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RESEARCH ARTICLE

PROBLEMS FACED BY THE PARENTS FOR PROVIDING HIGHER EDUCATION TO THEIR CHILDREN IN RURAL AREAS.

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Abstract

The study was designed to investigate the problems faced by the parents residing in rural areas for providing graduate level education to their children. The aim of the study was to find out the problems faced by the parents for providing graduate level education to their children in rural areas. The objectives of this study were (1). To find out the social status of parent's of graduate students. (2). To find out the difficulties faced by the parents for providing graduate level education to their male and female children. (3). To find out the socio-economic effect of the respondent. The descriptive survey method was used in the study. The target population was comprised of parents of student's of 5 Degree Colleges (included both public and private). A sample of 80 parents was consisting in the study, 40 parents of students were selected from Government Degree College for Boys and 40 parents of students were selected from Government Degree College for Girls. Research questionnaire was developed on likert scale for gathering the data on the basis of parents of student's perception on problems faced by the parents for providing graduate level education to their children in rural areas. The questionnaire was prepared and administered for parents from selected colleges. The collected data were analyzed through SPSS 21. The score of responses were tabulated in to the frequencies and represented in percentage. The results and findings of the study reveal that the majority of parent's perception regarding the major problem is faced by the parents is high rate unemployment. There are lack of facilities and lack of awareness about education. It is also due to limited resources, shortage of colleges and non availability of transport. The parents are facing someother finical, social and economic problems for providing graduate level education to their children.

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Introduction:-

Graduate education is the most important and effective agent of socio economic change in any society. It determines the structure and shape of society and stimulates the progress of a nation. Graduate education for both male and female has become the need of the day. It is fact that graduate change the attitude and behavior of the people towards modernization in specific and quality of life in general. Pakistan is a developing state with limited number of resources, so it cannot afford to provide separate institution, especially graduate and higher level. The socio-economic factors of family life directly and indirectly influence the education of its members. We cannot ignore any aspect, since they are directly and strongly interrelated with each other. The lack of educational facilities is one of the main components responsible for the unsatisfactory conditions of minors. The joy differentiated from sex in birth, in education, in the inheritance of property; in family lineage are the common observations in rural and urban areas of Pakistan (Ijaz, 1995).

Furthermore, there may be other factors that influence the teaching of children in rural areas. These components may be the level of education of the father, income, social division, the size of the home and occupation. Parents can motivate and provide such an environment, which may be conducive to achieving a particular goal (Stephen, 1993). Old customs, traditions, caste system, rural community and misunderstanding religious knowledge have denied women's education. Therefore, this study was conducted to learn about the socio-economic factors associated with the education of children with a particular extension to rural regions, and to explore the reasons for any resistance in providing higher education, particularly at an advanced level, to determine the effect of socio-economic factors on attitudes towards education.

Men and women are both equal partners of life that they have equally divided pivotal role to play to contribute toward the economy of their family as well as toward the economy of nation. If half portion of society is silent and stagnant in the enhancement of external economic growth, the nation would suffer its ultimate results. On the other hand, if female also play some equivalent role in earning, it world not only upgrade the living standards of the family itself but would also contribute towards the national economical growth. We are at the crossroad of 21st century where globalization in on its peak. Now can we ignore this important and nearly half of our population. In the economic sector, educational and manpower can earn more and better- accelerated income than those of uneducated manpower. It is obvious that education can provide better chances for female to earn more sophisticated means of income.

Significance:-

This study has the following points of significance:-

1. It will be helpful for parents to make decisions regarding their children's education.
2. It will provide help to policy makers.
3. It will be useful for those responsible for policy implementation.
4. It will be helpful for educational administration in facilitating graduate education

Objectives:-

The objectives of this study were:-

1. To find out the social status of graduate student's parents.
2. To find out the difficulties faced by the parents for providing graduate level education to their male and female children.
3. To find out the socio-economic effect of the respondent.

Research Questions:-

1. Are there any significance difference / difficulties to educate their male and female children?
2. Does the social status of parent's effect the education of children?
3. Is there any socio economic effect of respondent?

Literature Review:-

The literature review helps in identify the scope of the study and enable the researcher to know which set of variable is most important to investigate the research topic. The studies reviewed in the following paragraphs which are related to "problems faced by the parents for providing graduate education to their children". According to Shireen, R. M., (1995), most of the presents malaise in the education system is attributed to unrealistic and adhoc

planning. Without going into detail, factors responsible for this state is lack to basic information, absence of school mapping and lack of authentic research on the attitudes on communities for whom the schools are built. Most importantly, the local communities are almost never involved in planning for schools, which are often sanctioning on political considerations. UNICEF reports that Pakistan's pace of literacy", and despite the weight of literature in Pakistan, government officials agree that there is little sense of urgency in selling the benefits of reading and writing to millions of people, rural areas of Pakistan.

The Lind Between Education And Development:-

The educated people oriented to development who innovate for development. Not only scholars but also administrators are needed; a focal bureaucrat can interfere with the frustrate development efforts even if these are enough development oriented scholars. It takes at least 10 or 15 years to build a critical man of such development oriented scholars and administrators (Thomson, K.W 1976). The goal of higher education, modernization and development with special attention given to the structure, needs and manpower of the country concerned.

Socio-economic factors:-

The economic growth initiatives by the Government of any country have perhaps no more promises and possibilities for sustainable returns on a large scale than the effectiveness and expansion of the higher education infrastructure of any country. Analysis of the occupational distribution of students' parent's shows that the social structure of the student body in not only different forms the occupation structure of the working population as a whole even diametrically appeared to it. The most numerous groups, the agricultural and industrial working classes have the smallest number of presentation in the university population whilst the highest occupational groups, the managerial and professional classes are heavily over-represented.

Socio-economic status:-

The socio-economic status is a combined total economic and sociological measure of a person's work experience and the economic and social status of an individual or family over others, based on income, education and business. When analyzing the SES of a family, family income, employee education and employment are examined, as well as the combined income, with respect to an individual, when their characteristics are measured. The socio-economic status of 1+' is generally divided into three categories: elevated SES, average SES and low SES to describe the three areas in which a family or an individual can fall. By identifying a family or someone in one of these categories, one or all of the three variables can be measured (income, education and employment).

Income:-

Income refers to wages, salaries, earnings, annuities and any net income stream received. The income may also be of the type of unemployment or compensation for workers, social protection, pensions, interest or dividends, royalties, trusts, food or other forms of public, public or family assistance. Revenues can be analyzed in two terms, comparative and absolute. The absolute income, according to the theory of the economist John Maynard Keynes, is the relationship in which, as income increases, consumption also increases, but not at the same pace. Relative income determines the savings and use of goods and services of a person or family based on family income in relation to others. Income is a commonly used measure of SES because it is relatively easy to calculate for most people. Income inequality is generally measured worldwide by the Omni coefficient, where 0 corresponds to perfect equality and 1 means perfect inequality. Low-income families focus on meeting immediate needs and do not accumulate wealth that can attract future generations, which increases inequality. Families with higher and more expendable incomes can accumulate wealth and focus on meeting immediate needs while they can consume and enjoy luxuries and climatic crises.

Education:-

Education also plays a role in income. The average income increases with each phase of the training. As reported in the table, the highest levels of doctoral and doctorate achieves the highest weekly earnings, while those without a high school diploma earn less. Higher levels of education are associated with more advantageous economic and psychological consequences (more income, more dominance and more social support and networking). Education acquires a prominent role in scientific sets to acquire societies, as specific qualities that stratify people with a higher SES than lower SES. Annette Laureau talks about the idea of conceiving cultivation, in which middle-class parents actively participate in the education and growth of their children using organized, controlled activities and promoting a sense of law through encouraging discussions with lower incomes they do not participate in this movement, which makes their children feel limited.

Occupation:-

Occupational prestige as one component of SES, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Occupations are ranked by the Census (among other organizations) and opinion polls from the general population are surveyed. Some of the most prestigious occupations are physicians and surgeons, lawyers, chemical and biomedical engineers, and communications analysts. These jobs, considered to be grouped in the high SES classification, provide more challenging work and greater control over working conditions but require more ability. The jobs with lower rankings include food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The jobs that are less valued also offer significantly lower wages, and often are more laborious, very hazardous, and provide less autonomy. Occupation is the most difficult factor to measure because so many exist, and there are so many competing scales. Many scales rank occupations based on the level of skill involved, from unskilled to skilled manual labor to professional, or use a combined measure using the education level needed and income involve.

Problems Faced by Students in Graduate Education:-**Academic Problems:-**

The present education system is responsible for denying education to a huge number of girls eager to get further education; those who are constrained to avail from its facilities are subjected to what cannot be described as lack of education and environment harmful for its proper development (Rais Ahmad, 1984). That is why even after being decorated with degree. They find the education they have acquired, of little use in their real life struggle. This constitutes a sheer waste of precious national resources, material as well as human. It is unfortunate that more often our children are presented with conflicting images regarding the roles, nature and capabilities of males and females in their classrooms. Recent research, in particular highlights the "hidden' or "implicit" role of the textbook in reinforcing sex-base stereotypes and role models. Kalia and Nischol in their studies on school textbooks found that the females portrayed were invisible; they had few largely familial roles. Girls were shown to the non-achiever, passive and timid and rarely in roles associated with economic activity and independence. If the female character achieved anything praiseworthy on their own, it was attributed more to their beauty than their intellect. Boys, on the other hand, were courageous and high achievers. It must be realized however, that textbooks alone are not responsible for the perpetuation of stereotypes in classroom. Teacher plays an implicit role as well. Teachers are largely conservative in their outlook and don't necessarily see the need to teach or preach greater equality between sexes. Often there is no difference in teacher way, male or female, approach the issue of gender equality in the classroom. This is because irrespective of their sex, most have internalized the role models and value systems that the society has projected as appropriate for women. One result is differential attitudes toward boys and girls. The following anecdote probably serves as a good illustration; a brilliant secondary level female student wanted to study chemical engineering and expresses the same to her male physics teacher. He advised her to study one of the "pure' science instead, because engineering wasn't really suitable for girl; this happened in one of Delhi's reputed institutions not so long ago. Fortunately, she don't pay heed to this advised, and graduated in the subject with top academic honors in conclusion, until and unless attempts are made to address the inequities with the educational system, their role of exudation as the "agent of change' will be seriously hampered. According to Mehrunnisa (1998) men have many more choices in their selection of educational institutions at the local, national or international level and therefore to not need to be concentrated in any particular institutions. Women's choices, however, are constrained by several factors

Social Problems:-

One of the principal; reason, which keep many girls out of the schools system especially in the rural areas, is that they are required to work at very young age in various domestic chores. They collect firewood, fetch water form near and far, take food and water to parents in their places of work, look after their younger sibling besides being responsible for many other activities (Kumar, 2000). Any education hat is regard as potentially disruptive of these principal roles or of domestic bliss, in general, is discouraged. Therefore, it is not uncommon to find girls choosing the more conventional" soft" options, which are seen as non-threatening, despite having done well in sciences at secondary level. As regards the amount of education, the expected adequacy would vary by class, caste, religions, etc. Among the middle class, for instance, college level education is seen as the optional level. Anything beyond that may hinder the marriage prospectus of the girls that which also subscribes to this vies is well demonstrated in

Ram mamma's study among urban middle class female graduates, only 5 percent of the respondents advocated post-graduate studies for women. The rest expressed a fear that if women attained such high levels of education it would be difficult for them to get married. Kazi&Hafeez, (1992), described that "is the poverty the real constraint?" Even when financial constraints were not present, girls were not sent to school."

Financial Problems:-

InduMenon, in her study in Kerala, has revealed that the income of parents significantly determines the education level of girls; she observed that 52 percent of the Muslim women belonging to the income group below Rs. 150 illiterate. In this income group, only one percent has high school education and above. On the other hand those with income about Rs. 750 account for only 16 percent of the illiterate but that account for 5 percent to the high school and above group. This aspect, being positively correlated with income, is true in most cases for the Hindu women too. Hence the point is that the religions proclivity of a Muslim alone cannot be related as totally different and somewhat alien category (Akthar 1992). The predominant reason given by parents from lower and middle classes for education their daughter is that education especially higher education is a necessary preparation for their economic security. Though some may view it is terms of making their daughters economically viable and independent, more often than not. It is linked to the issue of marriage marketability and her ultimate role as wife mother. It is not unusual to come across matrimonial advertisements asking specially for employed brides. The women's ability to contribute to the family income is seen more or less as an extension of her roles as wife and mother. She can support her husband's efforts at being the provider Kumar (2000).

Co-Education Problems:-

Personal aptitude and development of a study requires creation of receptive, open, and nonaggressive educational atmosphere. The personal attitude and the development of a study require the creation of a receptive, open and non-aggressive educational atmosphere. The current secular coeducation at the university level cannot do it. A student, who received an education between 12 and 14 years in an open and friendly environment with a teacher, is due to coeducation suddenly in front of a multitude of children and men (Anis Ahmad, 1984).

