SOCIO-CULTURAL FACTORS AFFECTING GIRLS' EDUCATION IN SOUTH SUDAN: A CASE OF BOR COUNTY, JONGLEI STATE

BY

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DECLARATION

This research project is my original work and has not been presented for award of degree

in this or any other university.

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C50/89031/2016

This research project has been submitted with my approval as the university supervisor.

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DEDICATION

I dedicate this brainy work to my beloved wife Mrs. Lilian Achol Aru Maan who have been very instrumental and supportive throughout the course program and kept on encouraging me to the last minute.

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ABBREVIATIONS AND ACRONYMS

FGM -   Female Genital Mutilation

GoSS -   Government of South Sudan

MDG -   Millennium Development Goal

NGO –   Non-Government Organization

SPLM -   Sudan Peoples' Liberation Movement

SRRA-   Sudan Relief and Rehabilitation Association

UNDP -   United Nation Development Programme

UNESCO -   United Nations Educational, Scientific and Cultural Organization

UNICEF -   United Nations International Children Education Fund

ABSTRACT

Educating girls play a significant role in the socio-economic growth of any given country. Often, governments commit huge investments on girl child education to realize its envisioned benefits such as having and effective social capital for the workforce of a country. In many developing countries, female enrolment in learning institutions is restricted due to many factors. Millions of girls in Africa experience hardships in accessing school facilities and utilizing academic services despite the effort employed to push the cause forward. Despite various interventions by the South Sudanese government, the education girl child still has been constrained due to cultural beliefs and other factors due to relentless wars. The objectives were to find out the influence of cultural beliefs on girls' education, establish the influence of social factors on girls' education and find out economic factors influencing girls' education in South Sudan. The study adopted a descriptive research design. Multi-stage sampling involving cluster, proportionate and systematic sampling techniques were used to select a sample of 120 students. According to the findings, majority of the students interviewed were aged 18-22 years old followed by those aged between 23-28 years old and those above 28 years old were very few. The study shows that the number of male students interviewed were higher (58.3%) compared to their female counterpart. On the other hand, an early marriage came out to be a major concern to girls' education with majority of teachers agreeing that early marriages negatively influence girls' education, thus making majority of girls not to pursue their education to completion; however, few students' perceived that early marriage has no impact on the education of girl child; while a very small fraction of the students agree that early marriage had little effect on girls education. Majority of the respondents confirmed that the presence of role models in girls' life have effect on their education and only few of them said it has no effect all. Nevertheless, the data illustrate the extent to which role models especially women as vital to girls' education. The study demonstrated that parents with higher education level acts as role models to their daughters. Majority (66.7%) of 120 student respondents said that their parents did not support their education while few students admitted that their parents supported them in their education. The study concluded that, the government of the Republic of South Sudan has the responsibility of taking the initiative in making sure that the legislations and policies are put in place and implemented to safeguard all the children, particularly girls, to access education to a completion levels. The study also recommended that parents need to be sensitized on the role and relevance found in educating a girl. The government needs to come up with affirmative action to help many girls enroll in the schools.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The Girl-Child is described as a female biological offspring from birth to age eighteen (UNICEF: 2005). This is the recommended age bracket before one transit into being a youth. This epoch covers early childhood or nursery (0 – 5 years), primary school (6 – 12 years) as well as secondary school (12 – 18 years). Education, the practice of instilling information to an individual who is inexperienced to assist him/her grow mentally, socially, emotionally, politically, spiritually, physically, and economically has been elusive for the girl child (UNICEF: 2005).

Education in South Sudan has been experiencing primary challenges since the British colonial era. The system of education inherited at autonomy was composed more to provide experts and government employees to serve the needs of leading firms than to inculcate the Sudanese for professional growth. As such, South Sudan has suffered from teachers' shortage and physical infrastructure. Subsequently, by 1956, the adult literacy rate was barely 22.9% and by 1990 it had risen only to about 30%. Compounded by the two great, wars (the Anya Nya 1 and SPLM), it was estimated that by 2005, the overall illiteracy rate in South Sudan was 85% with most of the affected being women (UNESCO: 2005).

Education in girls plays a vital part in the socio-economic growth of a given country. Often, governments put aside a lot of investments on girl child education so as to

recognize its anticipated benefits. In many developing countries, female enrolment in learning institutions is restricted due to many factors.

