

The Relationship Of Parental Attitude Towards Girls' Education With Their Academic Achievements And Self Efficacy

Sohail Azam¹, Adil Khan², Zahid Ullah³, Akmal Khan⁴, Dr. Asghar Ali⁵

ABSTRACT

The main aim of this study was to investigate the relationship of parental attitude towards girls' education with their academic achievements and self-efficacy. This study used Quantitative survey and correlational research methods. The target population was all 1807 10th grade girls' students of all Government Girls Secondary School at Tehsil Takht Bhai during the academic year 2022-2023. Among 1807 students 317 were selected as a sample by simple random sampling (Fish Bowl Method). Already developed standardized Scale for Self-Efficacy of students and Scale for parental attitude towards female education were used for collection of data with the permission of the authors. The Cronbach's alpha for self-efficacy scale was 0.73 and the Cronbach's alpha for parental attitude towards girl's education was 0.72 which were acceptable. The collected data were faded in Statistical Package for Social Sciences (SPSS) software and were analyzed by using frequency, percentage, Mean, Standard deviation and Pearson r. The level of significance was set as 0.05. The results of the study showed that 67.66% parents showed positive attitude towards girls' education. 08% of girls' showed high self-efficacy. Similarly the correlation of attitude of parents and girls academic achievements showed very weak positive correlation and showed no significant correlation with p-value (0.074). The correlation of attitude of parents and girls Self-Efficacy showed moderate positive correlation and showed significant correlation with p-value (0.000). The correlation of girls Self-Efficacy and academic achievements showed very weak positive correlation and showed no significant correlation with p-value (0.304). It is recommended that parents should encourage girls' education which can positively impact girls' academic achievements and reinforce their self-efficacy beliefs.

Keywords: parental attitude, Self-efficacy and Academic achievements.

Introduction

School life is almost the longest period of time during which people must cope with academic and social concerns at the same time, Due to the fact that education is a system with several internal and external stakeholders who have either a direct or indirect impact on students' learning, taking into account the interactions between students and these stakeholders, it is possible to draw the conclusion that the curriculum, parents, and teachers are the main

¹M.Phil scholar Department of Education, University of Malakand, Chakdara, Dir Lower, Pakistan.

²M. Phil. Scholar National University of Modern Languages, Islamabad Pakistan.

³Monitoring Assistant Elementary & Secondary Education Foundation Khyberpaktunkhwa Pakistan.

⁴M.Phil scholar International Islamic University Islamabad Pakistan.

⁵Assistant Professor, Department of Education, University of Malakand, Chakdara, Dir Lower, Pakistan (Corresponding Author)

influences on students' lives (Toraman, Aktan, & Korkmaz, 2022). The level of education (preschool, primary, secondary, high school, university, and post-graduate education) at which the students study influences how much and how the interaction with these stakeholders affects the students (Toraman et al., 2022). Numerous research have examined how parents affect their children's growth and education (Đurišić & Bunijevac, 2017). They support the notion that parental participation significantly affects their kids' academic achievement (Bradley, Ferguson, & Zimmer-Gembeck, 2021). Parental participation is a significant factor in students' academic progress and a powerful motivation for school satisfaction, according to several researches (Bailey, 2017). Therefore, rather than pushing their kids to achieve more, parents should try to promote their kids' academic performance and general wellbeing (Toraman et al., 2022). Of course, every parent wants their children to succeed in school, but parents should be aware that their attitude might result in academic stress and anxiety, which could damage their children's enjoyment at school as well as their academic performance (Toldson, 2008).

Through supporting interaction and indirect learning opportunities, the social environment may have an impact on a student's behavior and sense of self-efficacy. Since adolescents live in social systems and interact with their caregivers frequently, parents not only influence their children's self-efficacy growth but also provide observant models that guide students in adjusting their self-efficacy (Bandura, 1997).

The environment can convey pertinent input that is perceived as instructive and boosts intrinsic motivation in the context of one's self-determination. On the other hand, factors in the environment that are perceived as while restrictive, such externally oriented incentive programs, restricting interactions, limits, and inspections, put Students under pressure to accomplish particular goals and reduce intrinsic motivation (Ginsburg & Bronstein, 1993).

When adolescents are encouraged and informed how capable they are, they are more likely to put up more effort, have less self-doubt, and persist when faced with difficulties (Hayek, Schneider, Lahoud, Tueni, & de Vries, 2022).