Male/ Female Disparity:-

It seems evident from the foregoing analysis that the female students remain seriously under-represented in graduate education, both as students and as researchers, and consequently many women are still failing to achieve their full academic potential. Even for those women who are successful, the hegemony of the male culture and the sexism inherent in many disciplines and the "hidden curriculum" of higher education. Prevent them from doing as well as they might in a different cultural and curricular context (Deem, 1978). In the urban sum too, formal education has marginal role to play in the lives of the girls, Karlekar's study among the Bamikis, a sub-caste of sweepers living in a Dehli slum revealed that while mothers of boys wanted their sons to complete schools, those with daughters had not educated them beyond the third grade. According to the, as girls were to eventually get married and look after the household chores, their schooling was of little use. Boys on the other hand, were to become providers, and education improved their chances of employment in the urban setting (Kumar 2000). At present, women remain seriously under-represented at the level of higher education and in professional life in general. In contrast, their male colleagues who have obtained similar qualifications and experiences generally gain greater professional success and participate fully in management operations. Because of this imbalance, women are also absent from the management of social change in general. As long as such an insufficient representation persists, the trained human resources of the country will not be used to obtain optimal effects (Kearny, 1996). Gender- related factors do not function in isolation. They are influenced by cultural, religious, socio- economic and political motives. For example women have different status and roles in a matriarchy than in a patriarchy. Purdah imposes restrictions on women's physical mobility, influencing community expectations with regard to women's behavior. These expectations in turn contribute to the character of current role models for women. Countries with the higher illiteracy rates among women are usually those where the social system, under the influence of religion, imposes heavy restrictions on women's behavior (Jongepier and Appel, 1995).

Marriage Problem:-

It is believed that marriage will provide a primary source for identifying young women to keep vague and flexible career plans. Female students encounter a double mind due to contradictory cultural pressures towards academic superiority and female inferiority. It is believed that martial students, especially those with children, have an impossible time and energy demand and hope that the husband's career takes priority in case of conflict (Acker and Piper, 1984). Early education of women was often determined by age and marriage. With the reduction of the

marriage age, there has been a corresponding and constant decrease in the educational participation of women. Today early marriage though not uncommon, is the greater deterrent to women's education existing among the orthodox and the rural areas. Ironically, the strongest support for girl's education comes from its increasing demand in the marriage market particularly between the upper and middle classes. About 645 persons of those interviewed in a survey sponsored by the Committee on Status of Women stated that education helps to improve the girls marriage prospects (Kumar, 2000).

Economic Development and Women Education:-

Men and women are both equal partners of life that they have equally divided pivotal role to play to contribute toward the economy of their family as well as toward the economy of nation. If half portion of society is silent and stagnant in the enhancement of external economic growth, the nation would suffer its ultimate results. On the other hand, if female also play some equivalent role in earning, it would not only upgrade the living standards of the family itself but would also contribute towards the national economical growth. We are at the crossroad of 21st century where globalization is on its peak. Now can we ignore this important and nearly half of our population. In the economic sector, educational and manpower can earn more and better- accelerated income than those of uneducated manpower. It is obvious that education can provide better chances for female to earn more sophisticated means of income.

Problems Faced by Female Students in Graduate Education:-

Several features of the educational system seriously impede the participation of female at all levels. These include inadequate or substandard facilities, shortage or the lack of women teachers, the absence of segregated schools and the lesser known problems such as the sex-biases in the curricula and the role textbooks and teachers in fostering sex-based stereotypes (Kumar, 2000). The reasons girls are excluded from school in developing countries are complex and differ from country to country and from community to community. The factors affecting the access to and participations in the school system appear to be strongly related to historical, cultural, political, and social and gender issues. Relevant literature reveals that various efforts have been undertaken to synthesize the main lesson from the works (Jongepier and Appel, 1995). Reason commonly cited as being responsible for the present situation in women's education can be classified into two categories (i) those that are extrinsic; and (ii) those that are intrinsic to the educational system needless to say these factors are mostly interrelated (Kumar, 2000).

Concept of Female Education:-

Female education is a necessity by all means for the development of a society further to support and enhance the idea following areas are being determined which would result in the importance of female education and an educated, disciplined civilized and organized female population.

Need of Society:-

A woman has a role of mother, daughter, wife etc. in society. Whatever the role may be, she has got a special place within the family system and outside in an open environment. Her role as a mother is more important than her any other role. She is supposed to educate her children in such a way that they may become useful member of the society, now an uneducated other can provide an educated generation. Here the famous question of Hitler is quoted: "Give me an educated mother I shall give you an educated nation."

Depriving the Females from Higher Education:-

With the co-education the right of the women for the higher education is being overpowered. 47% population is getting education without their likeness. Now thousands of families are in the extreme want to teach their girls higher education but they could not fulfill their desire because of co-education. A lot of Muslim female students leave the education after B.A because their parent does not allow them to have a co-education

National Development and Women Education:-

It is a practical necessity, for the welfare of mankind that education should take the highest place in the list of national priorities. As women are the major part of our population thus they should not be ignored to provide every possible facility, to get education in a suitable cordial atmosphere. Women must play a vital role in national reconstruction and rural revolt in Pakistan. Women must demonstrate their value in the professions and occupations, such as nursing care, clothing design education, social welfare, home and furniture decoration, painting, the dairy industry and other fields of work. Thus they must be facilitated with the opportunities of acquiring better education in better atmosphere.

Causes of Women Illiteracy in Pakistan:-

The first cause of illiteracy of women is the increase in population, which is playing a negative role in this deprivation of female education. A family that has more children and less income will prefer to educate the children of the family, while the girls will receive embroidery or sewing skills. Secondly, there is also a misunderstanding that women simply have to manage a home after marriage, since men have to earn money, so education is only for men but not for women. Third, we observed that women are traditionally considered active men of the family. So these men are responsible for making decisions about their lives. In most cases, men do not allow their sisters or daughters to go to school or college. Moreover, some families do not like their daughters to study in coeducation institutions, which deprive them of higher education. Fourthly, the social configuration is dominated by men. Girls cannot move freely, so every man in the family should take responsibility for their care. This sometimes seems difficult. There is also a clear division between work directed towards women and work oriented towards men. Women are not allowed to work in all spheres of life, so their education is not considered valuable. Fifth, the number of schools and colleges for women is much lower. Girls have to travel long distances to reach schools or universities, which is why most parents prefer to give them religious education. Finally, all governments speak of the importance of women's education, but none of them has paid attention to it. Multan has announced plans for a separate female university and a women's medical college, but these plans have not seen the light of day.

The media has attracted people to bring women to fighter pilots in the PAF and project women into all walks of life. Islam does not limit education to women. Islam is a flexible religion and allows equal educational opportunities for both sexes. The need is to interpret it in its true essence. Last but not least, no society can make progress by limiting more than half of its population in the abyss of ignorance and in a labyrinth of undue limits. Man is composed of two basic elements, namely nature and nutrition. In the parental process, parents have a greater participation in which the mother offers a broad participation. Therefore, an educated mother will lay the foundations of a healthy and civil family. So we can say that a person's complete personality is the result of his mother's training. The income level of the parents affects the student's performance more than the level of education and employment of the parents. When parents' income is not sufficient to maintain the student's academic and personal social life, the psychological balance of the child in the classroom is influenced by low concentration.

The socioeconomic status of a family is based on family income, on the level of parents' education, on the employment of the parents and on the social status in the community (such as contacts within the community, group associations and the perception of the family, community) (Demarest, et al., 1993). Families with a high socioeconomic status are often more successful in preparing their young children at school, as they usually have access to a wide range of resources to promote and support the development of young children. They can provide their children with high quality baby products, books and toys to encourage children in various home learning activities. In addition, they have easy access to information on their children's health, as well as on social, emotional and cognitive development. In addition, families with high socioeconomic status often seek information to help them better prepare their young children for school. Crnic and Lamberty (1994) discuss the impact of the socioeconomic status on the preparation of children at school: "The segregating nature of social class, ethnicity, and race may well reduce the variety of enriching experiences thought to be prerequisite for creating readiness to learn among children. Social class, ethnicity, and race entail a set of 'contextual givens' that dictate neighborhood, housing, and access to resources that affect enrichment or deprivation as well as the acquisition of specific value systems."

Ramey and Ramey (1994) describe the relationship between the socio-economic status of the family and the preparation of children for the school: "In all socio-economic groups, parents face great challenges when it comes to providing optimal care and education for their children to be formidable. Sometimes, when basic needs are lacking, parents should give the highest priority to housing, food, clothing and medical care. The educational toys, games and books may seem like luxuries, and parents cannot have the time, energy or knowledge to find innovative and cheaper ways to encourage the development of young children. Even in families with above-average incomes, parents often do not have the time and energy to invest fully in preparing their children at school and sometimes face a limited range of high-quality child care options before your children start school and during the first years of school. Preschool teachers across the country report that children always come to school inadequately prepared. Families with low socioeconomic status often do not have the financial, social and educational supports that characterize families with a high socioeconomic level. Poor families may also have inadequate or limited access to

community resources that promote and support children's development and education. Parents may have inadequate skills for activities such as reading and with their children and may not have information on vaccines and infant nutrition.

Zill, et al., (1995), states that "low maternal education and minority language status are more coherently associated with fewer signs of emerging literacy and more difficulties in pre-school education". Having inadequate resources and limited access to available resources can negatively impact household decisions about their children's development and learning. As a result, children from families with low socioeconomic status are more likely to enter pre-school without being prepared than their peers of families with medium or high socioeconomic status. Now we come to the question of the moral and cultural development of our students. What do our universities do to build their character? Do you try to make them honest? Or, does your function end only with the transmission of information? We must sadly admit that today their function ends with giving them pieces to stimulate their imagination and feed their emotional life. They do not instill in them love for virtue and righteousness, a sense of respect for themselves and personal dignity. In the past, a student was taught to be God fearing, to love and practice the rules of religion, to obey his parents and to respect his teachers. But today the false charm of Western civilization has led our students out of the way and has forgotten the noble ideals and traditions of their past culture. Our schools and universities still work with the anti-national lines established by Macaulay more than a century ago with the aim of perpetuating British domination and the domination of Western culture.

Their courses of study and textbooks do not breathe the air of freedom that they hardly feel to be citizens of Pakistan, endowed with a rich cultural heritage. In the name of secular education, our schools and faculties have become so colorless and non-Pakistani that their students feel no sense of patriotism. Today's students are governed and guided entirely by worldly values. They have no passion for the worship of truth, goodness and beauty. They do not like learning on their own and do not even respect the teacher. The old pious bond of reverence and gratitude between the teacher and the student was complemented by an unnatural, economic, and official relationship. The teacher is nothing more than a paid server of a college or a university. The personal spiritual relationship between the teachers has disappeared. An eminent educationist observes, "What the nation requires is not merely more education, but also better education, and what will ultimately, count in the progress of the race is not the quantity alone but also quality of our education as well". At present, our students hold degrees which are pompous in name but poor in worth. A student holds the degree of M.A. without knowing even a single art, simple electric switch or repair watch or a radio set his degree serves him only for delight and ornament, not for ability. Much of the misery and frustration among the educated classes in our country may, therefore, be attributed to this defective aspect of our education. Our schools and universities do not provide their students with any technical professional education. There are no provisions for any kind of training in practical manual work, in industry, in mechanisms, in crafts, in commerce or in a profession. And this largely explains the problems of poverty and unemployment in a country like ours, which has a huge treasure trove of natural resources. And this accounts largely for the problems of poverty and unemployment in a country like ours, which has vast treasure house of natural resources.

Equal Opportunity for Women by Government:-

According to Statistics Division (1980-81) and Anis Ahmed (1984), the describe opportunities for higher education available statistics show that today we have about 137 colleges for women and 254 colleges for men in Pakistan. The graduates of these 254 colleges have an option to continue higher education in any of the twenty universities in Pakistan. But women graduates of 137 colleges have no place to continue their higher education except to join a secular co-education university. This is why, though we have a large population in Pakistan (47% females in 1981), the enrolment of girls at university level (27%) is not representative of this population.

Need for Innovative Approach:-

In order to overcome such serious socio-cultural barriers as we have, we need to develop innovative approach of outreach, to motivate parents, and to bring about social change amongst masses as a pre-requisite for increasing literacy-instead of unplanned construction of schools, programs planned construction schools, Although, in some instances outreach programmes were started, but they failed due to bad management and poor implementation (Shireen, R.M., 1995). According to Kearney, (1996) In the light of these obstacles, solutions to remedy the exclusion of women reverse this trend through wider access to education, in particular higher education, review of appointment and promotion procedures, provision of legislative support and infrastructure in all areas the professions and special programs planned for women, an affirmative action to promote women's access and

participation in the expectation of a real change of attitude towards full gender equality and institutional and government support through clear and effective policies that are effectively met. It has been said unanimously by the men in authority as well as the people of Pakistan that our roots are in Islam and our future is in Islam. Our vision of future society, economy, and political system of Pakistan is directly related with our position on education of women and establishment of faculties for their higher education in order to help uplift economic, social political level of our society, we must provide our women appropriate means of developing personality, understanding and the Islamic world view, An economically prosperous and ideologically fruitful society, is possible only when women, in their own right and not as charity, receive education of their choice (Ahmed, 1998).

Review of Related Studies:-

Lipset and Bendix, (1959) studied that the ideas and aspiration undergo change with the change in culture. In a cross culture study conducted in U.S.A, it was found that the wealthy prosperous class showed more favorable attitude towards college education for their children (68%) as compared to lower class of on farm laborer (32%). Harris & Chrispeels (2006), in their research study on "the school effectiveness of education" observed that greater and better education was associated with better social status in modern life. Khan, & Anila, (1997) conducted a research on the Graduate students and found that the performance of the students was better if they belonged to families with high income, high level of education and the democratic climate at home. Salfi & Saeed, (2007) in a research report entitled "some of the family variables that contribute to the educational performance of children in the local school of Lahore" have studied the educational performance of children. He found that parent education and family income are positively correlated with the performance of his children at school. Even fewer siblings, recreational facilities and children's health have been important factors. Farhat Afza, (1965) found that people with higher income and education were more inclined to promote female education than the people with lower income occupation and education. He concluded that socio-economic circumstances of families and communities have bears upon the level of female education.