According to Offorma (2009), millions of girls within Africa lack access to school regardless of the strenuous attempts to make the cause feasible. Girls in Ethiopia are sometimes kidnapped for marriage barely when they have not enjoyed their eighth birthday. Similarly in West Africa, girls are enrolled from deprived rural homesteads to serve as house managers' within neighboring countries and coastal cities. Also, it is difficult to get house managers in Nigeria today.

A recent Human Rights Watch report in South Africa, warns that sexual abuse and violence are impeding access to learning among girls whereas in Afghanistan, the Taliban regime blocks them from attending school. In respect to Guttmann customs, fear, violence, and poverty are the explanations why girls account for 60% of the predictable school dropout in children, and many stay in South Asia and sub-Saharan Africa (UNESCO: 2012). The education right, which is a vital right to humans, is often repudiated to girls in certain African nations. The former United Nations Secretary General, Kofi Annan, suggested that among African countries, whenever homesteads have to decide, because of restricted resources, of taking either a boy or a girl to school, it is usually the boy who is given the chance to learn. In Africa, most girls are banned from receiving the training allowed to them since families regularly expose their girls to work at a tender age, for the purpose of getting extra earnings they may require to exist past subsistence level, as well as finance their sons' education.

According to the international consultative forum Mid-decade meeting on education for all, Amman (1996) restated the commitment to the Jomtien resolutions whereas observing that basic education provision, particularly to girls, had stayed elusive in most less industrialized nations. This was reported to be predominantly so in Sub-Saharan Africa, where tribal conflicts and tensions had displaced many families, thus denying children chances of attending school. In 2000, the Dakar Conference led to establishment and adoption of an action collective framework which further intensified this. Indeed the Conference led to establishment of two agenda that covered all goals of education: *eradicating gender differences in secondary and primary education by 2005 and realizing parity in education of good quality by 2015.* The stated goals have lately been reverberated by Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) of the United Nation.

According to Kotte (1996) UNICEF attributes the girls' low enrolment rates to cultural practices such as lack of sanitary facilities, female genital mutilation, early marriages, and prevalent poverty which presently stands at 80% in the area (p 14). The government of Kenya has for the last seven years attempted to address the challenges facing this gender as far as education is concerned, though still there is a lot that needs to be done if anything meaningful is to be achieved. It has built few girl boarding primary schools to ensure girls do not drop out of school in the area. It has begun universal free primary education to retain girls in school as the school fees is now catered for. The UNESCO which is non-governmental education body has in recent years given out sanitary towels to girl's schools in the area to ensure that girl pupils do not fail to attend schools during

the time of menses. The government has also begun school feeding programmes in selected public primary schools within the area so as to retain children in school.

Girl-child's education has hence been a topic of concern to most of African Nations and more precisely in South Sudan. In recent times, there have been very many groups and organizations that champion women's rights and seek to empower women in South Sudan.

1.2 Problem of the Statement

Several years of civil war have interrupted South Sudan's infrastructure and social services systems and displaced many people, resulting in generations of boys, girls and youth who never had opportunity to attend school. This has contributed to countless numbers of school dropouts in the region. Armed conflict and the risk of brutality remains an instability source for many of South Sudanese. Many factors are involved, including injustice, long-standing hostilities, and attitudes that see recourse to violence as legitimate (Brown: 2011).

Numerous interventions have been initiated yet girl child education still faces some challenges due to cultural beliefs and other factors like male chauvinism. This has also resulted in trauma, psychological problems among girls and young women from the war, rape, early and forced marriage, teenage pregnancy, sexual harassment, defilement, sexual exploitation, death and diseases (GoSS: 2002).

These factors have led to girl child education despair. It has been projected by UNICEF/SRRA (2002), that over half of the families engage their children in community protection hence a reason for child school dropout, whereas about 22-27% of families contemplate, respectively, insecurity and farming, as causes of dropout in children. School children's drop-out especially girls, was largely attributed to domestic chores. This is because girls devote longer hours doing chores and end up either performing poorly at school, missing classes, or discontinuing school. (UNICEF/SRRA: 2002).

