

Attitudes of Persian, Pashtun and Uzbek parents toward their daughters in learning English language in Takhar-Afghanistan

Besmillah Daqiq^{*a}

*Corresponding author

^aFaculty of Language and Literature, English Department, Takhar University, Taloqn, Takhar Province, Afghanistan. Besmillah-raiq@gmail.com ORCID: <https://orcid.org/0000-0003-0548-393X>

Article Info	Abstract
<p>Research Article</p> <p>Received: 2 December 2020 Revised: 26 January 2021 Accepted: 29 January 2021</p> <p>Keywords: English, Parents, Attitude, Daughter, Learning</p>	<p>This study aimed to seek the attitudes of Persian, Pashtun, and Uzbek parents towards their daughters in learning English language in Takhar, Afghanistan. Research method was quantitative. Researcher gathered data from 160 parents purposefully in Takhar. The study instrument was a five-point Likert scale questionnaire. Researcher analyzed the data by SPSS software version 25. The researcher used descriptive statistics to determine the frequency and percentage and inferential statistics such as independent sample T-test to discover the difference between gender attitudes and independent one way ANOVA test to determine the differences in the attitudes of parents according to their age, ethnicity, and level of education toward their daughters in learning English language. Finding of the research revealed that parents have positive attitudes toward their daughters in learning English language with no difference by gender, age, ethnicity and level of education. The finding of the study is vital because it exposes that Muslim parents are not against their daughters in learning English language</p>

1. Introduction

The role of language in our life is very remarkable and outstanding. The impact of language is as great as it distinguishes human beings from animals (Bloomfield, 1961). Knowledge of a language assists us to represent our views, desires, and even dreams (Abidin, Pour-Mohammadi, & Alzwari, as cited in Eshghinejad, 2016). Different factors affect the process of learning a language such as learning achievements, intelligence, personalities, motivation, age, aptitudes, anxiety, and attitudes in a foreign educational setting (Shams, as cited in Eshghinejad, 2016). The current age's vital need and eagerness in learning English as a second language has made it essential to research and discover causes that affect learning process. One of the most important factors is the attitudes of people toward learning English language. According to Inal, et al (as cited in Alkaff, 2013), our feelings that make our behaviors towards learning is the sense of attitude. Therefore, behavior is connected to attitude. Richards, et al (as cited in Debnath, 2017), defined language attitude as the feeling which speakers of various language or language varieties have towards each other's language or to their own language. Thus, studying the attitudes of parents toward their daughters in learning English language in Takhar, Afghanistan is considered very important to identify the position of that language among three Afghan ethnic parents (Persian, Pashtun and Uzbek.). Persian is an ethnic group that forms the second largest ethnic population of Afghanistan. Pashtun is also an ethnic group that is the first largest ethnic population of Afghanistan. Uzbek is as well an ethnic group that forms the third largest ethnic population of Afghanistan.

1.1. Problem statement

Although English language is taught at schools and universities in Afghanistan and it is a requirement for employment and higher education, many females in comparison to males are not capable to communicate in English language. This issue has decreased the chance of girls getting good jobs and doing higher studies in the

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country. The factors that have created a barrier on the way of girls to learn English language and boost it might have deep roots in their parents' attitudes. Therefore, the purpose of the current investigation is to figure out the attitudes of Persian, Pashtun, and Uzbek parents towards their daughters in learning English language in Takhar, Afghanistan.

1.2. Research objectives

- To investigate attitudes of Persian, Pashtun and Uzbek parents towards their daughters in learning English language.
- To discover whether there is any difference between attitudes of female and male parents regarding their daughters in English language learning.
- To find out whether there is any difference in the perceptions of parents by their ages concerning their daughters in English language learning.
- To detect whether there is any difference between parents' ethnicity and their attitudes towards their daughters in learning English language.
- To find out whether there is any difference in the attitudes of parents by their level of education towards their daughters in English language learning.