Caro, (2009), found that young people from high social strata tended to aspire to more prestigious employment than those of low socioeconomic level. Pavalko, et al. (1966) studied the effect of socioeconomic status on the university curricula of Canadian high school students. It has shown that the higher the socioeconomic level of the family, the higher the plans for higher education. Baali, (1967) undertook a study on the educational aspirations among college girls in Iraq. He found that educational aspiration of the college girls were positively associated with the education and occupation of the fathers. Generally, girls of the high socio-economic status had high aspiration than girls having low socio-economic status. Bayer, (1967) maintained that intelligence, psychology, socialization and aspiration as well as economics, have been used at one time or another to explain educational attainment in the United State. He hypothesized that higher the level of socio-economic status higher the level of educational aspiration.

Bhatti, (2002) made a comparison between the socioeconomic study of parents and their aspiration for the education of their children. He discovered that the higher the socioeconomic level of the family, the greater the educational aspiration of parents towards their children. Mubeen, et al., (2013), stated that a properly educated woman is a guarantee for her children properly. Farhat Afza, (1965) under took a research on "Some of the family variables affecting the attitude of parents towards the female education". He showed a positive relationship between the attitude of parents and their income. Rich parents showed a greater inclination towards women's postgraduate education. A large majority of poor people in rural areas said they could not get more education because their parents did not approve women's education.

Hafeez, (1975), has tested the hypothesis that the higher the level of education of the respondents, the greater the educational will of the interviewees. It also concludes that the higher the income of the family, it will be the educational aspiration of the respondents. Bajwa, (1977) while studying the educational aspirations of rural women and men on their daughters, discovered that the socioeconomic status of parents positively influenced their children's educational achievements. Mukhtar, et al., (2011) in thesis "A study of educational aspiration among the female student's of Government College for Girls", concluded that the income of the interviewee's family was related to the level of education the parents were associated with the educational aspirations of the respondents. Number of dependents in a family also played an important role getting education of females. Ahemad Karuna, (1983) arranged a survey on " Educational aspiration of farmers regarding their male and female children" in which he showed an association among the education of the respondent and levels of educational aspiration for their daughters. He further concluded that a majority of father from both high and middle income groups wanted to

educate their daughters up to graduation level but on the other hand lesser number of fathers belonging to low income group was also aspired education up to graduation for their daughters.

Shah (1986) observed that when perceived levels of education were classified according to various measures of socio-economic status. He found a higher status visibly and positively associated with the desire for higher education for boys and girls. Variables such as land ownership and durable goods were positively related to the perception of the need for education up to and including BA, as well as the educational levels of the couple, the levels of education of the wife were either a particularly strong variable. Among urban wives who had six or more degrees of education wanted a level of B.A (or more) education for girls, but the majority (58.2%) thought that a tenth grade would be enough. Kelly, (1987) argued that woman's education should be a concern of government policy makers and suggests essential policy component: (1) school that are assessable to women (2) transportation, childcare, and other conditions that enable women to attend school (3) education that is linked to employment opportunities for women.

Browne & Barrett, (1991) concluded that in Sub-Saharan Africa, aggregate data show that female literacy is associated with higher agricultural productivity and is more strongly co-related than G.N.P with mortality and immunization rate of young children. A case study of Gambia confirms this relationship; with high female literacy apparently impeding both human and economic development contains thirty-six references. Randhawa, et al., (1991) studied "The status of female education in three rural communities of Faisalabad District". They examined the level of rural female participation in education and identified the major constraints in their way for better and fuller participation. Finally, the paper recommended that in a society like Pakistan where segregation is the norm, it is necessary not lonely to establish many more education institutions for rural women but also to remove socio-cultural constraints, which discouraged a spirit of independence and creativity in women (In: of rural development and administration, 1991). Asghar, (1992) concluded "A study in to the socio-economic favors associated with the female education in rural areas of Faisalabad" with approximately for 150 respondents. The research concluded that the higher the level of education of the respondent, the higher the level of education of the daughter and the higher the level of income of the family, the higher the level of female education. He also noted that the reason for the depressed educational status of women also lies in the millennial traditions and values system of Pakistani society. In accordance with the customs, traditions and distribution system of the dominant country and misunderstanding religious knowledge; education was denied to the woman. Furthermore, there may be some other factors: income level, social class, family size and employment. The motivation of parents and provide such a situation, which can be useful for achieving a particular goal and doing so through the process of socializing the training.

Azmat, (1979) studied the educational and occupational aspirations of mothers on their daughters in selected communities in Faisalabad. He concluded that the low traditional attitude aspired for his daughters to obtain a very high status by adopting a high professional career. While the great traditionalism limits the bearers of the daughter mainly to conservation activity. AmnaAfzal, (2000) in thesis "Attitude of mothers towards female education" concluded that the interviewee is independent of issues related to their children, the most favorable attitude will be towards female education. He also noted that the respondent who belongs to the nuclear family type has a more favorable attitude towards female education. Bushra, (1992) in her research "Educational and occupational aspiration of mothers about their female children" found that 74.0% of respondents were in favor of raising their daughters beyond the level available in schools if the facilities were the university are not available closely. Samina, (1995), in her research, concluded that parents with low socioeconomic status had a discriminatory attitude towards the education of their daughters. Morley and Walsh (1995), the essays of women in higher education organized around two main themes: diversity, equity, change, feminism in the academic world and with emphasis on these issues in the UK, include: women and careers in education superior. What's the problem? (Christian Heward) Older women in higher education, good practices, bad attitudes and the examination of factors influencing the academic career of women (James Kettle). Studying deaf academic women in higher education (Elaine). In a study equal opportunities in higher education, (Maggie Hum). The postgraduate studies provisional (Elizabeth). In other studies Women and disability in higher education, (Lantaffi), and mothering and education reflexivity and feminist methodology.

Hunt, Robert (1998), the paper examines the implications of the title of the ninth educational amendment of 1972 and the 1997 US Supreme Court decision Kohan Brown on gender equity in higher education. Discusses against the widespread belief in higher education that in the process of implementing social reforms, which widely prohibit sex discrimination in any program or educational activity receiving federal financial assistance, the law operates as

an irrevocable barrier between what is sought after or desirable and what reason is possible. The paper argues that the current doctrine bears a strong resemblance to the political ambitions of the women's board of directors prior to the promulgation of the state and its legal expression in the statute and that the decision-making process was at least as entrepreneurial as it was obedient history of the legislative toe. Bagihole, et al., (1998), studied the impact of gender problems on the university campus in the UK through thirty-seven interviews with students and staff. In the disciplines dominated by men, a limited definition of the curriculum prevailed as a body of knowledge to be transferred to the students. Indiscipline in which there were more women, gender dimensions were more inclined to be incorporated. Siddique, et al. (2009), in the perception of rural men and women regarding the status of women in Islam, they reported that the majority of 83.3% of respondents said that Islam grants the same right to education to women and men.

Khan, (1998) in his study entitles "A case study of attitude of rural male towards female education in Faisalabad District". His research was undertaken in tow rural communities namely Chak No 201 R. B and Chak No 204 R.B in the Tehsil & District Faisalabad, and a sample of 100 married male respondents was randomly selected to collect the information and 50 respondents from each village were selected. He concluded that small majority of respondents had unfavorable attitudes toward female education i.e. 51.7% who were literate the main objective in his study was to assess the type and level of education which males prefer for females and to explore cultural values toward female education. He suggested that the most important factor hindering the higher education of women in rural areas was that there was no college in the village or near the village, so it was suggested that steps be taken to establish a college in rural areas in order to provide educational facilities and job opportunities for rural women near their residence. Fogelberg, et al., (1999) this collection brings together the work initially presented at a conference in Helsinki (Finland) on gender equality in higher education in several European countries and elsewhere as an introductory chapter for authors. The thirty chapters are grouped together; Focus on the problem related to students, students and gay, lesbian and bisexual staff in higher education. A sixth section deals with women's studies and in the final section the strategies and interventions for change are presented. The study emphasizes that while the issue of gender inequality is extraordinarily persistent throughout the world, the form it takes and the strategies vary. Appendix in a conference agenda, description of the European network on gender equality in higher education. Rai, K.B. & Critzer, JW, (2000) this book examines the impact of affirmative action on hiring practices in higher education. Use of the Commission's data for equal employment opportunities and the National Center for Education of the US Department of Education. UU, Statistics, summary books, track and evaluate changes in gender and ethnic composition of academic and non-academic employees in private and public schools and universities from the late 70s to the mid 1990s. The nine chapters include (1) A story of affirmative action, (2) Equality and bureaucratic representation in Govt. Employment, (3) Blacks in higher education jobs, (4) White women in higher education, (5) Colleagues in higher education, (6) Asians and Native Americans in higher education (7) Women and doctoral minorities, (8) the political and socio-economic determinant of higher education and (9) the summer and the conclusion. The results indicate that white men continue to dominate the position of teaching and administration in higher education.

Rafiq, (2000) found a positive relationship between the attitudes of the respondents and their income, the wealthy parents showed more inclinations towards the higher education of the girls and they wanted more freedom and equal rights with the men to participate actively in an indifferent way. A large majority of the poor rural population declared that they could not respect the female education offer. Hussain (2001) stated that Pakistani society is fundamentally a religious society and that religion has a great influence on the behavioral model of people. Furthermore, he affirms that female education is more important than male education. Women today have an active participation in every field, so they should have the same opportunities to seek knowledge. If we want a better future for our nation, we must pay attention to the education of women. In a developing country like Pakistan, it is necessary to get the maximum benefit from our investment in education. The World Bank Report of February (2001), the report was released in Pakistan in February 2001 and discussed that the task of strengthening higher education was more difficult, given that "Pakistan's health, education and the indicator of the status of women are poor" and that "There is a growing deficit in public spending and foreign trade." There, he argues, a natural step is to devise ways to use the available sources more efficiently. Zaman, (2002) argues that both men and women shall have the same opportunities to learn, contribute and be accordingly rewarded.

Dawn, (18 August 2002). Nadeem Umer and Bilal Ahmed, the report of the working group on improving higher education in Pakistan has caused much controversy and resentment among academics from public sector universities, in recent months the board of higher education (Sche) L ' institution that implemented the reforms

received strong criticism. In which the state of higher education in Pakistan was discussed. The Sche informs widely on the topic that it improves the management of our educational institutions so that alternative financial resources can be used. However, effects of the consequence of such a policy-the withdrawal of subsidized and raising fees-have been conveniently ignored. No mitigating measures have been suggested in the report to balance the financial hardship. Students from middle and low income group are bound to face when ownership moves from the public to private sector. Other than that, our public universities could very well end up being less democratic if some of the recommendations are implemented since statutory bodies like the senate and syndicate would abolished. Moreover, the recommendation seriously curtails the participation of the academics in policy making and management of universities.

UNESCO, (2003) there are also many other obstacles. For the education of girls, including early marriages, HIV / AIDS, conflict and violence at school. In Nepal, for example, 40% of girls get married when they are 15 years old. In South Africa and the Caribbean, girls between the ages of 15 and 19 are infected with HIV / AIDS at rates four to seven times higher than those of children, "a disparity between widespread exploitation, sexual abuse and discriminatory practices ", says the report. It has been estimated that up to 100,000 girls have directly participated in conflicts in at least 30 countries during the 1990s, such as combat chefs, chargers, spies, slaves and sex slaves and the overwhelming majority of the 25 million internally displaced people in the country. The world is women and children. Cities report a recent study from South Africa that shows that the threat of violence at school is "one of the most important challenges for learning". Their classroom practices can also influence girls' participation rates in education, the report says, referring to a study in sub-Saharan African countries showing that girls were generally more involved than boys in tasks like cleaning floors and looking for water. In many countries, the extremely low number of female teachers, who could act as models for girls, is another disadvantage. In India, "almost 90 percent of single teacher schools, which account for at least 20 percent of all schools, are staffed by men and 72 percent of tow teacher schools have no women teachers".

Masooma, (2013) said that if you want to see the world, look at it from the eyes of women. Women are almost half of any population in the world. Life is impossible to achieve without the active participation of women in all fields. The level of maturity and development of any society can be judged by the level of development and maturity of women in that society. But has our women been given that vision through which we can see the world? The answer is negative. Seeing is thinking, thinking knows, this is how we make our vision of the object or of the world. Knowledge and education give us the power not only to think, but also to think. The women of our society, especially the Hazara women, are not different from the other backward societies of the other third world. They are submissive and forget everything that happens around them. They do not have a vision of what is happening, why and how to deal with specific problems. The Hazara have a comparatively higher literacy rate than other nations in Pakistan or Quetta, but we do not see practical results. We stay behind to reach that stage of civilization where gender discrimination has no value. Growing up, he faces great psychological harassment and makes him feel that he can not do anything. This damages their personality, courage and self-confidence, but also their creativity, many different types of harassment and psychological and emotional criticism continue even if they receive education freely in government institutions. No additional support is provided at home in any way. Recently, one of my students told me that she asked her father to sign up for any library, but she refused to say that you do not need to know many things for yourself. While against him, the brother paid some money to buy books and be a member of the library. She said she felt very discouraged. Many other small or large discrimination events occur every day, but what is taught is to engage in problems.