Children and youth who drop-out of school face uncertain future and contribute to high illiteracy rates. The situation for youth and adults is more desperate. South Sudan has the highest illiteracy among the girls, 92% for females and, 80% for males. In 2012 only 48% of children aged 6-13 of primary school, enrolment age, were in school. Poverty, lack of access and involvement in herding and agricultural activities accounts for a big number of school dropouts among children, Education Management and Information System, (EMIS: 2012).

Disparities in South Sudan's educational system can be credited to various components. The absence of assets and framework, alongside a poor and generally uneducated populace, makes, setting up a viable education framework testing. There are likewise sure customary social thoughts regarding ladies which make it more difficult for young women to get an instruction than their male partners. Some of the classroom challenges encountered include un-unified curriculum, language disparities, and teacher non-attendance, untrained teachers and congested classrooms, (Akrawi: 1960).

This has majorly been attributed to certain socio-cultural factors that do not give a girl child opportunity to embrace education in middle and higher learning institutions. The socio-cultural factors may be defined as customs, lifestyles, and values that characterized a society. They include; religion, beliefs, attitudes of society towards girls' education, economic status or class, language, politics and norms. It is in this background that this study was planned to assess the extent to which the social cultural factors affect the girls' education in South Sudan.

1.3 Research Questions

    i. Are there specific socio-cultural and economic factors that are negatively affecting education among girls in South Sudan?

    ii. What do the South Sudanese people believe about their traditional values and beliefs Vis a Vis the girl's education?

1.4 Main Objective

The overall study objective is to establish the economic and socio-cultural factors affecting girls' education in Jonglei State in South Sudan.

1.4.1 Specific Objective

The following specific research objectives:

1. To find out the effect of cultural beliefs on girls' education in South Sudan's Bor County, Jonglei State.

2.   To establish the influence of social factors on girls' education in South Sudan's Bor County, Jonglei State.

3.   To find out economic factors influencing girls' education in South Sudan's Bor County, Jonglei State.

1.5 Significance of the Study

The research results will assist policy makers in the education ministry in designing policies that will seek to address the issue of economic and socio-cultural issues surrounding girls' education. The study findings will also add onto the existing knowledge body on the influence of social cultural factors on education in girls. Additionally, the study will form the foundation for upcoming research and provide literature to future research. The study shall help female learners aspiring to pursue education to avoid socio-culture which might interfere against their interest. The study shall also create awareness among teachers in basic and higher learning institution on social factors which discourage girls' from undertaking education e.g. depicting women as weaker sex or only using male examples as achievers in the world of academia, during lesson time.

1.6 Scope and Limitation of the Study

This study sought to determine the cultural beliefs, social and economic issues on Girl-Child education in Bor County, Jonglei State. The study targeted learning institutions from where the study sample was drawn. The study was limited to the study specific

objectives which include parent's education level, cultural beliefs, role models and socio-economic influence on girls' education.

1.7 Basic Assumptions of the Study

This study was directed by the assumptions that the targeted sample represents the populace in all the interest variables and that, participants were ready to provide the information generously minus fear. It was also supposed that all the study questionnaires were given back on time and that respondents to be interviewed were available and ready to take part and provide accurate, honest, complete answers, and that the investigator had sufficient time to complete the study. There was an assumption that the economic and socio-cultural factors influences on girls about education were uniform across different cultural settings in South Sudan.

1.8 Definition of Key Terms

Civil war; means military conflict between parties, factions, or inhabitants of different regions within the same country.

Cultural Practices; these are identities that define a given community based on their values and norms.

Drop-out; is an occurrence that happens when an individual discontinues school before finishing his/her course either primary, secondary or college education.

Early marriage; refers to the union or marriage between two persons in which one or both parties are aged below 18 years.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL

FRAMEWORK

2.1 Introduction

This chapter analyses the already existing literatures founded the study's objectives. It will commence with the general review, empirical literature, and identification of knowledge gaps, theoretical framework and then conceptual framework.

2.2.1 The Influence of Socio-Cultural Beliefs on Girls' Education

A majority of African societies have a male preference when it comes to education. The boy child is anticipated to do wonders in the academia domain while the home is considered as a place for girls, maintaining the family's livelihood (Mischi: 2012). In most of the communities, ones a girl is initiated into adulthood, she is expected to be a good cook, a good baby-sitter, a good singer, able to iron cloths and entertain the visitors of the husband. Such cultural believes are carried to the schools by girls and is a real deterrence in the academic performance. Most girls thus chose courses which are in line with what the society expects them to do as adults, e.g. home science, music, fine art, hospitality management and other arts oriented courses.

