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<b>Article:</b>	<b>Understanding Men's Attitude and Perceptions towards Women's Education: A Cross-Sectional Study</b>
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**ABSTRACT**

The study was design to understand men's attitude and perceptions towards women's education. The study was conducted in District Nankana Sahib, Punjab Pakistan. Through multistage sampling total 90 respondents were selected. An interview schedule was used to collect data, and statistically analyzed. Gamma and chi-square tests were applied. So, it is concluded that people are given preference of their males for attaining education as compare to females and the major reason behind this, males support their parents. A big hurdle faced by the female in the study area was "Distance" because schools are far away from their household. The gamma value shows that aged people, illiterate and low-income respondents preferred male education as compare to female. Therefore, it will be recommended that adult literacy initiatives should be implemented in rural areas. It is important to use the mass media to raise awareness of the advantages of female education and the importance of family.

**Keywords:** Women's education, Empowerment, Awareness, Family Development, School

## **Introduction**

Pakistani society is mostly a traditionally religious country, and religion has a significant impact on how people behave. The rights of all people, regardless of sex, are highly valued in religion. Islam gives women the same rights to equality, freedom of thought, and education as men. As a result, education is valued highly and has been created as a desirable ideal for Muslims of their social and religious worldview (Salik, & Zhiyong, 2014); Hashmi et al., 2008).

“The education system and economy are two social institutions that are closely linked in any society”. The primary cause of the low level of education among women is a lack of educational resources. Traditions and Pakistan's value system are other factors contributing to women's poor educational position. In addition to these, there may be other factors, such as the father's occupation, wealth, social class, and family size. Strategies to increase people's well-being and the economic and social development of societies depend heavily on education (Carnoy, 2017).

Women's access to education in Pakistan is restricted, limited, and affected by a variety of social, cultural, and political factors, such as discrimination against female students and cultural norms. But occasionally, even the smallest, most obvious things can have a big impact. A school can be found in one of these. It is impossible to disregard this straightforward but important topic. Parents' concerns about females attending school are primarily based on the fact that their daughters will have to attend a school that is far from their homes, in addition to the financial aspect of the decision. Two problems arise from this, especially in underdeveloped rural areas. Safety and security are the top concern. Parents are more likely to view a school as risking their daughter's safety if it is located distant from their home. Balochistan, a province in Pakistan, has some of the best primary schools in the world. In parent and student interviews, it was noted that one of the main reasons more girls attended certain primary schools was their proximity to their children's families (Ullah et al., 2021).

All over the world, education is one of the most important aspects of human resource development. Without education, no nation can succeed and no real development is possible (Stepanova, 2015).

The traditional attitude toward women's rights held by rural communities is the root of their educational disadvantage. The majority of Pakistanis lack education, are socially illiterate, and lack the will to improve their circumstances. And the old, pointless conventions and traditions made them tremble. This frequently has a negative impact on human resources and the economy of the country (Purewal & Hashmi, 2015).

Girls' mobility in Pakistan is typically limited due to established traditions, social conventions, and cultures, among other reasons that prevent them from pursuing an education. Because many families believe that girls travelling alone are dangerous and dishonourable. Boys are sent to school while girls are not because schools are sometimes far from villages. Men claim that because their women will eventually move in with their husbands, they have no benefit from educating them in school. In the past, men were regarded to be superior to women. They were prohibited from participating in social activities. In their free time, only housework was accessible. Women are beginning to play an increasingly important role in many areas of society in recent years. How developed a country is largely dependent on its literacy rate? Although this rate is dangerously high for women, it is extremely high for men.

In light of the fact that women make up nearly half of the population today, education for women is just as important to a nation's success as it is for males. There was a time when it was thought that if educated women were denied the opportunity to pursue further education, the nation would surely lag and they would be more prone to disrespect their domestic responsibilities while also losing their soft elegance and feminine values. An educated mother is guaranteed to raise and educate her children well (Naseem & Hafeez, 2017; Iqbal et al., 2013).

### **Objectives**

The study will focus on the impact of men's attitudes and perceptions toward women's education.

- To investigate the men's attitude towards women's education.
- To find out the socio-economic characteristics of rural men.
- To explore cultural values towards women's education.

### **METHODOLOGY**

The major objective of the study was to understanding men's attitudes and perceptions toward women's education. The universe of this study/research was District Nankana Sahib. Sangla Hill, Shahkot, and Nankana Sahib are the three Tehsils of District Nankana Sahib. However, the study was conducted in Tehsil Sangla Hill U.C. No.132. Two villages from this U.C. were selected, named 120/R.B. Chalikey and 119/R.B. Bhullair. 45 houses will be selected randomly from each village. A total 90 respondents were selected from two villages. An interview schedule was used to help collect the data. After the collection of data SPSS used for data analysis. Both inferential and descriptive analysis will be carried out.