There are a number of reasons behind the low percentage of educated girls. One of the biggest obstacles to females getting an education is the adverse sentiments of parents and the society (Purewal & Hashmi, 2015). The majority of parents view investing on boys' education as an investment and spending on girls' education as a waste of money. They didn't think of girls as the family's primary breadwinners (Naveed, 2018). Education for girls is viewed as having little to no return on investment (Herz & Unicef, 2006). In Asia's rural areas, parents make decisions about their children's education based on what will be best for their families' future financial security as well as what will be best for their children (Mahmud & Amin, 2006) In rural places, the vast majority of parents prejudice against their daughters' educational opportunities (Chingtham & Guite, 2017). In addition, gendered sociocultural norms are a factor in the low percentage of girls in higher education. Girls' access to education is hampered by sociocultural conventions and ideals (Gauthier, 2018). Due to concerns about family honor, the men do not send their daughters to school (Yakubova, 2020).. Girls' access to school is restricted by Purdah's strict application (Awan & Malik, 2020). A barrier to females' education is also the absence of educational facilities (Naveed, 2018). As the situation is favorable the attitudes are expressed in behavior so when the parents think girls education as important for their girls and think that it will play a better role in their life so they will put more efforts in educating them. Therefore, this study explores the relationship of parental attitude towards girls' education with their academic achievements and self-efficacy. Literature review

An ongoing issue in emerging and less developed nations is a gender gap in education. According to statistics from throughout the world, females do not have equal access to opportunity (Psaki, McCarthy, & Mensch, 2018). In the globe, 132 million females are not in

school (Unicef, 2020). A total of 34.2 million of them drop out of elementary school, 30 million girls drop out of middle school, and 67.4 million drop out of high school and further education (Unicef, 2020). Girls make up the world's two-thirds of illiterate people. Of all age categories, Sub-Saharan Africa has the greatest percentage of out-of-school children in developing nations (UNESCO, 2020).

Girls of all age categories in Sub-Saharan Africa experienced greater educational deprivation than their male counterparts (Randall, O'Donnell, & Botha, 2020). The majority of people in the world's poorest nations are still illiterate (Roser & Ortiz-Ospina, 2016). Only 54% of Afghanistan's 3.7 million school-age children finish their elementary education. 51% of Pakistani females under the age of 16 do not attend school (Unicef, 2020). Girls are more likely than males to drop out of school (Yakubova, 2020).

One of the biggest problems that developing and impoverished nations confront is the low percentage of girls enrolled in post-primary education. Girls enroll at a lower rate than males do at the secondary school level (Herz & Unicef, 2006). In many parts of the world, girls do not have access to possibilities for secondary education (Sharma & Parika, 2020). Adults who lack a basic understanding of literacy are prevalent in West Asia, Sub-Saharan Africa, and South Asia. Adult females who lack literacy make up around one-third of the global population (UNESCO, 2020). The majority of developing nations deny women access to education on an equal basis, which negatively affects their ability to play their proper role and make contributions to socioeconomic progress of their societies (John, (2017).

Gender parity at the primary level has made some progress, despite the fact that 66 out of 177 nations still experience gender imbalance in access to basic education (Unicef, 2020). In certain developing nations, gender parity at the elementary and secondary education level has been hailed as one of the biggest accomplishments since 2000. Here were 62 more nations that have gender parity at both the elementary and secondary levels(UNESCO, 2020).

Misconceptions about various cultures are one of the main causes of poor growth. Culture stereotypes impede females from participating fully in school in several parts of the world, including many rural areas of Pakistan (Ullah, 2022). Females in Pakistan do not have equal access to education, particularly in rural regions (Ullah, 2022).

There are differences in males and girls' attendance at school in Pakistan, according to studies. Boys are more likely than girls to attend school—by 20% more. Boys are more likely to attend school regularly than females, at 50% compared to 41% for all enrolled kids (Cyan, Price, Rider, & Roberts, 2017).

There are a number of reasons behind the low percentage of educated girls. One of the main obstacles to females' education is the adverse views of parents and the society (Purewal & Hashmi, 2015). The majority of parents view investing on boys' education as an investment and spending on girls' education as a waste of money. They did not view girls as the family's primary breadwinners (Ullah & Ali, 2018). Investing in females' education has little to no likelihood of paying off (Herz & Unicef, 2006). In Asia's rural areas, parents make decisions about their children's education based on what would be best for their families' future financial security as well as what will be best for their children (Mahmud & Amin, 2006).

The vast majority of parents in rural regions prejudice against their daughters' educational opportunities (Chingtham & Guite, 2017). In addition, gendered sociocultural norms are a factor in the low percentage of girls in higher education. Girls' access to school is hampered by sociocultural norms and values (Gauthier, 2018). Due to family honor, male family members

do not want to send their daughters to school (Yakubova, 2020). Girls' access to school is hampered by the rigorous Purdah application (Awan & Malik, 2020).

In addition, a barrier to females' education is a shortage of educational resources (Ullah, 2022). Due to the absence of secondary schools in the immediate area and the difficulty of transportation to get to a distant school, girls in many countries, including Pakistan, have restricted access to further education (Naveed, 2018). Girls are deterred from continuing their education by absence and a severe shortage of qualified female instructors (Sarker, Wu, & Hossin, 2019). According to Education for All (EFA), education is exclusively offered to male pupils in various African and Asian nations (John, (2017). In addition, impoverished families perceived the expense of children's education as a burden on the family (Chingtham & Guite, 2017).

