

**DISCONTINUITY OF FEMALE EDUCATION
AFTER MATRICULATION EXAMINATION
AND ITS IMPACT ON THEIR SELF-
ACTUALIZATION: A CASE STUDY OF JHANG
SYEDIAN, ISLAMABAD PAKISTAN**



**This thesis submitted to the Department of Sociology, Quaid-i-Azam
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degree of Master of Science in Sociology.**

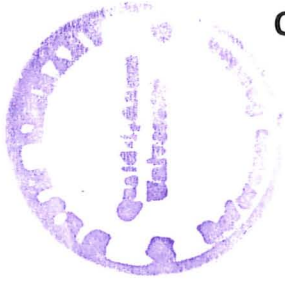
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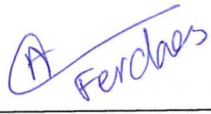
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Abstract

Education is the powerful tool for the progress of the society. Education is more important for the female .Education open the door of opportunities for every individual. It is the era of technological advancement and new innovation that convert the society in to the economic development. There are many momentous reasons of discontinuity of female education in Pakistan. The present study intended to explore the reasons behind this growing shift. The study was conducted inJhang Syedan Islamabad, where mostly female discontinue their education after matriculation examination. (The objective of the study explored the parents'socio-economic status and its relation with the cultural construction regarding female education). The quantitative data was collected from 120 female respondents by using questionnaire, and the results were analyzed by using SPSS. The major findings have cultural barrier create break out of girl's education. Due to traditional and rigid custom conservative people are not allowed their girls to continue their education. Female always compromise her life and not fulfilled their desires properly.

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Chapter No. 1

INTRODUCTION

Training is an intense means in the race of advancement. Instructions is a fundamental human right and advance monetary heightening and human improvement.(Okidi et al 2004). Economy is enhanced when individuals have higher proficiency level. Useful proficiency abilities open the way to more instructive and occupation chances to each individual so individuals could be skilled to haul themselves out of destitution and unremitting under-livelihood. It is the period of mechanical headway and new advancement it is key for each person that learn new aptitudes and information to stay aware of the speed of progress.

1.1 Female Education in Pakistan over the Decades (1947-2016)

The parts that now constitute of Pakistan were among the slightest created areas of India and the west of the world before 1947(According to the recognized Pakistani financial analyst Dr. Kaiser Bengali) the British tenet in Sind, Baluchistan at the season of first evaluation in 1950 the general proficiency rate was 20%in India and 14% in Pakistan, (According to UNESCO 2012) India accomplished 75% education rate while Pakistan is accomplished at 58% proficiency rate. Pakistan youth (15-24) proficiency rate is 79.1% for male and 61.5 % for female. In Mushasarraf's principle to around 56% proficiency rate in Pakistan that is woefully low when contrasted with its neighbor nation. Starting 2010 there are 380 out school of each 1000 Pakistani age 15 or more who have never had any formal tutoring and the continuing 620 who selected in school, 22% dropout before completing grade school for the most part in Pakistan where it dropped recognizably by a 22% from 60.2% in 2000 to 38% in2010. In the

Zia-ul-Haq time which the nation really relapsed in numerous circles their proficiency rate was 70% in the 50's. Pakistan has one of the most minimal proficiency rates on the planet and as per the (United Nations instructive logical and social association) 55% Pakistan stand at 160th in all out nations of the world. In Punjab 3.8 million individuals are unskilled, in Sind education rate is half, in Khyber PakhtunKhwa because of expanding security dangers families are dependably worry about sending their kids to class proficiency rate is half, in Baluchistan for being a dry pastry and bumpy district male are proficient 39% and female is 16%.

1.2Female Education in the Developed World

World training trusts that instruction for young ladies and ladies is the absolute most supportive approach to enhance the lives of individual families and also financial development to poor groups around the world. World instruction programs help young ladies to join and stay in school and help ladies increase surplus make instructive, monetary and social assets in their groups. World training helps ladies and creates abilities that permit them to settle on choices and impact group alter. These projects have a positive effect probably the most attentive issues like populace development, peace and security and the augmenting crevice amongst rich and poor. Female training makes soul of financial independency and politically shows. In created nations taught female can display their interests and self-unflinching and play out their demonstration as indicated by their own particular decision. Generally instructed ladies got open doors and inspirations and also considering them answerable native and

teach their youngsters not rely on upon male for the survival of life. They get to be more grounded and more sure particularly in controlling one's life and asserting their rights since power or power given to somebody to accomplish something. Ladies training builds the pay and development of GDP. Education of ladies is the best channel for lessening the disparities amongst men and ladies and guaranteeing the most extreme interest of ladies in the formative procedure. Presently with the headway of human culture and a more extensive vision about female, ladies of created nations have earned a considerable measure of social, instructive, temperate, and also political acknowledgment and status, yet in Pakistan they are still denied of their privilege and have constrained open doors in various strolls of life.

1.3 Dropout proportion in Asian Countries

(Status dropout rates of 16-24 years of age in Asian Countries, 2014) In India the dropout proportion is 2.0, In Bangladesh the dropout proportion is 6.1, In Pakistan the dropout proportion is 2.6. (As indicated by measurements India, UNICEF, 2008-2012) youth (15-24) education rate in male 88.4. Youth (15-24) proficiency rate in female 74.4%, because of social obstruction female not finish her advanced education. Sometime moderate individuals drive them to expel young ladies from school and draw in them in household exercises. Neediness is the prevailing purpose behind young ladies break out of instruction. Instructor's representation of the school environment not helpful in regards to the concentrates no any appropriate research facility offices are accessible in the school. As

indicated by Human Development report, 2005 of United Nation Development Program (UNDP), in the Human Development Index (HDI), the rank of Pakistan is 135th among 177 nations showing low future during childbirth, low instructive accomplishment and low salary. The report likewise demonstrates the grown-up education rate of age (15 years or more) as 35.2% of female when contrasted with 61.7% of male. In the same report the Gender related advancement file (GDI) rank of Pakistan is 107th among 177 nations. This clarifies as how the Human Development crevice has been further bothered by generous sexual orientation differences.

1.4 Dropout ratio in Pakistan

Essential out of school youngsters 2012-2013 by territory, in Baluchistan male kids out of school 267,066, in female proportion out of school 296,14, in Fata male kids out of school 44,323, in female proportion out of school, 149,768, in K.P.K, male kids out of school, 58,163, in female proportion out of school, 424,25, in Punjab male kids out of school, 1,520,812, in female proportion out of school, 1,647,954, in Sind male kids out of school, 881,06, in Female proportion out of school, 1,096,208. Mostly school in Pakistan are confronting the issue absence of framework .Pakistan is among the most thickly populated nations of the world at present more than 180million individuals dwell making the sixth most crowded nation of the world, because of dangers families are feel fear and not send their relative to the school. In the Baluchistan desolate area assumes the part of an obstruction in the vast majority of the urban

areas coming about low education rate among female. Limitations to co-instruction are not kidding neediness, financial reliance of female guys, developed absence of education and wild unemployment in Pakistani social orders. The political obstacles to co-training are absence of access of ladies to governmental issues, feebleness of ladies, separations in treatment, matchless quality of men on assets and the expanding man commanded strategies in various fields of life make sway on intermittence of female instruction.

1.5 Conceptualizing of Female Education

Training is exceptionally important for everybody since it is the main path by which we can make a qualification between person and creatures. Training lets us know that how we can live in the public eye. In past ladies did not get any instruction by any stretch of the imagination. They were not allowed to leave the four dividers of their homes. Household work was their exclusive instruction. Yet, sadly there are such a large number of traditionalist individuals who don't pleasant to instruct their ladies since they imagine that ladies needn't bother with any training they surmise that ladies are unsurprising to deal with the youngster, stay home, cleanup the houses, breeding creatures, fill in as a planting they thought the life of the ladies is about getting hitched however they don't understand that the training is critical for ladies for them as well as the entire family. Ladies are the mother of the potential future era and taught ladies give an informed family can improves society. Ulfat(2013) “ Man and ladies like the two sides of a coin”.with the assistance of instruction ladies can know

about their rights and will go any length to safeguard them because of training. Hence instruction will empower ladies to make their kids, spouse and guardians really glad. Essential finishing rate female in Pakistan and essential culmination rate male in Pakistan.

