AN INVESTIGATION OF MATERNAL INFLUENCE ON THEIR DAUGHTERS’ EDUCATION IN PAKISTAN

Aliya Khalid; Elisa Calcagni

ak975@cam.ac.uk; mec70@cam.ac.uk

Faculty of Education
University of Cambridge
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?
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

<table>
<thead>
<tr>
<th>Sample size</th>
<th>12 mothers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall literacy rate in the village</td>
<td>Low</td>
</tr>
<tr>
<td>Accessible schools to mothers</td>
<td>2</td>
</tr>
<tr>
<td>Number of schooled mothers (with at least 5 years of education)</td>
<td>5 mothers</td>
</tr>
<tr>
<td>Average completed years of schooling (of educated mothers)</td>
<td>6 years</td>
</tr>
</tbody>
</table>
Selecting two cases for in-depth analysis

**Strategies**

**Aspirations and hopes**

**Education related:**
1. Stated goals
2. Perceived benefits of education
3. Lack of hope

**Non-education related:**
1. Aspirations related with marriage

**Actions**

**Education related actions:**
1. For putting children in school
2. For supporting daughters with educational activity
3. Devising plans

**Non-Education related actions:**
1. For sustaining livlihood
Selecting Two Cases: Density in actions

Strong Financial Situation

Daughters
Never Enrolled/Dropped-Out

47b
44

50
47a

42
51

45
48a&b

7777
9999
8888

Weak Financial Situation

Daughters
Currently Enrolled

40
49

48c

Most actions (action count 5+)
Few actions (action count 1-4)
No actions (action count 0)
Conceptualization Of Education

1. Mother's History
   - Mother's personal history
   - Mother's educational history

2. Milieu
   - Social surroundings

3. Daughters' Opinions
   - Daughters' opinions

4. Mother's State Of Mind
   - Perceived Contributions
   - Perceived Interest
   - Fall-back position

Aspirations and hopes
# 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
Aspires that:
- her daughter completes school 'at least till year 10'.

Hopes education to:
- bring freedom to move in the world and make her daughter's life better
- financial independence

1. Nusrat's actions for putting her children in school
2. Plans devised by Nusrat
3. Nusrat's non-educational plans
## 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

Shakeela's Aspirations/ hopes

Shakeela aspires that her children:
- become doctors or get enrolled in the armed forces.
- She hopes education will:
  - make them free from hunger, deprivation and dependence on others.

Shakeela's Strategies

Actions

- Shakeela's actions for putting her children in school
- Shakeela's support with educational activities
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!

- Aliya Khalid, ak975@cam.ac.uk
- Elisa Calcagni, mec70@cam.ac.uk