According to Pakistan Economic Survey (2003-04), Education for All (EFA) refers to the global commitment to ensure that by 2015 children complete primary education of good quality and that gender disparity is eliminated in primary and secondary education. Pakistan was the first country to prepare a national action plan for the education of all men and women for the period 2000-2015. In this plan, Pakistan aims to achieve Universal Primary Education (UPE) by 2015. According to Kearney, (1996) university planners restricted by lack of resources and priority given to basic education have many obstacles to overcome to give access to courses, provide the necessary funding and the diversity of the number of careers available, the tasks have been complicated by the introduction of innovative education methods using global information technologies and by the fact that higher education is international in nature and staff tend to be more mobile than in the past.

Methodology:-

The research methodology covers research design, population, sampling, instrumentation and procedure of data collection for the current study. The descriptive survey research method was applied to carry out the study (Best & Kahn, 1998). Gay, (1976), stated that the descriptive research method is mostly concerned with the conditions that prevail, that exist, practices, attitude that are held, beliefs and trends that are developing processes and that are on-going.

Population:-

The target population of the study was comprised of parents of students of 5 colleges in respected areas; 1. Government Boys Degree College Kallar Syedan, 2. Government Girls Degree College Kallar Syedan, 3. Punjab College Kallar Syedan, 4. Super Wings College Kallar Syedan, 5. Al-Haq Institute of IT, and Management, VU Campus, Kallar Syedan. To determine an appropriate sample size, an updated list of all colleges in (Tehsil Kallar Syedan-Rawalpindi) Pakistan was collected from education department. The measure of 'population' in research study must understand which concerned the subjects or data items that must be included in the study, giving the specific and relevant circumstances (Polit & Hungler, 1999).

Sampling procedures:-

Sampling is a research technique that used to select a certain number of subjects from a target population as a representative of population (Borg and Gall, 1986). Samples of 80 parents, 40 parents of students were selected from Government Boys Degree College Kallar Syedan, and 40 parents of students were selected from Government Girls Degree College Kallar Syedan. The selection procedure of a portion of the target population to represent it the entire population is known as sampling (LioBiondo-Wood & Haber, 1998; Polit & Hungler, 1999). For the study interest convenience sampling is deemed most suitable (De Vos, 1998).

Research Instrument:-

The questionnaire tool was used. The questionnaire was developed to collect the information. The items of the questions were drawn according to four-point likert scales, "strongly agree, agree, strongly disagree and disagree" (Post, D. et al., 2009). Mugenda, (2003), confirmed that the use of questionnaires is the most common instrument in the research of social science study. They said that well organized questionnaires are advantageous because the respondents can see their way around with comfort and that they are easy to compute.

Validity:-

For the validation of questionnaire a pilot study in government colleges was conducted. According to Borg & Gall, (1989), a researcher can conduct a pilot study in two or three cases. The purpose of the preliminary test was to help the researcher to identify the elements that considered inappropriate and make the necessary corrections, examine the answers to check the level of ambiguity of the questions and to evaluate the responses of participant to determine the percentage. The ambiguous items will be modified in more appropriate forms. It was helpful to determine the time required to manage the instrument. With the consultation of experts, the study has select the items from the questionnaire and finalized for the administration. As stated by Gay, L. R., (1987), the descriptive survey research method involves gathering data to evaluate hypotheses or to answer questions about the status of the study.

Reliability:-

The research instrument was delivered to same group of participants twice in the pilot study. The scores of all tests were correlated to obtain the use of reliability coefficient SPSS. The value of Chronbach's coefficient of Alpha of the instrument was calculated .985 which was considered to be quite suitable for the study at large scale (Gay, 2002). The Alpha .985 shows that the given 30 questions have higher internal consistency. A value equal to .700 or high is acceptable in social sciences research work.

Reliability Statistics:-

Chronbach's Alpha	N of Items
.985	30

Data Collection:-

During the research, investigator was personally visited the colleges to get the data from selected sample of the study. The data collection was completed in three to four months. Straus and Myburgh, (2000), described that

collection of data is a basic key and important prospective between the investigator and respondent, collection of data is an art for the researcher from the respondent in mainly efficient means. Tustin, (2006), said that one time the investigator notices the requirement of major research data and has conveyed research objectives and facts requirements, the collection of data is conducting through questioner with chosen objects.

Statistical Analysis:-

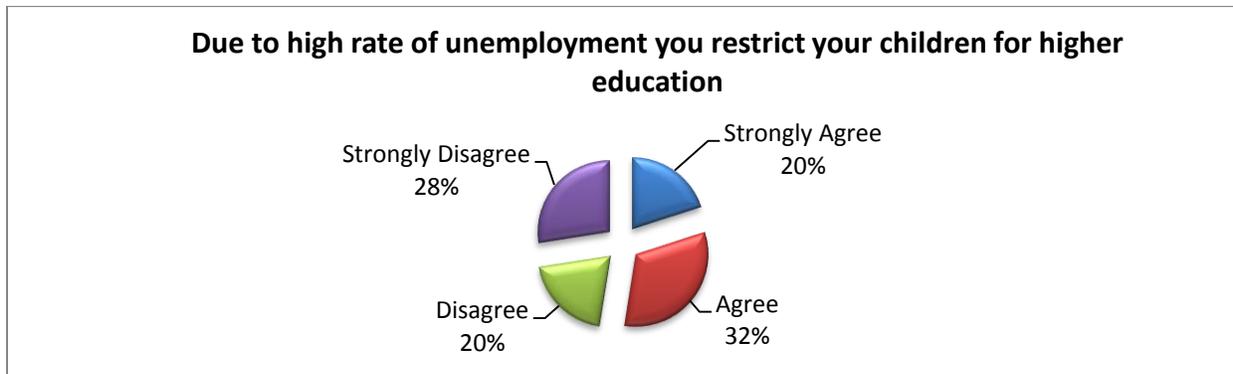
Gay, L. R., (1987), indicated the importance of the data analysis techniques and its emphasis that "the research plan must include a description of the technique or the statistical techniques used to analyze the data". The collected data was tabulated in the forms of frequencies. The frequencies were presented into scores and assign the percentage values of the scales each of four responses (using the Likert scale). Borg and Gall, (1998), described that the most commonly used and the confirmed standard pattern is the percentage. The collected data was analyzed by entering the data into a statistical package for the social sciences 21. The percentage values were obtained after analysis the data (Mirvaliev, M, 1987).

Case Processing Summary:-

		N	%
Cases	Valid	80	100.0
	Excluded ^a	0	.0
	Total	80	100.0

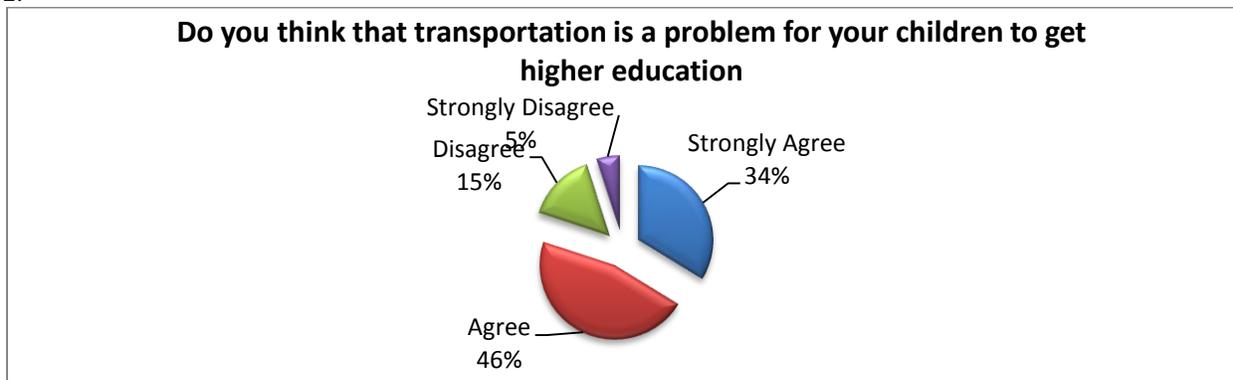
Results and Findings:-

1



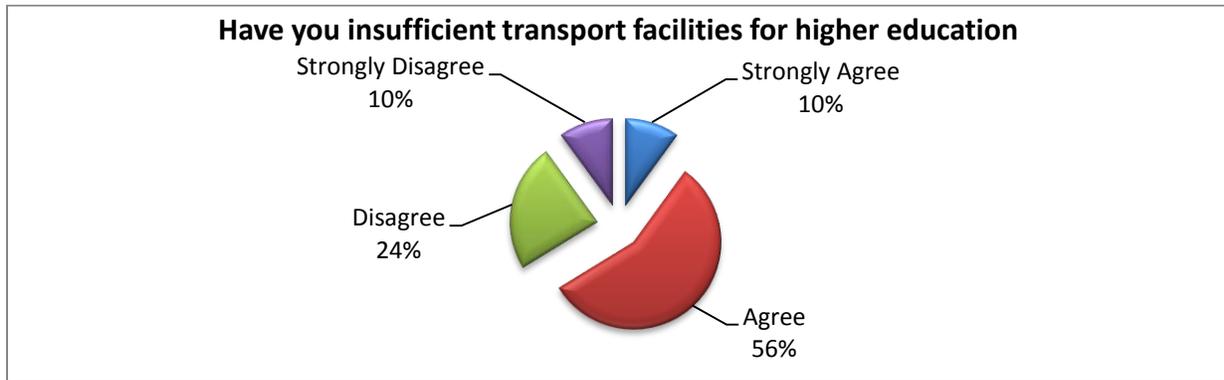
The above chart shows that 20 % parents strongly agree and 32% parents agree that they restrict their children for graduation due to high rate of unemployment, 28 %disagree and also 20% strongly disagree that they restrict their children for Graduation due to high rate of unemployment.

2.



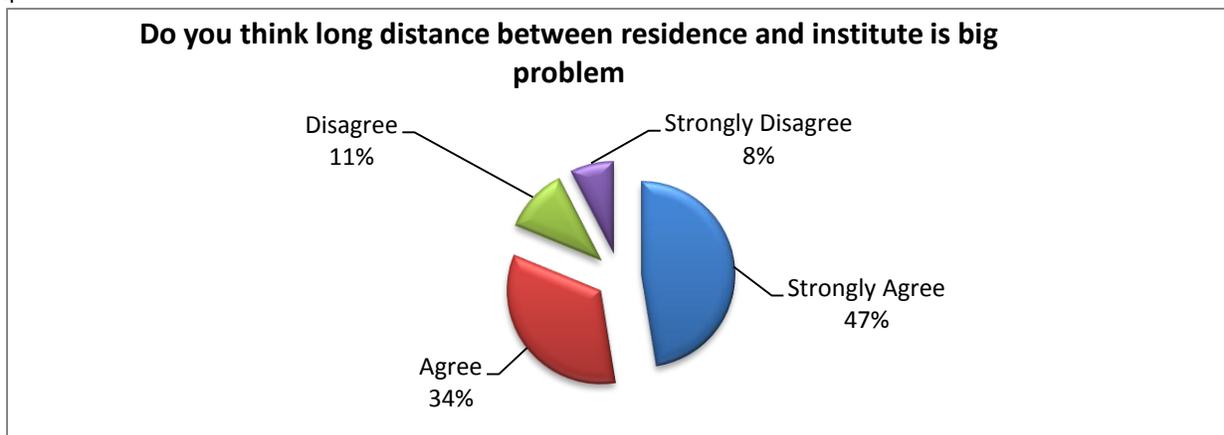
The above chart shows that 34% parents strongly agree and 46% parents agree that graduate level educational institutions are place at distance, 5% strongly disagree and 15% disagree that Graduate level educational institutions are place at distance.