1.6 Definition of Educational Discontinuity

According to Webster (2015:34). "A change or break in a procedure is called instructive brokenness". Because of instructive break out female dependably endure in their life and never feel self-satisfaction in their entire life, depend on men and bargains her potential. There are limitations on the development of ladies outside home in numerous customary tribal social orders of Pakistan. This impediment is identified with training, as well as it stretches out to social insurance, open doors for paid work, voting and different types of political and group interest. The specialized organizations are additionally less in number for ladies. In any case, in anger of this hopeless circumstance, instruction is viewed as the way to conquer the harsh traditions, customs and social practices that have dissolved the rights to ladies in Pakistan.

1.7 Difference between Dropout and Discontinuity

The quality or state of not being continuous and change or break in a process is called discontinuity where as a person who stop going to school, college before finishing that school is called dropout. Due to discontinuity of education female face a lot of problems female never express her freedom of expression easily and compromises her potential and face less confidence to move in the society independently but due to drop out a

person never continued their education properly and always feel disappointed to solve the difficulties of life.

1.8 Reasons of Discontinuity of Female Education

There are many causes of dropout among rural girls in Pakistan. There are many reason that create problem in continuity of education such as early age marriages, costly education, domestic household burden, financial problem of parents, psychological stress, punishment, gender discrimination, traditional patriarchy system, uncomfortable environment of educational institution, political constrain, educational policy are not stable communication gap, lack of teacher training. Girls don't want to go in co-education. They wanted to go in girl's school, parent's illness and death also contributed towards girls dropping out of school.

1.9 Hurdles in Obtaining Female Education

Family socio-economic status play important role in student learning. Students who belonged to families with higher socio-economic status have greater opportunities to interact with the learning environment of school. Students who were from lower socio-economic status who had less opportunity and less resources that caused them to lag behind academically performances. Culturally responsive teaching stressed the Importance of educators to learn from and respectfully relate to other cultural backgrounds, heritages and traditions by acknowledging and understanding one's own culture and values while respecting those of others. Another main hurdle is culture perception of society as parents don't want to send their girls to school in the absence of proper security.

Some parents marry their daughter after matriculation exams they thought that their daughter responsibilities of their husband.

The development of culturally responsive teaching was based on the education of culturally diverse students in response to concern for racial and ethnic inequality.

1.10 Factors Promoting Female Education in Pakistan

Educating girls helps to make communities and societies healthier, wealthier and safer and can also help to reduce child death improve maternal health. Educating girls is one of the most important investments that any country can make in its own future. Education has profound effect on girls and women's ability to claim their rights and achieve status in society, such as economic independence and political representation. An educated woman raising a healthy family and preventing the spread of diseases. The functions of the educational institutions are to develop the people physically, mentally, psychologically, socially and spiritually. It improves and promotes the economic social, political and cultural life of the nation. Co-education plays an important role in the social expansion of both male and female. By studying in the same institution together, male and female attain social maturity through interaction and sharing of personal experiences at an early age than in separate institution.

1.11 Factors resisting Female Education in Pakistan

In Pakistan, in spite of the fact that, ladies social and political strengthening is perceived as the focal issue for deciding the status of ladies in the general public, yet, ladies are still socially burdened and

experience the ill effects of financial, social, social, political and religious imbalance and lack. In spite of the late endeavors to actualize strategies concerning ladies strengthening in all fields of life, still a portion of the national arrangements have totally neglected to guarantee the genuine rights for the womenfolk of the nation. It is a fact that without sexual orientation correspondence, strengthening of ladies accomplishing practical political, monetary and social development, all the more so in numerous tribal and country regions because of serious social. Furthermore, social snags to co-instruction training of young ladies are denied. One of the awful parts of the circumstance is that in a few places the destiny of the ladies is chosen exclusively by the guardians in all spaces of life whether it is identified with instruction, marriage or occupation. Sending of young ladies to class is considered against honor of the family. Anxiety about the family respect is the greatest deterrent in the method for ladies instruction for the most part and coeducation especially. There are confinements on the development of ladies outside home in numerous customary tribal social orders of Pakistan. The training of young ladies is seen as financially and socially immoderate to guardians. Costs come in four structures: educational cost expenses and other direct school charges, educators' tolls and expenses for school development and building) aberrant costs, (for example, transportation and outfits) and risk costs. These expenses significantly affect whether and which youngsters are taught.

1.12 Impacts of discontinuity of Female Education

The term empowerment originates from American community psychology and is associated with social scientist (Jullian Rappoport 2014). There are many impacts discontinuity of female education. Due to drop out of school after matriculation exam girls are not be able to take path in the professional life in the society they don't have confidence to move in the society independently, they rely on lack of empowerment and not aware of their proper rights. They cannot teach their children properly, they just depend the traditional male of their family.

1.13 Female Education in Jhang Syedan Islamabad

Jhang Syedan is the part of Islamabad. Last few years there was no proper awareness of education in Jhang Syedan. Parents do not allow their girls to join colleges because they thought that colleges for girls far from the areas.

The one major key point was that the local administrative staff do not struggled for the batter progress in the educational institution.

1.14 Objectives

1. Socio-economic status of the parents.

(Educational level of both the parents).

2. Causes of discontinuity of education after matriculation examination.

3. To see the relationship of parents' socio economic status, cultural construction of society and discontinuity of female education after matriculation exam.

1.15 Statement of the Problem

The problem was that there is lack of awareness among people. Female are consider to be inferior from male. So in this research the researcher wants to conduct the research about the perception of female discontinuity of education after matriculation exam. The literature available reflects that there are so many studies conducted on cultural construction of discontinuity of female education in rural areas. There are very less studies held on this topic especially in the case of Jhang Syedan. The earlier studies have given more emphasis on particular aspect like curriculum, private education whereas present study yield more emphasis on cultural construction of discontinuity of female education in District Jhang, Syedan Islamabad.

1.16 Significance of the Study

The significance of this study is that in Jhang seydan, to know why parents not sent their daughters to continue their higher education. Why the government sectors not provide the quality education in rural areas? Education is most important factor in the development of the society. This study is very important in the sense that in village's people more prefer their boy's education as compared to girl's education. This study can help the general public to be informed from the worth of education. This study helps out to understanding the cultural construction of people in Jhang SyedanIslamabad. Academically, this research can add information in the existing knowledge. It can enhance both students and parent's knowledge

about the effect of discontinuity of female education. Not only academically but research on this topic is important for policy making.

Chapter No. 2

LITERATURE REVIEW

This chapter presents an overview of related literature to the topic which is more helpful to understand this research and their importance.

2.1 Role of Women in Different Aspects of Society

Parveen (2008:33-41) mention that the role of women and education in national magnification. Women are considered the strength of character of a country to improve health, nutrition and education in the family and women empowering to contribute in socio - economic growth of a nation. The role of women is progressive enlargement in the society. Women play important role in character building for children and contribute to the development of healthy society. But most of the population of Pakistan lives in remote areas, status of women in these areas is miserable. Mostly women are dispossessed the basic facilities of education. The patriarchal system men control all aspect of women's lives including domestic household, productivity, socio culture and legal frame. Men dominated value system of socio-economic structure internalized on women.

2.2 The role of Teachers in Rural and Urban Areas

Aziz et al. (2014:3) stated that in rural and urban areas teacher's attendance based on inequalities. In rural areas mostly teachers are absent and not perform their duty on time that creates bad impact among students career. Pakistan's education system faces a lot of troubles at the primary and secondary level. Student's attainment is not match with the international standards. Lack of quality education, inequalities in access,

gender disparities, income gap among rural and urban school create problems in Pakistani educational institute.

