitude is that a feels undignified to live on earning of her

daughters or wife respectively. Such attitude had been responsible for discouraging many qualified women for joining various vacations.

Our country is one of the populous country of the world having about 120 million people out of which 50% are female, but their characteristics in the achievement of society is low. Developed countries have a hundred percent literacy rate while the literacy rate in Pakistan is about 49.9% which is very low. The complexity of modern age has changed the whole pattern of human life. No country can make progress and prosperity of all the developing countries. A network of educational institutions is needed in this respect. It is not possible without positive of the people in general. The fact of discrimination against women is a worldwide phenomenon depending upon the number of factors. Women do not enjoy educational opportunities. Everywhere in the world they are given less opportunity of education. Even today, millions of woman lives in a state of illiteracy. Education is considered to be the essential instrument of development and self-fulfillment for women but most of them never got a chance to become educated. The literacy rate in Pakistan in 1982-83 was 23.5% while that of male was 32%. In rural area the literacy rates of female 5.7%. The literacy rate in 1992 has been estimated as 32%. In this % age only 13.7 women are educated which is very low rate of literacy. The literacy rate in rural areas was 14.8%.out of which the rate of female literacy was 5.5%. The literacy situation is not satisfactory in Pakistan, especially in the Khyber Pashtun Khaw. In Pakistan the participation rate is at primary level of both sex in 1982-83 was 48% in which boys were 68% and girls were 32%. The participation of rural girls was 20% and the target of 75 & for boys and girls. The enrollment ratio of the female at the secondary level is 13% and at the university level is 0.5%. This situation justifies special arrangements to be made especially at the higher level, in rode to enhance the participation rate of female in education. In EFA Primary education has been assigned top priority. Universalization of primary education in terms of universal enrollment latest by 2010 I case of boys and 2015 in case of girls is the vowed goal and target of national, provincial and district EFA plans (Iqbal, 2010).[11].

The main objectives of the study were

2. To study the attitudes of males towards female's education.
3. To study the attitudes of males towards female employment.
4. To study the perception of males towards the problems of employment females.

Materials and Methods

Present study was conducted in rural areas of Tehsil Dera Ghazi Khan. There are total 41 union councils of tehsil Dera Ghazdi khan, in which 15 rural and 26 urban union councils. From 15 rural union councils two rural union councils were selected randomly. One union council is union council Notak and other is union council Aali wala. Four villages were selected randomly from these two union councils. Two from union council Notak (village jatoi wala, village Malana) and two villages were selected from union council Aali wala (village Naseer gherbi, village Ali wala). From these four villages 120 respondents were selected through convenient sampling methods. The data was collected by interview schedule. In the present study, the data was collected with the help of interview schedule. An interview schedule is a set of questions which are asked from the respondents in a face to face situation (Nachmias and Nachmias, 1992). An interview schedule was developed in the light of the objectives of the study. The questions in interview schedule were mostly structured. The interview schedule was prepared in English but questions were asked in Urdu and Punjabi according to the situation. In this research the likert scale was used in interview as this enabled the respondents to respond in a convenient way. In this study likert scale was having five categories of responses (strongly agree, agree, neutral, disagree and strongly disagree]. According to Neumann, (2006) a scale often used in survey research in which people express attitudes or other responses in terms of ordinal level categories (e.g., agree ,disagree] that are ranked along a continuum. In this section different techniques used to analyze the data are described. The study employed descriptive statistics to summarize and describe the data whereas inferential statistic such as chi-square was used to examine the relationship predictors and response variables. For the purpose of analysis and comparison of data, related to personal traits of the respondents, simple percentage was calculated. Percentage was calculated with the following formula.

$$P = \frac{F}{N} \times 100$$

Where

P= Percentage

F=Frequency

N = Total no of frequencies

The data was collected through interview schedule. Thus the collected data analyzed by using SPSS (statistical package for social science).

RESULTS AND DISCUSSION:

Characteristic of Respondent:

Table 1 showed the gender of respondents. One hundred and twenty persons were contacted for interview during the survey and all the respondent for interview were male.

