

The Role of Income and Family Size in the Formation of Positive Attitude towards Female Education

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Abstract:

The current study was carried out in district Dir, Malakand division, Khyber Pakhtoonkhwa, with sole objective to ascertain the Role of Income and Family Size in the Formation of Positive Attitude Towards Female Education. The study unit includes parents in the study area. A sample size of 204 was chosen for interview. Uni-variate and bi-variate analyses were drawn through percentage based presentations cross tabulation respectively. Chi-square was used to determine the level of association between independent variable and dependent variable. The findings reveals that majority 98% of the respondents favored the opinion that education improves the behavior of an individual and 98% respondents replied that education acts as a bridge between family and society. Education prepares children for adult role is approved by 99% of the respondents, education enables an individual to get high status and female plays an important role in the socialization of children is favored by 98% and 99% respondents respectively. Results showed that income and family size are very important for female education because 69.6% respondents agreed to the idea that people with more income allow their female to get education but 60.6% disagreed to the opinion that illiterate denies their female education because they can't afford it. On the other hand 41.1 percent respondents favored the opinion that people with more income have more exposure to the society hence they feel the need of

female education similarly 65.2% of the respondents declared that low income families are restricted to food and shelter only hence can't concentrate on education particularly female education. Another idea that income can be increased with education which in turn will promote female education is favored by 82.5% of the sampled respondents. Regarding the idea that smaller families support female education 92.6 percent of the respondents established their opinion in support whereas larger families concentrate on male education is approved by 45% of the respondents along with opinion of 51.4 percent respondents over the larger families have less control over proper nourishment of children while 47.5% respondents declared that the prevalence of smaller families promote the tendency of female education. The impact of income level and family size on the formation of positive attitude towards female education because the significant association between them is shown as illiterate denies female education because they can't afford it ($P=0.035$), people with more income have more exposure to society so feel necessary female education ($p=0.000$) and low income families are restricted to food and shelter only ($p=0.007$). The table shows strong association between income and family size with attitude towards female education because illiterate due to low income avoid female education while in contrast people with more income sent female for education where as low income families had limited resources hence avoid female education.

It is recommended that the development of overall education should bring the positive change in the attitude of the people.

Key words: Income, Family Size, Positive Attitude and Female Education

Introduction

Henry (2006) explored that education brings behavioral improvement and acts as an essential tool for human resource development and necessary ingredient for sustainable socio-economic and cultural growth. Education develops the intellect, originates modification agents, promotes spirituality, and structures a democratic society. Education is the need of the

good and standard life. Hence both males and females require education in their lives as it enhances the thinking capacity, working capabilities, creative potentialities with humanistic approaches. Henry also explored that the word education has been derived from Latin word, educate, educatum education and educate, means to train, to bring out, to lead out the latent faculties of man.

Edwards (2002) reported that education promotes integration and solidarity in the society through promotion of flexibility, tolerance, socialization, preparation of young people for their adults' roles; foster the value of achievement and equality of opportunities for members of all racial, national or ethnic groups. Education in society discourages discrimination, in this regard UNESCO reinforces its education actions to promote methods in education for fighting all kinds of discrimination, and hence they are using non violence education and tolerance education. Education contributes to lives by developing responsible citizens as it enables us to get knowledge about our history and culture and make us capable of adopting them. It broadens the mentality and approach and prepares better citizens. Education enhances tolerance, increases awareness among the members of society through information of rights and services. It also highlights right and wrong to us and helps us in making decisions with the promotion of high confidence through the performance of different activities.

USAID (2010) reported that education plays a vital role in the development of nations. According to USAID supported studies of 83 developing countries, 12 countries with fastest growing rates had well above average literacy levels. An increase of 20% to 30% contributes to the increase of 8% to 16% of GDP. Education contributes to the socioeconomic improvement through access to social and economic opportunity; it promotes the participation of the people in the political process and processes of multiculturalism and

pluralism.

According to World Bank (2010) between 60%-90% of growth achieved in the industrialized countries is explained by human capital rather than financial means or natural resources. Primary education was found to be the single main factor in the growth rates between East Asia and Sub-Saharan Africa whereas farmers and laborers with better education can accept the cultural change easily in terms of technological and social changes which make them capable of increasing their production.

