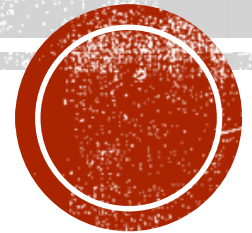


# AN INVESTIGATION OF MATERNAL INFLUENCE ON THEIR DAUGHTERS' EDUCATION IN PAKISTAN

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# The Literature Review

- Literature on Pakistan:
- Relationship between Mothers' education or empowerment, and daughters' school enrollments.



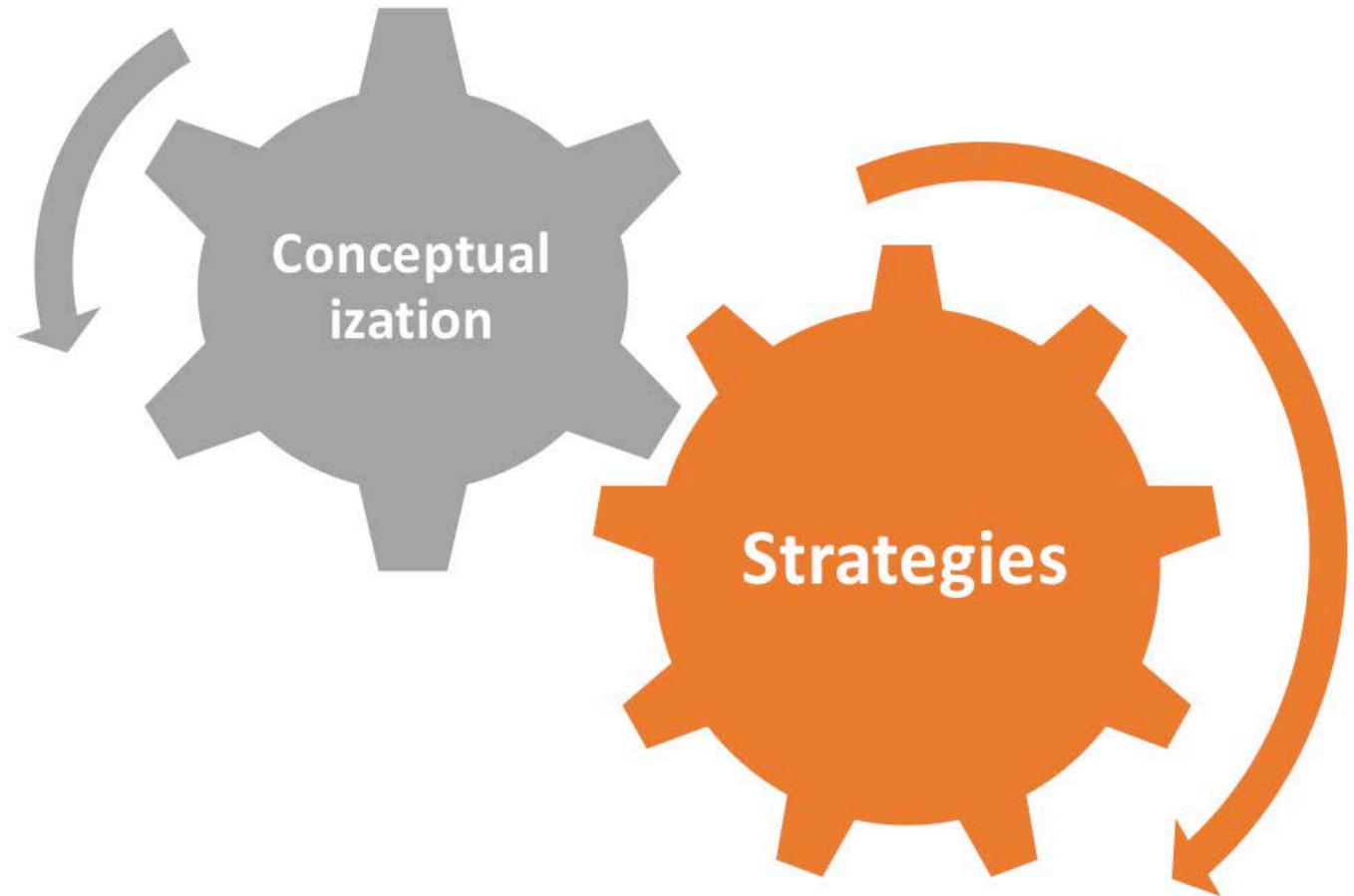
# The Research Question

- In what ways do mothers from rural Punjab Pakistan conceptualize education for their daughters? And how do they strategize for their daughters' education?