2.3 Child health Care and Female Education

Tertiary instruction and more averse to be educated than young men in numerous creating nations, however this is valid in poor nations around the world, not simply Islamic nations .Although just 40% of Pakistani ladies are proficient contrasted and 70% of men, in Bolivia the figures are 70% for ladies and 95% for men. Most presumably, when educationist an uncommon asset, it is felt in numerous poor nations that guys will probably advantage. This affirmation demonstrates that the sex separation. Just taught ladies lessen the kid mortality and make society quiet.

2.4 Government and Parents' role in Women Education

Gazdar (1999:18-19) produces knowledge on basic education in Pakistan.

The focusing point is economic issues, lack of "Saacsc (2013:425) enlivened female instruction and expressed that If you teach a man you teach an individual, however in the event that you instruct a young lady you teach a nation's." ladies training is connected worldwide with decreases in newborn child and youth passing. In an investigation of article say that maternal instruction in 175 nations more than 40 years found that youngster mortality fell by around 10% for each additional year a young lady spends in training. Still a couple of months of elementary school can make distinction. Female have littler families, use antenatal care progressively and have enhanced learning about sicknesses, youth nourishment, inoculation and cleanliness. There is probably all through in

rustic regions young ladies ever-enduring liable to get essential, optional and government schools quality education, and non-serious behavior of schools administration in rural areas. The primarily concern is why all these issues raised and what are the weaknesses in this area related to female education. One important factor is lack of Parents motivation for schooling or discontinuity of female education system. Furthermore, he argues that lack of government interest in rural areas and development long term political policies create break down in government schooling system. Mostly teachers also absent in rural areas school .Lack of teacher training at primary level teacher, appointed in the rural area and their formal qualification for entry is matriculation also drawback for our society. Cultural impediments create hurdle to female mobility. Parents not allowed to sending their daughter in the local boy's school.Ashraf, Ali and Husain (2013:165-175) Pakistan has been a member to the World Declaration on Education for All (EFA). Extensive time has gone subsequent to the EFA responsibility (in 2000) was made, yet Pakistan is still a long way from accomplishing the all-inclusive proficiency targets Expressed in this worldwide duty (Government of Pakistan, 2009). As per 2011 appraisals, the grown-up education rate (54%) is shockingly Low when contrasted with other creating nations in the South Asian area. There are roomy differences in access and quality crosswise over regions and Rural and urban ranges. A basic examination of the auxiliary causes that outcome in pitiable power and organization is outside the extent of this paper. Be that as it may, that the quantitative and subjective markers

of value and access to instructive administrations, are talked about, are the most grounded actualities of arrangement execution disappointment in Pakistan. Endeavors to enhance youth training and instructive augmentation, which are receptive to changing socio-social substances additionally have been insufficient or have remained. At the strategy level with regards to Pakistan, displays various explanations behind arrangement disappointments in Pakistan: hazy or endeavoring approach talked about Goals; absence of political duty; blemished administration structures; centralization; Lack of advantages; and dependence on outside guide regarding female education.

2.5 Co-education and Cultural Construction on Education.

Ahmad et al. (2014: 339-340) found the key point of co-education. Education is the essential right of every individual but some hurdle to co-education in Pakistani society like patriarchy system, male dominancy, rigid custom, stereotyped societal codes, (veil) system, illiterate mullah (clergymen). In developing countries gender prejudice have largely contributed to injustice, social dissonance and role crises. Pashto tribes system was despite of a wave of social change still female education is dispirited. There is gap found in the social discord available to both male and female in terms of education. Social discord rather in all spheres of life. Co-education system is a type of system where both sexes share resources, experience of a school learning together. Co-education plays an important role in the social development of both male and female. By studying in the same institution together male and female attain social

maturity through interaction and sharing personal experiences. The position of women is vulnerable in Pakistan. Society and many tribal issues in rural areas are quite acute social and cultural obstacles to co-education.

2.6 Female Education and Economic Development

Hashmi, Zafer and Ahmad (2008:145). Human investment play important role for the progress of a country. The rural women of Pakistan are far behind in education. The traditional cultural system create hurdle in the schooling of rural girls. This article focusing the key point when the parents have better residential and better economic status of the household towards children education create positive attitude among the children education. Positive attitude of the head of the household contribute a significant role for the education attainment of the female living in the rural areas. Female education creates a positive effect on the economic development of a nation. Writer argues their own point of view a higher ratio of educated women has been found to be significantly related to low fertility rate. Furthermore, they argued that the low school enrollment in rural Punjab is based on cultural and religious norms of the society. He explained that the traditional societies expecting females to perform household chores and look after their children increase the chance of low parental investment in the education of their daughter.

2.7 Gender Discrimination and Ethnic Minorities

Atwater (2000:386) stated that the major issue related to gender discrimination that is "ethnic minorities". Predominantly African

American from belong to middle class and upper class families. According to this black race are considering minorities and due to this black color they were separated from their rights. If we take this point and relate to our society same thing happen in different way such as women suppressed and they are doing same thing according to their male advice.

2.8 Difference between Primary and Secondary Education.

Domike, Odey (2014:397) stated that education has become most important tool to purge poverty and inequality in our society. Primary education is core basic education that create change and progress in the society but the one thing is criticize in this way that the level of primary and secondary education in rural and urban areas are totally different. In urban areas primary education provides full of opportunities, every kind of better facilities are available in urban school areas but in rural areas the condition of school are very pitiable. No offer the unique opportunities for the poor community people in education sector that creates inequality in urban-rural school.

2.9 Self-actualization and Basic Needs

Heylighen (1992:41) portray the Maslow perspective of self-completion and says that the self-realization relates to indispensable mental wellbeing. Wellbeing is more than the nonappearance of infection. On the enthusiastic level, illnesses compare to depressions because of the unsettling influence of one of the fundamental needs. For instance, a man whose wellbeing need has not been adequately satisfied may create paranoiac propensities, and trust that everyone. A fascinating case is the

circumstance where all the lower level needs have been fulfilled, however the most noteworthy need, self-realization, has not. In that a man who it appears that has everything to be cheerful a casual and safe environment, a cherishing family, kinship and admiration from companions, a feeling of individual accomplishment. However the individual won't be truly upbeat, since he has no more an objective to live for, he has accomplished all that he needed. This will bring about sentiments of weariness and uselessness, which may even prompt suicide, unless the individual gets to be mindful that there is something else entirely to life than decreasing lacks, that is to say unless he gets to be mindful of his requirement for self-realization.

2.10 Functions of Educational Institution

Memon, Joubish and Khurram (2010:672) stated that Education plays the role of guidance in the society. The functions of the educational institutions are to develop the people physically, mentally, psychologically, socially and internally. It improves and promotes the economic social, political and cultural life of the nation. Until now the role of secondary and college education in Pakistan has been simply preparation for tertiary education, which in the minds of most people means strictly a university and college education. All over the world universities are guiding and co-operating with the industrial and agricultural development organizations and they are developing their economics rapidly and meaningfully. There is a close link between education and progress. In Pakistan, after more than five decades, the participation rate at higher education is comparatively low as compared to

other countries of the constituency. There are problems of quality of staff, students, library and laboratory. Significance with society needs, research facilities, financial crisis, and weaknesses of assessment, ineffective governance and academic results are not at par with international standards.

2.11 Female Education and Economic Independency

Wagtole (2005:2-9) alluded that the Women are at the soul of generally social orders. Despite whether they are working or not, moms part are essential in kids' lives. Teaching female is a standout amongst the most imperative stash that any nation can make in its own future. Instruction deeply affects young ladies' and ladies' capacity to pronounce different rights and accomplish Status in the public arena, for example, financial autonomy and political exhibit. Illustrate, having an instruction can have an immense effect to a lady's Chances of discovering generously compensated work, raising a sound family and keeping the reach out of ailments, for example, Hiv Aids. A school situation that might be reasonable to young men might be antagonistic to young ladies. The physical and sexual Violence against ladies that is successive in numerous social orders is reflected in the school environment in a Number of nations. Physical mishandle and grab are not just a noteworthy infringement of young ladies' fundamental Human rights; they likewise introduce a noteworthy useful confinement in getting the opportunity to class. Guardians feel an obligation to secure their girls and may choose to keep them at home in the event that they feel the school is too far Away.