1.3. Research questions

- What are the attitudes of Persian, Pashtun, and Uzbek parents towards their daughters in learning English language?
- Is there any difference between parents' gender and their attitudes towards their daughters in learning English language?
- Is there any difference in the perceptions of parents by their ages regarding their daughters in English language learning?
- Is there any difference between parents' ethnicity and their attitudes towards their daughters in learning English language?
- Is there a difference in the attitudes of parents by their level of education towards their daughters in English language learning?

1.4. Hypotheses

- There is no significant difference in the attitudes of parents by gender concerning their daughters in English language learning.
- There is no remarkable difference in the attitudes of parents by their ages regarding their daughters in English language learning.
- There is no considerable difference in the perceptions of parents by their ethnicity about their daughters in English language learning.
- There is no difference in the perceptions of parents by their level of education towards their daughters in English language learning.

1.5. Significance of the study

This investigation will be done on three various ethnic group parents such as Persian, Pashtun, and Uzbek in Takhar, Afghanistan where the girls' English language proficiency is weaker than the boys. This research is one of the most important studies that is conducted in the field of exploring the attitudes of parents regarding their daughters in English language learning. The outcomes of present research will assist ministries of education and higher education to concentrate more on teaching English language to girls. Moreover, the outcome of this study will present a real picture of Afghan parents' attitudes and beliefs towards their daughters in learning English language to other nations.

2. Literature review

The ability to communicate in many languages is a need which is existed across the world. The importance of learning a foreign language for interaction is for some reasons. Based on a research, many parents stated that it is very important to speak at least two languages in order to communicate with individuals from other

nationalities. Also, it was stated that for finding a job, a foreign language as a means is essential to be learned. In addition, it was believed that foreign languages learning is a need for educational and vocational reasons. For instance, giving information to a tourist, using internet and finding a job in the future. Many parents exposed their positive attitudes towards learning a foreign language because it is a pressing need in the current globe. However, some parents had negative views towards learning foreign languages based on their beliefs those who learn foreign languages imitate foreign culture. Based on the belief of some other parents, the benefit of learning a second foreign language is that children might become familiar with other civilizations and traditions and that would assist them to leave racist behaviors. Based on the research regarding the effectiveness of learning foreign languages, male parents believed more strongly that learning a foreign language is an essential means for their kid's future than female parents (Griva1 & Chouvarda, 2012). The change of attitudes, description and influence might be remarkable among genders and also cultural settings as well. For example, Women perceptions are more positive regarding learning English language in Japan that, according to Kobayashi, might be because women are marginalized in the society. Whereas, the attitudes of Iranian men are positive regarding learning English language.

It is thought that the women who are marginalized in the community is not interested in learning other language that gives them more speech liberty and/or various status. For example, the perceptions of women who live in Turkey regarding learning English language are more positive although their socio-cultural positions are much limited in their social actions. (Kobayashi, Soleimani, Hanafi, & Karahan, as cited in Penjak & Karninčić, 2015). Gardner (as cited in Petchprasert, 2014), stated that parents' beliefs and attitudes regarding language learning is one of influential factors in second language development for young children. Raja (2011), conducted a research to discover the main causes of the challenges in learning ESL. His respondents were 400 students' boys and girls. He tested the data through mean, T-test and ANOVA. He found that the leading challenges of girls in learning English are environment and lack of reading and listening habits.

Based on finding of research, most of the parents acknowledged that English language is very necessary in everyday life and also because of its function as a lingua franca. In addition, learning English is a vital means for their children's future academic and vocational development. Also, it was stated that English is widely applied as a lingua franca in many sections like lyrics, mass media, technology and commerce (Griva1 & Chouvarda, 2012). The second or foreign language skill is regarded very essential for successful action in current globalized universe in which there is raising mobility between countries for different purposes: education, work, tourism or social purposes (Butler & Enever, as cited in Bago, 2018). Crystal (as cited in Estliden, 2017), stated that a language truly reaches universal status when it develops a unique function that is known in all countries. The manner that a language can reach to a desired position can be due to using and valuing by individuals in the countries that is not their native language. Crystal suggests two manners for a language to achieve its status in the society.

