

**DOES COMMUNITY RESPONSE TOWARDS FEMALE  
EDUCATION IN TRANSITION IN DISTRICT  
CHARSADDA, KPK, PAKISTAN?**

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**Abstract**

The present study was conducted with the main objectives to assess the relationship between the parents attitude on psycho-social barriers to women education. Data was collected form randomly selected 90 respondents to draw inferences. Chi-square test was used to determine the relationship between independent variable i.e. educational facilities and dependent variable i.e. parents level of education. The study revealed that majority of the respondents i.e. (55%) rated the school conditions as “well”, followed by school school building proper (50%). Moreover, bus facilities (59%) and personal pick and drop (38%) by their respective parents. In addition, a significant association ( $p < 0.05$ ) was discovered between schooling conditions of females and parents level of education. The study disclosed that despite rural in nature; the prevalent social structure was getting flexible by allowing the female students for using all the possible modes of reaching into their relative schools. A transitional path, based on parent’s attitude towards female education could easily be inferred from the study. Efforts are needed for replicating the study model to other rural parts of KPK for devising a standard policy on the subject at hand.

**Key words:** Female education, Psycho-social barriers, Parent’s attitude, and Educational facilities.

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## INTRODUCTION

Defining education merely to deliver knowledge, skills and information from teachers to students is inadequate to capture what is really important to the educated persons (Berg, 2002). Education is important for all segments of society, as it attributes to leading a normal life. It shapes personality, making a person to earn reasonably in any social situation. It provides the opportunity to explore one's activities in multidimensional, enable a man to be equipped with certain tools of living a stable life (Anonymous, 2008) through attainment of education by holding it with career adoption to make right decision with reasonable justifiable basis. Education plays a vital role with a high level of impact on human society by training human minds to enable them to cope with any situational demand. Educational is absolutely essential for social, and economic development of a nation coupled with catering the needs of the working class with focus on vocational attainment (Goel, 2007). It is the process of instruction with the objectives revolving around all kind of development by acquiring them with all sorts of tools and knowledge to understand and participate in day to day activities. Similarly, Pommelil (2010) has also discovered that education has handed over education to the people upward movement across the globe, by seeking better jobs, based on a successful rate of return in their lives by declaring it need of all the individuals on the earth.

Another important aspect of education as indicated by (Marry, 2009) is to establish the capacity of hiring the needed skilled population with base and convince after scrutinizing the credentials of the applicants. It clearly portrays education as a barrier as well as advantage in career achievements and identification. Education is responsible for bringing the desired changes in the society as per need of the people, developing the generations to acquire the proper knowledge, in calculate the values and traditions with the concepts of prescribed and proscribed thinking. It embodies various types of trainings with the aims of importing skills necessary for careers adoption which in turns guarantees a sense of social awareness and self awareness (Oak, 2010).

Education for women is imperative in all schools of thought in general and in Islam in particular. It has been declared mandatory on both sexes to acquire education. It emphasis on learning both technical as well Quran knowledge. This knowledge leads a woman in getting a descent way of earning (Anonymous, 2009). Gender inequality has been identified as one of the most damaging aspect, restricting a women to have access to basic immunities of life including

education cultural traits, poverty have so far been traced as major barriers to attainment of education with reference to women folk in most of the traditional societies worldwide. Different schemes (approaches) have been initiated by the leading organization under the patronage of international organization like UN and World Bank for eradication of this menace as denial of education to women leads to marginalization and social exclusion of the women folk from the labor market, thus incapacitating almost in 50% of the existing population. Low productivity has also been associated to low level of education (Tomasevski, 2005). Different researchers have depicted a positive relationship between women education and overall development at community level. Awareness on social cost of children, improved communication amongst couples is a low positively influenced with high level of education at women's end. In addition, it also enabled women of setting understandings of their legal rights along with creating the ability to social change through organized and collective wisdom.

In Pakistan both gender in general and women in particular are placed largely at the bottom end in to education. Traditional assumptions also deny women by limiting to the four walls of the house. Women mostly face socio-economic and cultural barriers to get education. Wide spread poverty, dowry and other social norms like early marriages were identified as barriers to women education. Bano (2010) has also pointed out some startling facts based on not accepting religion and other conservative sections of the society by highlighting their efforts in the shape of construction of schools and madrassas for girls in the interior across the country. However, discrepancy between rural and urban areas shows a marked disparity stood at 7% to 35% in rural and urban basis respectively. Thus placing Pakistan amongst one of the poorest country on the earth. Some systematic, nationally coordinated efforts are needed to improve the 10% of women in this vital aspect of humanity (Lewis, 1994).

According to 1998 census, Khyber Pakhtunkhwa population is around 18 million and the literacy rate of KPK is 34.41%, men with composition as 51.39% and women 18.82 % respectively. Some 2.35 million Children are enrolled in schools and 2.14 million are out of school due to different reason (Government of Pakistan, 1998). In the field of education KPK is for behind with respect to other provinces, with exception to Balochistan. Some half hearted plans are in progress but those are not enough to eradicate the problem (Sultan, 2008). The performance of the KPK government in the education sector is quite poor when compared with progress achieved in the rest of the country in both enrolment rates and gender disparities and is

unlikely to meet the millennium development goals (MDG) by 2015 (World Bank, 2005). Literacy rate in the KPK was significantly less than other provinces. The recently released report attributed the lower literacy rates in the KPK to female literacy in both urban and rural areas. At 20 per cent women literacy in the KPK the province is well behind the country's average for female literacy at 32 per cent (Anonymous, 2008). The aims of the present paper is to highlight the parent's attitude towards this neglected reality with some possible future visions in the shape of recommendations. The study proceeded with main objectives like indicating towards major psycho-social barriers to female education.

