

# THE CONCEPT OF CONVENTIONAL PARENTS ABOUT CO- EDUCATION AT UNIVERSITY LEVEL IN BALOCHISTAN

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## ABSTRACT

*The purpose of this study was to analyze the concept of conventional parents about co-education at a university level in the Loralai District, Balochistan. The sample size was consisted of 100 male and 60 female parents (N=160) and 130 male and 70 female students (N=200) from the Loralai District. The convenience sample design was adopted. A self-administered questionnaire and interview protocol were used for the collection of data. The quantitative data was analyzed through 't' test and information obtained from interviews were presented in the discussion. The findings of the study were the low socio-economic status of parents, customs, ritual and traditions as well as the opposition of co-education. Both male and female parents demanded separate universities for boys and girls in their district.*

**Keywords:** *Concept, Conventional Parents, Co-Education, University Level.*

## INTRODUCTION

Every man and woman is trying to achieve happiness, peace, tranquility, smooth and comfortable life, which can only be possible through education and acquisition of knowledge. Indeed, the first word of the revelation was 'Iqra'; to read or recite in the name of your Lord who created us. This word caused a revolution by obligating education on every Muslim male and female and fight against ignorance. Therefore, the barriers and issues in the attainment of education which exist in the rural and remote areas of Pakistan will be addressed in this paper; it will also be ensured that education is irrespective of the fundamental right of human beings.

The shortfall of female literacy is adverse and could be an obstacle in the economic and social development and progress of a country. Despite several research studies in social sciences, it was found that female education has massive benefits and is reflected as the students' investment from country growth and development point of view (DFID, 2005).

Moreover, Barro (1999) posited that educated females take great interest in democratic and political matters as compared to their uneducated counterparts. An advanced level of education among females promotes democracy in the country and thus stimulates the effectiveness of the government. There has been no opposition in any country regarding female education or co-education from primary to university level. Though, in some parts of the world, the conditions remain unaltered. The strong social prejudices and the rigor of customs, without adequate safeguards, would put the clock back in the matter of the progress of girls' education.

There is no big difference between the intellectual abilities of boys and girls but according to an opinion of a few scholars, male students are quite good in abstract reasoning while female students are naturally better with concrete objects. Moreover, in temperamental qualities and emotional responses regarding various topics or subjects male and female students have a different range of interest? Thus, it is vivid that it does not mean that co-education would affect the interest level of students about the subjects. Education is an essential factor for the overall development of both sexes. Now, the old concept has changed that only the male population of a nation would be responsible for the bread-winning, and female would be spared to look after the children and houses. In the present era, both genders have similar responsibilities in society. Since the existence of this universe, both male and female have been interdependent. It is necessary to understand each other. Boys and girls learn and adopt numerous traits from each other.

According to the research study of Gokhan (2016) female students have better grades as compared to male students at university level education; because female students are more inclined towards studies and they are more disciplined as compared to male students. Indeed, male students have a negative attitude towards school and teachers, and they have disruptive behaviour in the classroom. Therefore, the achievement level of female students is higher than their counterpart.

Gurian & Stevens (2005) defined the same-sex schooling that a school exclusively attended by boys or exclusively girls. These schools have lots of benefits for both sexes because the various learning styles between girls and boys can be more specifically addressed in a same-sex school. They indicated in their studies that boys are required more physical activities than girls for the sake of learning. Marsh, Martin and Cheng (2008)

concluded that boys often tend to dominate the classes more frequently than girls because girls generally tend to be passive than boys. Moreover, Delpit (2006) stated that female students have more problems to speak out or to show strong performance in a mixed-gender environment. They feel comfortable in the company of the same gender, to display their knowledge as well as other academic skills.

Sax (2010) described few advantages of separate education for female students; (a) they have opportunities to discover non-traditional subjects; (b) creating such environment that promotes self-esteem and self-confidence (c) teaching approaches and methodologies personalized to their exclusive needs. Similarly, he revealed two advantages of separate schools for male students: (a) to create learning environment tailored for their exceptional learning needs; and (b) favourable circumstances for taking a risk without fear to accept any challenge. Noguera (2008) stated that single-gender classes mainly focus on the development of students' confidence, academic excellence and leadership skills of both boys and girls in unique cultural differences and learning styles.