Bratti (2003) identified that good education develops the national economy installation of industries, promotion of jobs, productions and quality environment for development. The availability of education culture consistently increases the economy. Increase in educational attainment is responsible for approximately 11 to 20% growth in the productivity of a labor. An individual less than 18 years who has not completed his high degree can contribute \$60,000 but other with qualification of certificates and diplomas can contribute \$260,000 in their life time. The lack of education causes the loss of estimated \$240 billion each year in industrial productivity, crime, poverty, revenue etc. Illiterate patients suffer more due to the lack of understanding of the medical prescription and readings about their health problems. An approximately \$60 billion are lost by the businessmen in America each year due to the lack of the basic skills in the employees. Children need proper nourishment and support in their lives but illiterate parents very often fail to fulfill their responsibility accordingly, which negatively affects the lives of their children.

The educational system is a mechanism of selection where the individual is identified for his future role. It allocates human resources within society according to role structure. It selects best suited individuals on the basis of skills, talents and capacity for jobs through testing and evaluation. So role allocation is mechanized by the school.

Chowdhary (2004) explored that education plays a vital role in the formation of attitudes. Education and learning does reduce the hatred and promote the relationship among people of the different classes and cultures. It reduces racism and cynicism. Education creates willingness environment for both men and women to work together. Education also helps in minimizing authoritarianism and helps in the changing ideological positions. Education can prevent individuals from moving into the extremism and racism; moreover it is concerned with a movement towards more open minded perspective.

Bennet (2004) identified that attitude is formed in the society due to psychological factors and personal experience. The psychological factors include direct instructions, operant conditioning and classical conditioning, social learning, unconscious motivism and rational analysis while the personal experience include personal interest, parents influence, teachers influence, mass communication, reliable personality, isolated events and previous experience.

Justification of the Present Study

As a whole the literacy in the developing countries has been very low. The major causes were socio-economic and cultural development. Among the developing countries unfortunately Pakistan is much backward with regard to education, especially in female education.

The literacy ratio is different in different provinces. KPK is one of the provinces which is much backward regarding female education. Females constitute almost half of the population and are always underestimated in all walks of life. The trend has been somehow demoted by social reforms in which education is one of the main factors.

Education develops mentality and modify thinking hence the perception of the large number of people has been

changed regarding female education because of the promotion of education in our society.

This study has been designed to see the role of education in the formation of such positive attitude, improved behavior and modify thinking.

Objectives of the Study:

- To find out the educational level of the sampled parents
- To identify income level and family structure of the respondents
- To know the role of income and family size in the formation of positive attitude towards female education
- To measure the relationship of income and family size with positive attitude towards female education
- To suggest recommendations on the basis of the study findings

Materials and Methods

The Dir Upper was the universe for the study. The area had Pushtoon population having their distinctive Pushtoon culture. The women folk in Pushtoon culture face numerous problems where female education is one of the most serious problems.

This study was conducted in the main Dir bazar area. This is the area where educational facilities such as schools, colleges for both males and females students are available. Since Dir bazaar is a large area hence the data for the present study was collected from Ambar Cham, Rehankot and Bejligar. These were the places which were adjacent to Dir Bazar and had access to educational facilities.

The samples were selected from district Dir Upper. All the parents of the selected localities were the potential respondents of the study. According to the union council there were 4070 households in the selected areas however for present

studies 204 i.e. 5% were selected randomly. The samples were drawn by using proportionate sampling along with lottery method of simple random sampling. The formula that was used for sample size is given below

$$(N)= \frac{N!}{n!(N-n)}$$

where

N= is the population size

n= is the sample size

Table1: Sampling and Sample Size

S.No	Villages	Households	Sample Size 5%
1	Ambar Cham	1260	63
2	Rehankot	1470	74
3	Bejligar	1340	67
	Total	4070	204

Source: Survey

The data was collected with the help of questionnaire and interview schedule. Before the collection of primary data the interview schedule was pre-tested in the study area and was modified on the feedback from the pilot survey.