### **RESULTS**

**Tables 1: Distribution of the respondents regarding their age, education, marital status and family size.**

<b>Age in Years</b>	<b>Frequency</b>	<b>Percent</b>
up to35	11	12.2
36-45	20	22.2
46-55	33	36.7
55 and above	26	28.9
<b>Qualification</b>		
Illiterate	16	17.8
Primary	8	8.9
Middle	16	17.8
Matric	16	17.8

F.A	17	18.9
B.A	12	13.3
Any other	5	5.6
<b>Marital Status</b>		
married	86	95.6
unmarried	4	4.4
<b>Family Size</b>		
3-5	20	22.2
6-8	46	51.1
9-11	16	17.8
above 12	8	8.9
<b>Total</b>	<b>90</b>	<b>100.0</b>

Socio-economic characteristics of the respondents shows that 12.2% of people belonged up to 35 years of age group. While others, 22.2% belonged 36-45 group of ages, and 36.7% respondents belonged to 46-55 years of age. Others, 28.9% respondents have an age group of 55 and above years. The study reveals that 17.8 % of the respondents were illiterate. Respondents who had a primary level of education were 8.9%, 17.8% of respondents having a category of middle and matric, while the majority 18.9% of the people had education F.A, B.A level of education is 13.3% of the respondents, and 5.6% of the respondents had the categories of any other. Results shows that 95.6% of the respondents are married and 4.4% of the respondents are unmarried. The table reflects that the proportions of the respondents are married in the study area. Results depict that 22.2% of the respondent belonged to 3 to 5 family size, while a majority of the respondent had 6 to 8 family size, 17.8% of the respondent had 9 to 11 family size and the remaining 8.9% of the respondent had 12 and above family size.

**Table 2: Distributions of respondents regarding their view that, male have more preference to attain education rather female**

Option	Frequency	Percent
yes	71	78.9
no	19	21.1
<b>Reason</b>		
male support parents	49	54.4
males have more opportunities	21	23.3
females get married	3	3.3
due to family traditions	3	3.3
lack of interest in daughters	11	12.2
any other	3	3.3
<b>Total</b>	<b>90</b>	<b>100.0</b>

Results of the study depict that 21.1% of respondents were not in favour that their male members having more preference to attain education rather to females. And majority 78.9% of respondents showed favour that their male members have more preference to attain education rather than women. Results shows that 54.4% of the respondents said that male support parents, 23.3% of the respondents are males have more opportunity, 3.3% of the respondents said females get married, and also 3.3% of the respondents said that the reason male preferred parents due to family traditions, and 12.2% of the respondents are lack of interest in daughters, and 3.3% of the respondents said that the reason of male support parents any other reason.

**Table 3: Distribution of respondents regarding the most important task for a woman to do.**

Option	Frequency	Percent
to have paid employment	2	2.2
stay at home	19	21.1
take care of the family	69	76.7
<b>Total</b>	<b>90</b>	<b>100.0</b>

Table 3 shows that 2.2% of the respondents said the most important task for women is to have paid employment, 21.1% of the respondents said that the important task for women stay at home, while the majority of them said that important tasks for women take care of the family.

**Table 4: Distribution of respondents according to the hurdles faced by girls in attaining education.**

Hurdles	Frequency	Percent
lack of Govt. policies	4	4.4
shortage of trained teachers	16	17.8
distance problems	33	36.7
financial problems	19	21.1
family traditions	5	5.6
any other	13	14.4
<b>Total</b>	<b>90</b>	<b>100.0</b>

Results of the study shows that a few respondents (4.4%) said that the lack of govt. policies (funds) in their village for female education, while 17.8% respondents said they have a shortage of trained teachers in their village and a major proportion i.e. 36.7% of the respondents said that they have to distance problem, 21.1% of the respondents had financial problem and only 5.6% of the respondents said that the family traditions for females and 14.4% of them any other category.

**Table 5: Association between respondent's age and their view that males have more preference to attain education rather females.**

Age categories in years	Preference of male education rather than female		Total
	Yes	No	
Up to 35	6 37.5%	10 62.5%	16 100%
36-45	24 88.9%	3 11.1%	27 100%
46-55	23 88.5%	3 11.5%	26 100%
55-Above	18 85.7%	3 14.3%	21 100%
Total	71 78.9%	19 21.1%	90 100

Chi-square = 20.097 d.f. = 3 P = .000\*\* Gamma = .512

The chi-square value shows a highly significant association between age of the respondents and their view that male having more preference to attain education rather female. The gamma value shows a strong positive relationship between the variables. Its mean aged respondents preferred male education rather than female. So, the hypothesis statement "Higher the age of the respondents, higher will be preferred of male in attaining education as compared to female" is accepted.

**Table 6: Association between respondent's education and view "male having more preference to attain education rather than females.**

Education	Preference for male education rather than female		Total
	Yes	No	
Illiterate	14 87.5%	2 12.5%	16 100%
Primary to Middle	22 91.7%	2 8.3%	24 100%
Matric to F.A.	28 84.8%	5 15.2%	33 100%
Graduation-Above	7 41.2%	10 58.8%	17 100%
Total	71 78.9%	19 21.1%	90 100

Chi-square = 18.28    d.f. = 3    P = .000\*\*    Gamma = -.590

The chi-square value shows a highly significant association between respondent's education and their views about male having more preference to attain education rather female. The gamma value shows a strong negative relationship between the variables. It is mean that illiterate people had a preference for male education rather than female education. So, the statement of hypothesis "Higher the education of the respondents, lower will be preferred of male in attaining education as compared to female" is accepted.