Swaleha (2011) found in her study that girls and boys from combined educational institutions, giving their opinion concerning the mixed education, stated that male students wear bracelets, earrings as well as chains to arouse the interest of female students. These female students have strong determination, saying that boys should avoid such behaviour because they would never be drawn towards such type of womanly behaviour. Conversely, the boys studying in combined education organizations reported that girls needed special attention based on feminism or female freedom.

Githu and Mwangi (2003) indicated that learning competency of the boys and girls is more or less the same. Though, King (2002) stated that girls and boys are very different in learning styles. The boys easily solve mathematical questions as compared to girls; therefore they think that girls are no better than boys in mathematics. Asi (2002) concluded that the confidence level of boys in math assessment is more than girls. Morphy (1996) wrote in his famous book stated that girls are usually good listeners as compare to boys; they come to class well prepared and submit their assignments on time. Boys usually linger on to complete their work or assignment as they try to compete so that to get the attention of teachers.

Gurian, Steven and King (2008) analyzed male students have trouble in

following the rules regulations and other prescribed instructions. It has been observed that boys love to work under pressure. Besides, female students perform so well in group activities (McNeil, 2008). Cleveland (2011) found that girls love to participate in educational activities which ensure cooperation, whereas boys prefer activities which promote competition.

Rex & Chadwell (2009) poised that single-gender classrooms are beneficial for the completion of academic needs as well as based on their sex differences because a single-sex classroom is a catalyst to engage children academically by promoting teaching and learning methodologies, implementing gender-based pedagogies, changing classroom structure, and altering pupils dynamics. Gurian, Stevens and Daniels (2009) revealed that separate instruction provides a conducive environment for students in which they can concentrate on learning tasks. In another study, it was found that students in separate classes are challenged for taking risks and they are encouraged to speak up and accept the responsibility for learning (Younger & Warrington, 2006). Riordan (2002) argued that students are more inclined to learn in separate classes because they are keen to take their studies seriously and never waste their time to hang on with their female friends.

Valentine (1965) found in his study that majority of students in favour of co-education which is almost 65 out of 72 favoured the system of mixed education. Dale (1969) was also in favour of co-education, stated that mixed education was more successful than single-sex educational institutions, as they excel in attitudinally, academically and socially. He added that the girls' presence drives male students to show more docile behaviour. Davies (1950) did his research in which he used an attitude scale to know the opinion of teachers about co- education. Thus, he found a favourable attitude about co-education in all types of educational institutions.

### **OBJECTIVES OF THE STUDY**

1. To identify the factors affecting the higher education of female students.
2. To know the opinion of parents about co-education at the university level.
3. To know the interest of boys and girls about co-education at the university level.
4. To aware the parents about the significance of female education in the society.

## METHODOLOGY

The whole strategy of the current study was the mixed method approach to answer the research questions appropriately. The overall population of the study was limited to the parents and students of District Loralai, Balochistan. A convenience sample design was adopted, consisted of 160 parents, among them 100 were fathers and 60 were mothers. Thus, the total number of students was 200, among them 130 were boys and 70 were girls.

The parents were surveyed and interviewed, while the students of Girls College and Boys College were surveyed through a questionnaire. Quantitative research could be educational research in which computable data is obtained from participants; the quantifiable data can be analyzed statistically; therefore, the survey is conducted in an objective and an unbiased manner (Creswell, 2008). According to Lodico, Spaulding, & Voegtle (2010), Quantitative approach often confirms reliability, validity, generalizability and objectivity. The research instruments were a self-administered Questionnaire and an interview protocol. Numerical data was obtained through a questionnaire, while the interview was used for the in-depth qualitative data. Validity and reliability of the research tools were checked through pilot testing, parents (N=10) students (N=15). The items of the questionnaire and the open-ended questions of the interview were modified after pilot testing. The collected Quantitative data was analyzed through 't' test and the conclusion of interviews was presented in the discussion.

### Null hypothesis 1

There is not a significant difference between the opinions of male and female parents about co-education at the university level.

