

**Attitude of Parents towards the Secondary Education of Girls: A study of
Girls Secondary Schools of District Matiari, Sindh, Pakistan**

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Abstract

Introduction: The purpose of this study was to examine the attitude of parents toward the secondary education of girls. It also looked into the differences between educated and uneducated parents, employed and unemployed parents, and transportation and non- transportation facilities.

Methodology: A descriptive research design was used to collect data from parents and the approach was purely quantitative. To conduct the study, parents of girls were selected located in district Matiari. The sample size was 80 randomly and a simple random sampling technique was used to collect the data from the parents.

Results: Findings revealed that parent's attitude was positive towards girls' education. The statically data confirmed that there is no statistically significant differences ($t=.121$, $p=.907$) between the employed and unemployed parents. The findings also narrated that there is

statistically significant differences ($t = 3.107$, $p = 0.002$) between educated and uneducated parents. Furthermore, the findings revealed that there is no statistically significant differences ($t = 1.131$, $p = 2.45$) between transportation and no transportation.

Recommendations: The survey indicates broad support for girls' education and the need for equal opportunities. Implementing awareness initiatives and reforms is crucial to fostering an inclusive society and advancing the transformative power of education for all.

Keywords: Secondary Education, Parents Attitude, Girls Education

Introduction

Education is very important for every girl. Every girl will have an equal right to get educational opportunities. Education is the only thing that a child can get and make their life better. Because of education, every child can change their life. Education provides stability in life. Education helps a person to get knowledge and improve confidence in life. According to Lopez (2021), education can assist a person in gaining the skills, habits, and attitudes they need to succeed in life. Nowadays it is well known that educating girls means developing the whole family. The low rate of family education can be attributed to various variables (Hafeez, Iqbal, & Imran, 2021).

Education is all about acquiring new skills and knowledge. It also entails assisting people in learning how to accomplish things and encouraging them to reflect on what they learn. It is equally critical for educators to teach students how to find and use information. Education requires research to determine how to improve it. Education transmits knowledge of society, country, and the world from generation to generation. This may include moral education, such as learning how to be loyal, honest, and effective. Education transmits knowledge of society, country, and the world from generation to generation. This may include moral education, such as learning how to be loyal, honest, and effective. Education may help and guide people from one class to the next. Educated individuals and groups can assist and encourage less educated individuals to obtain an education.

Any Country's structural, economic, social, political, and economic development are fundamentally influenced by its education system. By strengthening the education system of Pakistan; quality education must be provided from the primary level. Education is a purposeful endeavor with specified objectives, including information transfer or the development of abilities and moral characteristics. These goals may include the development of understanding, rationality, kindness, and honesty.

Attitude is an emotional relationship or tendency of an object, institution or person and that relationship might be positive or negative (Le Roux 1994). According to Brecker and Wiggins (1991) "attitudes are acquired through experience as a persistent non-verbal feature of social and material worlds and exert a directive influence on behavior". Chambers et al., (1986) pointed out that feelings and

information are key factors in the formation of attitudes, which are a key component of understanding (Hussain, et al., 2023).

The majority of Pakistani parents have unfavourable opinions regarding their daughter's schooling. Parents consider that a girl's education is only a waste of time and money. They also consider that it is against their culture and traditions. In our culture parents consider women to be expected for the responsibilities of mothers and wives. Naziev (2017) stated that education involves a systematic and regulated process of transferring knowledge and experience from one generation to another. Arsalan (2018) referred that education as a process of developing within children the necessary intellectual, social and physical skills that would enable them to be productive citizens, capable of meeting the demands and challenges of society. Female education is very essential for the development of society. Now days it has been known that educating girl means developing whole family. There are many factors responsible for the low rate of family education (Imran, Sultana, & Ahmed, 2023).

Uzma (2017) emphasized that Education is a modern word which is derived from the Latin word "educate" means to nourish to cause to grow. Education is the right of every human being regardless of gender, race or region. Female education plays an important role in the social progress and improvement. Education is most powerful tool for change and can put girls on the path of economic and social empowerment. Education is a process and act as an instrument to bring out. Education has fundamental role in the economic, social, political and structural development of any nation. Many of the economic issues like poverty, over population, unemployment, housing and health can be reduced by improving education system in Pakistan. Education can also solve social issues like. The political issues like battle of different politicians, fraud, corruption etc. Education is a deliberate action aimed at achieving specific goals, such as imparting knowledge or developing skills and character qualities. These goals may include the development of understanding, rationality, kindness, and honesty.