**Table :7 Association between respondent's income and their view about male having more preference to attain education rather than females.**

Income Monthly in (RS.)	Preference of male education rather than female		Total
	Yes	No	
20000-30000	6 37.5%	10 62.5%	16 100%
30001-40000	24 88.9%	3 11.1%	27 100%
40001-50000	23 85.5%	3 11.5%	26 100%
50001-Above	18 85.7%	3 14.3%	21 100%
Total	71 78.9%	19 21.1%	90 100

Chi-square = 2.42    d.f. = 3    P = .490<sup>NS</sup>    Gamma = .149

The chi-square value shows a non-significant association between respondent's income and their view about male having more preference to attain education rather than female. The gamma value shows a negative relationship between the variables. So, statement of hypothesis

“Higher the income of the respondents, lower will be the preferred of male in attaining education as compared to female” is rejected.

### **Conclusion and Discussion**

Education is an important part of socialization, the process of learning throughout one's life and developing attitudes, values, and behaviours that are appropriate for people who belong to a certain culture. Education is the path to awareness and enlightenment. It contributes to prosperity and progress. It provides everyone with the opportunity to live a decent life, which may be the very essence of existence, and it creates opportunities for development and learning. The present study was conducted in rural areas of Nankana Sahib District of Punjab, Pakistan focusing on the objective of understandings male attitudes and perceptions towards women's education. It was conducted through multistage sampling techniques. Descriptive and inferential statistical methods were used to analyzed the results. It is concluded that based on that study results, a big hurdle faced by women of that area is "distance". The school were located far away from rural areas and people felt fear of safety and security issues regarding sending their girls to go to school. On another hand poverty and illiteracy are also major issues faced by people of that area. So, it will be recommended that, to provide facilitation of education in that area as distance-free education. More schools will develop at their doorsteps. Through mass media, awareness programs should be started for that people.

Islam, in particular, places higher importance on obtaining an education. Education is one of the important components of all human cultures. To build a successful future for their nation, people must have a comprehensive base of knowledge, attitude, values, and abilities. The transmission of a society's heritage to the next generation is important to its survival. In its broadest sense, education refers to the process through which society aims to transmit its values, norms, knowledge, and culture to the next generation. To effect change, all countries have placed a strong emphasis on education. Because knowledge and education are essential to all forms of development, education is even more crucial for emerging nations. Given that it is both a positive and productive component, education is now widely regarded as the most important investment for the socioeconomic growth of a nation. It serves as both a means to an end and an end in itself. However, education is a dynamic process that constantly changes and adapts to meet the evolving needs and aspirations of both society and the individual. While educating a male is almost equivalent to educating a person, educating a girl educates a family. The same results endorsed that Iannarelli (2014) as in Pakistan, a developing country, men frequently control the majority of decision-making and labour-sharing positions both at home and outside. Even educated women do not want to work, hence very few do. If they do, they typically have to leave their occupations after getting married due to customs or stereotypes. The majority of Pakistan's population has not participated in the growth of our nation. The majority of females are illiterate or less educated because women have historically been neglected and underprivileged, especially in rural areas. The government is currently making every effort to improve female education levels because the future of the country depends on it. Illiteracy has restricted all growth-related opportunities. The majority of rural women must have access to education if the country is to prosper and develop its economy, as this would

not be possible without it. Any change that is made must first be made known to the broader public for them to accept the new behaviour.

Naseem & Hafeez (2017) stated that several factors, including those listed, prevent girls in Pakistan from pursuing an education. Due to established customs, social conventions, and culture, girls' mobility in Pakistan is typically constrained. Due to the fact that schools are typically located far from communities and many families believe it is embarrassing and unsafe to travel alone outside of the home, boys are sent to school while females are not. Many households believe that sending girls to school is a waste of money. Parents feel that sending their daughter to school would not help them because they anticipate that she will eventually move in with her spouse. Girls are usually required to manage the academic progress of their younger siblings, carry out demanding household chores, and tend to their needs from an early age. As a result, people may struggle with their academic performance and perhaps be expelled. Many parents believe their daughters don't need a college education and discourage girls from studying science or technical subjects because there are limited opportunities for women to work in those sectors. The ability of girls to succeed academically can so be hampered. Iannarelli (2014) noticed that different people have different viewpoints on whether educating boys and girls is more important than educating girls. While some people disagree, others think that boys' education is just as important as girls'. It is concluded that one of the main challenges rural girls encounter in attending school is transportation. It is advised that female students who want to travel to school or college should have the option of transportation. The facility may be set up locally by cooperative efforts of the populace or through labour councils. Only 7.0% of respondents, or a majority of respondents (93.0%), wanted to send their kids out of the area.

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