# The Research Question-continued

- **This research question was unpacked by using theoretical concepts drawn from the 'The Capabilities Approach' and the 'Cooperative Conflict Model' of household income distribution.**



# Methods And Analysis

- 12 mothers, with different schooling statuses, their husbands and daughters, were interviewed for this paper from one village neighborhood in Sargodha Pakistan.
- Semi structured interviews were developed using the theoretical framework and data were collected for a qualitative study.
- Thematic analysis (Braun and Clarke, 2006) was done to identify categories of 'conceptualization' and 'strategies' in the data.
- Two logics of intra-case and cross-case analysis were used. We went back and forth between the two to reach substantial results.

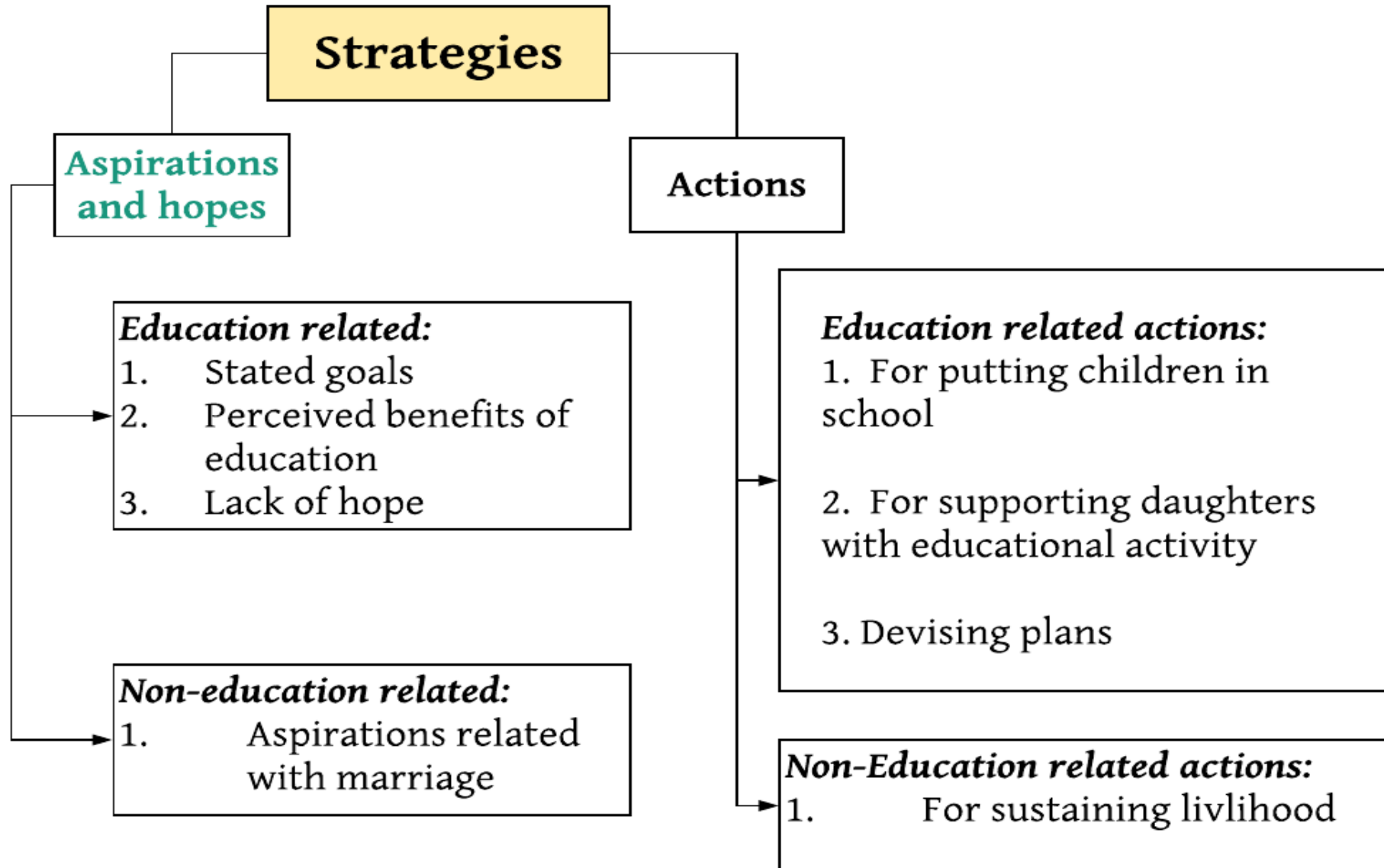


# Village context & sample

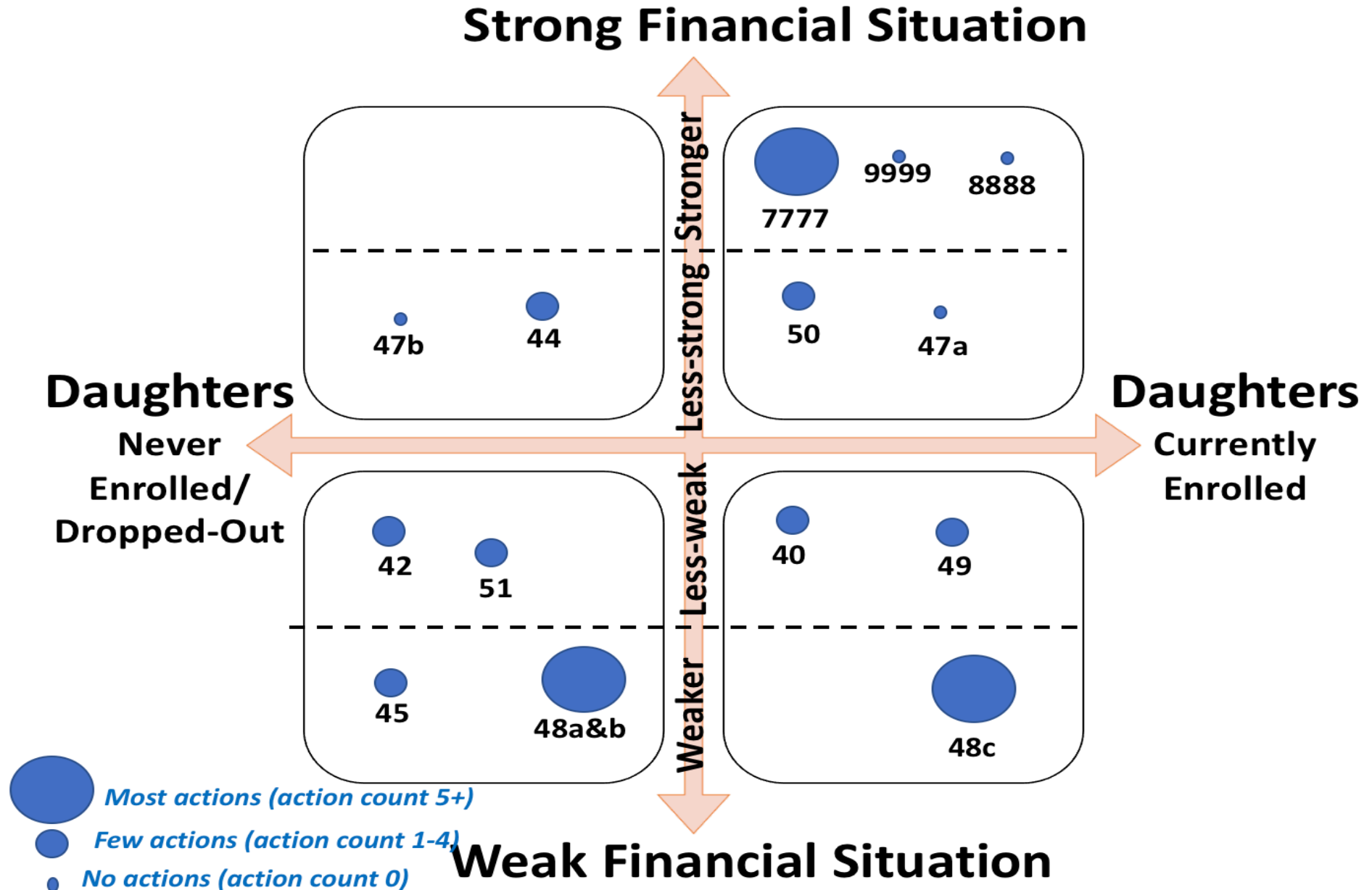
<b>Sample size</b>	12 mothers
<b>Overall literacy rate in the village</b>	Low
<b>Accessible schools to mothers</b>	2
<b>Number of schooled mothers (with at least 5 years of education)</b>	5 mothers
<b>Average completed years of schooling (of educated mothers)</b>	6 years