Mandeep (2020) stated that the position of girls in different societies, communities, and cultures is different and their access to education differs as we move from society, culture to culture, community to community, and region to region. Attitude means the way one behaves toward something or somebody that shows how one thinks and feels (Altmann, 2017). Attitude exerts a strong influence on the way a person responds to a particular situation or thing (Ahmed, Ahmed & Buriro, 2023).

The advancement of women's education is crucial to the growth of the country or society. Girls' education is hampered by the widespread belief that investing money in them is pointless or that sending them to school would be costly because they will be married off to another family (Imran, et al., 2023). The older beliefs and traditions like isolation of women, veiling as well as separation of women from men. Women ultimately get married and uselessness investment towards their education are the most important aspects related to the attitude of parents, more specifically uneducated parents to women education

(Farooq, 1994). Besides this the unequal social as well as economic intensity of development and communal stratification badly influence women position. False progress leads towards poverty as well illiteracy (Imran, et al., 2023). The district of Matiari is facing many problems in terms of education and the condition of the female education is even more appalling. The schools are dilapidated and the male dominated tribal society is averse to encourage female education (Ibrahim, 2015).

Statement of the problem

This study is about the factors that influence parents' attitudes towards female education in Pakistan. Girls develop a strong sense of responsibility after receiving an education. Women who obtain an education will be able to rely on themselves rather than their fathers and husbands in the future. The prevalence of poverty, expensive education, a lack of guidance counseling, joint family education, transportation concerns, school atmosphere, and socioeconomic issues are the key problems influencing girls' secondary education. To begin, identify problems and then create policies to address them. With the aid of policies, problems can be readily solved. Provide suitable guidance and counseling, as well as resolve transportation concerns.

Hypotheses of the study

H₀ 1 There is no significant difference in the attitude of employed and unemployed parents.

H₀ 2 There is no significant difference in the attitudes between educated and uneducated parents.

H₀: 3 There is no significant difference in the attitude of the parents who have a transport facility and no transportation facility.

This study tried to assess how the parents of district Matiari are thinking about the girls' secondary education and how educated and uneducated are thinking about the girls' secondary education.

Literature Review

"A tendency to observe a particular object or response with a certain degree of preference," is defined as attitude. Generally speaking, attitudes are perceived as subjective evaluations that weigh the advantages and disadvantages of rational assessments. However, affective, emotional, and connected beliefs also play a role in shaping attitudes. Schneider (1988), a different psychologist and researcher, claimed that attitudes are reactions to things, people, and occasions. It encompasses your thoughts and emotions around the subject of attitudes, whether good or bad (Oad, Zaidi, & Phulpoto, 2023).

Attitudes and opinions are closely related. However, a person can express his views in word but cannot express his attitude through his action. According to Lord (1997:222), the attitude has three main

factors:

- (i) Cognitive factor
- (ii) Emotion/feelings or affective factor &
- (iii) Response/action or behavioural factor.

An attitude is a psychological term and can be defined as “a tendency to observe a particular object or response with a certain degree of preference”. Attitudes are usually understood as subjective evaluation (which involves the costs and benefits of a rational assessment) but are also influenced by affective and emotional reactions and related beliefs. Furthermore, attitude is an organization of relatively permanent belief, feeling and behavioural tendencies toward a society that is important to objects, groups, events or symbols or a general feeling or evaluation that might be positive or negative about some person, objects or problems (Imran & Akhtar, 2023; Vaughan & Hogg 1995). According to another psychologist and researcher Schneider (1988), attitudes are responses to people, events, and objects. It includes your thinking and feelings (positive and negative) about the object of attitudes. Furthermore, he also said that this attitude can guide our experience and determine the impact of experience on our behavior (Khan, Hussain & Ahmad, 2023).

In addition, Baron and Byrne (1987) also gave a similar attitude definition that, it can be defined as people (including their own), object or problem of lasting and general evaluations. The instant feeling is not an attitude. According to him, attitude is sustained because it remains at the time. Vaughan & Hogg (1995) issued a statement that attitude is permanent- duration and circumstances. In a moment the feeling is not an attitude, if you come across some simple feelings, it does not count as an attitude. According to Lopper (2006), attitude is a way of thinking that tends to be optimistic and pessimistic, Gross, Exforsys Inc., (2001; 2007) which exerts a strong impact on people’s reaction to a particular situation or things. Arul (2012) pointed out that attitudes are not only of interest to psychologists but also of everyone is involved in any persuasion or developmental activity in any one way or another.