Many individuals choose not to educate their daughters because they lack the financial means to do so (Yakubova, 2020). It is the same in the case of recently combined districts. Girls' education beyond the elementary level is discouraged in district Bajaur due to a lack of high and secondary schools, transportation, financial means, and a concern for losing family honor (Jamal, 2016). This brief review of the gender and education literature urges us to look at the post-primary education options for females in the newly united districts. The "equality of opportunity in education" and "equity of opportunity in education" discourses have informed this work (Jamal, 2016).

Literature review

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Hypotheses of the Study

For the achievement of objectives following hypotheses were formulated:

Ho1: There is no significant correlation between parental attitude and girl's academic achievements on parental attitude scale.

Ho2: There is no significant correlation between parental attitude and girls' self-efficacy on self-efficacy scale.

Ho3: There is no significant correlation between self-efficacy and students' academic achievements.

Research methodology

Population of the Study

All 1807 10th grade girls' students of all Government Girls Secondary School at Tehsil Takht Bhai during the academic year 2022-2023 were constituted the population of the study (EMIS, 2022). Parents of these students were also taken for data collection.

Sample and Sampling Procedure

By using Online Raosoft sample size Calculator (Raosoft, 2020) the researcher calculated the sample size from the population. At 95% confidence of interval and with 5% chance of error the calculated sample size was founded 317 out of 1807. The researcher selected sample by simple random sampling (Fish Bowl Method). Parents of these students were taken for data collection. As it is a huge task to collect data from parents from such a scattered area, therefore research assistants were taken having a minimum qualification of B.Ed and they were well trained for data collection by the researcher.

Research Instrument

Scale for Students Self-Efficacy (SSSE)

Already developed standardized SGSE (Cheema & Mirza, 2013) was used with the permission of the author. The SGSE is five point Likert scales having options (Strongly Agree) SA, (Agree) A, (Neutral) N, (Disagree) DA and (Strongly Disagree) DA. The SSSE was represented by indicators

- I am able to solve problems of my everyday life,
- I can completely express myself,
- I can play an important role in class discussion
- In case of a difficult science lesson I would like to do something else

Pilot testing of Scale for Students Self-Efficacy (SSSE)

For pilot testing 30 subjects were selected. These subjects were not included in the sample. The researcher personally met with the subjects and asked them to fill the questionnaire as well as give suggestions or comments about the structure, face, theme and wording of the instrument. No ambiguity was found in the scale.

Validity and Reliability of Scale for Students Self-Efficacy (SSSE)

The questionnaire contained 31 items which were validated by two subject matter experts (Appendix F). No ambiguity was found in the scale. The scale translated by two subject experts into Urdu language to make it more valid (Appendix A). So that it could be easily understandable for subjects. For reliability purpose Cronbach's alpha was find out which was (0.73). This Cronbach's alpha was high which meant that scale was satisfactory.

Scale for Parental Attitude towards Girls Education (SPAGE)

Already developed standardized SPAGE (Kalam & Lal, 2017) was used with the permission of the author. The SPAGE is five point Likert scales having options (Strongly Agree) SA, (Agree) A, (Neutral) N, (Disagree) DA and (Strongly Disagree) DA. The SPAGE was represented by indicators

- Education makes a girl arrogant
- Investment on girl education is a burden on parents
- Educated girl neglect her responsibilities
- Educated girls become modernized and forget the social values

Pilot testing of Scale for Parental Attitude towards Girls Education (SPAGE)

For pilot testing 30 subjects were selected. These subjects were not included in the sample. The researcher personally met with the subjects and asked them to fill the questionnaire as well as give suggestions or comments about the structure, face, theme and wording of the instrument. No ambiguity was found in the scale.

Validity and Reliability of Scale for Parental Attitude towards Girls Education (SPAGE)

The questionnaire contained 25 items which were validated by two subject matter experts (Appendix F). No ambiguity was found in the scale. The scale translated by two subject experts into Urdu language to make it more valid (Appendix C). So that it could be easily understandable for subjects. To make it more valid in our own culture it was again pilot tested and Cronbach's alpha was found out which was (0.72). This Cronbach's alpha was high which meant that scale was satisfactory.

Data Collection

The researcher took the formal written approval from the Head Mistress of the Government Girls Secondary School to conduct the study. After the approval, the researcher obtained consent of students to participate in the study. The research assistants were taken by the researcher for data collection due to shortage of time. These research assistants were qualified having B.Ed. degree holders (Appendix E). These research assistants were well trained for two days by the researcher. The researcher and research assistants collected data from students after making a rapport with the students and their fathers. As there were some uneducated parents who cannot read and understand the questionnaire. Therefore, the research assistants helped them by translating the questionnaire in to Pashto language.

Data Analysis

Both descriptive and inferential statistical tests were used to examine the acquired data, which was then entered into the Statistical Package for Social Sciences (SPSS) program. The level of significance was used 0.05. The frequency, percentage, mean, standard deviation, and Pearson r were used to assess the data that had been gathered.