Brutality against young ladies and ladies has been recognized as a key hindrance to young ladies' instruction. Instructors need preparing to be successful in supporting young ladies and to mediate when brutality is helpless. At the point when educators themselves be in charge of brutality, early reaction Systems should be actualized to anticipate such savagery proceeding. Other than preparing to struggle all types of separation in the classroom, there should be a viable checking and examination System that connects with instructors, particularly where there are infringement of educator power. Governments additionally require more training authorities and educators, who have the learning, Understanding and status to guarantee that young ladies have entry to quality instruction.

2.12 Assumptions

1. Women play important role in character building for children. Educated female make the better future for their children.
2. Lack of quality education, gender discrimination creates difference between in rural and urban school. In urban areas every kind of facilities are available but in rural areas mostly people not aware the modern technology.
3. Female education play basic role among child health care. An educated female look after their family very keenly and save their family many harmful diseases.
4. Lack of government school quality creates non serious behavior of school administration. Many government school teachers take interest to

make profit they do not focus the quality education and character building for the students.

5. By studying in co-education institution together male and female attain social maturity through social interaction.

6. Female education is important for the progress of a country.

7. Gender discrimination and ethnic minorities create class conflict among female.

8. Basic necessities of life helpful in completing self-actualization.

Chapter No. 3

THEORETICAL FRAMEWORK

3.1 Theory of Self-Actualization

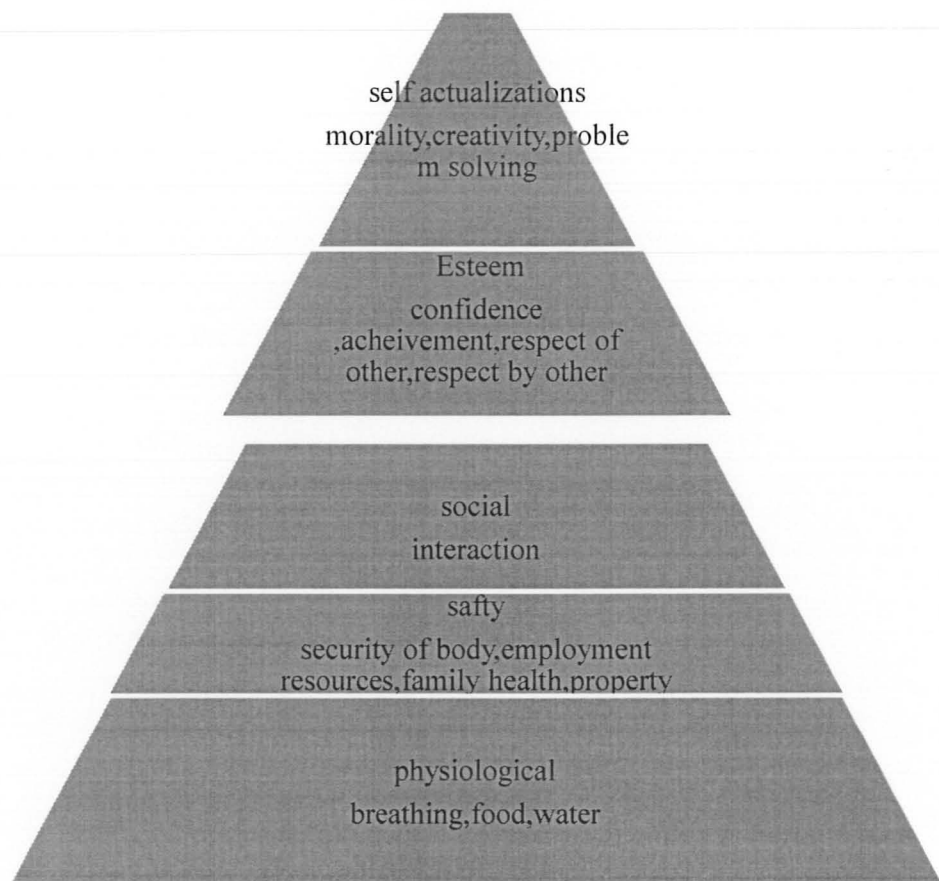
Abraham Harold Maslow was born April 1, 1908- June 8, 1970 an American psychologist who was best known for creating hierarchy of needs. Theory of psychological health predict on fulfilling inherent human needs in precedence culminated in self-actualization. He continued his research at Columbia University.

Maslow (1943:1-4) stated that people are motivated to achieve certain basic needs like self-esteem, self-fulfillment, personal growth, freedom, achievement, dominancy, and prestige as well. Every person has the desire to move up toward the self-actualization. When the progress is disrupted by failure to meet the lower level needs then create problem in individual life. Education is the basic right of every individual because it gives the stability, confidence, and self-respect. Abraham Maslow described that human motivation is based on people seeking fulfillment of desires and changed through personal growth. The basic thing of self-actualization need including the realizing personal potential, self-fulfillment and seeking personal growth.

3.1.1 Application of the Theory

This theory also initiate that every individual have these right. This theory is applicable to my topic Discontinuity of female education and their impact on their self-actualization. In earlier time education was not consider being important for female but the male and female is strong pillars of the society to change the world. Due to discontinuity of female

education women never fulfill herself desires easily and also women never express their freedom of expression easily .They just rely on male dominancy and act according to their male advice. Indulged in domestic household chores and never focus their potential growth and just compromise her every aspect of life .Due to poverty female never continue her higher education that's why never move in the society easily. Parents illness and death may cause of discontinuity of education, gender disparity create negative effect on female self-actualization. These are the barrier that contributes to discontinued female education. Self-actualization effect psychologically and mental capability of the women.



3.1.2 Figure No 1 Theoretical Model

Self-actualization is the fulfillment of the desires and basic needs like safety, esteem, social interaction, and physiological needs. Due to discontinuity of female education, they face a lot of problems in their self-actualization. They cannot express their freedom of expression easily and become dependent on men and suffer from lack of confidence and social security. Lack of communication is one of the major problem of self-actualization and discontinuity of education.

3.1.3 Propositions

1. Human motivation is fulfillment of desires and change in personal growth. Psychological health predict on full-filling of human needs of self-actualization.

2. Basic needs of self-actualization are including self-esteem, personal growth, dominancy and freedom of expression. Failure to meet the lower level of needs create problems in individual life.

3.4 Hypothesis

As long as women are faced the cultural barrier that's why female literacy rate is decreased.

3.4.1 Null Hypothesis (H_0)

There is no relationship between high cultural barrier and low female education.

3.4.2 Alternative Hypothesis (H_1)

There is relationship between high cultural barrier and low female education.

Chapter No.4

CONCEPTUALIZATION AND OPERATIONALIZATION

4.1 Conceptualization

Conceptualization is the process of designing the concepts with the help of existing literature. In this study, researcher has two concepts Education and Self – Actualization. These concepts are conceptualized here.

4.1.1 Discontinuity of Education

Webster (2001:1) stated that education as the process of teaching to develop the knowledge, skill and build character. Discontinuity of education is the change or the break in the process of education. Similarly, Dewey (1916:100) that found that education is the name of reconstruction or reorganization of person experience in throughout life and recognized of person ability or capabilities. According to William (1936:17) researcher education is the creation of sound mind in a sound body. It develops truth, goodness, beauty, happiness in the person ability.

4.1.2 Self Actualization

Maslow (1943:21) stated that self-actualization implies the attainment of the basic needs of physiological, safety, belongingness, and self-esteem. Self-actualization refers to the desire for self –fulfillment and potentially growth as well. However, Norwood (1999:22) argue that Maslow's hierarchy can be describe the individual information at different level of development at the lower level that is not connected to helping person meet his or her needs in a very short time.

Whether Kenrick et al.(2010:5) self –actualization achieved through creativity because personal intellectual of individual were matter in fulfilling of desires. Whereas, Denier(2011:90).Self-actualization is like a

vitamin that means to work independently and move in the society without any fear of life. A female survive their life independently according to their own choice.