3



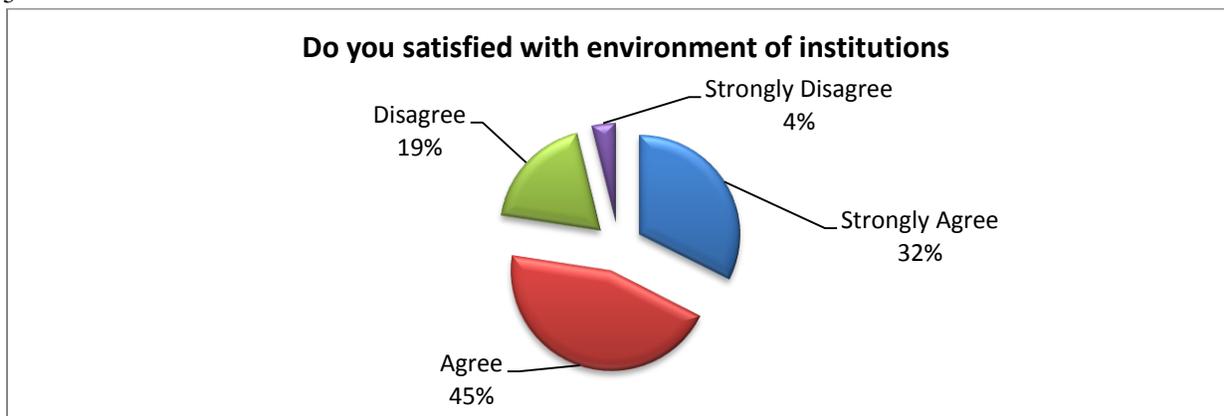
The above table shows that 10% parents strongly agree and 11 % parents agree that insufficient transport facilities for graduate education, 19%disagree and also 4% strongly disagree that insufficient transport facility for graduate education

4



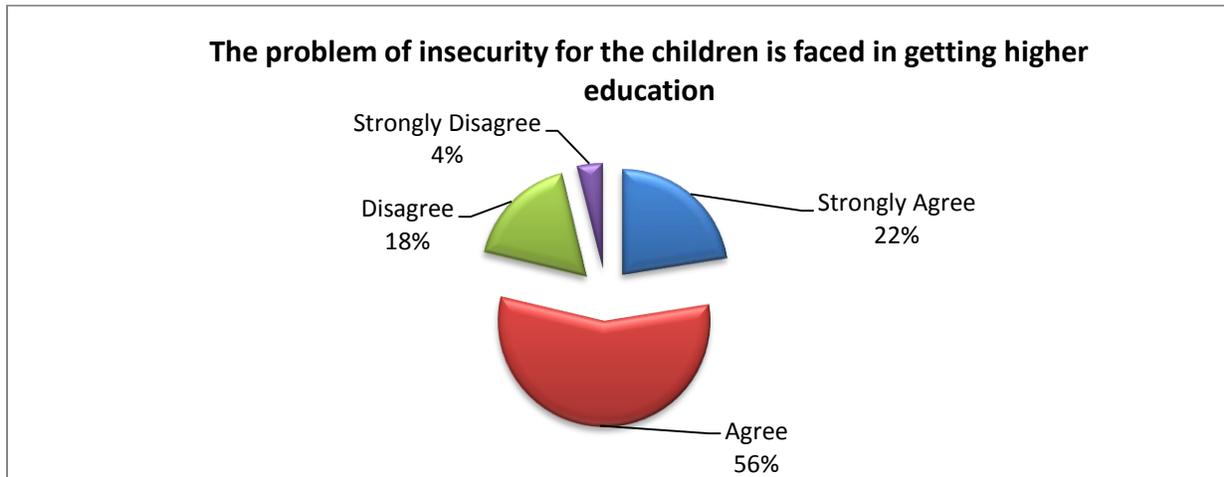
The above chart shows that 47% parents strongly agree and 34% parents are agree that long distance betweenresidence and institute is a big problem, 8% strongly disagree and 11% disagree that long distance betweenresidence and institute is a big problem.

5



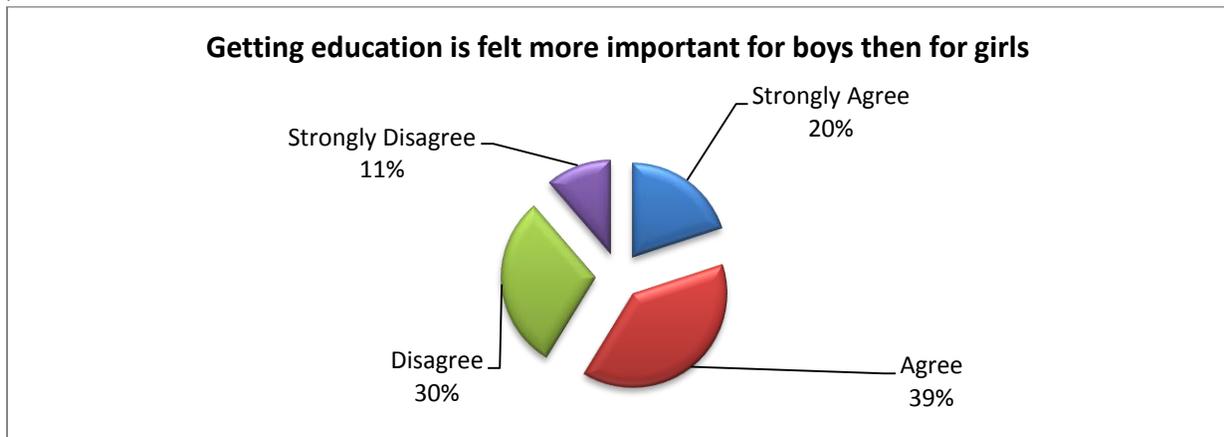
The above chart show that 32% parents strongly agree and 45% parents agree that they satisfied with environment of institutions, 4% strongly disagree and 19% disagree that they satisfied with environment of institutions.

6



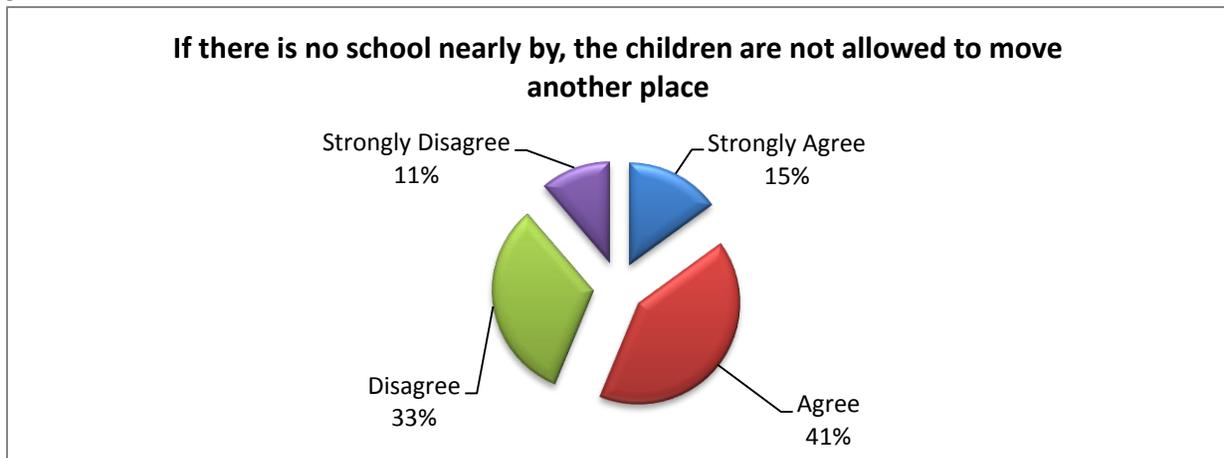
The above table shows that 23% parents strongly agree and 56% parents agree that insecurity for the children is faced in getting education, 18% disagree and 3% strongly disagree that Insecurity for the children is faced in getting education.

7



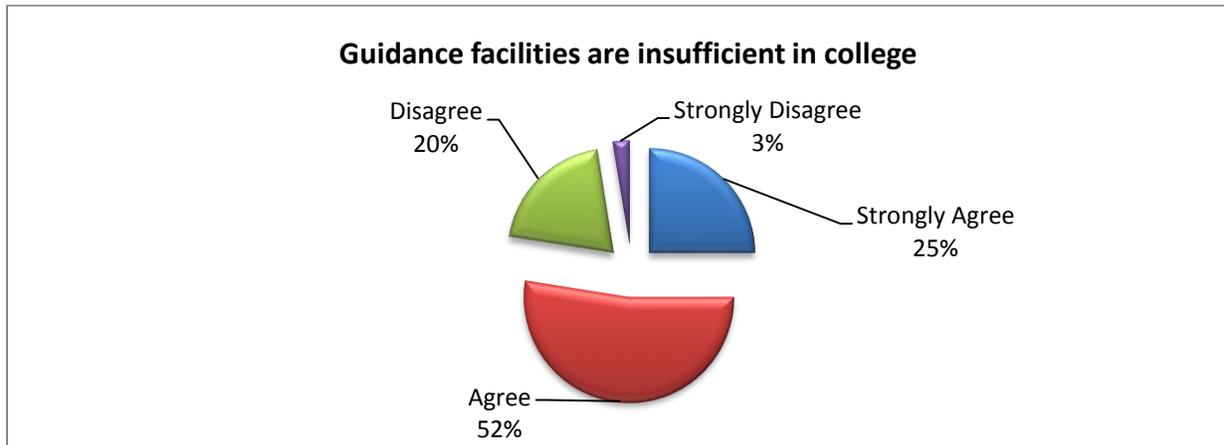
The above chart shows that 20 % parents strongly agree and 39% parents agree that they felt getting education is more important for boys then for girls, 11% strongly disagree and 30% disagree that they felt getting education is more important for boys then for girls.

8



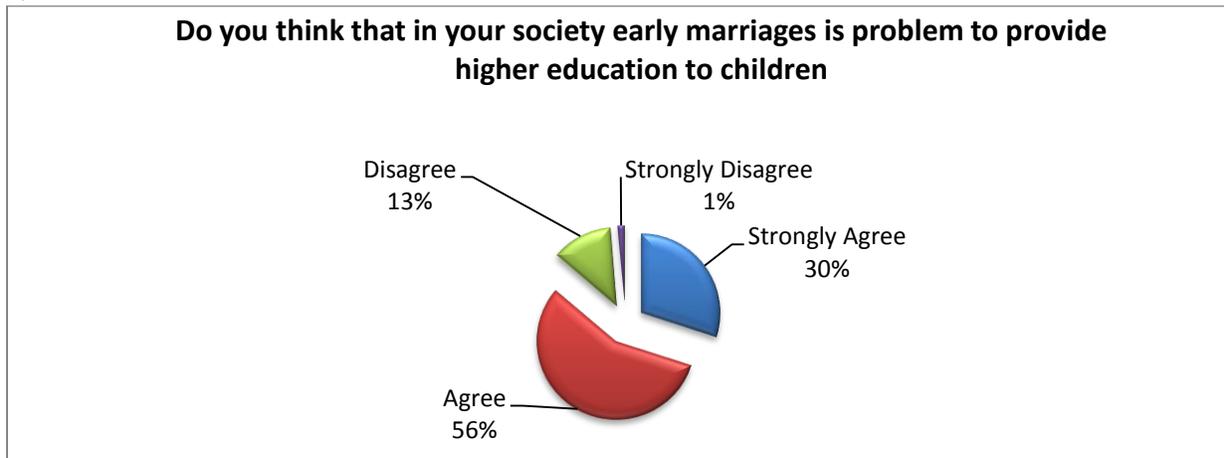
The above chart shows that 15% parents strongly agree and 41% parents agree that children are not allowed to move another place, 11% strongly disagree and 33% disagree that children are not allowed to move another place.

9



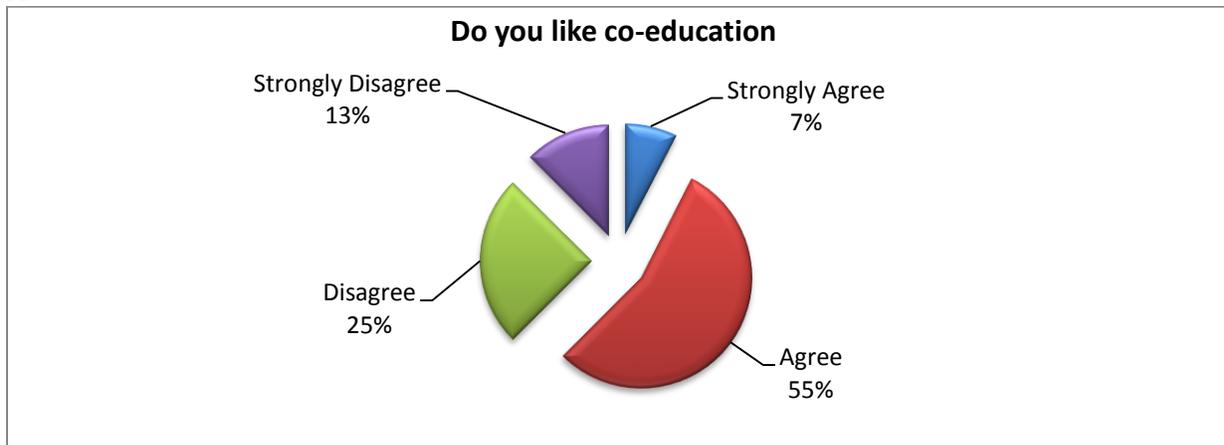
The above chart shows that 25% parents strongly agree and 52% parents agree that guidance facilities are insufficient in college, 3% strongly disagree and 20% disagree that guidance facilities are insufficient in college.

10



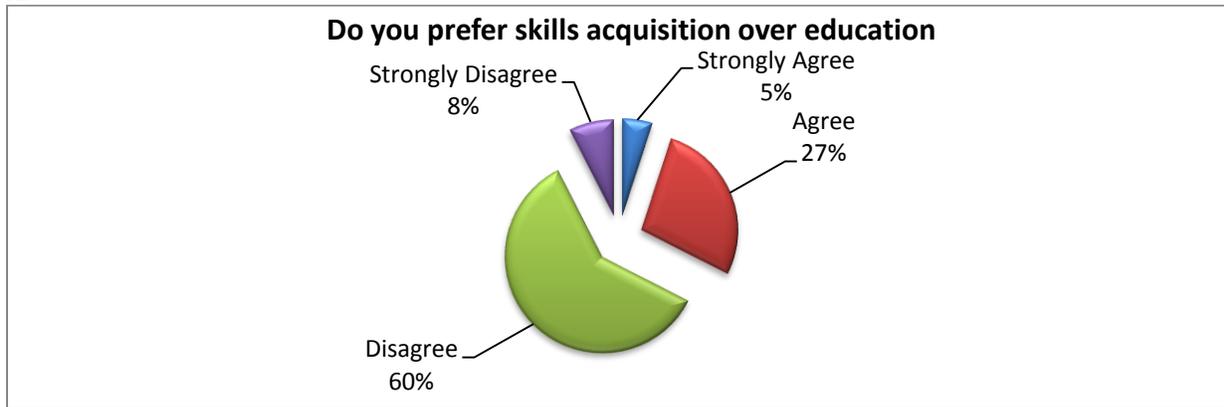
The above chart show that 30% parents strongly agree and 56% parents agree that the early marriages is a problem to provide Graduate education to children, 01% strongly disagree and 13% disagree that the early marriages is a problem to provide Graduate education to children.

