

## **Education and Its Role in Family Life (A Case Study of District Mardan, KP, Pakistan)**

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### **Abstract**

*The present study entitled education and its role in family life with major focus to see the contribution of education in various dimensions of family life. This study was conducted in five selected wards of district Mardan, KPK, namely, Ghaznavi colony, Bajaur colony, Tariq abad colony, Sarwar abad colony and Nowshera colony. A sample size of 346 was selected out of total 3472 as devised by Sekaran (2003) formula. For data collection, a structured interview schedule was used. Moreover, the independent variable education as an agent was cross tabulated with dependent variable change in family life through chi square test. A highly significant association ( $P=0.000$ ) was found between increased social mobility in family and education. Likewise, a significant association ( $P=0.000$ ) was found between the ratio of education and the change in family structure. Similarly, a significant relationship ( $P=0.000$ ) was disclosed between the outlook of family members and education. Furthermore, a highly significant association ( $P=0.000$ ) was found between transformation of joint family structure into nuclear family and education. Moreover, a significant relationship ( $P=0.000$ ) was found between change in functions of family and education. The enhancement of education on family level as well as on national level would play a key role in bringing improvement in society was suggested as a policy recommendation.*

**Keywords:** Education, Family life, Role, Socialization, Social Mobility.

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### **Introduction**

There are naturally occurring potentials in human resource that required proper handling procedure. A Combination of different ups and downs determines the life expectancy of human beings and for this a proper control, management, organization and performance is required. The availabilities of different amenities of life cannot enable a man to cope with different situations rather the proper utilization and enhancement of such facilities make a man capable to efficiently cope with different situations. The facilities available to human beings can be more developed through the process of education (Edwards, 2002). The word education comes from a Latin word \, the meaning of which is to train the potentials or talent of a person .Education also brings an improvement in human attitude, It brings a multi-functional

development in society through human progress. Through education we can promote democracy, spiritual and intellectual development by providing a platform for human beings to enhance their mental and experimental capabilities. In order to evaluate the life standard, education is a primary requirement. Every person of a society should be properly educated if we need improvement in personal and psychological as well as humanitarian grounds ( Chowdhury, 1994 ). The development of whole nation is based on education because the efficiency of a nation is directly proportional to level of education of its people. 83% of developing countries and few developed nations with good literacy level were included in a study conducted by USA, and concluded that an increase from 8% to 16% in economic growth was observed by increasing the level of education from 12% to 13%. Education changes the way of thinking of a community which in turn shows more willingness to participate in different cultural, political and social activities of their society. Through this participation, education improved the economic and social standards of living (USAID, 2010). World bank data on economic development reports that human resources are the major criteria of developed nations to show an economic increase from 60% to 90%. Study shows that in East Asia and Africa, the major factor responsible for accepting a change in technological, social and intellectual grounds is education. We can conclude that the prime factor in terms of development of members of a nation in every of aspect life is education (World Bank, 2000)

## **Literature Review**

Education has many major functions, the most important of which is socialization. Certain societal rules are thought to students at a very initial stage in preschool and kindergarten. The academic discipline of sociology was first established by a French sociologist Émile Durkheim (1858–1917), and he stated that schools should be characterized as socialization agencies as these are the only places where children can learn from a very initial stage as how to interact with other people and how to play their economic role as being adults” (Durkheim 1898).

Education is the only major thing which provides knowledge, qualification and skills which are the basic requirements to improve the quality of life of an individual in terms of improvement in health condition, to get a proper secure source of income, to efficiently allocate the resources to increase output and to contribute to the nation in terms of taxes.

When an individual attain this capital of education he will be able to change it into other forms of capitals such as cultural, social and economical. However significant investment is required to enjoy all these benefits of education. Rapid development can be observed in nations and individuals who have invested in education as being the major source of development of an individual as compared to nations who have invested in non-human capitals. (Schultz, 1961).

For socioeconomic development of a nation the most important source is human capital. A great investment of resources is required to get education in order to acquire this capital. However a coordinated action of both state and other individuals of educational field is required to acquire this human capital through mass education ( Evertsson, J. (2015).

The transfer of biological endowment of parents and human capital to their children in order to acquire development is explained by investment theory (Becker and Tomes, 1986). In order to have a competitive advantage over peers, in addition to the biologically transmitted endowment parents have to be careful about their consumption on their children, as well as time in their children’s education (Becker and Tomes, 1986).