Family development efforts in less developed countries, schooling included, are devoted on boys since they are clans' developers whereas girls are required to be wedded to partners who will communicate on their behalf. Due to this, little effort and resources are used upon education in girls (World Bank: 2012). This might result into low academic attainment in examination among girls. Ballara (2012) notices that families, men and

fathers in common have a deleterious attitude towards females' education, particularly when it leads to the likelihood of acquiring first-hand skills that provides a new tangled role for women in the household as well as in the community. As a result, the girls' schooling is obstructed hence, lead to poor performance in national exams.

In many African nations, majority of big and poor families chose to have boys educated for household headship, kin continuity, and property inheritance as girls wed and move out of their parents' households (UNESCO-UNICEF: 2010). Furthermore, the incapacity to purchase books and pay fees, big equipment and garments force parents to invest in their boys' education, whom they regard like a future source for family provision in the expense of their girls whose financial support could belong to another household (UNESCO-UNICEF: 2010).

Chege and Sifuna (2006) observed that mothers and fathers have a tendency to dishearten a lot of education for their girls. Often, there is anxiety that whenever a daughter acquires more education, then she is likely not to win a husband or become a virtuous wife. The authors claim that, ladies refrain from attaining higher educational levels in order to stay manageable as well as prevent entering fields that would hinder them from following their husbands in instances of residential transfers. Patriarchal systems seem to affect patriarchal societies that give investment preference for boys' schooling who are believed to preserve their parents' responsibility once they get old, equated to girls, who are integrated into the families of their spouses (Eshiwani: 1993).

This is the reason for boys to acquire optimum training to achieve the highest status as the family heads alongside being successful heads. Also, boys were anticipated to inherit property of their parents and hence uphold the status quo of their respective families. On the contrary, girls thought that their future and success rested on their husbands' success and as a result, it acted as a reason to stop taking girls to school (Maritim: 2010).

Absence of vision as well as prospects for future existence lessens interest among girls to partake, succeed and do well in education. Therefore, exceptional efforts ought to be applied to nurture inquisitiveness to education among girls and offer a suitable atmosphere that will encourage their full contribution and success in schooling. Numerous experts have deliberated at changing the levels of cultural restraints as they function to confine girls' education. Maleche (2012) claims that, the cultural barriers comprise of male chauvinism. This is the conviction that schooling will render girls dissatisfied and dissolute, less enthusiastic to take part in the hefty labour. The overall assertiveness demonstrates that education is detrimental for females since it obstructs their cultural sanity and men's dismay. Therefore, this attitude fails to inspire schooling for ladies, let alone hopes for a good place in community. Ultimately, girls' performance may be affected.

Konchora (2004) realizes that gender ferocity has offered an unattractive representation of the inflexible cultural processes that forms the basis for most pastoral communities. This is especially widespread in families that completely ignore women rights against violence. Kanyuka (2010) observed that the enshrinement of girls as homemakers created

the basis for post war of education among girl by mid-20th Century. The girls' education comprised of an extensive chapter on domestic topics such as laundry, needlework, housekeeping and cookery. This was because the knowledge of an individual, especially girls, on such topics was essential to determine potential homemakers. Second, domestic topics had benefit of (giving) a concrete tactic to theoretic work; and lastly, such topics could serve as one of the requirement for qualification "for girls wishing to attend colleges of domestic science." To the girls, domestic topics offer centres of interest, congenial and nurture for them.

The study contrasts that of Abdullahi (2005), Ballara (2012), Bernard (2002), Chapman (2004), Chege (1983), Sifuna (2006) who note that, absence of an encouraging policy framework for girls' education and that male-controlled cultures are impacted by male-controlled structures, which offers investment likings in educating boys who are assumed to hold their parents' responsibility when they get old, paralleled to girls who are absorbed into families of their husband. Moreover, Sifuna (2006), Eshiwani (1993) noted that cultural factors impact on girls' academic achievement.