11



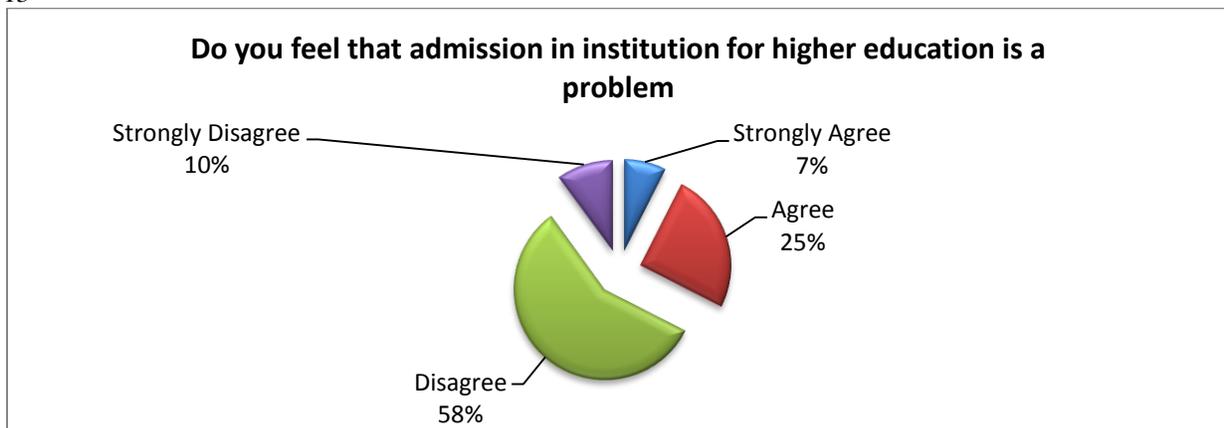
The above chart shows that 7% parents strongly agree and 55% parents agree that they like co- education, 26% strongly disagree and 25% disagree that they like co-education.

12.



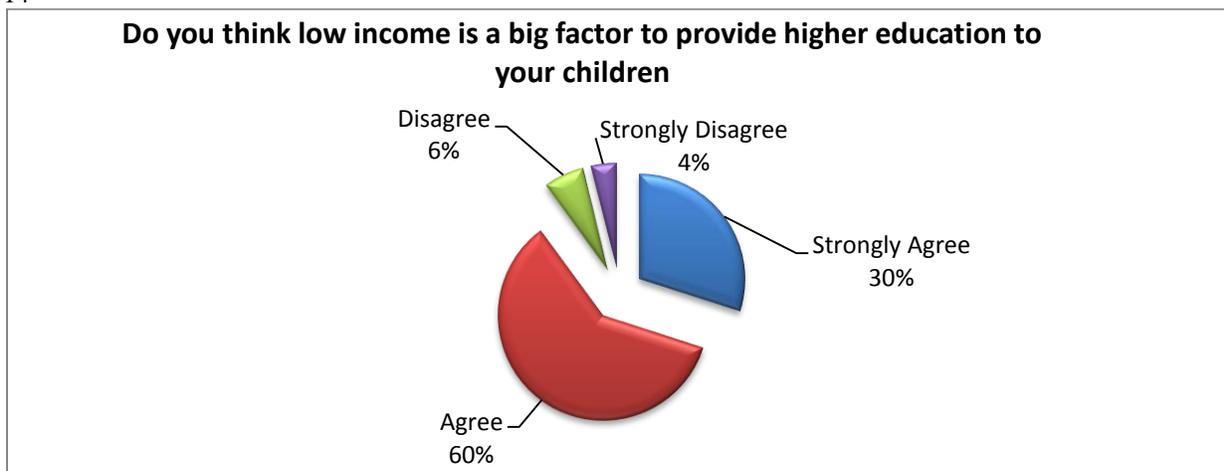
The above chart shows that 5% parents strongly agree and 27% parents agree that they prefer skills acquisition over education, 8% strongly disagree and 60% disagree that they prefer skills acquisition over education.

13



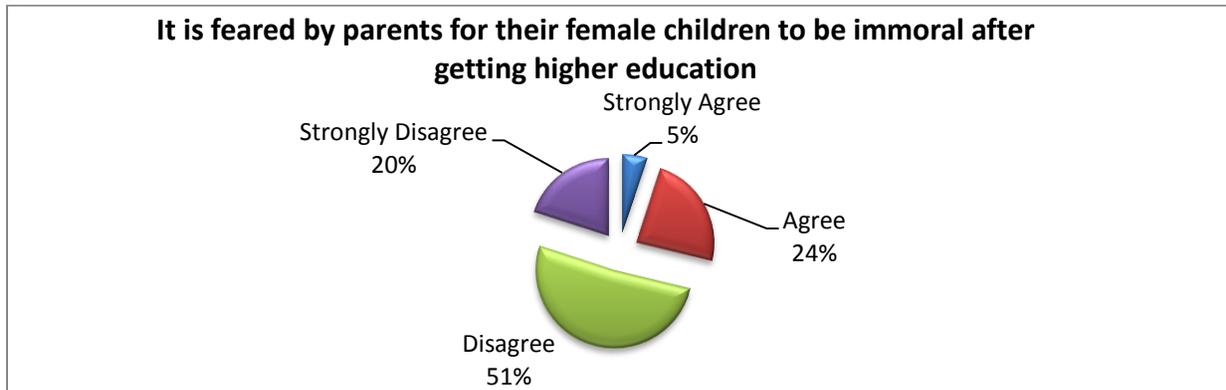
The above chart shows that 07% parents strongly agree and 25% parents agree that the admission in institution for graduate education is a problem, 10% strongly disagree and 58% disagree that the admission in institution for Graduate education is a problem.

14



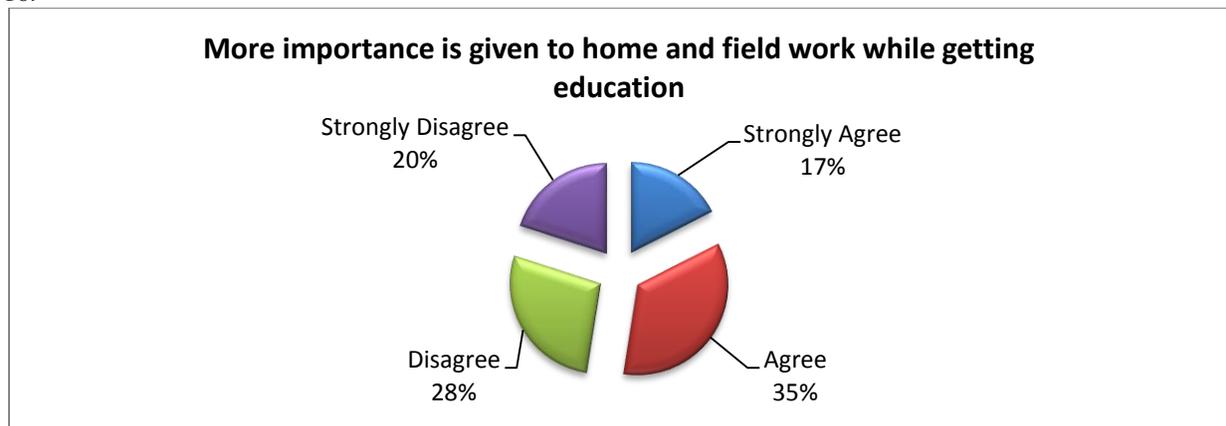
The above chart shows that 30% parents strongly agree and 60% parents agree that the low income is a big factor to provide Graduate education, 4% strongly disagree and 6% disagree that the low income is a big factor to provide Graduate education.

15



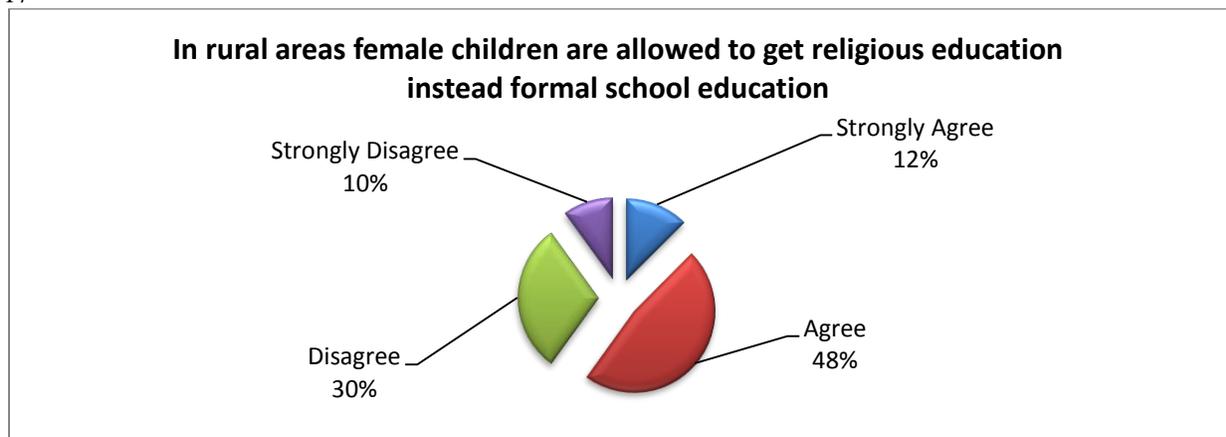
The above chart shows that 5% parents strongly agree and 24 % parents agree that the female children to be immoral after getting Graduate education, 20% strongly disagree and 51 % parents disagree that the female children to be immoral after getting Graduate education.

16.



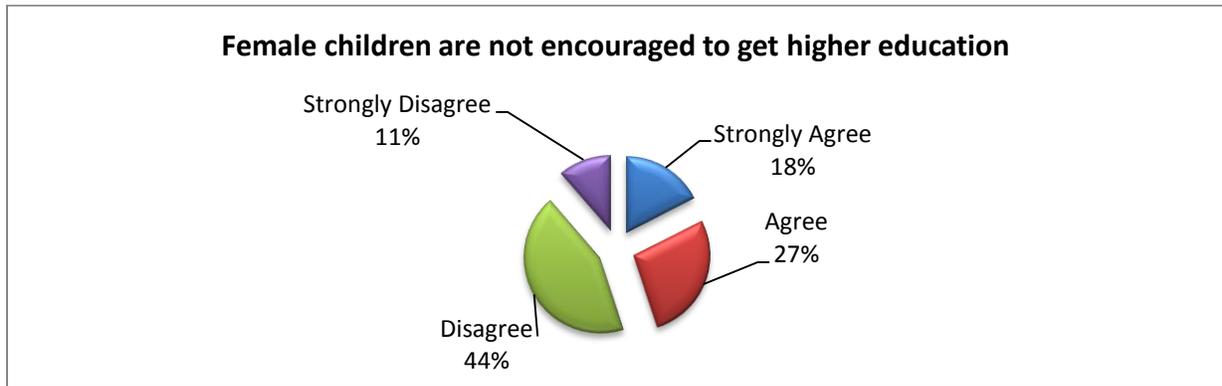
The above chart shows that 17% parents strongly agree and 35% parents agree that the more importance is given to home and field work while getting education, 20% parents strongly disagree and 28% parents disagree that the more importance is given to home and field work while getting education.

17



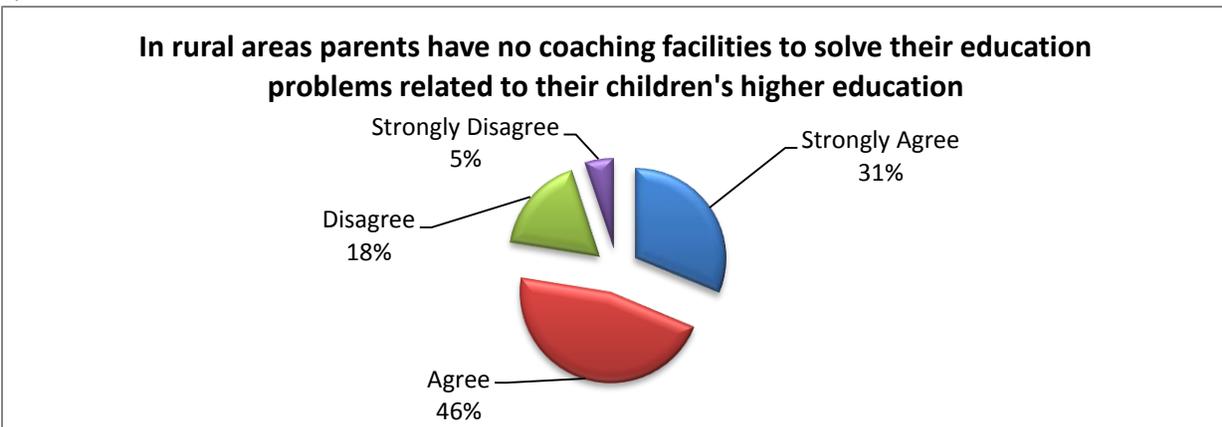
The above chart shows that 12% parents strongly agree and 48% parents agree that in rural areas female children are allowed to get religious education instead formal school education, 10% strongly disagree and 30% parents disagree that in rural areas female children are allowed to get religious education instead formal school education.