The study by Fahim, M. et al. (2021) claims that problems with Veil, household responsibilities, mixed family structures, and school environment have an effect on female education in the targeted location. The respondents' financial and socioeconomic difficulties have made them restless and shaped their attitudes regarding female education. Transportation issues, poor aspirations, a lack of direction and counseling, issues with Veil, household responsibilities, shared family structures, and the school environment all have an impact on parental educational behavior. According to Onoyase (2018), one of the investigation's outcomes is that parents have a bad attitude toward secondary education for female children. This demonstrates that parents are not passionate about their daughters' high school education. Khan (2019) revealed that the parents do want to see their daughters complete their education; they are unable to do so due to the overwhelming problems they face. To be more specific, the parents'

attitude has indeed been influenced by the tribal structure and its norms, making them conservative, but it is also true that they wish to provide for the education of their children. Parents' attitudes have been shaped by their preoccupation with the main causes of the literacy rate decline. As a result of the analysis of parents' attitudes, it can be concluded that since the vast majority of parents are illiterate and unaware of the value of education, their attitudes are easily influenced by their social surroundings. Students, particularly female students, are denied the chance to enroll in institutions for this precise reason, depriving them of a promising future.

Nayaki (2022) revealed that there is no significant difference between educated and uneducated parents in their attitude toward girls' education being accepted. As a result, all of the parents have the same approach towards their daughters' education. Finally, we may deduce from the previous study that urban parents are more willing to support girl child education. Educated parents are more willing to support their daughters' education.

Maira, Muhammad, Iram, & Syed (2019) determined that parents in the rural neighbourhood are the most concerned about girls' education. Positive perceptions outweighed negative perceptions. It was commonly recognized that education aided girls in providing security and safety, particularly when they were separated from their families. Parents in this community have demonstrated positive behaviour and attitudes towards girls' education because they are aware of the benefits of girls' education, which serves as an encouragement to other parents (Imran, Zaidi, & Khanzada, 2023).

The parents' ability to send their daughter to school will be influenced by the current economic sector or scenario. The prestige variables are the result of both the parents' and the daughters' whims and caprices. They are both conflicted about pursuing formal education. Some parents would prefer that their daughter become a mother rather than pursue an education, but others would prefer that their daughter pursue both motherhood and academic goals. The daughters are glad that they altered their life status from sprinter to mothers rather than postponing that unique status to pursue an academy. They feel smug because they have finished their natural mission. The discriminating perspective based on gender shows that society employs labor selectively, with males being more valued than females. Some employees view women's jobs as a supplement to their marital and family management responsibilities. Women's self-employment is more profitable than civil service.

Rehman & Rafi (2018) Parents were willing to educate their daughters despite security concerns. So, providing suitable amenities such as transportation and security to female educational institutions can bring about a beneficial shift. The true Islamic guidelines regarding the importance of education should be emphasized so that people can study and educate their daughters from an Islamic perspective. According to the findings of Garai (2021) rural parents have favorable attitudes towards girls in higher education. Male parents have a more positive outlook than female parents. Male parents in metropolitan areas are more optimistic than female parents. And the rural female parents are more optimistic than the rural male parents. Rural male parents are more optimistic than urban male parents. And rural female parents are more optimistic than urban female parents.

Bendanta, (2020) emphasized that urban parents are more open to and concerned about the education of girls. Parents with greater education have a better outlook on girls' schooling. Instead of treating their daughter differently than other children and giving them different opportunities, parents should treat all of their children equally.

Mandeep Kaur (2020) determined that the main socioeconomic barrier inhibiting both community parents from encouraging their daughters to pursue higher education is poverty. The absence of a university in the village is another barrier to girls' further education. Compared to parents from less educated backgrounds, parents from non- Dalit cultures with higher levels of education demonstrated greater awareness and positivity towards the importance of girls' education.

Hill (2007) stated that a positive attitude contributes in the progress towards your goals. So, we can say that attitudes govern lives and direct how to deal with people and situations. Attitude is positive or negative affect towards a particular subject. Bi dimensional definition of attitude includes beliefs as well regarding subject. Comprehensive definition of attitude includes emotions, beliefs, behaviors and their interaction (Zan & Martino, 2007). Attitude can be defined as the way in which a person views and evaluates something or someone, a predisposition or a tendency to respond positively or negatively toward a certain idea, object, person, or situation. Attitude can help us organize and structure our experience.

A positive, negative, or mixed appraisal of an object expressed at some level of intensity is referred to as an attitude. It expresses a positive or negative appraisal of a person, location, item, or event. These are essential variables of how we see and act in relation to all aspects of our social environment. Attitudes are a complex organization of evaluative ideas, sentiments, and proclivities for specific acts. Attitude is the way, temperament, sentiment, and position about a person or thing, inclination, or direction, especially in the mind. According to **Gordon Allport** (1954), "an attitude is a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is associated.