The independent variables and dependent variable of the study are listed below:

Independent Variables	Dependent Variable
Income Level & Family Size	Attitude Towards Female Education

The obtained data was organized, tabulated and interpreted according to the standard design of research. The results were generally presented in frequencies and percentages however Chi square test was applied to see the association between the dependent variable i-e attitude towards female education with the independent variables; traditional thinking, educated parents, income and family and awareness.

$$\chi^2 = \sum_{j=1}^j \sum_{j=1}^k \frac{(o_{ij} - e_{ij})^2}{e_{ij}}$$

Where o is the Observed Frequency in each category

e is the Expected Frequency in the corresponding category

is sum of_

df is the "degree of freedom" ($n-1$)

χ is Chi Square

Results and Discussions

This section shows the discussion of the data on the basis of findings. In this regard it primarily focuses on the personal characteristics of the respondents and then it elaborates univariate analysis of all the variables and bi-variate analysis to show the association between dependent and independent variable.

Personal Characteristics of the Respondents:

In this part, level of education and family structure of the respondents are discussed. It also concentrates on number of female per family, the opinion of the respondents regarding the functions of education along with female education and the role of female in the socialization of children.

Family structure

Table 2 describes the family structure of the respondents as 68 percent were reported as joint family structure whereas 32 percent of the respondents were living in nuclear families.

The table as whole shows that majority of the respondents had family structure, majority of the respondents were reported to be living in a joint family.

Table 2: Family Structure of the Respondents

Particulars	Frequency	Percentage
Family Structure		
Joint	140	68
Nuclear	64	32
Total	204	100

Source: Survey

Number of Females per Family

Table 3 shows the number of females per family of the respondents. The majority of the respondents 24%, 27% and 12.5% identified 1, 2 and 4 numbers of females per family respectively. Moreover respondents also replied to other numbers in minority that include 5% each, 2% percent each to 0, 3, 5 and 10 respectively.

Table as a whole shows that majority of the respondents had 1, 2 and 4 numbers of female in their families.

Table 3: Number of Females per Family

Number of Females Per Family	Frequency	Percentage
0	11	5.4
1	48	24
2	55	27
3	11	5.4
4	26	12.5
5	4	2
6	2	1
7	4	2
8	19	9
9	10	4
10	4	2

Source: Survey

Educational Level of the Respondents

Table 4 shows that a 28 percent of sampled respondents had education at middle level while 22 each, 18 and 10 percent had education up to primary level, high level and illiterate respectively.

Table as a whole reveals low education among respondents.

Table 4. Educational Level of the Respondents

Level of Education	Frequency	Percentage
Primary	45	22
Middle	59	28
Secondary	39	18
Higher	44	22
Illiterate	17	10

Source: Survey

Opinion of Respondents Regarding Different Functions of Education

Table 5 shows that education performs many functions that bring many positive changes. The reply given by the respondents regarding the fact that education improves behavior is favored by 98%, which means that most of the respondents declare that behavior is improved by the education. Similarly, education acts as a bridge between family and society is supported by 99.5% of the respondents, which clarifies the bridging function of the education in the society. A 99% of the respondents pointed out that education prepares the children for adult role. As an individual, a child has to play many roles in the adulthood so education enables him to learn the manners of performing all those functions. Regarding another function of education that enables an individual to get high status is approved by 98.5% of the respondents, which means that due to education, an individual achieves a high status.

Table as a whole shows that almost all of the respondents approved the mentioned functions of the education that included improvement in the behavior, bridging between family and society, preparation of children for adult role and enabling of an individual to get high status.

Table 5. Functions of Education

Education	Frequency	Percentage
Improves behavior or not	198	97
Acts a bridge between family & society	203	99.5
Prepares children for adult role	202	99
Enables an individual to get high status	201	98.5

Source: Survey

Opinion of Respondents about Female Education

Table 6 shows the opinion of the respondents regarding the female education. A 93 percent of the respondents were in support of female education which means that the respondents are living in their local culture and traditional society but their education has greatly changed their thinking and behavior regarding female education in their locality.

The table explores the approval of the majority of the respondents, 93 percent favored the female education.

Table 6: Parents Attitude about Female Education

Opinion about Female Education	Frequency	Percentage
Favor female education		
Yes	190	93
No	14	7

Source: Survey

Role of Female in Socialization

Table 7 shows the reply of the respondents regarding the role of female in the socialization of the children which is supported by almost all the respondents 99%. This means the socialization of children is dependent on female so the role of female is of vital importance hence education for female is of far more importance.