Results

Demographic analysis

Students and parents demographic analysis

Table 4. 1 Demographic information of sample students and parents.

S.NO	Respondents	Frequency	%age	Total %age
1	Girls	300	100	100
2	Parents	300	100	100

The above table shows the frequencies and percentages of sample students and parents.

Table 4. 2 Parents perceptions towards girls' education

S.NO	Items	SA	A	N	D	SDA	M	SD
1	Education makes a girl arrogant	141 (47)	51 (17.0)	67 (22.3)	20 (6.7)	21 (7.0)	3.90	1.259
2	Educated girls do not adjust well with in-laws	79 (26.3)	84 (28)	64 (21.3)	44 (14.7)	27 (9.0)	3.67	3.122
3	Educated girls are poor housewives	49 (16.3)	53 (17.7)	57 (19)	71 (23.7)	70 (23.3)	2.80	1.402
4	Educated girls do not look after their household duties properly	109 (36.3)	56 (18.7)	56 (18.7)	49 (16.3)	30 (10)	3.55	1.381
5	Investment on girl education is a burden on parents	98 (32.7)	62 (20.7)	42 (14)	34 (11.3)	34 (21.3)	3.32	1.544
6	Adolescent girls should not be sent to school/college as they are spoilt by it	126 (42)	59 (59.7)	58 (19.3)	25 (8.3)	32 (10.7)	3.74	1.358
7	Saving money for dowry is necessary than the spending on the education of the girl	107 (35.7)	71 (23.7)	44 (14.7)	34 (11.3)	43 (14.3)	3.57	1.496
8	There is no need to educate a girl, as she has to raise a family	130 (43.3)	69 (23)	58 (19.3)	17 (5.7)	26 (8.7)	3.86	1.273
9	Girl's education helps build a strong nation	207 (69)	50 (16.7)	22 (7.3)	10 (3.3)	11 (3.7)	4.44	1.018
10	Educated girl avoids having children for a long time after marriage	51 (17)	37 (12.3)	101 (33.7)	67 (22.3)	44 (14.7)	2.94	1.271

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11	There are more divorce cases among educated girls	78 (27)	59 (19.7)	83 (27.7)	40 (13.3)	40 (13.3)	3.31	1.345
12	Educated girl neglect her responsibilities	82 (27.3)	72 (24)	84 (28)	30 (10)	32 (10.7)	3.47	1.281
13	It's better for girls to take care of the house/siblings than going to school college	92 (30.7)	60 (20)	53 (17.7)	34 (11.3)	61 (20.3)	3.29	1.508
14	Education leads to overall development of personality of the girl	128 (42.7)	73 (24.3)	38 (12.7)	35 (11.7)	26 (8.7)	3.80	1.329
15	Going school/college is not safe for girls	101 (33.7)	71 (23.7)	77 (25.7)	22 (7.3)	29 (9.7)	3.64	1.278
16	Educated girls become modernized and forget the social values	66 (22)	53 (17.7)	65 (21.7)	53 (17.7)	63 (21)	3.06	1.574
17	Giving education to a girl means educating a whole family	212 (70.7)	60 (20)	12 (4.0)	7 (2.3)	9 (3.0)	4.53	.912
18	Educated women can guide her children to lead a better life	215 (71.7)	70 (23.3)	10 (3.3)	4 (1.3)	1 (0.3)	4.78	2,417
19	Educated girls can inculcate moral values among their children in a better way	204 (68)	77 (25.7)	10 (3.3)	2 (0.7)	7 (2.3)	4.56	.796
20	Educated girls are equally competent as boys	195 (65.7)	68 (22.7)	23 (7.7)	4 (1.3)	8 (2.7)	4.75	3.631
21	For the welfare of the society and country, education of girls is one of the important factor	166 (55.3)	63 (21)	38 (12.7)	15 (5.0)	23 (7.7)	4.14	1.184
22	Girls do not need education as they always depend on men	109 (36.3)	44 (14.7)	60 (20)	64 (21.3)	23 (7.7)	3.50	1.367
23	One should educate both boys and girls equally	173 (57.7)	50 (16.7)	37 (12.3)	15 (5.0)	25 (8.3)	4.10	1.282

24	Primary level education is sufficient for girls	87 (29)	60 (20)	43 (14.3)	50 (16.7)	60 (20)	3.21	1.512
25	Dowry demands are more in case of uneducated girls than educated girls	68 (22.7)	69 (23)	63 (21)	37 (12.3)	63 (21)	3.14	1.444
Grand Mean and standard deviation scores							3.72	.55452

SA = strongly agree, A=agree, N = Neutral, DA = disagree, SDA= strongly disagree

Upper limit shows the frequency of the respondents.

Lower limit in the parenthesis shows the percentage of the respondents.