According to Thurstone, "an attitude denotes the total of man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and other any specific topic." Anastasi described attitude as "the proclivity to react favorably or unfavorably to a specific class of stimuli, such as a national or racial group, a custom, or an institution." According to N.L. Munn, "attitudes are learned predispositions towards aspects of our environment." They might be directed positively or negatively towards specific persons, services, or institutions." Every person has an attitude. It helps to establish our identity, direct our activities, and affect how we judge others. Attitude influences how we see situations and how we respond to them. Attitudes are just expressions of how much we like or detest particular things. Attitudes express our judgments, preferences, or rejections based on the information we receive.

Research Design

This study is descriptive, and participant data was gathered using a survey technique. This research investigation employed a quantitative approach, which would aid in the explanation of the methodological pathways taken. A group of people is asked to survey to gather data about the abilities, opinions, attitudes, beliefs, and/or knowledge of the population that the group is a part of (Fraenkel & Wallen 2009).

Research tool

To find out the results of the answers, the researcher needed information on parents' attitudes toward girl's secondary education. For that purpose, the Likert scale was used as a tool to meet the need for required data. Mandeep Satvinderpal's (2020) "Attitude of parents" tool based on a five-point Likert scale was used for this study.

Data Collection

The researcher collected the data through personal visits, emails, Calls, and Google forms. The research fully supported the participants while filling out the questionnaires.

Reliability and Validity of Tools

A Pilot test study was conducted on 15 parents randomly by using a simple random sampling technique to determine the validity and reliability of the instrument which was done before the collection of actual data. The main purpose of the piloting was to test the research tools and further improve on them before the main study. Furthermore, the researcher ensured content validity of the instrument before usage based on opinions of a panel of experts.

Sampling and Sample

The sample for the study is 80. A random sample technique was used to collect the data from the parents.

Population

The data was collected from the parents of district Matiari taluka Hala.

Data Analysis

The questionnaire data were analyzed in the form of tables figures etc. Surveys were analyzed by using descriptive statistics. The data was analyzed through MS Excel.

Ethical Consideration

While collecting the data from the parents the researcher followed all the ethical rules of research and collected the data truthfully as much as possible. Prior permission was taken from the concerned department to collect data. The subjects were ensured that their answers would be kept confidential and their names would not appear on the scale. The subjects were informed that there is no harm in giving

real opinions and ideas through the Likert scale.

Results of Piloting

Reliability Cronbach's Alpha was measured through Excel. A attitude of parents Likert scale Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.722	15

Table: 01 Mean and Median of Parents Attitude Tool

S #	Item	Mean	Median
1	Do you think Education is useful for girls?	4.64	5
2	Do you think education gives confidence to the girls?	4.47	5
3	The girls' child should also learn as much as the boys should.	4.38	5
4	Do you provide equal educational opportunities for both girls and boys?	4.05	4
5	Will the educational opportunities for girls have a powerful effect on their status?	4.06	4
6	The girl child has the same potential as the boy child in scholastic?	4.08	4
7	Will society change in a better way if girls are educated?	4.62	5
8	Are responsibilities at home hampering your girl's secondary education?	2.87	3
9	Did you ever withdraw any of your daughters from school?	1.98	2
10	Educating a girl child is a waste of time and money?	1.35	1
11	Are you aware of the various government schemes initiated by the government for the education of girls?	3.00	3
12	Did you receive any benefit from the Govt schemes to pursue the education of your female child?	2.49	2
13	Are you satisfied with the performance of these schemes?	2.75	3
14	The girl only needs secondary education as a future mother?	2.32	2

Hypothesis Testing

H₀ 1 There is no significant difference in the attitude of employed and unemployed parents

Table: 02

Attitude of parents	N	Mean	SD	t-value	Sig:
Employed	80	3.242	.3198		

How to Cite: Fatima, U., Saleem, A., & Rind, Z. A., (2023). Attitude of Parents towards the Secondary Education of Girls: A study of Girls Secondary Schools of District Matiari, Sindh, Pakistan. *Spry Contemporary Educational Practices (SCEP)*, 2(2), 255-269. <https://doi.org/10.62681/sprypublishers.scep/2/2/9>

Unemployed	80	3.211	.3141	-.121	.907
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Table 02 shows that the mean score for employed parents was 3.242, and for unemployed 3.211. The results showed no statistically significant differences ($t = -.121$, $p = .907$). Hence, $H_0 1$ was accepted.