## MATERIALS AND METHODS

### UNIVERSE OF THE STUDY

Tehsil Charsadda constitutes the universe of the study. It comprises 25 union councils (Table-1). Out of the total 25, one union council i.e. Hesara Yasin Zai was selected as a universe of the study on purposive basis. Keeping in view the time and budgetary constraints, only 3 villages were randomly selected. All those parents (fathers) who had 12 and above years of education constituted the population. Total population with relation to sample size distribution is shown below in table-1;

**Table-1: Population and Sample Size Distribution on Village Basis**

Villages	Population size	Sample size
Kot	730	34
Nemora baba	421	19
Nava kale	813	37
Total	1964	90

Source: Survey (2011)

- **SAMPLING DESIGN**

Sample sizes of 90 respondents were randomly picked up for data collection. The sample size was proportionally distributed as out hand by (Cochran, 1977). Through the following formula given below;

$$\eta_i = \frac{\eta}{N} \times N_i \quad (\text{Chaudhry and Kamal, 1996})$$

- **TOOLS OF DATA COLLECTION**

A comprehensive questionnaire, encompassing almost every aspect of the study was devised and served to collect the required information in light of the specific objectives of the study.

- **ANALYSIS OF DATA**

The data constituted frequencies (percentages) alongwith testing the association between independent and dependant variables at chi-square (Chaudhary and Kamal, 1996).

$$X^2 = \sum_{i=1}^k \frac{(oi - ei)^2}{ei}$$

Where  $oi$  is the observed frequency,  $ei$  is the expected frequency and  $k$  is the number of classes or categories.

## **RESULTS AND DISCUSSION**

### **Relationship between Educational Facilities and Level of Education**

Table-2 shows the relationship between educational facilities and parent's level of education in the study area. People were satisfied with condition of the schools in their respective areas, as a significant ( $p < 0.05$ ) relationship was detected between the conditions of school with educational level of the respondents. As was reported by Macmillan (1981) that the satisfaction level of the students and parents upon educational institutions have pivotal role in the aspiration achievements, the aspirations are shaped through satisfactory educational environments. As was found by Khan (2011) that students with confident and satisfied educational environment avail higher education and have strong decision power. Singer (1964) argues that racial attitudes rarely found in satisfied students of various institutions. A non-significant association was found between satisfaction reasons and educational level of the respondents. Conversely was found by Coleman (1966) that the infrastructural facilities and privileges had profound effects on the satisfaction of students, particularly female students were found more sensitive to the honors and privileges. The teaching and administrative staff behavior with students had significant role in the satisfaction of the students rather than the infrastructure (Hightower, 1972). It clinched that the people as a whole, in the study area had a clear perception about the minimum standard



required for a school, where to impact education on the female students; i-e were equipped enough with fulfilling all the needs and requirements of the female. In addition, a non-significant association was detected between students manage to going school with level of education. Same was revealed by LFA (2010) survey that the convenience to education institutions has no relationship with satisfaction and level of education. While Hauser (1967) reported that transportation facilities have prominent relationship with satisfaction. It could be attributed to this relationship that parents were satisfied with the mode used for school going along with the school; conditions. Another probable reason could be the cultural flexibility for female education in the study area.

**Table-2 Table Showing the Relationship between Educational Facilities and Level of Education**

STATEMENT		PARENT'S EDUCATION LEVEL			TOTAL	STATISTICS
		Inter	Graduate	Master		
What is the condition of girl's school in your village	Well condition	21(55.0)	11(29.0)	6(16.0)	38	$X^2=6.384$ (.041)
	Satisfactory	15(29.0)	24(46.0)	13(25.0)	52	
Reasons of satisfaction upon school condition	Proper building	6(33.0)	9(50.0)	3(17.0)	18	$X^2=2.578$ (.631)
	qualified staff	4(19.0)	10(48.0)	7(33.0)	21	
	Furnished schooling facility	5(38.0)	5(38.0)	3(24.0)	13	
How female students manage to go to school in your village	By bus	6(35.0)	10(59.0)	1(6.0)	17	$X^2=9.752$ (.136)
	By foots	13(43.0)	13(43.0)	4(14.0)	30	
	By private services	11(46.0)	6(25.0)	7(29.0)	24	
	Pick and drop by your own	6(31.0)	6(31.0)	7(38.0)	19	

Values in the table present frequency while in parenthesis indicate percentages along with "p" value in the statistics column.

## CONCLUSIONS AND RECOMMENDATIONS

The main objective of the study was to measure the relationship between attitude and psycho-social barriers to women education. Government, as an agency was playing a considerably pivotal role in providing safe and protected physical structure i.e. school(s). moreover, being cultural in background, with major stress on male domination, the prevalent social system was flexible enough, by allowing the female students for using all possible modes of travelling while attending their relative schools. It could easily be concluded that the prevalent social system is on transitional paths towards providing realistic grooming environments of gender equality in education. It is recommended on the outcome of the study that such efforts, in the form of studies, need to be carried out in other parts of Pakhtun culture. The inferences of these efforts, while taking in to considerations, could become a harbinger in devising general standards for future policy formulations.

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