First of all, when a language is used as a means of communication in media, law courts, and educational settings and in government, it can become the official language of a country. The manner which is suggested secondly is that a language can get its high position in a country by spreading it though the language does not have a formal position in the country. Crystal argued that one of the main reasons for the spread of English is that it has repeatedly been in the right place at the same time.

Al-Qahtani and Al zumor (as cited in Youssef Mtawaa, 2017), stated that parents' perceptions function an important role in the scope of their children education. Hence, they did an investigation to find out the perceptions of Saudi parents toward application of English as means of teaching in international private elementary schools and significance of English language. The findings of the research showed that the participants had positive perceptions toward English and also they revealed their knowledge towards the importance of teaching their kids the English language as a means of travel, trade and communication.

Research was carried out in India to explore the views of parents towards their children education and schooling. The outcome of the study illustrated that parents had positive attitudes towards education and schooling of their children (Samal, 2012). Sarani and Khoshkhoonejad (n.d), conducted a study to find out the relationship between Iranian parents' motivations and their children English achievements and their English ability. Questionnaire was used for collecting data. The participants were 120 parents. The study outcome revealed that parents' motivations, attitudes, and the activities they have done at home toward the learning of English language are indicative that children's language achievement and school success are considerable and high. Kim (2020), carried out a research to find out perceptions of South Korean parents toward learning English language. The research method was survey method. The finding of the study exposed that parents regard English language very

important for success in South Korea. However, they expressed their tiredness of extreme pressure put on learning English language and social difficulties caused by it.

3. Methodology

3.1. Research design

This study is a quantitative survey research design. This design was selected because by this investigation design, it was easier to have more participants and valid data. Descriptive and inferential statistics were used for analyzing data. The researcher used descriptive statistics to determine frequency and percentage of the data analysis. If the researcher only presented raw data, it would be difficult to interpret the data. Hence, descriptive statistics are important because they assist researchers to describe, display or summarize a large amount of data in a meaningful manner. Researcher used inferential statistics to test the hypotheses and draw conclusions. They are important because represent the population accurately. A five-point Likert scale questionnaire was used for collecting data. The participants were needed to choose the answers of 14 statements ranged from strongly agree to strongly disagree based on their attitudes regarding their daughters in learning English language and also their demographic variables, i.e., gender, age, ethnicity and educational level.

3.2. Participants

The research participants were 120 fathers and 40 mothers from Taloqan city of Takhar province in Afghanistan. They were totally 160 participants. Forty (40) of the fathers were Persian, forty (40) were Pashtun and forty (40) were from Uzbek tribe. Twenty (20) of the mothers were Persian, ten (10) of them were Pashtun and ten (10) of them were Uzbek. 29% of the respondents aged between 20 and 30. 51% of respondents aged between 31 and 40. 15% of the study subjects aged between 41 and 50 and 5% of the respondents aged between 51 and 60 years old. The participants were selected purposefully because they were parents and they were not in public places like university or a party to select them randomly. Also, it was hard to find more eager parents to choose a sample of them randomly. According to Tongco (2007), purposive sampling is very efficient and practical if it is employed correctly.