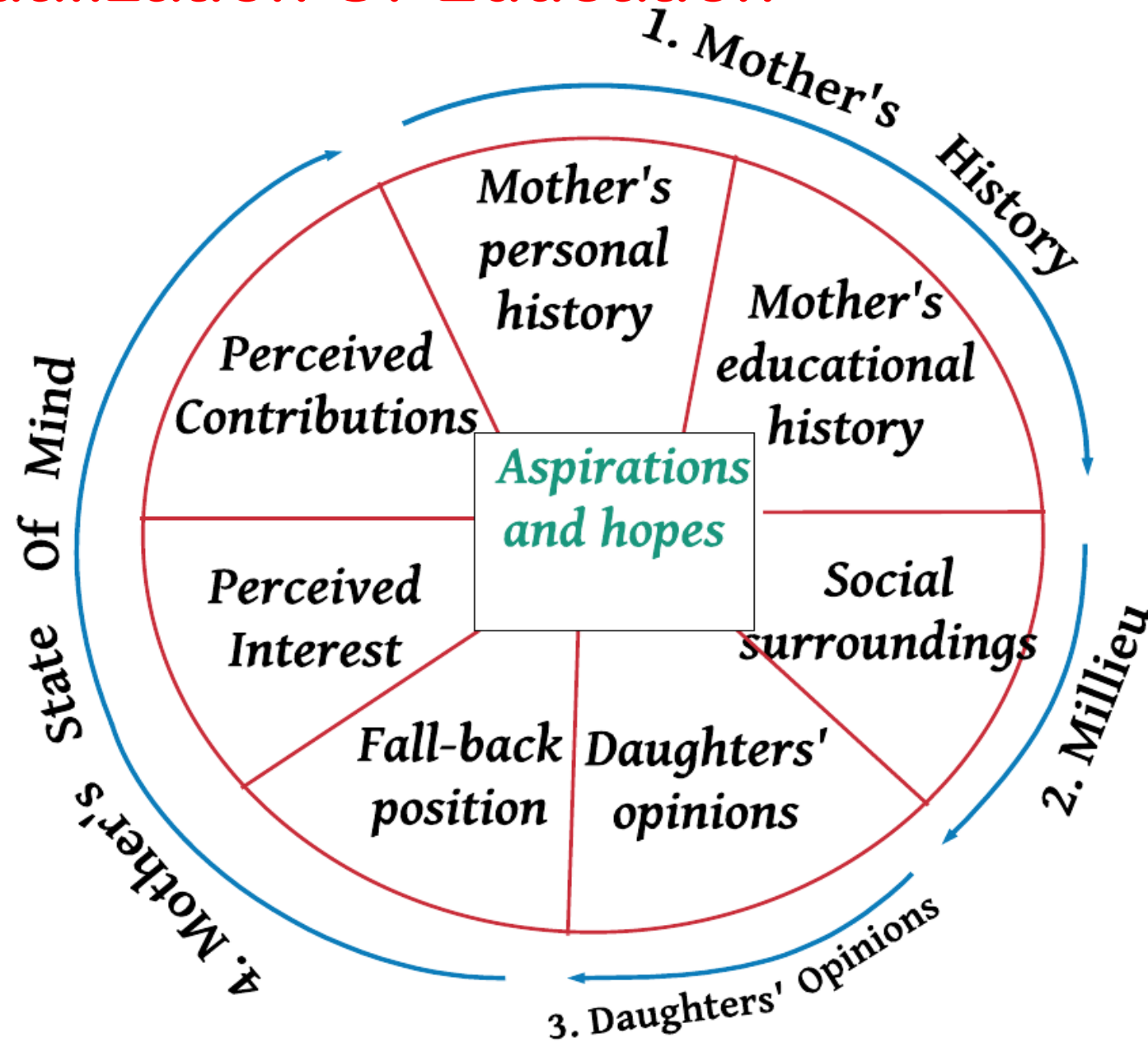
# Selecting two cases for in-depth analysis



# Selecting Two Cases: Density in actions



# Conceptualization Of Education



# Household 7777

## Hh 7777: Nusrat's Conceptualization

### 1. Nusrat's history

- Completed 8 years of education
- She was raised in a middle class family. Both of her parents worked to earn a living. Her mother held a strong position in the family.