**Table 1.** Application of t test for Testing the Null Hypothesis

Fathers (Group 1)	$\sum x^{-1} = 7358$	$N_1 = 100$	$\sum X_1^2 = 543974$	$\bar{x}^{-1} = 73.31$	$S_1 = 5.09$	$SE_{\bar{x}_1} = 0.05$
Mothers (Group 2)	$\sum x^{-2} = 4515$	$N_2 = 60$	$\sum X_2^2 = 340843$	$\bar{x}^{-2} = 75.25$	$S_2 = 4.29$	$SE_{\bar{x}_2} = 0.55$

Computed "t" = 0.31

Tabulated "t" = 1.96 with df = 158 at  $\alpha = 0.05$

## RESULT

Referring to table "t" it was found that the tabulated value of  $t = 1.96$  with  $df = 158$  at  $\alpha = 0.05$ , which is bigger than the calculated value of  $t = 0.31$ . Thus, the null hypothesis is accepted. It was determined that there was not

a significant difference between the opinions of fathers and mothers about co-education at the university level at District Loralai, Balochistan.

### Null hypothesis 2

There is not a significant difference between the opinions of boys and girls about co- education at the university level.

Table 2. Application of t test for Testing the Null Hypothesis

Boys (Group 1)	$\sum x^{-1} = 9736$	$N_1 = 100$	$\sum X_1^2 = 732598$	$\bar{x}^{-1} = 74.89$	$S_1 = 5.17$	$SE_{x_1^{-}} = 0.05$
Girls (Group 2)	$\sum x^{-2} = 5221$	$N_2 = 60$	$\sum X_2^2 = 391755$	$\bar{x}^{-2} = 74.58$	$S_2 = 5.83$	$SE_{x_2^{-}} = 0.55$

Computed "t" = 2.62

Tabulated "t" = 1.96 with df = 158 at  $\alpha = 0.05$

## RESULT

Referring to table "t" it was found that the tabulated value of  $t = 1.96$  with  $df = 198$  at  $\alpha = 0.05$ , which is less than the calculated value of  $t = 2.62$ . Thus, the null hypothesis is rejected, and it was determined that there was a significant difference between the opinions of boys and girls about co-education at the university level at District Loralai, Balochistan.

## DISCUSSION

After the data analysis it was found that most parents of District Loralai have similar opinions about co-education, the majority of them showed a negative attitude toward mixed education. They were reluctant enough to send their daughters to the same institution where boys and girls study together. A great number of parents were found who stated that higher education is having no importance for their girls, while they were more committed in case of boys. When they were interviewed, it was found that some parents were worried about the prestige and respect of their daughters studying in co- educational institutions. They argued that 'Purdha' is indispensable for their daughters and it would be against their customs, ritual, and traditions if such typical aspects of their culture are violated due to education. Few of them replied that they could not afford to meet the requirement of their children educational expenses; therefore, they cannot admit their kids in university for higher studies. Among them, some parents were complaining and demanding from the government of Pakistan to establish a separate female university in their district, where their daughters are educated in a peaceful and safe environment. Moreover, it was revealed from some parents that co-education is against their religion because moral

values are deteriorated in their society when boys and girls study together. Some parents were found totally against the idea of female employment elsewhere in any department because they wanted to keep their daughters inside the boundary wall of their homes. On the question of the researcher, if they would like to treat their wives by male doctors in hospitals for any disease in case, they did not allow their female to get higher study. Hearing this, most of them were speechless. Thus, it was revealed from their feelings and mixed emotions that they need to be acknowledged about the importance of their female education.

During the study, it was found that most boys have positive opinions about co- education, while among them very few showed their desire for a separate institution. Conversely, the majority of the girls were found to have a separate university for their higher studies, while some of them had a positive attitude about co-education. The girls revealed that their parents' decision is vital for them. They admitted that even they cannot intervene when their parents select grooms for them. Thus, they must obey their parents at any cost without any contradiction. Moreover, if any girl argues about her rights, she is being looked down upon not only in her family but also in the community at large.

### **RECOMMENDATIONS**

It is strongly recommended that the government of Pakistan should pay attention to female education in the far-flung areas of the country like the rural areas of Balochistan. Keeping in view the regional and societal values, separate educational institutions for boys and girls should be established. Seminars and workshops for the awareness of parents related to female education should be conducted in these remote areas. Moreover, it is strongly recommended that the Government of Balochistan should approve special add in the provincial budget for female students to meet their educational expenses. National and international donors, as well as Non-government Organizations (NGOs), should contribute exclusively to help in educating the female of District Loralai.

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