Table 1. Participants' demographic variables representation

Demographic Variables		Frequency	Percentage
Gender	Male	120	75%
	Female	40	25%
	Total	160	100%
Level of Education	Master	8	5%
	Bachelor	49	31%
	High School graduate	55	34%
	Secondary School Education	15	9%
	Uneducated	33	21%
Total	160	100%	
Age	20-30	47	29%
	31-40	81	51%
	41-50	24	15%
	51-60	8	5%
	Total	160	100%
Ethnicity	Persian	60	38%
	Pashtun	50	31%
	Uzbek	50	31%
Total	160	100%	

3.3. Instrument

A five-point Likert scale questionnaire instrument was employed for collecting data. The questionnaire was adapted from Attitudes towards English Language Learning among EFL Learners at UMSKAL developed by Ahmed (2015). The questionnaire contained 14 statements. The questionnaire was ranged from strongly agree to strongly disagree. In the questionnaire, the participants selected their attitudes options regarding learning English language by their daughters in the given five-point Likert scale questionnaire knowingly. According to Dörnyei & Taguchi (as cited in Ahmed, 2015), questionnaire is one of the most usual ways of collecting data in second language research. Questionnaire is very common because it is easy for the researchers to collect more information

in a short time. Based on Brown belief (as cited in Macky & Gass, 2005), questionnaire is any kind of written tools which provides research participants some questions or statements to which they respond either by writing their responses or choosing from among available responses.

3.4. Validity

The questionnaire was delivered to three of English lecturers who are teaching English language and literature as official academic members in Takhar University in order to give feedback for revision and improvement. After getting the commented questionnaire back, the errors and problems were edited. Then the English questionnaire was translated into Dari language. The Dari questionnaire was delivered to two associate professors in the department of Dari language and literature to give comment. After receiving the commented questionnaire, it was edited based on the comments and distributed to research participants to collect data.

3.5. Reliability

According to Cohen, Manion, and Morrison (as cited in Orfan, 2020), the wording of the questionnaire is really important and the success of a questionnaire depends on the issues that the investigator conduct a pretest (pilot). A pretest was administered on 30 parents who were not the actual respondents of the research. The parents were selected purposefully from Taloqan City of Takhar, Afghanistan to measure the reliability of the statements of the questionnaire. After responding the questionnaires by parents, the data were analyzed by using SPSS version 25. The reliability of test in table 2 showed that the value of Cronbach's Alpha is 0.8 which shows high reliability of the questionnaire.

Table 2. Reliability test description

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.890	0.860	14

3.6. Data collection procedure

First, a five-point Likert scale questionnaire was adapted and prepared. Then it was translated into Dari language. After that, the male and female participants were specified. Next, forty questionnaires were given to my wife to give them to forty Persian, Pashtun and Uzbek women to fill them in, and one hundred and twenty questionnaires were given for men by the researcher. It worth to be mentioned that my wife was instructed to guide the female participants clearly to fill the questionnaires accurately. After that, It was asked the respondents whether they are ready to take part in this study or not. After getting their permission, it was explained what the project was. Next, a clear instruction was given. Then questionnaires were distributed to the participants in their houses in Taloqan City of Takhar, Afghanistan. After questionnaires completion, they were collected and analyzed for finding the result of investigation

3.7. Analysis of data

Data analysis is the steps of examining and interpreting the gathered data via separating it into fundamental elements to show its traits, structures and subject matters. According to O'Connor and Gibson (2003), the organization of data should be in a way that is easy to look at, and that helps the investigator to go through each point to pick out concepts and issues. A survey was conducted on 160 fathers and mothers who were living in Taloqan City of Takhar, Afghanistan.

This study was done to find the parents' attitudes towards their daughters in learning English language. The data obtained from the questionnaires were analyzed by using the Statistical Package for the Social Science (SPSS) version 25 software. For first question analysis, descriptive statistics approach was used to determine frequency and percentage. For second question analysis, inferential statistics such as independent sample T-test was employed to discover the difference between gender attitudes. For questions number three, four and five, independent one way ANOVA test was used to determine the differences in the attitudes of parents according to their age, ethnicity, and level of education toward their daughters in learning English language.

4. Result

Table 3 illustrates the gender, level of education, age and ethnicity of the research respondents. As it is displayed in the table, there are males that make 75% of the research respondents and females that form 25% of the participants. In the part of educational level, participants holding master degree make 5% of the research subjects.