Girls were overloaded with family tasks that were to be strictly done as per the designation failure to which amounted to some serious punishment. They were more occupied with house chores back at home because girls were perceived to be more valuable at home compared to boys. Child labour is disadvantageous to enrollment of girls in academic institutions and training institutes. Culture defines domestic duties as a preserve for the Girls and not for boys. Roles like cleaning the house, cooking, washing,

and even babysitting which tended to be time-consuming and recurrent were allocated to girls. Boys were to herd but once within an interval for example in a day or build a family structure which would last for a while. Therefore, girls would have lesser time for study, revision or even research on take-away assignments. According to Chabuad (1970) domestic duties impacts on school work more especially the girls who are overcome by duties at school and back home. Wamahiu (2006) emphasizes that girls turn to be helpful to their mothers at a young age to steadily take on their duties and disadvantages.

2.2.2 Influence of Role Models on Girls education.

A choice by the girl child to join school is influenced by role models who are familiar or educational rather than famous societal figures (Dryler: 1998). Parental influence such as the level to which children see their parents love for academics, become strong motivators to pursue education. Family members being the immediate role model may motivate the girl child indirectly by encouraging them to pursue their academics.

The other compelling argument for increasing female teachers in learning institutions links to the affirmative effect that this has on learning in girls. Proof exists to express a correlation between girls' enrollment and the number of female instructors, particularly in sub-Saharan Africa. In nations where there are less or more equivalent numbers of female and male primary instructors, there is near to gender equality in student admission. Conversely, in nations where females include only 20% of total instructors, there is likelihood that more boys compared to girls will join school (Bista: 2004).

However, as pinpointed in latest study from Nepal, such extensive inclinations cover more multifaceted arrangements at the local level. The association amid girls' enrollment and female teachers is beyond a simple cause and effect, since there are other aspects that stop girls from going to school, some of which further influence the number of female tutors (Bista: 2005). The increase of female instructors has to be supplemented by additional approaches to encourage girls' education, like guaranteeing that the school day timing matches with their domestic jobs, and warranting quality learning in a secure and safe setting (Bonder: 2012).

In a number of conventional communities, parents do not let their girls to be trained by a man-instructor. Similar cases are reported in some Asian countries like Afghanistan, Bangladesh, and Pakistan. The employment of a female-instructor, therefore, can pose a prompt effect on access. Even in situations where male manifestation is not an obstacle to enrollment of girls, parents may perhaps choose female teachers over male. A research in Nepal, for instance, shows that mothers seem more contented speaking about their children with a female teacher, and in India - an atmosphere where local politics is often regarded to be about interactions, inside-dealings and favors - female teachers are regarded "sincerer" since they are less likely to be associated with local politics (Bradley: 2004).

Having female teachers in learning institution can further influence positively on retaining of girls in school and on their success. Studies have demonstrated a positive influence from female tutors on achievement of all students. A woman model can

encourage and support girls to fruitfully finish their trainings and perhaps even carry on learning to turn into instructors, themselves. The woman can equally be present to attend to any challenges and offer assistance when needed. In institutions where girls are few, particularly, the being there of any woman teacher may too guarantee safety for girls from undesirable consideration from male teachers or boys, and even from sexual exploitation and abuse (Drake and Owen: 2008).

2.2.3 Economic Factors Influencing Girls' Education

Absence of government funds and poverty greatly restricts the degree to which education can be enhanced. According to the World Bank, over half of the people in South Sudan are living below the poverty line. As the poverty levels rises in a family, there becomes some high chances that a female child will not attend school because of the high cost of uniform, school fees, exercise books and additional learning resources. In most South Sudan regions, girls are usually considered as commodity of exchange hence an opportunity to double the wealth of the family via marriage, fetching resources like money and cattle. Around 40% of girls aged 15-19 are wedded as young as12 years of age. Also, some parents believe that the girls require "protection" from unplanned pregnancy while schooling. The conditions of finance result into the boys' prioritization over girls when the household needs to choose the child to attend school.

At community and household levels, poverty is the core factor undermining education rights for girls. Admission fees and other costs like transport, books, and clothing highlight the gender gap. Whenever poor households fail to afford money to educate their

children, it is always their girls who have to remain at home until the period they are married. The World Bank offered teenage girls with stipends alongside cash transfers to their parents in Malawi. By the project's completion in December 2009, the rate of drop-out in girls had been lowered by 40% (UNICEF: 2007).