4.2 Operationalization

4.2.1 Discontinuity of Education

Scholars explained the word education as the process of learning, knowledge from any institution as compare to education break out is the change or break in a process of education. Education is basically the recognition of person experience and ability but the discontinuity of education affects the creativity and confidence of a women. Due to education break up female are totally compromises her potential and never satisfied her as completion of desires.

Measuring these questions in to three categories.

The independent variable in the present study used was the various reasons at using determinants of discontinuity of education.(question no9), Girls are forced for discontinuity as compared to boy(question no 11), Domestic household burden (question no 13) , Co- education(question no 10), patriarchy society.

4.2.2 Self Actualization

Scholars defined as, self-actualization is the basic needs of physiological, social esteem, potential growth of individual and fulfillment of desires. Due to discontinuity of education female never satisfied her life achievement that create effect on their self-actualization.

Measuring these questions into the three categories.

Impacts of self-actualization measured this dependent variable.

(question no.37), Continuation of education is a source of self-fulfillment(question no 29), Discontinuity of education effect decision making power (question no 33), A women become economically dependent (question no 30), A women compromises her potential.

Chapter No. 5

RESEARCH METHODOLOGY

In the research study, quantitative research method was chosen.

The quantitative approach focuses upon collection and analysis of numerical data.

5.1 Research Design

This was causal study where to check the determinants of discontinuity of education and their impacts on their self-actualization using the quantitative research method. Nature of study was descriptive.

5.2 Universe

Jhang Syedan Islamabad federal area of Pakistan was taken as the universe. Jhang Syedan Islamabad is the area of traditional society of Punjab consisting of the majority of the people speaking pathorai language. Most people affiliated with driving job, Owing land/or farming. The rest are government servant or self-employed.

5.3 Target population

The research was conducted upon the girls in the area as the research to understand that the exploring the determinants of discontinuity of female education after matriculation examination.

5.4 Sampling Technique

Purposive sampling technique was adopted. Being girl, there were mobility issues so the researcher choose this technique and distributed the questionnaire in the suitable area.

5.5 Sample Size

It was not possible for the researcher to gather data from the whole universe because it consists of large population and time consumption.

Therefore, researcher has taken a sizeable. Sample of 120 respondents from the study area so that it can be proven the real research with actual results.

5.6 Tools for Data Collection

Researcher design questionnaire for the data collection. Questionnaire was the most effective and purposive sampling method to get response regarding exploring the determinants of discontinuity of female education after matriculation examination. As the questionnaire contained straightforward questions for measuring the determinants of discontinuity of female education, so this tool was utilized. Researcher use close ended question in their questionnaire.

5.7 Technique for Data Collection

For the literate respondents, questionnaire was used for data collection. Reason being that the literate could read the questions and select the appropriate answer on their own.

5.8 Pre-Testing

Questionnaire comprising 5 respondents were used for pre-testing.

5.9 Data Analysis

The analysis focused on determining the gross association between the dependent variable (relationship) and hypothesized independent variable (determinants). The tool, for data analysis was the statistical package for social sciences (SPSS) as the data collected were quantitative in nature.

The technique for data analysis was the “chi square test” in SPSS.

5.10 Opportunities and Limitations of the Study

As the researcher hailed from the same district which was the universe of the study, so there was an opportunity for the researcher to interview the respondents as they were easily available. The risk was that the respondents were acquaintances of the researcher's helpers.

5.11 Ethical Concerns

It was the moral duty of the researcher to get permission before initiating any research activity e.g., asking questions from respondents. Trust was built through politeness and giving due respect to the interviewees. The researcher avoided personal questions and use of abusive language.

Chapter No.6

RESULTS AND FINDINGS

In this chapter data analysis and findings are presented. This chapter is further divided into two parts.

1. Descriptive analysis

2. Hypothesis testing

Table No. 6.1.1 Age Distribution of Respondents at Present

Categories	Frequency	Percent
15-20	14	11.7
21-25	70	58.3
26-32	36	30.0
Total	120	100.0

Table No 6.1.1 shows that different age group .The relative Majority of the respondents were between the age group 21-25. Interestingly, just 11.7% respondents were in the age group of 15-20. It has accomplished that a female are more who did not get education due to cultural barrier. Mostly female indulged in household activities and never get education.

Table No. 6.1.2 Age of Respondents at the Time of Discontinuity

Categories	Frequency	Percent
15-16	10	8.3
16-18	96	80.0
Above 18	14	11.7
Total	120	100.0

The table no 6.1.2 indicates that out of 120 respondents. The data represent that maximum number of female age group of discontinuity of education is 80.0% overwhelming majority belong to 16-18age group .Small proportion of 8.3 denied this belong to 15-16 age group. Mostly students discontinue their education after matriculation examination.

Table no 6.1.3 Father's Income of the Respondents

Categories	Frequency	Percent
Less than 10,000	35	29.2
10,001-20,000	35	29.2
20,001-30,000	39	32.5
31,001-40,000	11	9.2
Total	120	100.0

Table 6.1.3 indicates that out of 120 respondents .32.5% relative majority of the respondents had 20,001-30,000 fathers monthly income whereas, only 9.2% of the respondents had 31,001-40,000 family earnings per month. Majority families are belongs to middle class family. Mostly families are poor earning hands is less.

Table no 6.1.4 Father's Education of the Respondents

Categories	Frequency	Percent
Illiterate	35	29.2
Primary	35	29.2
Middle	39	32.5
Metric	11	9.2
Total	120	100.0

Table no 6.1.4 point out that out of 120 respondent's.32.5%relative majority of the respondents had middle education and just 9.2% respondents get education matriculation. It explored that middle educated father are more involve in discontinuity of female education.Mostly middle qualification father's thought that female take interest in household chores as compare to education.

Table no 6.1.5 Mother Education

Categories	Frequency	Percent
Illiterate	50	41.7
Primary	47	39.2
Middle	17	14.2
Metric	5	4.2
Intermediate	1	.8

Table no 6.1.5 specifies that out of 120 respondents, 41.7% relative majority of the respondent's mother had illiterate. Just 8% respondents get intermediate education. It was the lowest percentage. It has founded that illiterate mothers are more involve stopping the education of girls.

Table no 6.1.6 signify that 39.2% relative majority of the respondents had 12family members and just 3.3% respondents had 6 family members that is the lowest percentage of family member. The more family member is the cause of education break up of female education. People are prefer to increase their population because they thought that when the family members are increasing then they get more earnings hands.

Table no 6.1.6 Family member

Categories	Frequency	Percent
6	4	3.3
8	16	13.3
10	41	34.2
12	47	39.2
Above 12	12	10.0
Total	120	100.0

Table no 6.1.7 what social class do you perceive

Categories	Frequency	Percent
Upper	1	.8
Middle	92	76.7
Lower	27	22.5
Total	120	100.0

Table no 6.1.7 indicates that out of 120 respondents 76.7% relative significant majority respondents belong to middle class family and only 8% respondents belong to upper class family that is very low percentage. Middle class are more engage in the female education break up. Mostly families doing a government servants and drivers that's why they cannot afford the heavy expenses of education.

Table no 6.1.8 High Educational Cost

Categories	Frequency	Percent
To great extent	70	58.3
To some extent	49	40.8
Not at all	1	.8
Total	120	100.0

Table 6.1.8 indicates that 58.3% relative majority of respondents said that costly education become cause of discontinuity of education. Only 8% respondents said that costly education is not the cause of discontinuity of education. Maximum number of people agreed that main reason of discontinuity of female education is costly education.

Table no 6.1.9 Girls are Forced for Discontinuity as Compared to Boys'

Categories	Frequency	Percent
To great extent	56	46.7
To some extent	50	41.7
Not at all	14	11.7
Total	120	100.0

Table no 6 .1.9 indicates out of 120 respondents 46.7% relative majority of the respondents said that to great extent girls are forced as compared to boy's 11.7% respondents said that not at all girls are forced as compared to

boys. Maximum people agreed that boys are less restricted to get education compare to girl. Majority parents thought that girls never compete the male power that's why they prefer boy education as compare to girls. Atwater(2000) revealed that black race are considering minorities and due to this black color they were separated from their rights. If we take this point and relate to our society same thing happen in different way such as women suppressed and they are doing same thing according to their male advice.