The table entirely explores that almost all of the respondents 99 percent supported the idea that female plays role in the socialization of the children.

Table 7: Role of Female in Socialization

Role of Female	Frequency	Percentage
Female plays role in the socialization of children		
Yes	202	99
No	2	1

Source: Survey

Uni-Variate Analysis of Data

This part of the chapter discusses data analysis of the uni-variate about attitude towards female education. The ideas of income and family size were stressed to explore the opinion of the respondents regarding female education.

Income and Family Size

The standard of living and access to facilities and needs mainly depend upon the availability of financial resources. People with strong economic position and less consuming entities have more edge over the people of weak economic position and more consuming entities. Therefore strong income plays an important role in the promotion of education.

Table 8 describes that 69.6% respondents agreed with the idea that people with more income allow their females to get education but 60.6% disagreed to the opinion that illiterate deny education to their female because they can't afford it. On the other hand, 41.1 percent of the respondents favored the opinion that people with more income have more exposure to the society hence they feel the need of female education. Similarly 65.2% of the respondents declared that low income families are restricted to food and shelter only, hence they can't concentrate on education, particularly female education. Another idea that income can be increased with education which in turn will promote female education is favored by 82.5% of the sampled respondents.

Regarding the idea that smaller families support female education, 92.6 percent of the respondents established their opinion in support whereas larger families concentrating on male education is approved by 45% of the respondents along with the opinion of 51.4 percent respondents over the larger families have less control over proper nourishment of children while 47.5% respondents declared that the prevalence of smaller families promote the tendency of female education.

Hence more income and smaller families promote female education - Rosenberg et al 2003 and Liza 2003 have identified the same results.

Table 8: Income and Family Size

Statement	Agree	Uncertain	Disagree	Total
People with more income allow their female to get education	142(69.6%)	6(3%)	56(27.4%)	204(100%)
Illiterate denies female education because they cannot afford it	61(29.9%)	3(1.5%)	140(60.6%)	204(100%)
People with more income have more exposure to the society and hence feel the necessity of female education	85(41.1%)	62(30.3%)	57(28.6%)	204(100%)
Low income families are restricted to food and shelter only	133(65.2%)	43(21%)	28(13.8%)	204(100%)
Income can be increased with education which in turn will promote female education	168(82.5%)	14(6.8%)	26(12.7%)	204(100%)
Smaller families support female education	189(92.6%)	2(1%)	13(6.4%)	204(100%)
Larger families concentrate on male education	92(45.6%)	21(10.3%)	90(44.1%)	204(100%)
Larger families have less control over the proper nourishment of the children	105(51.4%)	16(8%)	83(40.6%)	204(100%)
The prevalence of smaller families promotes the tendency of female education	97(47.5%)	34(16.8%)	73(35.7%)	204(100%)

Source: Survey

Bi- Variate Analysis of Data

This part deals with the association of dependent and independent variables; for this purpose chi square test was used. The attitude towards female education was dependent variable affected by independent variable income and family size.

Income, Family Size and Attitude towards Female Education

Table 9 reveals the impact of income level and family size on the formation of positive attitude towards female education. The significant association between them is shown as the illiterate deny female education because they can't afford it ($P=0.035$), while people with more income have more exposure to society so they feel female education is necessary ($p=0.000$); low income families are restricted to food and shelter only ($p=0.007$).

The table shows strong association between income and family size with attitude towards female education because illiterate due to low income avoid female education while in contrast people with more income sent female for education. Similar results are explored by Meridul 1994 and Oyestein 2004.