In order to get higher level of education and best academic performance of children parents need to have high income so that they can afford textbooks, stationery and provide extra tuitions at homes (Willingham, 2012).

On the other hand, families with low income face a lot of problems to fulfill the basic necessities of life so they do not have extra resources to support their children's education (Donkor, 2010). Becker and Tomes (1986), stated that access to credit facilities is required to provide basic or supplementary resources for children education so the lack of credit facilities of families of low socioeconomic status greatly limit their ability to achieve this target while families of high socioeconomic status can easily achieve it.

In addition, there is a negative relationship between the family size and the extent to which parents transfer their resources (Becker and Tomes, 1986). The number of children in the family greatly restrains the wealth of family hence affecting the allocation of investment per child.

Haveman and Wolfe (1995), stated that according to investment theory children have to attain higher education as compared to their parents in accordance to the amount of resources invested in them. He further explained that the level of family income and the quality and quantity of both goods and time input that parents devote to their children is determined by the ability of parents and their educational choices.

Nowadays people with talent are searched by global world to offer them jobs. Experience and knowledge in particular field along with educational credentials such as a bachelor's degree, master's degree, PhD or a diploma are required by people with these talents. As compared to working families, the families with high cultural capital transfer knowingly or un-knowingly to their children through quality education, observation, networking relationships and right neighborhood. The children of these high class families receive their cultural capital, they become actively involved in society and get positions in the social circle according to the caliber of their culture which further deepen social stratification (Calarco, 2014). Provision of education is a part of taking care of children. So, we can conclude that education is compulsory for both individual and society development. So, parents try their best to invest in education of children. A lot of factors affect children education success for example, the level of education of parents, the interest and involvement of parents in children education, their occupation and income, their access to quality education, the area where they reside and of course children IQ level and their interest in attending the school. It is widely noticed that there is a strong association between education attainment and the family environment along with intergenerational transmission of capital (Coleman, 198; Donkor, 2010). The most discussed factors are the parent's occupation, education, income level, and their interest in children education. It is agreed that to get involved in their children education, there should be a sound source of income and no socio-economic obstacles. When it comes to socio-economic obstacles, the parents primary concern become food, clothing and shelter and rest of all become secondary concerns which greatly affect children education attainment (Hoover-Dempsey and Sandler 1995).

## Material and Methods

The universe for the present study was District Mardan, KPK. Prominent Locations such as wards were randomly selected as shown in table No 1. Proportional allocation method was used in selecting sample size for each ward to get equal representation of the respondents. Structured interview schedule was used for collection of primary data. Moreover, sample size for the present study was 346 out of total 3472 as per Sekaran (2003) formula. Moreover, the collected data was encoded into statistical package for social science (SPSS) to highlight the uni-varite and bi-varite analysis of the relationship between independent variable (Role of education) by indexation and cross tabulation with dependent variable (Family system) through chi square formula as given below.

$$\chi^2 = \sum_{j=1}^j \sum_{i=1}^k \frac{(o_{ij} - e_{ij})^2}{e_{ij}}$$

Table No 1: Sample size and Population

S.No	ward name	Population	Sample size
1	Ghaznavi colony	580	58
2	Bajaur colony	630	62
3	Nowshera colony	702	71
4	Tariq abad	740	73
5	Sarwar abad	820	82
Total		3472	346

## Results and Discussion

Table No 2 shows that majority of the respondents such as (82.9%) claimed that education has brought social mobility in family while (16.2%) of the respondents negated the statement and the remaining (0.9%) were unaware. These findings were supported by Sha et al. (2011) who claimed that education has brought changes in social status as well as in income of the family members. The upward social mobility of the members has increased the income and living standard of the family. Moreover, (70.8%) respondents were of the view that higher the ratio of education greater would be the change in family structure while (26.0%) of the respondents negated the statement and the remaining (3.2%) of the respondents were unaware. Likewise, (87.0%) of the respondents opined that family education has brought changes in the outlook of the family members while (11.3%) of the respondents negated and the remaining (3.2%) of the respondents did not answer. In the same consonance convergence theory presented by Lerner (2000) disclosed that Soviet communism stressed first of all on education in order to produce classless society and casteless society to bring development in society to compete in the world economy. Furthermore, Majority of the respondents such as, (83.5%) disclosed that education is responsible to change joint family into nuclear family while (15.0%) of the respondents were not sure and the remaining (1.4%) of the respondents did not answered. Furthermore, (80.3%) respondents were of the view that education is responsible for changes in the functions of family while (15.65%) of the respondents were not agreed to above statement and the remaining (1.2%) of the respondents were uncertain..