Table no 6.1.10 Patriarchy Society and Discontinuity of Female Education

Categories	Frequency	Percent
To great extent	35	29.2
To some extent	77	64.2
Not at all	8	6.7
Total	120	100.0

Table no 6.1.10 indicates that out of 120 respondents 64.2% relative majority of the respondents said that patriarchal system is the cause of discontinuity of education .just 6.7% respondents agrees that patriarchal system is not the cause of discontinuity of education. Most people said patriarchy is some extended affect the education of female. Many rigid and stereotype people not allowed their female to continue their education. They thought that female get more education they far away their norms and customs.

Table no 6.1.11 Domestic household burden and Discontinuity of Education

Categories	Frequency	Percent
TO great extent	81	67.5
To some extent	38	31.7
Not at all	1	.8
Total	120	100.0

Table no 6.1.11 indicates that out of 120 respondents 67.5% relative significant majority of the respondents highly agreed that domestic household burden is cause of discontinuity of education and just 8% respondents said that domestic household burden is not the cause of discontinuity of education. Greatest people agree that house hold burden is the main cause of bring to an end the female education. Mostly people thought that main responsibility of female to help in household chores and take care of their family members.

Table no 6.1.12 Punishment and Discontinuity of Education

Categories	Frequency	Percent
To great extent	18	15.0
To some extent	78	65.0
Not at all	24	20.0
Total	120	100.0

Table no 6.1.12 indicates that out of 120 respondents 65.0% significant majority of the respondents said that punishment is became cause of discontinuity of education, 15.0% respondents said that punishment were cause of discontinuity of education. Some girls thought that mostly teachers not perform their duties well they just indulged make their own profits. Mostly teachers behave harsh attitude and not guide their students properly that's why students are more dishurted the teachers harsh behavior and stop their education.

Table no 6.1.13 Co- education and Discontinuity of Education

Categories	Frequency	Percent
To great extent	72	60.0
To some extent	43	35.8
Not at all	5	4.2
Total	120	100.0

Table no 6.1.13 indicates that out of 120 respondents 60.0 % relative majority of the respondents said that co- education play great extent in co-education. just 4.2% respondents said that co-education not at all play basic role in female education highest people agree that co-education is another barrier in the break out of female education.Conservative people thought male and female far away their customs due to co-education. Ahmed et al (2014) depicted that education is the essential right of every individual but some hurdle to co-education in Pakistani society like patriarchy system, male dominancy, rigid custom, stereotyped societal

codes, (veil) system, illiterate mullah (clergymen).They don't allowed their female to continue their education in co-education.

Table no 6.1.14 Lack of Awareness Regarding Education

Categories	Frequency	Percent
To great extent	18	15.0
To some extent	84	70.0
Not at all	18	15.0
Total	120	100.0

Table no 6.1.14 shows that out of 120 respondents 70.0% relative significant majority of the respondents agreed that lack of awareness due to discontinuity of education and only 15.0% respondents said that lack of awareness become cause of female education break out. One of third part of respondent agrees that awareness is not the only reason behind the discontinuity of female education. Parents are uneducated and school teachers not perform their duty honestly that's why students not aware their future carrier.

Table no 6.1.15 Household Environment and Female Education

Categories	Frequency	Percent
To great extent	44	36.7
To some extent	67	55.8
Not at all	9	7.5
Total	120	100.0

Table no 6.1.15 indicates that out of 120 respondents 55.8% relative majority of the respondents said that household environment contribute is the great extent, 7.5 respondents said that not at all household environment contribute among female education. When the girls are grown up in our society mostly conservative and old people force their girls to discontinue their education and indulged in household activities.

Table no 6.1.16 Government Provide Quality Education

Categories	Frequency	Percent
To great extent	7	5.8
To some extent	65	54.2
Not at all	48	40.0
Total	120	100.0

Table 6.1.16 shows that out of 120 respondent's 54.2% relative majority of the respondents agreed that government provide quality education only 5.8% respondents said that government not provides quality education. Maximum people said it is the mismanagement and maladministration of the government. Gazdar (1999) Furthermore, he argues that lack of government interest in rural areas and development long term political polices create break down in government schooling system. Mostly teachers also absent in rural areas school that's why girls are discontinued their education.

Table no 6.1.17 Time to Reach Government College

Categories	Frequency	Percent
less than 10 minutes	2	1.7
10-20 minutes	67	55.8
30-40 minutes	51	42.5
Total	120	100.0

Table no 6.1.7 indicates that 55.8% relative majority of the respondents agreed that to reach government school take 10-20 minutes. 1.75 respondents said less than 10 minutes to reach in government school. Because of low number of government girls collage is another reason behind the discontinuity of female education according to maximum number of respondent.

Table no 6.1.18 Scholarship bright and Needy students

Categories	Frequency	Percent
to great extent	7	5.8
to some extent	74	61.7
not at all	39	32.5
Total	120	100.0

Table no 6.1.18 shows that out of 120 respondents 61.7% relative majority of the respondents agreed that scholarship provide to the bright and needy students and just 5.8% respondents said that scholarship provide less than among students.

Table no 6.1.19 Facility of Laboratory in Government Sector

Categories	Frequency	Percent
to great extent	3	2.5
to some extent	51	42.5
not at all	66	55.0
Total	120	100.0

Table no 6.1.19 indicates that out of 120 respondents 55.0% majority of the respondents agreed that laboratory facilities are not provided only 2.5% respondents said that laboratory facilities are provided in school .The condition of the schools are very pathetic.

Table no. 6.1.20 Administrative Staff Regarding Cooperation

Categories	Frequency	Percent
to great extent	2	1.7
to some extent	53	44.2
not at all	65	54.2
Total	120	100.0

Table no 6.1.20 shows that out of 120 respondents 54.2% relative majority of the respondents agreed that administrative staff is not cooperative regarding studies only 1.7% respondents agree to administrative staff is cooperative that is very less percentage. Aziz et al (2014) describe that

in rural areas mostly teachers are absent and not perform their duty on time that creates bad impact among students career.

Table no 6.1.21 Guess Papers and Lack of Interest

Categories	Frequency	Percent
To great extent	34	28.3
To some extent	67	55.8
Not at all	19	15.8
Total	120	100.0

Table no 6.1.21 indicates that out of 120 respondents 55.8% relative majority of the respondents said some school provide guess paper to solve the paper and 15.8% respondent said that school not provide any guess paper regarding their exams.

Table no 6.1.22 Parents Sense of Responsibility Regarding Marriage

Categories	Frequency	Percent
to great extent	70	58.3
to some extent	47	39.2
not at all	3	2.5
Total	120	100.0

Table no 6.1.22 indicates that out of 120 respondents 58.3% relative majority of the respondents said that to great extent parents sense of responsibility create impact on female education, 2.5% respondents said that parents sense of responsibility create not any impact in female education break out. Maximum number of respondent said due to lack of parents responsibility is the cause of female education break out.

Table no.6.1.23 Study Hours Spend in School

Categories	Frequency	Percent
3-4	2	1.7
5-6	55	45.8
7-8	63	52.5
Total	120	100.0

Table no 6.1.23 shows that out of 120 respondents 52.5% relative majority of the respondents agreed that they spend 7-8 hours at school and only 1.7% respondents said that they spent 3-4 hours at school.

Table no 6.1.24 Study Hours Spend at Home

Categories	Frequency	Percent
3-4	96	80.0
5-6	22	18.3
7-8	2	1.7
Total	120	100.0

Table no 6.1.24 indicates that out of 120 respondents 80.0% overwhelming majority of the respondents said that they spend 3 to 4 hours at home and 1.7% respondents said that they spend 7 to 8 hours at home. Mostly female are busy in domestic household activities that's why they don't give enough time to their studies.