The participants holding bachelor degree form 31% of the investigation subjects. Individuals having high school graduation certificate make 34% of the research participants. People with secondary school degree form 9% of the study subjects. Individuals who are uneducated make 20% of the research participants.

Also, in table 3, the ages of research participants are displayed. As it shows, 29% of the participants are between 20 and 30 years old. 50% of the participants are between 31 and 40. 15% of the research subjects are between 41 and 50 and 5% of the participants are between 51 and 60 years old. As it is demonstrated in the table 3, more than 50% of the research participants are between 41 and 50 years old. Regarding ethnicity, there were three ethnic groups such as Persian, Pashtun and Uzbek as research participants. As it is depicted in the table, Persian research participants make 38% of the subjects. Pashtun participants form 31% of the research subjects and Uzbek participants make 31% of the research subjects as well.

Table 3. Participants' demographic variables

Demographic Variables		Frequency	Percentage
Gender	Male	120	75%
	Female	40	25%
	Total	160	100%
Level of Education	Master	8	5%
	Bachelor	49	31%
	High School graduate	55	34%
	Secondary School Education	15	9%
	Uneducated	33	21%
	Total	160	100%
Age	20-30	47	29%
	31-40	81	51%
	41-50	24	15%
	51-60	8	5%
	Total	160	100%
Ethnicity	Persian	60	38%
	Pashtun	50	31%
	Uzbek	50	31%
	Total	160	100%

Table 4. Representation of output for first hypothesis test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Average	Equal variances assumed	1.541	.216	.100	158	.921	.01250	.12535	-.23508	.26008
	Equal variances not assumed			.092	59.376	.927	.01250	.13525	-.25809	.28309

Table 4 displays the outcome for independent sample T- test. It indicates that p value is greater than the alpha value ($P=0.9$). Therefore, we accept the null hypothesis. In the result, there is no significant difference between parents' gender and their perceptions regarding their daughters in English language learning.

Table 5. Representation of output for second hypothesis test

ANOVA					
Average					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.665	3	.555	1.189	.316
Within Groups	72.821	156	.467		
Total	74.486	159			

Table 5 demonstrates the output for independent one-way ANOVA. It indicates that p value is greater than the alpha value ($P=0.3$). Therefore, we accept the null hypothesis. In the result, there is not any significant difference between parents' age and their attitudes towards their daughters in learning English language.

Table 6. Representation of output for third hypothesis test

ANOVA					
Average					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.528	2	.764	1.644	.197
Within Groups	72.958	157	.465		
Total	74.486	159			

Table 6 shows the output for independent one-way ANOVA. It indicates that p value is greater than the alpha value ($P=0.19$). Hence, we fail to reject the null hypothesis. In the result, there is no significant difference between parents' ethnicity and their attitudes towards their daughters in learning English language.

Table 7. Representation of output for fourth hypothesis test

ANOVA					
Average					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.371	4	.593	1.274	.283
Within Groups	72.115	155	.465		
Total	74.486	159			

Table 7 displays the output for independent one-way ANOVA test. It indicates that p value is greater than the alpha value ($P=0.28$). Therefore, we accept the null hypothesis. The result reveals that there is no significant difference between parents' level of education and their attitudes towards their daughters in learning English language.

Table 8. Descriptive statistics of parents' attitudes toward their daughters in learning English language