18



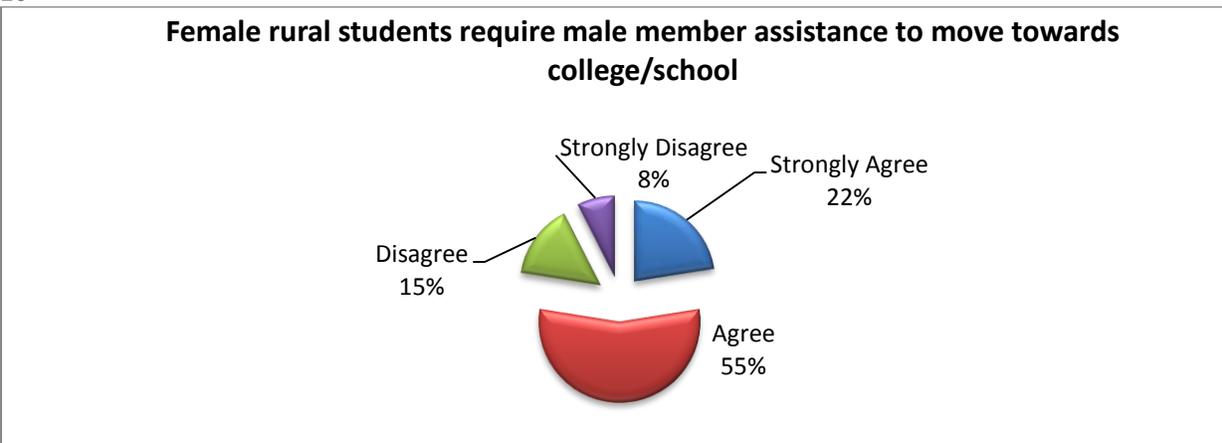
The above chart shows that 18% parents strongly agree and 27% parents agree that the female children are not encouraged to get graduate education, 11% strongly disagree and 44% parents disagree that the female children are not encouraged to get Graduate education.

19



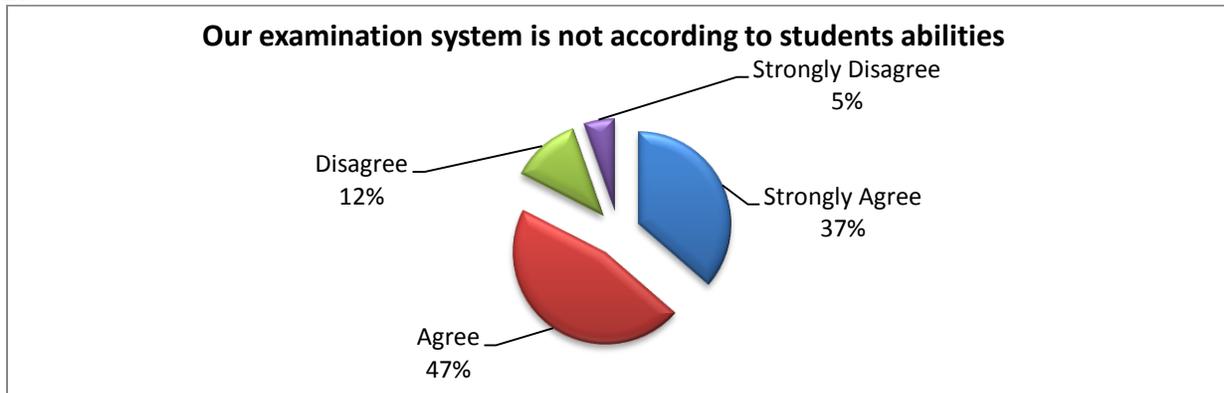
The above chart shows that 31% parents strongly agree and 46% parents agree that in rural areas parents have no coaching facilities to solve their educational problems, 05% strongly disagree and 18% parents disagree that in rural areas parents have no coaching facilities to solve their educational problems.

20



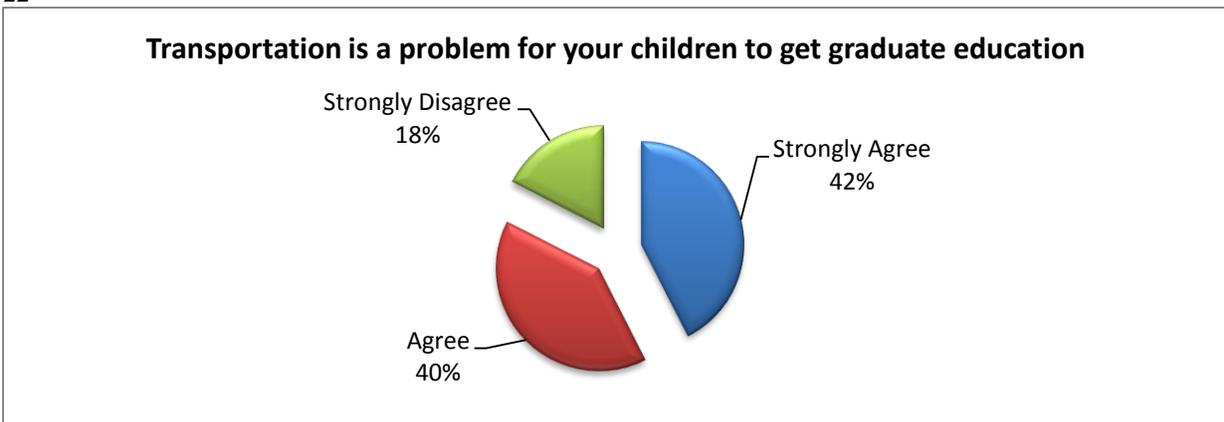
The above chart shows that 22% parents strongly agree and 55% parents agree that the female rural students require male member assistance to move towards college/school, 08% strongly disagree and 15% parents disagree that the female rural students require male member assistance to move towards college/school.

21



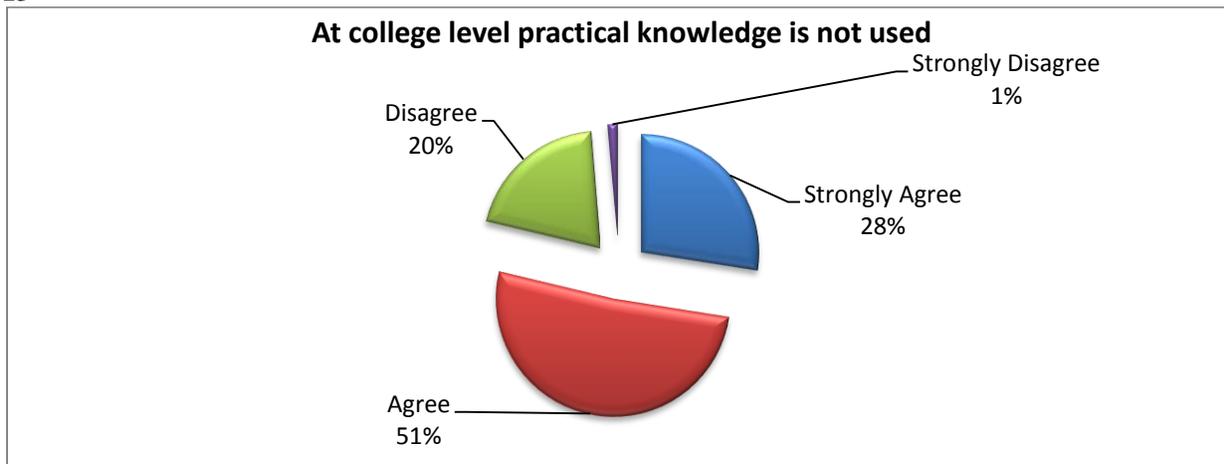
The above chart shows that 37% parents strongly agree and 47% parents agree that our examination system is not according to student’s abilities, 05% strongly disagree and 12% parents disagree that our examination system is not according to student’s abilities.

22



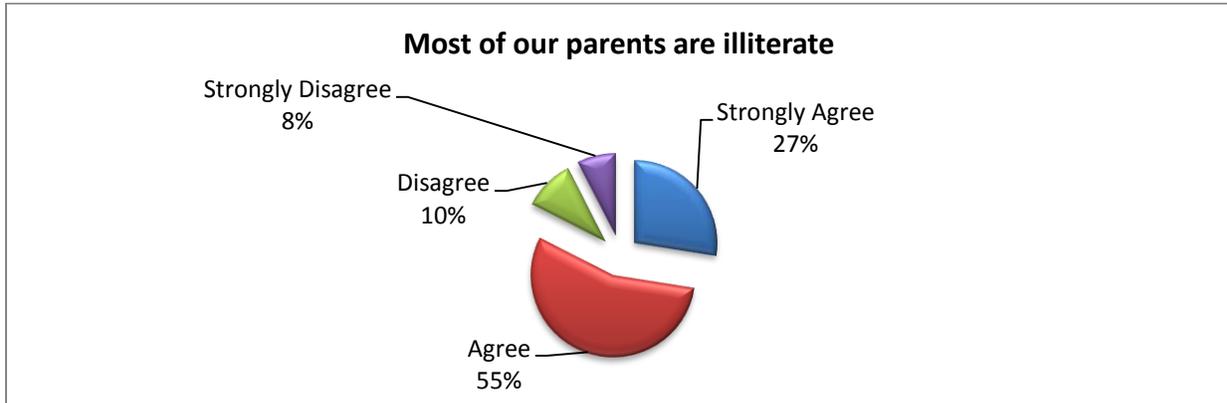
The above chart shows that 42% parents strongly agree and 40% parents agree that the transportation is a problem for our children to get graduate education, 18% parents strongly disagree that the transportation is a problem for our children to get Graduate education.

23



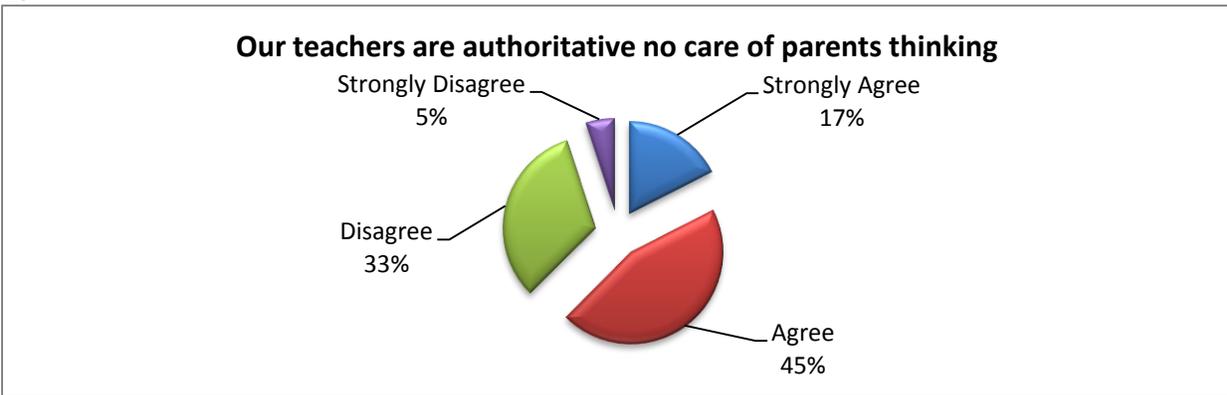
The above chart shows that 28% parents strongly agree and 51% parents agree that at college level practical knowledge is not used, 01% parents strongly disagree and 20% parents disagree that at college level practical knowledge is not used.

24



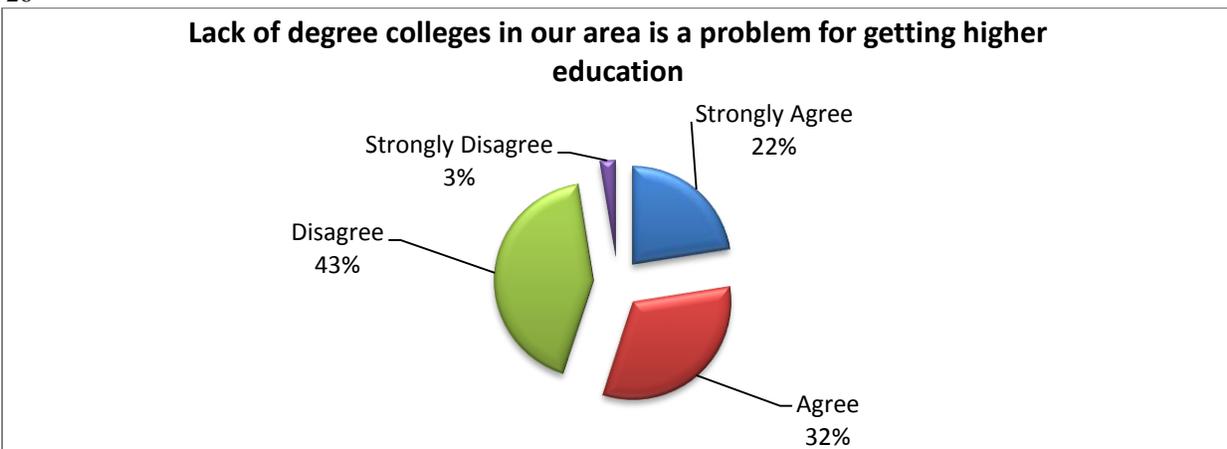
The above chart shows that 27% parents strongly agree and 55% parents are agree that the most of student’s parents are illiterate, 08% parents strongly disagree and 10% parents disagree that the most of student’s parents are illiterate.