The above Table consists of 25 items and each item has five options based on five points Likert scale. The above table shows the frequency, percentage, mean, and standard deviation scores of each item along with grand mean and standard deviation scores respectively. The highest mean score was (4.78) for the item “Educated women can guide her children to lead a better life.” Which shows the maximum level of observance among the 25 items. On the other hand the lowest mean score was (2.80) for the item “Educated girls are poor housewives.” which shows the lowest level of observance among the 31 items. The Grand mean and standard deviation scores were (3.72) and (0.554) respectively for 31 items related to attitude of parents towards girls education

Table 4. 3 Student’s perceptions towards girl’s self-efficacy

S. NO	Items	SA	A	N	D	SDA	M	SD
1	I am able to solve problems of my everyday life	189 (63.0)	104 (34.7)	4 (1.3)	2 (0.7)	1 (0.3)	4.59	.590
2	I can follow my time table of study	159 (53.0)	118 (39.3)	10 (3.3)	11 (3.7)	2 (0.7)	4.40	.780
3	I can find more than one solutions for the problems I face	101 (33.7)	143 (47.7)	32 (10.7)	20 (6.7)	4 (1.3)	4.05	.910
4	I can find connections between the things and events occurring around me	88 (29.3)	130 (43.3)	45 (15.0)	21 (7.0)	16 (5.3)	3.84	1.087
5	I leave the task un attempted when it seems to be difficult	99 (33.0)	52 (17.3)	70 (23.3)	38 (12.7)	41 (13.7)	3.43	1.409
6	In a difficult situation I often think, would that I were never here	58 (19.3)	61 (20.3)	58 (19.3)	50 (16.7)	73 (24.3)	2.93	1.455

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7	I can completely express myself	173 (57.7)	90 (30.0)	13 (4.3)	10 (3.3)	14 (4.7)	4.32	1.034
8	I can play an important role in class discussion	161 (53.7)	101 (33.7)	17 (5.7)	16 (5.3)	5 (1.7)	4.32	.924
9	If someone disagrees me, I can convince him by arguments	95 (31.7)	110 (36.7)	31 (10.3)	24 (8.0)	40 (13.3)	3.65	1.351
10	If a task becomes too lengthy, I wish to leave it	81 (27.0)	70 (23.3)	59 (19.7)	44 (14.7)	46 (15.3)	3.32	1.406
11	It is better to ask the answer from a friend rather than pondering on any difficult task of science	70 (23.3)	42 (14)	33 (11)	60 (20)	95 (31.7)	2.77	1.580
12	Even after completing a task I feel room for improvement in it	137 (45.7)	113 (37.7)	32 (10.7)	12 (4.0)	6 (2.0)	4.21	.928
13	I can complete only easy tasks successfully	41 (13.7)	84 (28)	66 (22)	60 (20)	49 (16.3)	3.02	1.298
14	I've decided what I've to become in life	166 (55.3)	76 (25.3)	26 (8.7)	7 (2.3)	25 (8.3)	4.17	1.208
15	Mostly my tasks remain incomplete	62 (20.7)	59 (19.7)	73 (24.3)	83 (27.7)	23 (7.7)	3.18	1.256
16	In case of a hurdle I become upset very easily	43 (14.3)	37 (12.3)	37 (12.3)	80 (26.7)	103 (34.3)	2.45	1.431
17	In coming years my studies are beyond my competency	52 (17.3)	54 (18)	70 (23.3)	72 (24.0)	52 (17.3)	2.94	1.345
18	I can understand difficult concepts of science	127 (42.3)	111 (37)	40 (13.3)	13 (4.3)	9 (3.0)	4.11	.995
19	I can solely accomplish any task assigned to me	88 (29.3)	103 (34.3)	49 (16.3)	34 (11.3)	26 (8.7)	3.64	1.252
20	I become upset at the start of a new task	46 (15.3)	50 (16.7)	49 (16.3)	87 (29)	68 (22.7)	2.73	1.382

21	I expect to perform well in studies in coming years	165 (55)	101 (33.7)	22 (7.3)	5 (1.7)	7 (2.3)	4.37	.873
22	I can tell my parents what I have learnt new	171 (57)	72 (24)	31 (10.7)	13 (4.3)	13 (4.3)	4.25	1.085
23	It is difficult for me to perform well in science test	86 (28.7)	58 (19.3)	74 (24.7)	56 (18.7)	26 (8.7)	3.40	1.309
24	I can understand basic concepts of science	111 (37)	98 (32.7)	44 (14.7)	15 (5.0)	32 (10.7)	3.89	2.026
25	If science lesson is too difficult, I do not try to comprehend.	97 (32.3)	42 (14)	71 (23.7)	54 (18)	36 (12)	3.36	1.401
26	In the class I can do good academic work	131 (43.7)	95 (31.7)	31 (10.3)	25 (8.3)	18 (6.0)	3.98	1.190
27	In case of a difficult science lesson I would like to do something else	84 (28)	37 (12.3)	69 (23)	61 (20.3)	49 (16.3)	3.15	1.443
28	I can perform science activities after a little guidance	101 (33.7)	96 (32)	60 (20)	19 (6.3)	24 (8.0)	3.77	1.209
29	It will be difficult for me to study science in next grades	62 (20.7)	76 (25.3)	75 (25)	55 (18.3)	32 (10.7)	3.27	1.273
30	If I am given a task I shall make mistakes	76 (25.3)	62 (20.7)	72 (24)	58 (19.3)	32 (10.7)	3.30	1.323
31	I can work on a target with consistency	154 (51.3)	93 (31)	27 (9.0)	10 (3.3)	16 (5.3)	4.19	1.087
Grand Mean and standard deviation scores							3.64	0.47782