Table 9: Income, Family Size and Attitude towards Female Education

Statement	Attitude towards female education				Chi Square P=Value
	Agree	Disagree	Uncertain	Total	
Illiterate denies female education because they cannot afford it					
Agree	72(53.7%)	12(29.3%)	13(17.1%)	97	$\chi^2 = 16.524$ (.035)
Uncertain	3(100.0%)	0	0	3	
Disagree	94(84.4%)	5(7.8%)	5(7.8%)	104	
Total	169	17	18	204	
People with more income have more exposure to the society feel necessary female education					
Agree	81(83.7%)	5(10.2%)	2(6.1%)	88	$\chi^2 = 35.065$ (.000)
Uncertain	65(81.1%)	5(18.9%)	0	70	
Disagree	54(90.6%)	0	2(9.4%)	56	
Total	190	10	4	204	
Low income families are restricted to food and shelter only					
Agree	123(69.7%)	7(21.2%)	3(9.1%)	133	$\chi^2 = 20.047$ (.029)
Uncertain	41(91.3%)	1(4.3%)	1(4.3%)	43	
Disagree	19(52.6%)	4(21.1%)	5(26.3%)	28	

Total	183	12	9	204	
Income can be increased which in turn will promote female education					
Agree	149(72.1%)	13(19.1%)	6(8.8%)	168	$\chi^2 = 8.356$ (.399)
Uncertain	9(100.0%)	0	0	9	
Disagree	20(87.0%)	5(4.3%)	2(8.7%)	27	
Total	178	18	8	204	
Smaller families support female education					
Agree	97(77.8%)	36(16.2%)	6(6.1%)	139	$\chi^2 = 15.584$ (.112)
Uncertain	21(80.0%)	1(20.0%)	0	22	
Disagree	40(76.9%)	1(7.7%)	2(15.4%)	43	
Total	158	38	8	204	
Larger families concentrate on male education					
Agree	59(69.0%)	9(21.4%)	4(9.5%)	72	$\chi^2 = 8.841$ (.356)
Uncertain	10(58.8%)	14(23.5%)	8(17.6%)	32	
Disagree	94(85.0%)	3(7.5%)	3(7.5%)	100	
Total	163	26	15	204	
Larger families have less control over the nourishment of children					
Agree	81(68.0%)	16(21.3%)	4(10.7%)	101	$\chi^2 = 11.893$ (.156)
Uncertain	15(83.3%)	1(16.7%)	0	16	
Disagree	79(86.0%)	5(8.8%)	3(5.3%)	87	
Total	175	22	7	204	
The prevalence of smaller families promote the tendency of female education					
Agree	68(66.7%)	8(24.2%)	3(9.1%)	79	$\chi^2 = 9.381$ (.311)
Uncertain	32(80.0%)	2(20.0%)	0	34	
Disagree	78(68.1%)	9(19.1%)	6(12.8%)	93	
Total	178	19	9	204	

Source: Survey

Conclusion and Recommendations

The study was designed to examine attitude of the people towards female education in the prevalence of the traditional society and local culture along with the impact of educated parents, income, family size and awareness on the promotion of female education.

It is found that majority of the respondents were literate, married and were living in joint family. The important

aspect is that education has improved the attitude of the people towards female education in the prevalence of traditional society and local culture. Another prominent aspect is that educated parents consider education important for female. In this regard more income and smaller families also promoted female education. The awareness regarding female education also promoted female education.

The results further identified that attitude towards female education had strong relation with the traditional thinking as prevalence of traditional thinking demotes female education but education helped in changing the traditional thinking. Similarly educated parents promoted female education by favoring, encouraging and supporting female to get education. Likewise strong association was also found between income, family size and attitude towards female education as more income allowed the people to send their females for education whereas low income families due to limited resource avoided female education. In this regard awareness is found strongly associated with the attitude towards female education as awareness changed the mentality through knowledge and enlightenment which in turn promotes female education.

The following recommendations are found on the basis of the respective study:

1. The prevalence of traditional thinking is affecting female education hence over all education has to be developed to minimize traditional thinking as it enhances female education;
2. Educated parents have generally more support, encouragement and facilitation with their females to get education, therefore they should be motivated to focus more on the education of their female children;
3. Awareness increases knowledge and enlightens mentality through which people can become more positive and supportive. Hence awareness both to

- parents and society should be promoted through media and other such sources for changing the attitude of the people towards female education;
4. The high expenses of education deviate the poor people from sending their female children for education. In this regard the government of Pakistan is providing free education i.e. no fee, free books etc but further assistance of the poor parents, particularly financial assistance, would promote female education.
 5. Cultural values such as purdah, walking through public places, lonely movement of females etc are the major factors determining the attitude of the parents. These should be handled both through mobilizing the parents and providing educational facilities to the females by the government at their doorsteps with least concerns of the parents.

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