### 2. Nusrat's Milieu

- Husband and in-laws were not supportive of education
- Her mother supported education strongly

### 3. Daughter's opinions

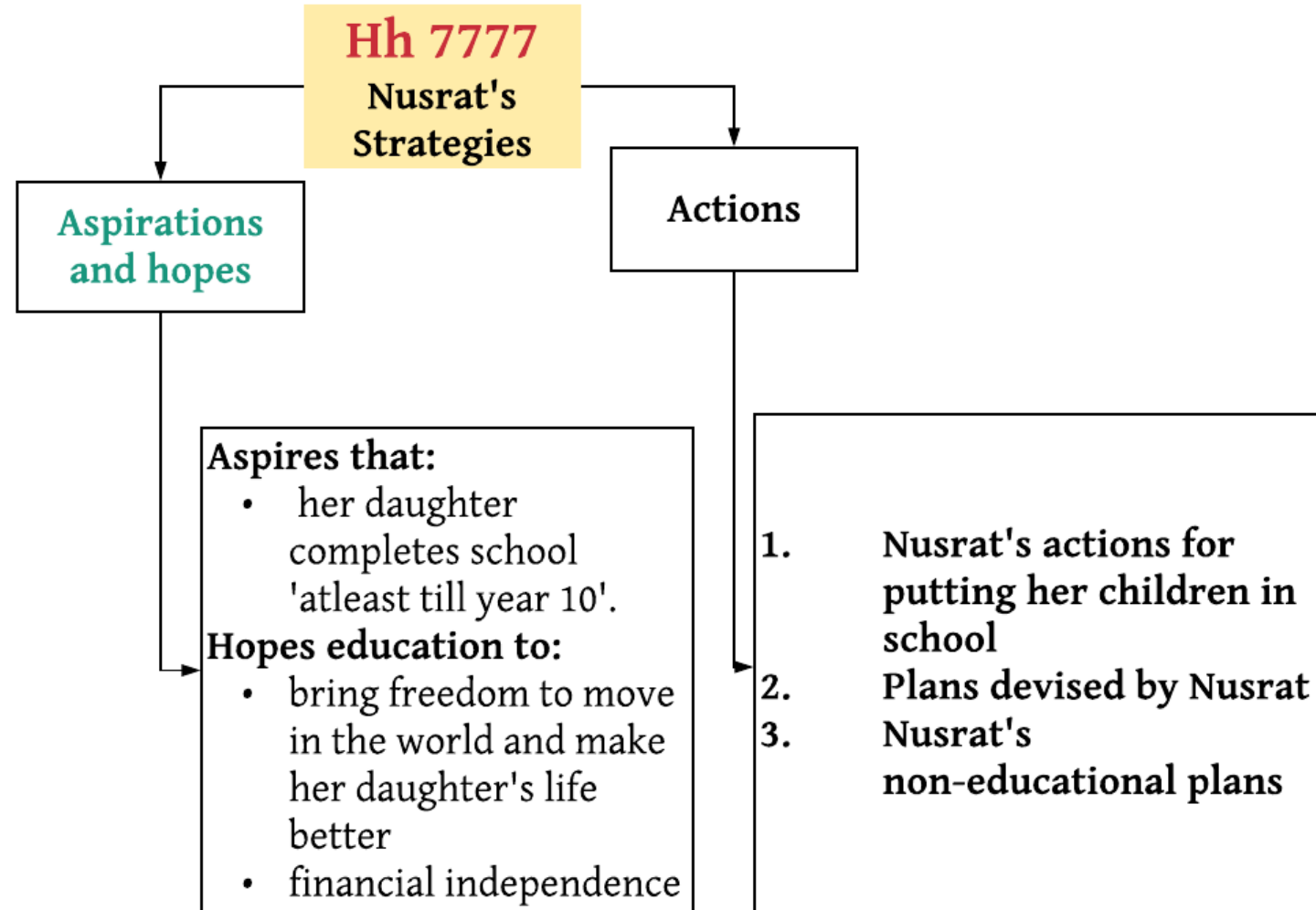
- Has clear targets. Has told her mother about them.

### 4. Nusrat's state of mind

- She has a stronger fall-back
- Values her own opinion
- Believe her job is more imp as a mother



# Household 7777



# Household 48

## Hh 48: Shakeela's Conceptualization

### 1. Shakeela's history

- Completed 2 years of school, was married early
- Had a prosperous childhood that she refers to as 'free'.