25



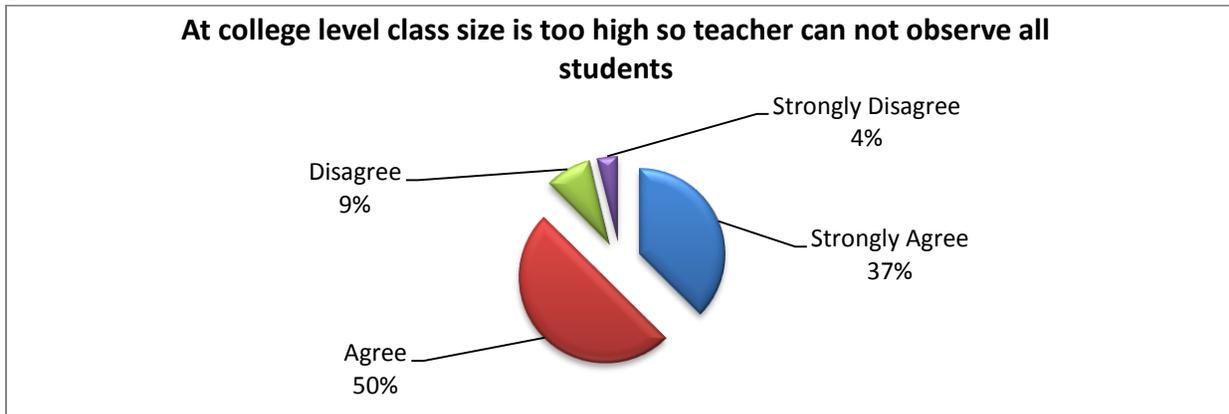
The above chart shows that 17% parents strongly agree and 45% parents are agree that their teachers are authoritative no care of parents thinking, 05% parents strongly disagree and 33% parents are disagree that their teachers are authoritative no care of parents thinking.

26



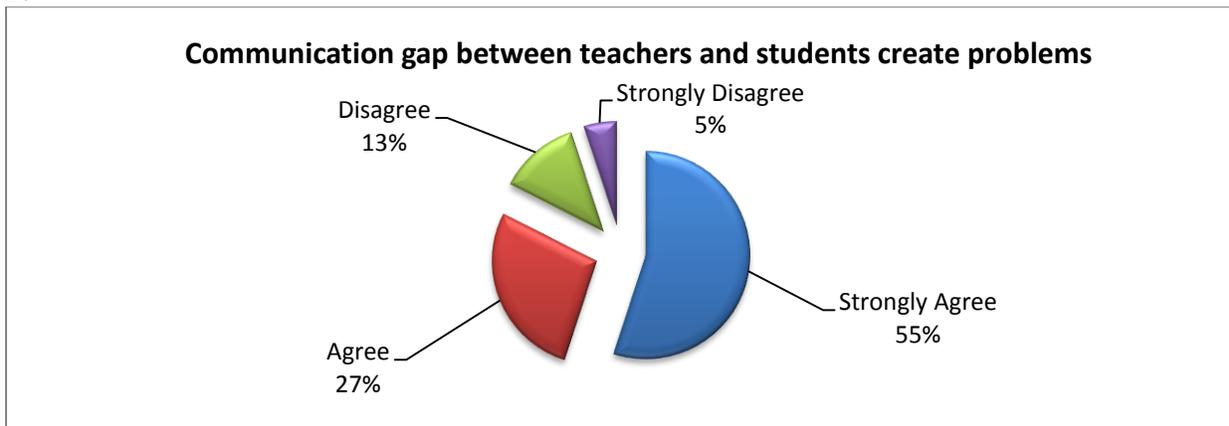
The above chart shows that 22% parents strongly agree and 32% parents are agree that the lack of degree college in their areas is a problem, 03% parents strongly disagree and 43% parents are disagree that the lack of degree college in their area is a problem.

27



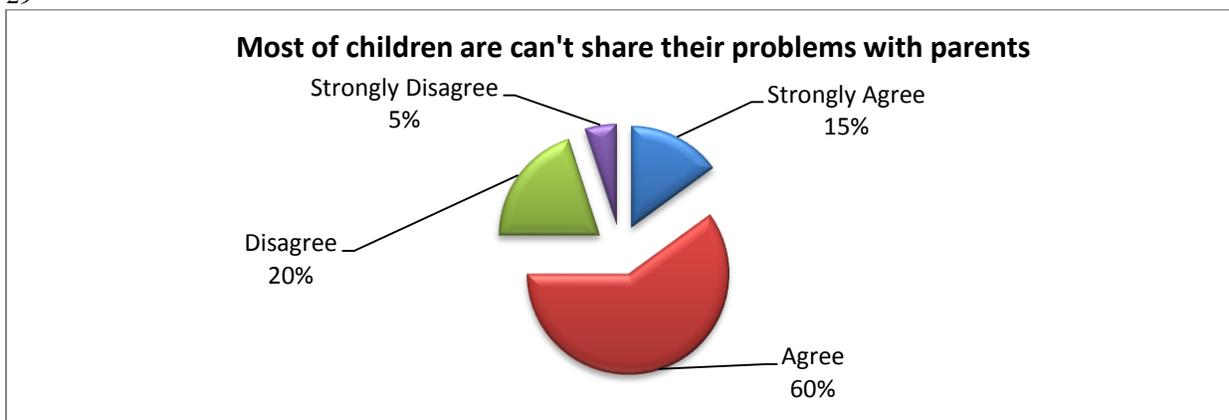
The above chart shows that 37% parents strongly agree and 50% parents are agree that at college level class size is too high so teacher cannot observe all students, 04% parents strongly disagree and 09% parents are disagree that at college level class size is too high so teacher cannot observe all students.

28

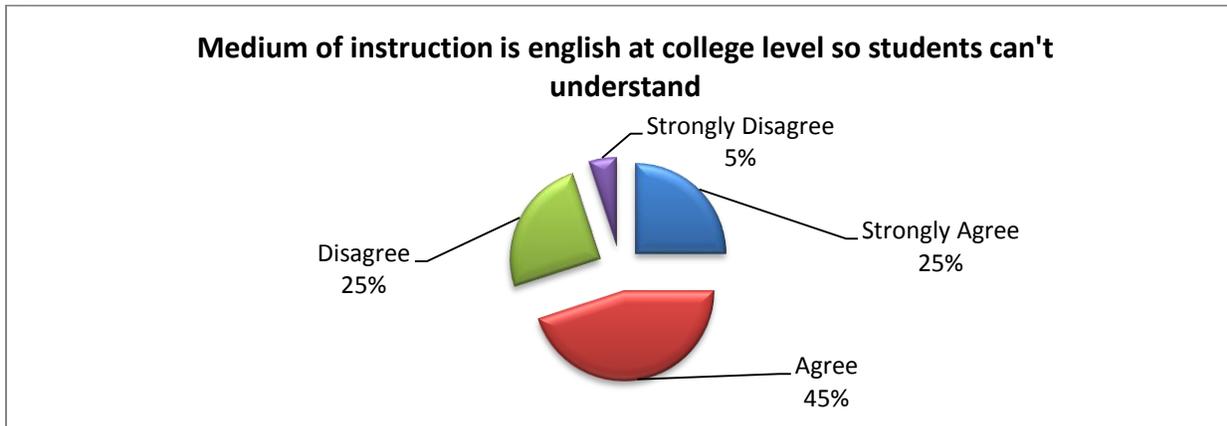


The above chart shows that 55% parents strongly agree and 30% parents are agree that the communication gap between teachers and students create problems, 12% disagree and 0% strongly disagree that communication gap between teacher and students create problems.

29



The above chart shows that 15% parents strongly agree and 60% parents are agree that most of children are can't share their problems with parents, 05% parents strongly disagree and 20% parents are disagree that most of children are can't share their problems with parents.



The above chart shows that 25% parents strongly agree and 45% parents are agree that the medium of instruction is english at college level so students can't understand, 05% parents strongly disagree and 25% parents are disagree that the medium of instruction is english at college level so students can't understand.

Discussion:-

The study was designed to investigate the problems faced by the parents residing in rural areas for providing graduate level education to their children. The result and findings reveal that there is lack of essential facilities, the result of study supported by previous research of Kumar (2000) that the several features of the educational system seriously impede the participation of female at all levels. These include inadequate or substandard facilities, shortage or the lack of women teachers, the absence of segregated schools and the lesser known problems such the sex-biases in the curricula and the role textbooks and teachers in fostering sex-based stereotypes. The available limited facilities could not satisfy the parents. There are many problems for providing graduate level education to their children in rural areas. Parents are facing lack of degree colleges. The study results are supported by previous study of Anis Ahmed (1984), he described that the opportunities for higher education available statistics show that today we have about 137 colleges for women and 254 colleges for men in Pakistan. The graduates of these 254 colleges have an option to continue higher education in any of the twenty universities in Pakistan. But women graduates of 137 colleges have no place to continue their higher education except to join a secular co-education university. This is why, though we have a large population in Pakistan (47% females in 1981), the enrolment of girls at university level (27%) is not representative of this population.

The study found shortage of transport facility. The study results supported by the previous study of AmnaAfzal, (2000), said that transport was one of the main problems with girls in rural areas facing the school. It is suggested that the transport structure be provided in particular for women going to school or university. This installation can be organized locally by people in a cooperative way or through the Union Councils. The majority (93.00%) of the respondents did not want to send their children (daughters) out of the city and only 7.00% wanted to do so. She also suggested that low-income families should be provided with the possibility of short and long-term loans to increase their income. Purewal&Hashmi (2015) in their research concluded that the majority (73.00%) of the respondents could read and write. 95.00% of those interviewed had a favorable attitude towards the education of their children, while 5.00 had an unfavorable attitude. Only on women's education, 85.00% of respondents responded favorably, while 15.00% responded with an unfavorable attitude. It has been observed that if family income and parent education are high, their attitude towards women's education will also be very positive.

Mostly parents in rural areas think that education is more important for boys than girls. It is supported by the previous study of Zaidi SMIA, (1991) the study shows an association between the education of respondents and levels of educational aspiration for their sons. He further concluded that majority of fathers from high income groups wanted their son's education up to graduation level but on the opposite side the number of fathers who belonged to low income groups was less, who aspired graduate education for their sons. Rahman, (2004) conducted a study "Parents' perception of their women's education and limits". The researcher concluded that education was a process through which culture, the generation of traditions. According to him, the education of women is necessary for all societies and any country cannot develop without female education. He also concluded that most parents

were not willing to educate their daughters, due to lack of interest, financial problems, lack of parental guidance and an unfavorable community problem.

In previous research of Buzdar & Ali (2011), they concluded that, 30.67 percent of male respondents preferred son's education as compared to daughter's education whereas, 13.33 percent of female respondents preferred son's education as compared to daughter's education. In their study the main objective was to correlate some of socio-economic characteristics of rural males and females with their attitude toward female education. The very big problem faced by parents is high rate of unemployment because of this problem parents restrict their children from getting graduate level education. It is suggested that the most important factor that hinders the education of women in rural areas is the lack of educational facilities and economic problems; therefore, the government should make arrangements for the provision of books at no cost to poor students up to the metric level. This will encourage students to get education. The result shows that parents also face problems of insecurity and lack of guidance. The current study supported by Khan's previous study (1971) found that most illiterate parents were not interested in studying their children. In such a situation, the children were left alone to decide their fate. They were discouraged enough to continue their studies.

The current study supported by previous study of Khan, (1971), found that most of illiterate parents were not interested in studying their children. In such a situation, the children were left alone to decide their fate. They were discouraged enough to continue their studies. Government must solve these problems for increasing the rate of literacy. Lack of awareness and encouragement about the education of their children found. It is supported by the previous research study of Rehberg, et al (1967), conducted a research study "parental encouragement, occupation and family size", he concluded that the educational and occupational levels of the students were positively associated with the intensity of parents' educational and occupational pressure, stress and encouragement. Sewell, et al. (1968) noted that the father's education had a slightly stronger effect than the mother's education perceived the encouragement of parent's university plans, university care and graduation for men but that education was mother's father was almost the same for women. Chauhan, & Khan, (2006) conducted a study on "Aspiring parents on their children's education". They found that less educated parents and low-income parents had a great educational aspiration for their children.

Conclusion:-

On the basis of results and findings the following conclusion were drawn that due to high rate of unemployment parents restrict their children for graduate education. Graduate level educational institutions are placed at distance and parents cannot provide graduate level education to their children. Almost all parents think that transportation is problem for their children to get graduate education. Mostly parents are satisfied with the environment of the institutions. Parents were agreed that insecurity is a big problem for their children in getting higher education. Result shows that parents think that education is more important for boys than girls. Mostly parents agreed that guidance facilities are insufficient in colleges. Parents are strongly agreed that early marriages are big problem to provide graduate education to their children. Co-education is not a problem for them. Parents think that education is more important than skill acquisition. Admission in institutions is not a problem in providing graduate level education. Low income is a very big factor in providing graduate level education. Mostly parents in rural areas think that female assistance to move toward school. Transportation is a very big problem in getting education. Majority of parents are illiterate because they faced problem providing graduate level education. Children can't share their problem with their parents this create problem in providing graduate education. Medium of instruction is english at college level so students can't understand

Recommendation:-

On the basis of the results and findings the following recommendations are made:-

1. Government must make policies to control the high rate of unemployment.
2. Government builds new colleges especially in rural areas.
3. There should be awareness programmes for parents on the importance of education for all.
4. Transport facilities must be provided especially in rural areas to decrease the distance between residence and educational institutions.
5. There should be guidance facilities for parents that their children get admission in colleges.
6. Government should give scholarship to the intelligent students and they can continue their studies.
7. Factor of low income should be control by giving job on the merit bases.

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