

## A Study of The Mothers' Attitude Towards Their Daughter Education in Low Income Families of Gujranwala City

Mehnaz Rafique, Shazia Yasmin and Nazia Malik  
Department of Rural Sociology, University of Agriculture, Faisalabad, Pakistan

**Abstract:** An extensive survey was conducted on "Mothers' Attitude towards their daughter education in low income families of Gujranwala city". By using convenient sampling technique. 02 localities of Gujranwala city were selected. In these localities daily wagers are more in number and are facing many problems in accomplishment of basic need of life. 100 married women who had school going daughter were selected through purposive technique. It was concluded that majority of the respondents have educational facilities and mothers are also aware about girls' educational need. But due to low income constrains and leading role of the male head of family, girls' are depriving their educational rights. According to them this problems should be solved by providing long term and short term loans for business on simple basis secondly different aware raising measure should be taken to change the attitude of male towards the need of girls' education.

**Key Words:** Mother's Attitude, Low Income Families, Education

### Introduction

The first lesson of Islam that was gave to Holy prophet (Peace be upon him ) is also on education.

"Read with the name of Allah who created, created man from a clot, read and your lord is the most bounteous. Who taught by pen, taught men when he knew not" (Surat Alaq)

"Baiti Khuda ki Rehmat hai,"is merely a saying rather than a belief. Girl has been considered as a burden since ages despite the teachings of Islam. She has been snubbed mostly which gives her a complex of inferiority as compared to the boys of her age.

"Seeking education is a duty of every man and woman" (Al Hadith ) is intentionally ignored by our so-called Muslim nation and the boy child is preferred to send to the educational institutions. And what to do with the girl's education because she would not be able to imprint a single benefit of her education and degrees on her parents and family members. She is taught to handle the domestic tasks and kitchen chores from the day she is able to stand on her own feet.

Education is of immense importance for the girls. "Give me educated mothers in order to have an educated nation." Even a person who had nothing to do with the society and was merely interested in warfare and conquest of the land, was aware of the significance of education for females but our nation leaves no stone unturned hindering the way of a girl child's education. (F.N Syeda, The News, July 30, 2001)

Samual (1957) said hat the education of female is no less important in a democratic country. The participation of each and every individual is the utmost important. Education is a method by means of which the talent can be developed. Capacities are enhanced and can be best utilized, if we face to educate our females, we will always remain poor and an undeveloped nation. In a developing country like Pakistan female education is of great significance and important and slight negligence can create drastic consequences.

The girls under 18 years of age made up about one

fourth of the total population of Pakistan yet their rights are not even recognized by those who raise fake slogans of being the standard bearers of human rights Syeda Nabiha Fatima writes as to how the differentiating attitude of society towards girls affects their lives.

### Materials and Methods

The present research was conducted in two localities of Gujranwala city namely Garjakh and sidiqa-bad(dullay). By using convenient technique 100 married women who had school going daughter were selected.

### Result and Discussion

Table 1: Distribution of the Respondents with Regards to their Education:

Education	Frequency	Percentage
Illiterate	42	42.0
Primary	27	27.0
Middle	16	16.0
High	15	15.0
Total	100	100.0

Table 1 indicates that Majority of the respondents i.e. 42.0 percent had no education at all and 27.0 percent respondents had primary education while 16.0 percent had middle education and only 15.0 percent

Table 2: Distribution of the Respondents with Regards to their Type of Job:

Type of job	Frequency	Percentage
Sewing bag	3	3.0
Sewing cloth	13	13.0
Embroidery	15	15.0
Shop	4	4.0
Hozary	12	12.0
LHV	3	3.0
No job	50	50.0
Total	100	100.0

## Rafique et al.: A Study of The Mothers' Attitude Towards Their Daughter Education

respondents had attended school up to Metric and above. This Table shows that literacy level of the respondents was very low.

Literacy rate in Pakistan is 160 percent for female. But the Rural female is grossly disadvantages in this respect, whose literacy rate is a significant on 704 percent.

Data reflected in Table 2 indicates that majority of the respondents i.e. 15.0 percent were doing embroidery on the clothes at home for earning money and 13.0 percent respondents sewing clothes at home. The other activities of the respondents who were doing job at home include swing bag, had a shop, hazaree, their percentage were 3.0, 4.0, 12.0 very few cases of the respondents were doing job for cash outside the house i.e.3.0 percent. While 50.0 percent of the respondents were house wife.