Table No 2: Frequency and percentage distribution of the respondents regarding the role of education in family life:

Statements	Yes	No	Don't know
Do you think that social mobility has increased in family through education?	287 (82.9%)	56 (16.2%)	3 (0.9%)
Higher the ratio of education greater would be the change in family structure	245 (70.8%)	90 (26.0%)	11 (3.2%)
Do you think that education has brought changes in the outlook of family members?	301 (87.0%)	39 (11.3%)	6 (1.7%)
Do you think that Education is responsible to change joint family system into nuclear family?	289 (83.5%)	52 (15.0%)	5 (1.4%)
Do you think that education is responsible to change the functions of family system?	290 (83.8%)	52 (15.0%)	4 (1.2%)

**Bi variate analysis shows the association between dependent variable i.e. Family life and independent variable i.e. education as an agent of change**

Table No 3 shows the relationship between education and changing family life. The data showed that a highly significant association ( $P= 0.000$ ) was found between social mobility has increased in family and education. The above finding was supported by Sha et al. (2011) who disclosed that education was used as an instrument to raise living standard and to reduce poverty in the family. Likewise, a significant



association ( $P=0.000$ ) were found between that higher the ratio of education greater would be the change in family structure. Similarly, a significant relationship ( $P=0.000$ ) was found between the outlook of family members has changed through education. In same analogy Raizan (2007) emanated that education ensures the transmission of norms and values of a society. It plays a vital role in the means of role allocation. It bridges the individual and society and increases the productive ability of an individual by acquiring skills and learning techniques with the opening of ways for competitive life. Furthermore, a highly significant association ( $P=0.000$ ) was disclosed that joint family structure has changed into nuclear family through education. The findings were supported by Moorea et al., (2003) who claimed that often family structure has changed through modernization, urbanization and education in the world. Moreover, a significant relationship ( $P=0.000$ ) was found between that functions of family has changed through education.

Table No 3: association between Role of education and Family system

Statements	Attitude	Education				P value
		Yes	No	Don't known	Total	
Do you think that social mobility has increased in family .	Yes	287(82.9%)	0.0(0.0%)	0.0(0.0%)	287(82.9%)	0.000 $X^2=308.117$
	No	46(13.3%)	9(2.6%)	1(0.3%)	56(16.2%)	
	Don't Know	0.0(0.0%)	0.0(0.0%)	3(0.9%)	3(0.9%)	
Higher the ratio of education greater would be the change in family structure.	Yes	245(70.8%)	0(25.3%)	0.0(0.0%)	245(70.8%)	0.000 $X^2=296.747$
	No	88(25.4%)	2(0.6%)	0(0.0%)	90(26.0%)	
	Don't Know	0.0(0.0%)	7(2.0%)	4(1.2%)	11(3.2%)	
Do you think that education has brought changes in the outlook of family members?	Yes	301(87.0%)	0(0.0%)	0.0(0.0%)	301(87.0%)	0.000 $X^2=298.630$
	No	32(9.2%)	7(2.0%)	0(0.0%)	39(11.2%)	
	Don't Know	0.0(0.0%)	2(0.6%)	4(1.2%)	6(1.8%)	
Do you think that education is responsible to change joint family system into nuclear family?	Yes	278(80.3%)	0(0.0%)	0.0(0.0%)	278(80.3%)	0.000 $X^2=320.321$
	No	54(15.6%)	0(0.0%)	0(0.0%)	54(15.6%)	
	Don't Know	1(0.3%)	9(2.6%)	4(1.2%)	14(4.1%)	
Do you think that education is responsible to change the functions of family system?	Yes	289(83.5%)	0(0.0%)	0.0(0.0%)	289(83.5%)	0.000 $X^2=324.772$
	No	44(12.7%)	8(2.3%)	0(0.0%)	52(14.9%)	
	Don't Know	0.0(0.0%)	1(0.3%)	4(1.2%)	5(1.4%)	

## Conclusions and Suggestion

It was induced from the inferences that education has brought social mobility in shape of status and employment in family. It also responsible to bring change in family structure, I.e, from joint and extended to nuclear family. The main aim is to provide facility to its members. It has also widened the outlook of family members to change and to the world. Education is also proved meaningful to accept changes in the functions of family in shape of high living standard and to make life easy and accessible to every member of family. No, doubt, that in modern era, development of a nation is possible through modern education in the field of technology and economy was suggested as a policy recommendation.

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