SA = strongly agree, A=agree, N = Neutral, DA = disagree, SDA= strongly disagree

Upper limit shows the frequency of the respondents.

Lower limit in the parenthesis shows the percentage of the respondents.

The above Table consists of 31 items and each item has five options based on five points Likert scale. The above table shows the frequency, percentage, mean, and standard deviation scores of each item along with grand mean and standard deviation scores respectively. The highest mean score was (4.59) for the item “I am able to solve problems of my everyday life.” Which shows the maximum level of observance among the 09 items. On the other hand the lowest mean score was (2.45) for the item “In case of a hurdle I become upset very easily.” which

shows the lowest level of observance among the 31 items. The Grand mean and standard deviation scores were (3.64) and (0.477) respectively for 31 items related to girls self-efficacy.

Table 4. 4 Attitude of parents towards girl’s education.

Variable	Respondents	N	Negative Attitude (25 to 85)	Positive Attitude (86 to 150)
Attitude of Parents	Parents	300	97 (32.33)	203 (67.66)

Upper limit shows the frequency of the respondents.

Lower limit in the parenthesis shows the percentage of the respondents.

There was five point Likert scale in front of each statement SDA= strongly disagree to SA = strongly agree

. As a score of 1 was assigned to SDA= strongly disagree, 2 was assigned to DA = disagree, 3 was assigned to N = Neutral and 4 was assigned to A=agree and 5 was assigned to SA = strongly agree. The minimum score for the variable like Attitude of Parents was 25 and the highest was 150. As a median was required to label the Attitude of Parents as negative and positive. Therefore, the median was taken $150 \div 2=75$ which was divided into 2 categories in such a way that the parents who took a score of 25 to 85 were labeled as having negative attitude towards girl’s education. While the parents who took a score of 86 to 150 were labeled as having positive attitude towards girl’s education. Hence it is concluded that 32.33 % of parents showed negative attitude towards girl’s education and 67.66% of parents showed positive attitude towards girl’s education.

Table 4. 5 Girls Self-Efficacy

Variable	Respondents	N	Low Self-Efficacy (31 to 83)	Moderate Self-Efficacy (84 to 135)	High Self-Efficacy (136 to 186)
Girls Self-Efficacy	Students	300	4 (1.33)	272 (90.66)	24 (08)

Upper limit shows the frequency of the respondents.

Lower limit in the parenthesis shows the percentage of the respondents.

There was five point Likert scale in front of each statement SDA= strongly disagree to SA = strongly agree

. As a score of 1 was assigned to SDA= strongly disagree, 2 was assigned to DA = disagree, 3 was assigned to N = Neutral and 4 was assigned to A=agree and 5 was assigned to SA = strongly agree. The minimum score for the variable like Girls Self-Efficacy was 31 and the highest was 186. As a cut point was required to label Girls Self-Efficacy as low, moderate and high.

Therefore, the range was taken $186 - 31 = 155$ which was divided into 3 categories in such a way that the girls who took a score of 31 to 85 were labeled as having low self-efficacy. While the girls who took a score of 86 to 135 were labeled as having moderate self-efficacy and the girls who took a score of 136 to 186 were labeled as having high self-efficacy. Hence it is concluded that 1.33% of girls showed low self-efficacy, 90.66% of girls showed moderate self-efficacy, and 08% of girls showed high self-efficacy.

Table 4. 6 Correlation between attitude of parents and girls academic achievements.

	Attitude of Parents	Girls Academic Achievements	N	P
Attitude of Parents	1	.103	300	.074
Girls Academic Achievements	.103	1	300	

P=0.05

Table 1.1 shows the Pearson correlation between attitude of parents and girls academic achievements. The correlation of attitude of parents and girls academic achievements was found (0.103) which shows that there is very weak positive correlation between attitude of parents and girls academic achievements. The p-value was found (0.074) greater than that of level of significance (0.05). Therefore, there is no significant correlation between the attitude of parents and girls academic achievements.

Table 4. 7 Correlation between attitude of parents and girls Self-Efficacy.