Table 3: Distribution of the Respondents with Regards to their Income:

Income categories (Rs)	Frequency	Percentage
1000-2000	35	35.0
3000-4000	48	48.0
5000-6000	17	17.0
Total	100	100.0

As Table 3 regards the total income from all sources. This Table shows that 48.0 percent respondents was between 3000-4000 and 35.0 percent respondents had income between 1000-2000, 17.0 percent respondents had in come in between 5000-6000.

Table 4: Distribution of the Respondents with Regards to their Husbands Attitude Towards children:

children	Frequency	Percentage
For boys only	17	17.0
For girls only	8	8.0
Both	75	75.0
Total	100	100.0

Table 4 shows that greatest proportion of the respondents husband i.e. 75.0 percent wished to provide education of their children both girls and boys and 17.0 percent respondents husbands were wanted for only boys education but 8.0 percent were wished to only girls education.

Following Graph shows the ratio of levels of Mothers' favour in their daughter education.

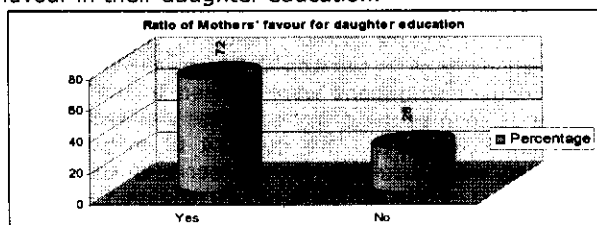


Table 5: Distribution of the Respondents with Regards to their Favour of Daughter Education:

In favour of daughter education	Frequency	Percentage
Yes	72	72.0
No	28	28.0
Total	100	100.0

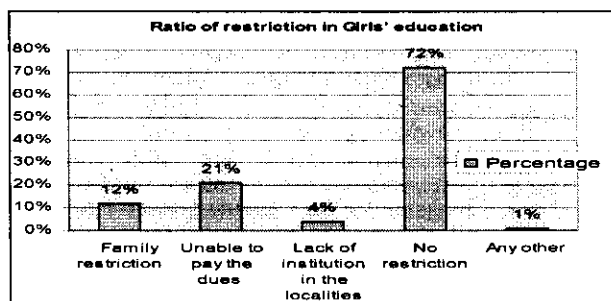
Respondents further probed whether they are in favours of daughter education or not. The Table 28.0 reflects that great majorities of the respondents' i.e 72.0 percent are in favour of daughter education, whereas, 28.0 percent remarked that they disliked daughter education.

Table 6: Distribution of the Respondents with Regards to their Response for not Sending Daughter for School:

Response	Frequency	Percentage
Family restriction	12	12.0
Unable to pay the dues	21	21.0
Lack of institution in the localities	4	4.0
Any other( specify)	1	1.0
No restriction	72	72.0
Total	100	100.0

Table reveals that distribution of the respondents who did not send their daughter to school .According to their resources majority of the respondents i.e. 21.0 percent stated that they are unable to pay the educational expenses and 4.0 percent respondents declared that due to lack of institution in locality they did not send their daughter to school, only 3.0 percent of the respondents stated that family traditions did not allow education of female. Hence it appears that educational expenses play a very important role in low literacy rate for female. While 72.0 percent mothers wanted to educate their daughter at any cost. It means mothers' attitudes play a very important role towards their daughter education.

The following Graph shows the ratio of restriction in girls education



**Major Findings:** Majority of the respondents i-e 89.0 percent had at high level of educational facilities and 14.0 percent had distance of nearest school 1 to 3 kilometers and a few had a distance 4 to 6 kilometers. So more number of respondents' i-e 67.0 percent aspirated to provide their daughter all type of education and 20.0 percent wished to provide their daughter religious, swing and knitting education. While only 4.0 percent of respondents were not in favor of religious and professional education. Reason is parents are illiterate and very poor and afraid from society due to community constrains.

### References

- Sumnal, K., 1957. Man and Society Barns and Noble. Inch. New York, P. 153.  
 F.N Syeda, 2001. The News, July 30, 2001. A Blessing or Burden? The Right to Education.