Poverty turns off the hope of attending school for most children. Comparing girls and boys, girls tend to lose opportunities to education because of poverty (UNICEF: 2005). Deprived families usually cannot manage sending their children to school. If it entails selecting between daughters and sons, girls tend to lose. Even in instances where there is free primary education, unseen costs like books, uniforms, supplies, or food might hinder sending girls to school. In communities that encourage married women to stay with the kin of their husbands, parents find less value in devoting restricted funds in a girl's education only to observe a different family enjoy the rewards (Svags: 2008). Additional costs like household labour or lost income also derail chances of joining school for girls. If household chores or money are required, girls often find themselves in paid child labour force or are needed to fetch water and firewood and take care of an ill member in the family or younger siblings.

Furthermore, national poverty renders schooling inaccessible. Whenever countries like South Sudan are caught up in conflict and huge portions of their funds go to buying weapons and paying loyal forces, education is usually the leading casualty of cutting costs (Johannes: 2010). Dilapidated learning institutions are not replaced or fixed, roads are not maintained or built, books and other supplies go missing, teachers are not qualified or paid satisfactorily and school fees soar. When these situations exist, few

homesteads can send their girls to school and in many cases would not wish to have them attend school even if they had the ability. Families are afraid to allow girls to travel distances on insecure roads or see slight value in the education delivered by under-funded schools.

2.2.4 Parents' Level of Education

Parents that have achieved some education are exceedingly anticipated to be an automatic role model to their children in terms of achieving quality and better education thus being the drivers of change. According to Abagi (2015), girls from families with limited resources and lower levels of education are more prone to enlightenment than boys from similar upbringing; thus, parents tend to prioritize basic needs of the family and education for boys then to the girls. This might result in the presumption that well educated and enlightened parents under stable employment and huge resources are more prepared to take their kids to school irrespective of gender.

Parents seem to have varying attitudes towards their daughters and sons. Girls are nurtured to learn female roles like child rearing while boys have the freedom to devote to career development. Parents believe that girls lack independence qualities, assertiveness, and initiative (Mampele: 2004). Siegel (2007) claims that, parents respond differently when things fail to work-out for girls and boys in academic performance. Based on this, recent research pursued to investigate whether the dissimilarity in response by parents is due to varying attitude of parents founded on culture. Eshiwani (1986) observed that, girls had not been motivated to join academic careers that were historically men dominated as cultural impact is still powerful in most South Sudan areas. Education in

girls is considered as a mere time wastage since girls will have to go out of their homes and join a different family.

Accordingly, Ademola (2009) realized that amongst the Ghanaian' Sisala tribe, girls are provided with influential skills of being stay at home wives yet deprived of that portion of education that will make them compete favorably in other areas just like boys. By so doing, girls shy off and later on become dependent on either spouses, siblings and worse of all parents in some rare cases. On the contrary, Kihumba (2007) observed that in Lesotho, instead of having girls staying at home feeding and learning good housewifery duties, they are taken to schools while boys attend to cattle. This trend appears to differ from what takes place in most cultures where girls are required to stay at home and take care of children whereas boys are allowed to go to school. This condition in Lesotho portrays inequality in the providing education to the boy child. Most ethnics in South Sudan trust that the boys' education ought to be advanced as they are future household heads. He correctly concludes that the child's gender should not be a basis when handling the delivery of education. From the previous, the current study explored whether culture is a factor contributing to the disparity in the delivery of education to girls and boys.

2.3 Theoretical Framework

2.3.1 Pearson's Gender Relation Theory

This study will be finds its roots on the gender relations theory of Pearson (1995). In this perspective, the society tends to view different actions that are performed to be grounded on interactions and social roles for women and men. Societies seem to possess final

power on the exact nature of what men and women essentially do, and their actual contribution to reproduction and production which in the end is seen to be biased against women culturally.

This theory is suitable for this research since it highlights the different social, economic, and cultural norms and values which ought to be deliberated for women to actively participate in social activities like education, leadership and business. These economic and cultural norms stressed in the theory are the various factors that impact women in sciences and technical courses in various universities. This theory is applicable for this study since it entails all variables under investigation. In the past, the family was structured in a way that it is still being ruled by a home head, a position taken by a male parent except for some rare cases. The male-controlled mentality is hence prevalent. The duties allocated to women are scarcely defined and widely generalized as house chores yet has little monetary value since a better part is indirectly paid in kind. Women are required to be good mothers and wives hence the courses they do at the university levels relate to social life and not technical in nature. They are seen as subordinates in most societies and therefore cannot be allowed to do male related courses like engineering which are seen as less important to them.