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
I encourage and support my daughters to learn English language that can find good jobs in the country	71	44	71	44	1	1	13	8	4	3
I encourage and support my daughters to learn English language that can do their higher education abroad	8	5	43	27	2	1	68	43	39	24
I encourage and support my daughters to learn English language so that they can translate religious books from their native language into English language that non-Muslims can use them	51	32	85	53	2	1	19	12	3	2
I encourage and support my daughters to learn English language in order that they can use the English sources for increasing their knowledge bases	7	4	19	12	2	1	66	41	66	41
I do not allow my daughters to spend their valuable time for learning English language because it is not incumbent according to our religion	0	0	12	8	6	4	63	39	79	49
I do not allow my daughters to learn English language because it paves the way for imitation of non-Muslim's culture	5	3	20	13	1	1	66	41	68	43
I do not allow my daughters to learn English language because it is time-consuming and wastes the times of studying other subjects	3	2	10	6	1	1	71	44	75	47
I do not allow my daughters to learn English language because it paves the way for non-Muslims to change my daughters' beliefs	5	3	22	14	6	4	57	36	70	44
I allow my daughters to learn English if their teachers are females	55	35	47	29	5	3	45	28	8	5
I allow my daughters to learn English whether their teachers are females or males	9	6	50	31	7	4	60	38	34	21

The first item of the questionnaire that elicited the information on parents' attitudes towards their daughters in learning English indicates that 44% of the participants have strongly agreed and 44% agreed, 1% of the respondents had no opinion, 8% disagreed and 3% strongly disagreed with the statement (I encourage and support my daughters to learn English language that can find good jobs in the country). 5% of the respondents strongly agreed, 27% agreed, 1% had no opinion, 43% disagreed and 24% strongly disagreed with the statement (I encourage and support my daughters to learn English language that can do their higher educations abroad). 32% of the participants strongly agreed, 53% agreed, 1% had no opinion, 12% disagreed and 2% strongly disagreed with the statement (I encourage and support my daughters to learn English language so that they can translate religious books from their native language into English language that non-Muslims can use them). 4% of the respondents strongly agreed, 12% agreed, 1% had no opinion, 41% disagreed and 41% strongly disagreed as well with the statement (I encourage and support my daughters to learn English language in order that they can use the English sources for increasing their knowledge bases). 8% of the participants agreed, 4% had no opinion, 39% disagreed and 49% strongly disagreed with the statement (I do not allow my daughters to spend their valuable time for learning English language because it is not incumbent according to our religion). 3% strongly agreed, 13% agreed, 1% had no opinion, 41% strongly disagreed and 43% disagreed with the statement (I do not allow my daughters to learn English language because it paves the way for imitation of non-Muslim's culture). 2% of the respondent strongly agreed, 6% agreed, 1% had no opinion, 44% disagreed and 47% strongly disagreed with the statement (I do not allow my daughters to learn English language because it is time-consuming and wastes the times of studying other subjects). 3% of the participants, strongly agreed, 14% agreed, 4% had no opinion, 36% disagreed and 44% strongly disagreed with the statement (I do not allow my daughters to learn English language because it paves the way for non-Muslims to change my daughters' beliefs and mislead them). 35% of the participants strongly agreed, 29% agreed, 3% had no opinion, 28% disagreed and 5% strongly disagreed with the statement (I allow my daughters to learn English if their teachers are only females). 6% of the respondents strongly agreed, 31% agreed, 4% had no opinion, 38% disagreed and 21% strongly disagreed with the statement (I allow my daughters to learn English whether their teachers are females or males).

5. Discussion

Several researches reported a relationship between attitude and learning, specially learning English language. Present investigation was aimed to seek the attitudes of Persian, Pashtun and Uzbek parents toward their daughters in learning English language in Takhar, Afghanistan, and also it aimed to figure out whether variables such as gender, age, ethnicity and level of education influence the attitudes of participants. 88% of the participants have strongly agreed and agreed that they support their daughters to learn English language because of finding good jobs. 67% of respondents strongly disagreed and disagreed that their daughters learn English for doing their higher education abroad. 85% of participants strongly agreed and agreed that their daughters learn English to translate religious books from their native language into English language that non-Muslims can use them. 82% of participants strongly disagreed and disagreed that their daughters learn English to use the English sources for increasing their knowledge bases. 88% of the subjects strongly disagreed and disagreed that learning English is not necessary in Islam religion. 84% of the participants strongly disagreed and disagreed that learning English language paves the way for imitation of non-Muslim's culture. 91% of the participants strongly disagreed and disagreed that learning English language is time-consuming and wastes the times of studying other subjects. 80% of the participants strongly disagreed and disagreed that learning English paves the way for non-Muslims to change their daughters' beliefs and mislead them. 64% of the participants strongly agreed and agreed that they allow their daughters to learn English if their teachers be only females. 59% of the participants strongly disagreed and disagreed whether their daughters are taught English by female or male teachers.