### 2. Shakeela's Milieu

Husband not motivated for higher edu  
Lack of family support

### 3. Daughter's opinions

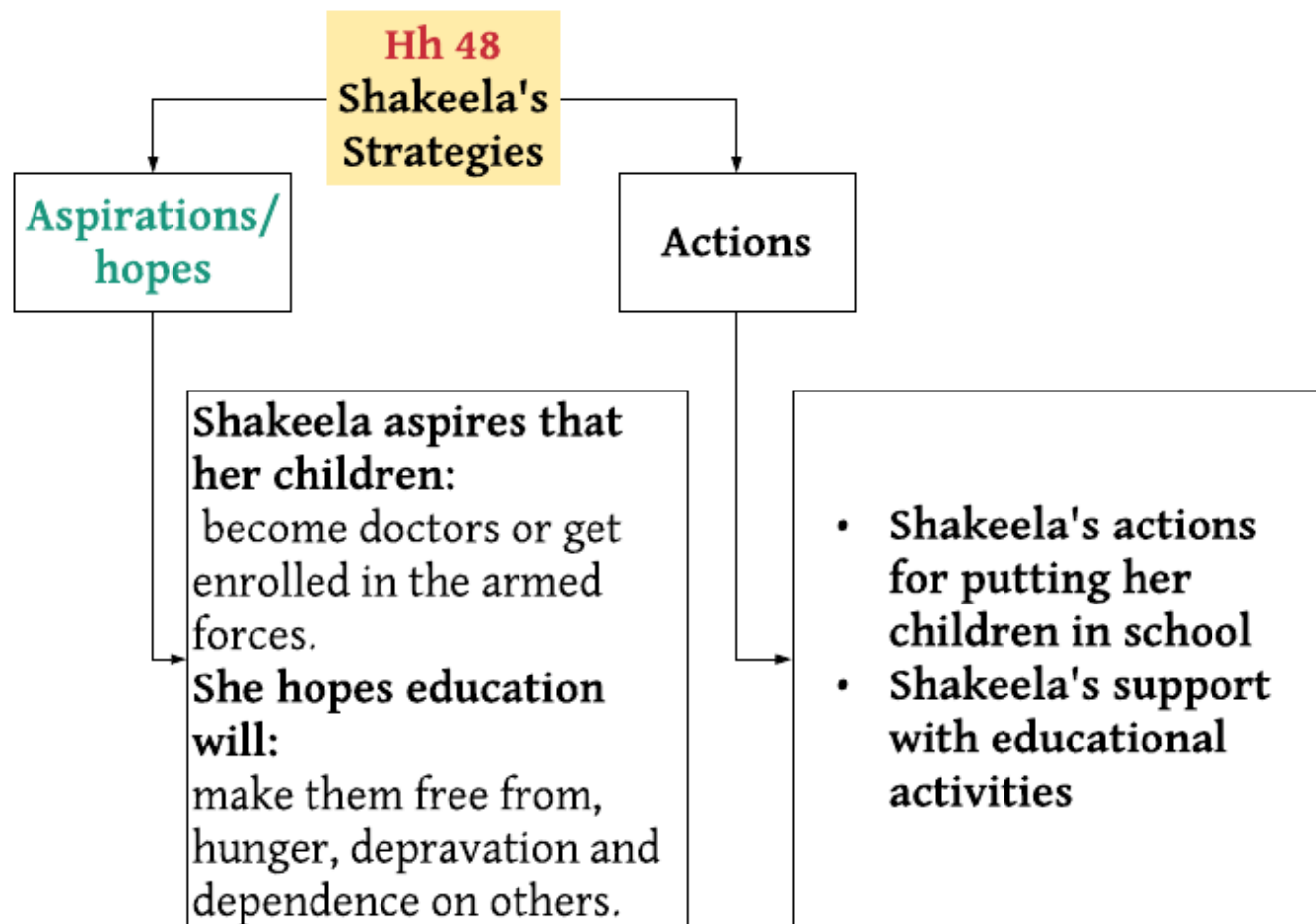
Elder daughters strongly support younger sister's edu

### 4. Shakeela's state of mind

Has weaker fall-back  
Values her interests and responsibilities as a parent



# Household 48



# COMPARISON AND DISCUSSION

- 1. 'Hope is always associated with communion, no matter how interior it may be' (An introduction to the metaphysics of hope, Marcel in Jacobs 2005)**
- 2. Freire's concept of 'critical hope (Pedagogy of Hope, 1992) is defined as, pushing beyond simply dreaming of a better day and into consciously thinking about how to work towards a collective vision (Jacobs, 2005)**
- 3. What these mothers share is 'critical hope' for their daughters' education. This according to Freire gives them the agency to work towards these goals.**



# THANK YOU!



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