	Attitude of Parents	Girls Self-Efficacy	N	P
Attitude of Parents	1	.417	300	.000
Girls Self-Efficacy	.417	1	300	

P=0.05

Table 1.2 shows the Pearson correlation between attitude of parents and girls Self-Efficacy. The correlation of attitude of parents and girls Self-Efficacy was found (0.417) which shows that there is moderate positive correlation between attitude of parents and girls Self-Efficacy. The p-value was found (0.000) less than that of level of significance (0.05). Therefore, there is significant correlation between the attitude of parents and girls Self-Efficacy.

Table 4. 8 Correlation between girls Self-Efficacy and girls academic achievements.

	Girls Self-Efficacy	Girls Academic Achievements	N	P
Girls Self-Efficacy	1	.060	300	.304
Girls Academic Achievements	.060	1	300	

P=0.05

Table 1.3 shows the Pearson correlation between girls Self-Efficacy and girls academic achievements. The correlation of attitude of parents and girls Self-Efficacy was found (0.060) which shows that there is very weak positive correlation between girls' academic achievements and girls Self-Efficacy. The p-value was found (0.304) greater than that of level of significance

(0.05). Therefore, there is no significant relationship between girls Self-Efficacy and girl's academic achievements.

Conclusions

1. The mean score for the attitude of parents towards girls' education was found greater than that of mid-point (3.0) on the five point Likert scale. Therefore, it shows positive attitude of parents towards girls' education.
2. The mean score for the perceptions of girls' students towards self-efficacy was found greater than that of mid-point (3.0) on the five point Likert scale. Therefore, girls' students believed that they have positive attitude towards girls' self-efficacy.
3. It was concluded that 203 parents showed positive attitude towards girls education which means that 67.66% parents believed that girls education are affected by all the mentioned statements. While 97 parents showed negative attitude towards girls education which means that 32.33% parents believed that girls education are not affected by all the mentioned statements.
4. It was concluded that 1.33% of girls means 4 girls showed low self-efficacy, 90.66% of girls' means 272 girls showed moderate self-efficacy, and 08% of girls' means 24 girls showed high self-efficacy.
5. The correlation of attitude of parents and girls academic achievements shows that there is very weak positive correlation between attitude of parents and girls academic achievements. The p-value was found (0.074) greater than that of level of significance (0.05). Hence, it is concluded that there is no significant correlation between the attitude of parents and girls academic achievements.
6. The correlation of attitude of parents and girls Self-Efficacy shows that there is moderate positive correlation between attitude of parents and girls Self-Efficacy. The p-value was found (0.000) less than that of level of significance (0.05). Hence, it is concluded that there is significant correlation between the attitude of parents and girls Self-Efficacy.
7. The correlation of girls Self-Efficacy and girls' academic achievements shows that there is very weak positive correlation between attitude of parents and girls Self-Efficacy. The p-value was found (0.304) greater than that of level of significance (0.05). Hence, it is concluded that there is no significant relationship between girls Self-Efficacy and girl's academic achievements.

Discussions

In most developing nations, girls' educational attainment continues to lag behind boys', with an estimated 93 million children not in school (80% of whom reside in South Asia or sub-Saharan Africa (Unicef, 2020). Additionally, the percentage of women who attend school is still significantly lower than the percentage of men who do so in the majority of developing nations, with Pakistan having the lowest gender-specific education development index (0.684) in the South Asian region and ranking second-to-last in the World Economic Forum's gender gap index (2013), just behind Yemen.

The status of Pakistan in this worldwide context of gender disparities in education reflects aspects of both insufficient infrastructure to provide girls with an adequate education and social attitudes that place less emphasis on girls' schooling than they do on boys' learning. Cultural beliefs that discourage the promotion of encouraging gender-equitable access to education are directly linked to attitudes against females attending school (Hamid, 1993).

Girls' education represents a broader index of cultural values, considerations of economic returns, notions of family integrity, and gender ideals that, as we will explore, can frequently

lead to ambiguity around the importance of girls being educated and even an unfavorable attitude toward girls' education. Girls' education is not seen by many parents as an empowering choice. Therefore, the availability of educational options is influenced not just by infrastructure and provision, but also by the home context and atmosphere in which choices and expectations for children's education are made. Because parents see their household resources as limited and structurally biased in favor of their boys as inheritors and hence as investments for the family's future, son preference has a direct influence on daughter prejudice (Purewal & Hashmi, 2015). As a result, parents may not always view education as a human right but rather as a discretionary authority they can use to decide whether or not to send their girls to school (Qureshi, 2004).

The right to education fights implicitly involve the action and voice of girls and women. The voices of women and girls reveal a lot about how institutionalized discrimination and exclusion from educational opportunities are practiced. Postcolonial feminism's focus on voice has been defined by attempts to develop a method for researching gender and culture from the standpoint of the "Third World Woman" as a subject - not an object - of scholarship (Suleri, 1992). An underappreciated aspect of our understandings of education is the identification of a Third World girl's voice in the experiences of and fights for the rights to education.