The data analyses showed that the overall attitudes of parents are positive toward their daughters in learning English language. The outcome is identical with the findings of the studies conducted by Al-Qahtani and Al zumor (as cited in Youssef Mtawaa, 2017), Butler and Enever, (as cited in Bago, 2018), Crystal (as cited in Estliden, 2017), Grival and Chouvarda (2012), Samal (2012), Kim (2020), and Sarani and Khoshkhoonejad (n.d). However, it disaccorded with the point "some parents had negative views towards learning foreign languages based on their beliefs those who learn foreign languages imitate foreign culture" narrated by Grival and Chouvarda (2012). Moreover, the research displayed that there were not any considerable differences in the respondents' attitudes by their gender, age, ethnicity and level of education. It contradicted the findings of investigations carried out by Grival and Chouvarda (2012) and Kobayashi, Soleimani, Hanafi, & Karahan (as cited in Penjak & Karninčić, 2015).

6. Conclusion

The principal purpose of the research was to explore the attitudes of Persian, Pashtun, and Uzbek parents toward their daughters in learning English language in Takhar, Afghanistan. It also tried to seek the differences in the attitudes of parents toward their daughters in learning English language by gender, age, ethnicity and level of education. The outcome of the study is indicative that 88% of the participants were supportive of their daughters to learn English language to find good jobs. 67% of respondents were opposite of their daughters in learning English for doing their higher education abroad. 85% of participants had positive perceptions to their daughters in learning English for translating religious books from their native language into English language that non-Muslims can use them. 82% of participants were opposite that their daughters learn English to use the English sources for increasing their knowledge bases. 88% of the subjects contradicted to statement 'learning English is not necessary in Islam religion'. 84% of the participants strongly disagreed and disagreed that learning English language paves the way for imitation of non-Muslim's culture. 91% of the participants opposed to the statement 'learning English language is time-consuming and wastes the times of studying other subjects. 80% of the participants strongly disagreed and disagreed that learning English paves the way for non-Muslims to change their daughters' beliefs and mislead them. 64% of the participants strongly agreed and agreed that they allow their daughters to learn English if their teachers be only females. 59% of the participants strongly disagreed and disagreed whether their daughters are taught English by female or male teachers. The findings of the study reveal that the overall perceptions of parents are positive toward their daughters in learning English language. In addition, it indicates that there are not any considerable differences in the perceptions of parents toward their daughters in learning English language by gender, age, ethnicity and level of education.

7. Future implications

This investigation has some implications for the Ministry of Education, schools and government of Afghanistan. Although insecurity, female harassment, poverty, unemployment and also low quality of teaching in public schools are vast in Afghanistan, the parents have positive perceptions toward their daughters in learning English language. Hence, the government should provide job opportunities for those who have English language skills because the study finding revealed that majority of parents encourage their daughters in learning English language to find good jobs. On the other hand, ministry of education and schools should upgrade the quality of lessons that girls can learn English in schools very well. In addition, the English subject should be included in the entrance exam to university because it strongly persuades the exam applicants to do more effort in learning English language.

Author contribution statements

B. Daqiq contributed to the design and implementation of the research, to the analysis of the results and to the writing of the manuscript.

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Ethics committee approval:

All responsibility belongs to the researchers. All parties were involved in the research of their own free will.

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Besmillah Daqiq is a junior lecturer in the English department of language and literature faculty at Takhar University, Afghanistan. His research interests are teaching and learning, Teaching English for speakers of other languages, social studies, religious studies, technology based education and etc.