Table 2 indicated the age of respondents; it was divided into three categories' More than a half 66.7% of the respondents had 18to28 years of age.

Table 3 Indicated that 42.2 % of the respondents were illiterate, 17.5% of them were primary 13.3 % were middle and 9.2% were Metric 7.5% were intermediate 5.0% were graduate 5.0 were masters.

Table 4 showed that nuclear family result were 45.8% And joint family result were 54.2 %.

Table 5 showed that a large number of respondents 55.0 % were strongly agreed and 29.2 % were agreed education will create more awareness about religion in them and 11.7 % were neutral and 4.2 % were disagreed.

Table 6 showed that a large number of respondents 51.7 % were strongly agreed and 39.2 % were agreed and 39.2% were neutral and 4.2 % disagreed about this statement.

Table 7 showed that 46.4% of the respondents were agree and 53.3% were disagree about the Statement.

Table 8 showed that the respondents opinion about the level of female education. 29.2 of the respondents had opinion that female should get basic religious education, 19.2% of the respondents had opinion that female should Just skills, 5.0% of the respondents had opinion that female should get primary level education, 21.7 % of the respondents had opinion that female should get metric level education, 19.2% of the respondents had opinion that female should get college level education ,5.8 % of the respondents had opinion that female should get college above level education

CONCLUSION

The focus of the present study was to explore the knowledge of the males about female educational and employment rights, what type of attitude they have and what are they doing particularly for the achieving educational and employment rights for their female. The perceptions of respondents were different according to their status, education, occupation and income. Although all parents wish to see their female well educated and sensible person of the society but they also want that their children especially sons, should have good job and support them. In rural areas mostly parents have ideas that education is a basic source of good income after getting job, they do not take it as the basic right of their children. It was found that a significant majority of respondents had opinion that males support parents and having more job opportunities so they were preferred in attaining education as compared to female. Early marriage, family tradition, lack of interest in daughter education by the parents and poverty are the main barriers of female education. A few male had favourable opinion about the female employment. Selected male were also recommended that the teaching, nursing and doctors are the suitable professions for women.' Majority of them had opinion that the people consider below it honour to rely on their daughter/wives income and the working women have equal say in important family matters.

Table1: Distribution of respondents according to their gender

	Frequency	Percent
Male	120	100

Table 2: Distribution of respondents according to their age

Age	Frequency	Percent
18TO28	80	66.7
29TO39	33	27.5
40TO50	6	5.0
Above50	0	0
Total	119	99.2
	1	8
Total	120	100

Table3: Distribution of respondents according to their Education

	Frequency	Percent
Illiterate	51	42.5
Primary	21	17.5
Middle	16	13.3
MATRIC	11	9.2
Intermediate	9	7.5
Graduation	6	5.0
Master	6	5.0
Total	120	100.0

Table 4: Distribution of respondents according to this statement family type

	Frequency	Percent
Nuclear	55	45.8
Joint	65	54.2
Total	120	100.0

Table 5 Distribution of respondents according to the to this statement education will create more awareness about religion in them

	Frequency	Percent
strongly agree	66	55.0
Agree	35	29.2
Neutral	14	11.7
Disagree	5	4.2
Total	120	100.0

Table 6 Distribution of respondents according to this statement female education is inevitable for national development

	Frequency	Percent
strongly agree	62	51.7
Agree	47	39.2
Neutral	6	5.0
Disagree	5	4.2
Total	120	100.0

Table 7 Distribution of respondents according to this statement Educated girls can bring up their children in a better way

	Frequency	Percent
Agree	56	46.7
Disagree	65	53.3
Total	120	100.0

Table.8 Distribution of respondents according to this statement in your opinion, up to what level, education is necessary for female

	Frequency	Percent
basic religious	35	29.2
just skills	23	19.2
Up to primary	6	5.0
up to Metric	26	21.7
up to college	23	19.2
And above	7	5.8
Total	120	100.0

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