It was concluded that 203 parents showed positive attitude towards girls education which means that 67.66% parents believed that girls education are affected by all the mentioned statements. While 97 parents showed negative attitude towards girls education which means that 32.33% parents believed that girls education are not affected by all the mentioned statements. The assumption that parental participation influences kids' academic progress is also supported by the research. According to research by (Quilliams & Beran, 2009), parents' involvement in the classroom and efforts to encourage learning at home have a positive impact on students' grades. When children's views were taken into account in the same study, those who believed that their parents had favorable attitudes toward education and showed interest in the classroom performed better academically (Quilliams & Beran, 2009).

The correlation of attitude of parents and girls academic achievements shows that there is very weak positive correlation between attitude of parents and girls academic achievements. The p-value was found (0.074) greater than that of level of significance (0.05). Hence, it is concluded that there is no significant correlation between the attitude of parents and girls academic achievements. Research on the connection between parental participation and student motivation for accomplishment has been done less often (Plant & Ryan, 1985), despite the evidence supporting the effects of parental involvement on academic success. In general, studies have found a beneficial relationship between parental participation and kids' attitudes and motivation toward academic accomplishment (Gonzalez-DeHass et al., 2005).

The correlation of attitude of parents and girls Self-Efficacy showed that there is moderate positive correlation between attitude of parents and girls Self-Efficacy. The p-value was found (0.000) less than that of level of significance (0.05). Hence, it is concluded that there is significant correlation between the attitude of parents and girls Self-Efficacy. The research studies supports the existence of a relationship between parental involvement and self-efficacy. According to LaRocque et al. (2011), parental support affects children's vocational self-efficacy through each of the four sources of self-efficacy: verbal persuasion, vicarious experience, performance successes, and emotional/physical condition. As "socializers" and "the primary providers of encouragement," parents, for instance, influence how their kids view their own skills and how they feel about their job choices (Thomas, 2000).

The correlation of girls Self-Efficacy and girls' academic achievements shows that there is very weak positive correlation between attitude of parents and girls Self-Efficacy. The p-value was

found (0.304) greater than that of level of significance (0.05).). Hence, it is concluded that there is no significant relationship between girls Self-Efficacy and girl's academic achievements. Numerous additional elements of professional growth, such as job choice and career decidedness, have been connected to the significance of career self-efficacy (Rumberger, 1995). Additionally, a young person's career self-efficacy is a significant predictor in the process of developing a career over the course of a lifetime. In particular, (Bandura, 1997) contend that early adolescent professional self-efficacy can serve as a strong foundation for one's future career trajectories and can predict one's career success.

Recommendations

1. **Parental Awareness:** Based on the findings, it is recommended to focus on parental awareness programs aimed at enhancing their understanding of the importance of girls' education. These programs can provide information on the long-term benefits of education, debunk gender stereotypes, and emphasize the role of parental support in fostering academic achievements and self-efficacy.
2. **Parental Involvement:** Encourage strategies to promote parental involvement in their daughters' education. This can include regular communication between parents and teachers, workshops or seminars for parents on how to support their children's learning, and creating opportunities for parents to actively engage in school activities. Increased involvement can positively impact girls' academic achievements and reinforce their self-efficacy beliefs.
3. **Gender-Neutral Expectations:** Encourage parents to set gender-neutral expectations for their daughters' academic performance and career aspirations. By challenging traditional gender roles and stereotypes, parents can create an environment that promotes equal opportunities and encourages girls to pursue diverse educational paths and fields of interest.
4. **Cultivate Self-Efficacy:** Develop interventions or programs targeting the enhancement of girls' self-efficacy beliefs. These can include activities that foster a growth mindset, provide mentorship opportunities, and offer skill-building experiences. By cultivating self-efficacy, girls can develop a sense of confidence, resilience, and motivation to overcome academic challenges and achieve their goals.
5. **School-Based Support:** Collaborate with educational institutions to implement support mechanisms within schools. This can include guidance counseling services, workshops on study skills and time management, and initiatives to address gender biases within the school environment. Providing a supportive and inclusive educational setting can further strengthen the positive influence of parental attitudes on girls' academic achievements and self-efficacy.
6. **Policy Implications:** Advocate for policy changes that promote gender equality in education. This can involve lobbying for policies that address gender disparities in access to education, support girls' empowerment, and provide resources for parental education and involvement. Policy changes can have a broad impact on fostering an enabling environment for girls' education and promoting equitable opportunities.
7. **Further Research:** Based on the findings of this study, there are several areas that need further investigation. Future research can be conducted into the specific mechanisms through which parental attitudes influence girls' academic achievements and self-efficacy. Additionally, exploring the role of cultural factors, socioeconomic status, and other contextual variables can provide a more comprehensive understanding of the relationship between parental attitudes and girls' education outcomes.

8. When the situation is favorable then attitude are expressed in behavior. Therefore attitude of parents towards girls' education should be changed by media campaign, training of parents and PTAs.

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