Table no. 6.1.25 Failure in Metric

Categories	Frequency	Percent
to great extent	31	25.8
to some extent	72	60.0
not at all	17	14.2
Total	120	100.0

Table no 6.1.25 indicate that out of 120 respondents 60.0% relative majority of the respondents agreed that failure in metric exams become cause of discontinuity of education, only 14.2% respondents said that due to failed in metric exams is not the cause of female education break out. Mostly teachers are not well qualified .when the students asked some questions they beat their students very badly.

Table no.6.1.26 Parent's Illness and Death

Categories	Frequency	Percent
To great extent	77	64.2
To some extent	39	32.5
Not at all	4	3.3
Total	120	100.0

Table no6.1.26 shows that out of 120 respondents 64.2% relative majority of the respondents highly agreed that parent's illness and death create impact on educational break out, but 3.3% respondents said that parents death and illness is not create any impact on female educational breakout. Due to lack of good health are also leads to discontinuity of female education.

Table no 6.1.27 Alternative Resource of Education

Categories	Frequency	Percent
to great extent	40	33.3
to some extent	73	60.86
not at all	7	5.8
Total	120	100.0

Table no 6.1.27 shows that out of 120 respondent's 60.86% relative majority of the respondents highly agreed that alternative resource of education cause of discontinuity of education, only 5.8% respondents said

that alternative resource of education is not the root cause of female education break out.

Table no 6.1.28 Discontinuity of Education due to Compartment

Categories	Frequency	Percent
to great extent	29	24.2
to some extent	80	66.7
not at all	11	9.2
Total	120	100.0

Table 6.1.28 shows that out of 120 respondents 66.7% relative significant majority of the respondents agreed that due to compartment in metric exams female not continued her education, only 9.2% respondents said compartment is not the main reason.

Table 6.1.29 Discontinuity of education effect decision making power

Categories	Frequency	Percent
to great extent	33	27.5
to some extent	81	67.5
not at all	6	5.0
Total	120	100.0

Table no 6.1.29 indicates that out of 120 respondents 67.5% relative significant of the majority of the respondents said that to great extent discontinuity of education effect decision making power and

5.0% respondents said that not at all discontinuity of education effect decision making power. Female perform their work according to their male advice they cannot take their any decision according to own self.

Table No. 6.1.30 A women Compromises her Potentials

Categories	Frequency	Percent
to great extent	28	23.3
to some extent	87	72.5
not at all	5	4.2
Total	120	100.0

Table no 6.1.30 indicate that out of 120 respondent, 72.5 % relative significant majority of the respondents said that women compromises her potential due to discontinuity of education, and the lowest percentage 4.2% respondents said female not compromises her potential due to discontinuity of education.

Table no 6.1.31 Women's Becomes Depend on Male

Categories	Frequency	Percent
To great extent	52	43.3
To some extent	66	55.0
Not at all	2	1.7
Total	120	100.0

Table no 6.1.31 indicates that out of 120 respondents 55.0% relative majority of the respondents agreed that female depend on male due to educational break out ,only 1.7% respondents said that female not depend on male . Maximum respondent agree that due to lack of female education male are dominated to female.Parveen (2008) mention that Women are considered the strength of character of a country to improve health, nutrition and education in the family and women empowering to contribute in socio - economic growth of a nation but society suppress the women power.

Table no 6.1.32 Discontinuity of education decrease freedom of expression

Categories	Frequency	Percent
To great extent	27	22.5
To some extent	84	70.0
Not at all	9	7.5
Total	120	100.0

Table no 6.1.32 shows that out of 120 respondents 70.0% relative significant of the respondents agreed that female decrease freedom of expression due to discontinuity of education ,only 7.5% respondents said that female not face less freedom of expression due to educational break out.

Table no 6.1.33 A women become economically independent

Categories	Frequency	Percent
to great extent	85	70.8
to some extent	35	29.2
Total	120	100.0

Significant majority of the respondents said that to great extent women become economically dependent due to discontinuity of education, 29.2% respondents said that to some extent female become economically dependent greatest number of respondent have the same opinion that due to insufficient education in female made them under dominated of male by economically

Table no 6.1.34 Female become less politically empowered

Categories	Frequency	Percent
to great extent	33	27.5
to some extent	82	68.3
not at all	5	4.2
Total	120	100.0

Table no 6.1.34 indicates that out of 120 respondents 68.3% relative majority of the respondents said that to great extent female less politically empowered due to discontinuity of education, only 4.2%% respondents said that women less politically empowered due to discontinuity of education.

Table no 6.1.35 Discontinuity of Education Effect the Female Awareness

Categories	Frequency	Percent
to great extent	30	25.0
to some extent	85	70.8
not at all	5	4.2
Total	120	100.0

Table 6.1.35 shows that out of 120 respondents 70.8% relative significant majority of the respondents said that to discontinuity of education effect female awareness,4.2% respondents said that not at all discontinuity of education effect female awareness. Due to lack of awareness female not aware the importance of female education in different aspect of life likes health, nutrition and economic development.

Table no 6.1.36 Women Face Less Confidence

Categories	Frequency	Percent
to great extent	23	19.2
to some extent	87	72.5
not at all	10	8.3
Total	120	100.0

Table no 6.1.36 indicates that out of 120 respondents 72.5% relative majority of the respondents said that to great extent women face less confidence due to discontinuity of education, 8.3% respondents respondent said that not at all female face less confidence due to discontinuity of education maximum number of respondent have the same opinion that less educated female have low level of confidence.

**Table no 6.1.37 Continuation of education is a source of Self -
Fulfillment**

Categories	Frequency	Percent
to great extent	25	20.8
to some extent	90	75.0
not at all	5	4.2
Total	120	100.0

Table no 6.1.37 indicates that out of 120 respondents 75.0% respondents said that continuation of education is a source of self-fulfillment, 4.2% respondents said not at all continuation of education is a source of self-fulfillment. Due to education female move in the society easily they take care their family very keenly.

Table no 6.1.38 Continuation of education is a source of Personal growth

Categories	Frequency	Percent
to great extent	28	23.3
to some extent	90	75.0
not at all	2	1.7
Total	120	100.0

Table no 6.1.38 indicates that out of 120 respondents 75.0% relative significant majority of the respondents said that continuation of education is a source of female personal growth, only 1.7% respondents said not at all continuation of education is a source of personal growth. More respondent give the answer in some extent that lack of education leads to low personal growth.

Hypothesis testing

H1 (Alternative hypothesis)

There is relationship between high cultural barrier and low female education

H0 (Null hypothesis)

There is no relationship between high cultural barrier and low female education

Table no 6.2.1 Continuation of education is a source of personal growth *

Domestic household burden became cause of your discontinuity of education

Cross tabulation

Continuation of education is a source of personal growth	Domestic household burden became cause of your discontinuity of education			Total
	to great extent	to some extent	not at all	
to great extent	18	9	1	28
to some extent	62	28	0	90
not at all	1	1	0	2
Total	81	38	1	120

Table no 6.2.1 shows the result that 81 people of JhangSyedan said that domestic household burden became cause of discontinuity of education to great extent and 90 people claimed that continuation of education is the source of personal growth to some extent that it has concluded from the above table that household burden has the great impact on discontinuity of female education whereas continuity of education is the source of personal growth. It means that these two causes are interlinked.

Chi- Square Test

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.668 ^a	4	.453
Likelihood Ratio	3.270	4	.514

The chi-square test shows the result $X^2=3.668$, $df=4$ and $p=.453$ which is less than $0.05(p<0.05)$. It means there is association between independent variable and dependent variable this shows that variables are significant and accept the alternative hypothesis and reject the null hypothesis. So it has been found that there is Impact of high cultural barrier and low female education.

Table no 6.2.2 women face less confidence due to discontinuity of education *Girls are forced for discontinuity of education as compared to boy's

Table no 6.2. Cross-tabulation

Women face less confidence due to discontinuity of education	Girls are forced for discontinuity of education as compared to boy's			Total
	To great extent	To some extent	Not at all	
To great extent	11	10	2	23
To some extent	44	34	9	87
Not at all	1	6	3	10
Total	56	50	14	120

This cross-tabulation shows the result that 56 people highly agreed that girls are forced for discontinuity of education compared to boy's where as 87 people were said women face less confidence due to discontinuity of education to some extent .It has concluded that girl's self-actualization are affected due to discontinuity of education compare to boy's.