H₀ 2 There is no significant difference in the attitude of educated and uneducated parents

Table: 03

Attitude of parents	N	Mean	SD	t-value	Sig:
Educated	80	3.677	.3303		
Uneducated	80	3.318	.2789	-.3.107	.001

Table 03 shows that the mean score for educated parents was 3.677, and for uneducated parents 3.318. The results showed there is statistically significant differences ($t = -3.107$, $p = .002$). Hence, $H_0 2$ was rejected.

H₀: 3 There is no significant difference in the attitude of the parents who have transportation facility and no transportation facility

Table: 04

Attitude of parents	N	Mean	SD	t-value	Sig:
Transportation	80	2.437	.3162		
No Transportation	80	2.411	.2957	1.1315	.24

Table 04 shows that the mean score for parents who have a transportation facility was 2.437, and for parents with no transportation facility 2.411. The results showed there is no statistically significant differences ($t= 1.131$, $p= .245$). Hence, H_0 3 was accepted.

Discussion

The majority of respondents support girls going to school because they think it gives them more confidence. Many people agree that education has a positive influence on girls' lives. The findings revealed that the mean score for employed parents was 3.242 and for unemployed 3.211. The results showed that attitude of employed and unemployed parents towards girls education was same. According to the findings of the previous study of Lindeman & Gangl (2018) maternal unemployment does not effect on the education of girls.

The results showed that the mean score for educated parents was 3.677 and for uneducated parents 3.318. The results showed that educated parents' attitude was more positive than uneducated parents. It relates to the previous study of Sadique Hussain & Hina Khan (2016) that parents' attitude towards female education is determined by their educational level as the parents with higher educational level have reported more positive attitudes towards female education as compared to the parents with lower educational level.

The findings revealed that the scores for parents who have transportation facilities were 2.437, and for parents with no transportation facilities 2.411. The results showed that both types of parents have same attitude towards girls education. Transportation does not affect girls education. While there are some contrasting opinions and uncertainties, most people place a higher priority on girls' education in order to improve society.

Conclusion

The survey shows that many people are in favor of girls going to school, believe it makes them more confident, and want both boys and girls to have the same chances in education. To make this a reality, we should spread the word and take practical steps to ensure equal opportunities for everyone. Most respondents show confidence in the fairness of treatment in schools and think that boys and girls have equal opportunities to succeed in education. Additionally, a sizable number of those polled acknowledge the transforming power of education in bettering the lives of girls, highlighting its beneficial effects. It is reassuring to observe that a sizable portion of respondents believe in the capacity of education to establish a fair and equitable learning environment, even though there are some ambiguities and a small minority disagree with these ideas. The

survey's results demonstrate the broad conviction in the transforming effect of girls' education, in light of their findings. While there are some doubts and opposing viewpoints, it is clear that the majority of respondents respect and prioritize girls' education as a way to improve society. By putting the suggested ideas into action, we can work to ensure that every girl has the chance to acquire a quality education and contribute to the development of their communities and the global community. The variety of viewpoints shown in this study, in conclusion, highlights how complex social views are toward government initiatives and girls' education. Effectively addressing these problems necessitates a multifaceted strategy that includes both regulatory reforms and increased public involvement and awareness. Governments, communities, and people all have a role to play in fostering an inclusive and educated society, which will ultimately lead to the growth of a more powerful and successful country.

Recommendation

- ✓ Continue to raise awareness about the significance of female education in society.
- ✓ Develop programs and initiatives aimed at boosting girls' confidence through education. This can include mentorship programs, leadership training, and workshops that foster self-esteem and resilience. Policies and practices that ensure equal access to education for both girls and boys.
- ✓ Encourage parents and communities to play an active role in supporting and valuing education for both girls and boys. This can be achieved through workshops, seminars, and community outreach programs.
- ✓ It is critical to provide girls with the abilities and information necessary to balance their academic goals with domestic duties. To help girls manage their daily tasks more effectively, life skills and time management instruction can be introduced into school curricula.
- ✓ Government authorities should actively engage with the public to address concerns and misconceptions about their schemes. Regular feedback mechanisms and clear communication channels can help build trust and improve the effectiveness of these programs.
- ✓ The study draws attention to how diverse social opinions are regarding government programs and girls' education. A comprehensive approach including regulatory changes, greater public participation, and awareness-raising is needed to address these problems.

Suggestions for further research

- Future researcher should compare parents of rural and urban areas.
- Future researcher should take follow-up interviews from parents to know their attitude towards girls education.

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