Chi-Square Test

	Value	Degree of Freedom	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.322 ^a	4	.120
Likelihood Ratio	7.732	4	.102

The chi-square test shows the result $X^2=7.322$, $df=4$ and $p=.120$ which is less than $0.05(p<0.05)$. It means there is association between independent variable and dependent variable this shows that variables are significant and accept the alternative hypothesis and reject the null hypothesis. So it has been concluded that high cultural barrier more affected on the discontinuity of female education.

Chapter No. 7

DISSCUSION, CONCLUSION AND SUGGESTION

7.1 Discussion

This sociological research study was conducted in Jhang Syedan located in Islamabad. The topic on which research study focused is “Determinants of Discontinuity of Female Education and its Impacts on their Self-Actualization”.

Government schools and colleges playing vital role now a day's in society. Due to gender discrimination, Expensive education, cultural construction of society regarding female education, domestic household burden, parents sense of responsibility become female early marriage, parents illness and death, failure in matriculation examination create impact on women Self Actualization. Teachers of government school or colleges do not give least importance to student in their education and future carrier but mostly female discontinued her formal education and join the alternative educational system (Vocational Education, Religious Education, Madras's). According to female the administrative staff of their school is not cooperative regarding the studies and not provides quality education. Female just rely on male advice and compromises her potential and never fulfill her desires according to their own choice. They create bad impact on their self-actualization.

Major findings were the entire impacts of women self-actualization face less confidence, their self-esteem, and their mental health concern. The data represent that maximum number of female age group of discontinuity of education is 80.0% overwhelming majority belong to 16-18age group .Small proportion of 8.3 denied this belong to 15-16 age group. Researcher

observed that 80.0% over whelming majority of the respondents spend 3 to 4 hours at home for studies and 1.7% respondents spend 7 to 8 hours at home. 70.0% Relative significant majority of the respondents agreed that lack of awareness due to discontinuity of education and only 15.0% respondents said that lack of awareness.72.5 % Relative significant majority of the respondents said that women compromises her potential due to discontinuity of education, and the lowest percentage 4.2% respondents said female not compromises her potential due to discontinuity of education.

Relative significant of the respondents agreed that female decrease freedom of expression due to discontinuity of education,only 7.5% respondents said that female not face less freedom of expression due to educational break out.70.8% Relative significant majority of the respondents said that to great extent women become economically dependent due to discontinuity of education, 29.2% respondents said that to some extent female become economically. Relative significant majority of the respondents 75.0% agreed that continuation of education is a source of self-fulfillment, 4.2% respondents said not at all continuation of education is a source of self –fulfillment. Researcher observed that majority of the respondents belong to middle class family.

Relative majority of the respondents said that patriarchal system is the cause of discontinuity of education ,just 6.7% respondents agrees that patriarchal system is not the cause of discontinuity of education.

7.2 Conclusion

Due to globalization educational institution is increasing day by day but unfortunately in JhangSyedan people not send their daughter to continued their education after matriculation examination because some time female are facing the gender disparity regarding their education .

Mostly conservative traditional people not allowed sending their daughters to the college. They thought that college creates bad impact on their girls. When they studied in the college and far away their customs and norms.The other reason is domestic household burden. Girls are discontinued their education after matriculation examination and join the alternative institutional like vocational institute and Madrasa's .Government schools do not provide quality education and facilities. Mostly teachers are not highly qualified they not guide their students with bright future carrier. Parents who do not preferred the co-education system for their girls; they do not allow them to join the colleges of such co-education and mostly people are poor and they can't afford the high expensive of private colleges.

Researcher use Purposive sampling technique. Being girl, there were mobility issues so the researcher choose this technique and distributed the questionnaire in the suitable area. People of Jhang Syedan were follow the traditional custom and rules.

It was not possible for the researcher to gather data from the whole universe because it consists of large population and time consumption.

Therefore, researcher has taken a sizeable Sample of 120 respondents from the study area so that it can be proven the real research with actual results.

Human incentives fulfillment of desires and growth was very important among women self-actualization due to fulfillment of desires female survive independently and take their decision according to their own choice.

7.3 Suggestions

More researchers must be conducted in this area to highlight the determinants of discontinuity education among female. Government school and colleges hired the qualified teachers to get good reputation of quality education. The administrative staff must be cooperative regarding study. Then female continue their education. People of JhangSyedan get aware about importance of female education and they prefer to send their female in colleges. Government provides better separate facilities for female and overcome the conservative thought of people regarding female education.

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ANNEXURE

QUESTIONNAIRE

Discontinuity of Female Education and its Impact on their Self- Actualization (A Case Study of Jhang Seydian –Islamabad) Tayyaba Fahim

To be filled by only those female respondents who discontinued their education after their Matriculation Examination.

I am Tayyaba Fahim, student of M.Sc, department of Sociology, Quaid-i-Azam University Islamabad, and intend to collect information on the topic "Determinants of Discontinuity of Female Education and its Impact on their Self-Actualization (A case study of Jhang Seydian, Islamabad). The data collected shall be used for academic purpose only; and will be kept secret and unidentified. Your cooperation in providing unbiased response will be highly appreciated for making this research valuable.

Thank you

Questionnaire ID: _____

Q. No	Title	Write tick () On the relevant response-category						
1.	Age of Respondent at present	15-20	21-25	26-32	Above 32			
2	Age of Respondent at the time of discontinuity of education	15-16	16-18	Above 18				
3.	Father's monthly income	Less than 10,000	10,001-20,000	20,001-30,000	31,001-40,000	40,001 – 50,000	More than 50,000	
4.	Your Father's Education	Illiterate	Primary	Middle	Metric	Intermediate	Graduation	Masters
5.	Your Mother's Education	Illiterate	Primary	Middle	Metric	Intermediate	Graduation	Masters
6.	How many Family members	4	6	8	10	12	Above 12	
7.	What social class do you perceive yourself to belong	Upper	Middle	Lower				

	Statement	Write tick ()On the relevant response-category		
	Determinants of Discontinuity of Education	Response Category		
8.	Costly Education became cause of your discontinuity of education	To great extent	To some extent	Not at all
9.	Girl's are forced for discontinuity as compared to boy's	To great extent	To some extent	Not at all
10.	The main reason behind discontinuity of female education is that in the patriarchy society(women is inferior to men)	To great extent	To some extent	Not at all
11.	Domestic household burden became cause of your discontinuity of education	To great extent	To some extent	Not at all
12.	Punishment became cause of your discontinuity of education	To great extent	To some extent	Not at all
13.	Coeducation play basic role to discontinuity of education	To great extent	To some extent	Not at all
14.	Lake of awareness about female's rights is cause of discontinuity of education	To great extent	To some extent	Not at all
15.	Household environment contribute in your discontinuity of education	To great extent	To some extent	Not at all
16.	Government provide quality education	To great extent	To some extent	Not at all
17.	How much time would you take to reach Government college	Less than 10 minutes	10-20 minutes	30-40 minutes
18.	Does the school provide scholarship to the Bright and needy students from the secondary level	To great extent	To some extent	Not at all
19.	Is there any facility of laboratory available in your school	To great extent	To some extent	Not at all
20.	Administrative staff is cooperative regarding your studies	To great extent	To some extent	Not at all
21.	Does school provide you any guess papers for find examination	To great extent	To some extent	Not at all
	Impacts of Discontinuity of Education			
22.	Parents sense of responsibility become female early marriage create impact of discontinuity of education	To great extent	To some extent	Not at all
23.	How many study hours spend in school	3-4	5-6	7-8
24.	How many study hours spend at home	3-4	5-6	7-8
25.	Discontinuity of education due to failure in metric exam	To great extent	To some extent	Not at all
26.	Discontinuity of Education cause of parents illness and death	To great extent	To some extent	Not at all
27.	Discontinuity of Education due to alternative	To great	To some extent	Not at