Studies on the education situation among women demonstrates that, discrimination and disadvantage begins even before birth with societal and parental deleterious attitudes which emphasize on the worth of men against women in science and technical courses (Heneveld: 1995; Wamahiu: 1995). The advantages of education for women could be

clarified by the impact that education has on women's success. Educated women gain and apply new personal, economic, and social characters that in the end affect societal modification (Moulton: 1997).

As a result, gender turns out to be a fundamental factor in choosing who should be given a particular course in the society and the time it will take (Psacharopoulous and Woodhall: 1985). Before parents decide, considerations are taken regarding family preferences. More often, females are at the receiving end due to culture within a community or society, homestead, and school than males. They also comprise of economic and socio-cultural considerations like educational level of parents, occupation, labour's traditional divisions, family size, detrimental perception by parents concerning education for girls, and early marriages. Therefore, this hinders women Students' academic success. From the literature and the studies, numerous factors either dependently or independently influence women schooling.

The unemployment issue has been seen to be grave for female students since, firstly, parents are not prepared to allow their daughters get out of their sight (from the home compound to town/market centre), or to stay on their own in the course of beginning and running a business. Secondly, females are considered as self-doubting debtors by many monetary institutions. Additionally, most females have nothing to give as safety while males can be permitted to use the land title deeds of their fathers and other fixed assets to win loans to pursue studies in technical courses which incline to be more costly day by day.

2.3.2 Feminist Theory

This theory is based on feminism and could be the major drawback in women's attempt to venture into academics; among other inferiority complex which it dogs women with e.g. work and class, human rights, the family, the self, the body and globalization. Feminism is both a political movement and a rational commitment and that pursues fairness for ladies and to bring to an end all forms of sexism, including education and work (O' Connor: 2008). In most of its forms, feminist appears to involve at least two claim groups, normative and descriptive. The normative statements concern how women should be observed and draws on a contextual justice conception or extensive moral position. The descriptive statements concern how women are, as a matter of fact, observed and treated in harmony with the justice standards or morality involved in the normative statement.

The feminist theory is based on the descriptive component of feminist which accounts for particular social mechanisms that deny women respect and rights, (e.g.) a female motor mechanic or plumber is viewed visa-a-vie the male counterparts as far as impression is concern as not competent even if they have the right qualifications (Warren and Wini: 1999).

At the centre of feminist theory is the dominant subversion representative order to the scope that is created about norms and standards that breakdown into binary pairs, with subordinate and dominant terms parallel at different levels: black/white, male/female, good/bad, master/servant, strong/weak, and ruling/ruled. The word that describes the

underlying value is called phallus, and it rests on two major models; with distinct associations that are understandable, graspable, and capable of being regulated. These associations describe the manner in which a society is organized and hence the norms on which that order is build: order that is constantly marked by hierarchy and dominance, by patriarchy (Warren and Wini: 1999). Those forms may comprise of god/man, and also arts/sciences, man/woman. They are consequences of sense of order given as rational i.e. logos, around which value is built -logo centric. Logo centrism which is also everywhere, is also constructed on an ordering principle which is that of the central figure i.e. the phallus is the base for masculinity sense of identity as the centre, and as feminist sense as subordinate and derivative to the masculinist.

Apart from few women who have gone against the social order described above, majority of women in the whole world suffer from the feminist sense of deprivation and subordination to the masculinist which has not only dictated their choice of career but also their role in the family set ups, politics and evangelism. The choice between technical courses and art oriented courses has largely been dictated by phallus and this is the feminist theory.

2.4 Conceptual Framework

In this study the researcher looked at economical and socio-cultural factors influencing girls' education in Jonglei state, South Sudan. The independent variables may include the following: socio-cultural factors, economics factors role model and parents' level of education and how they influence the girls' education in South Sudan. The four

descriptive variables have an effect on the dependent variable, which is the enrolment of girls in learning institutions. However this may be achieved with the intervention of intervening variables like self-concept and school environment.

Figure 1: Conceptual Framework

Independent variable   **intervening variable**   **dependent variable**
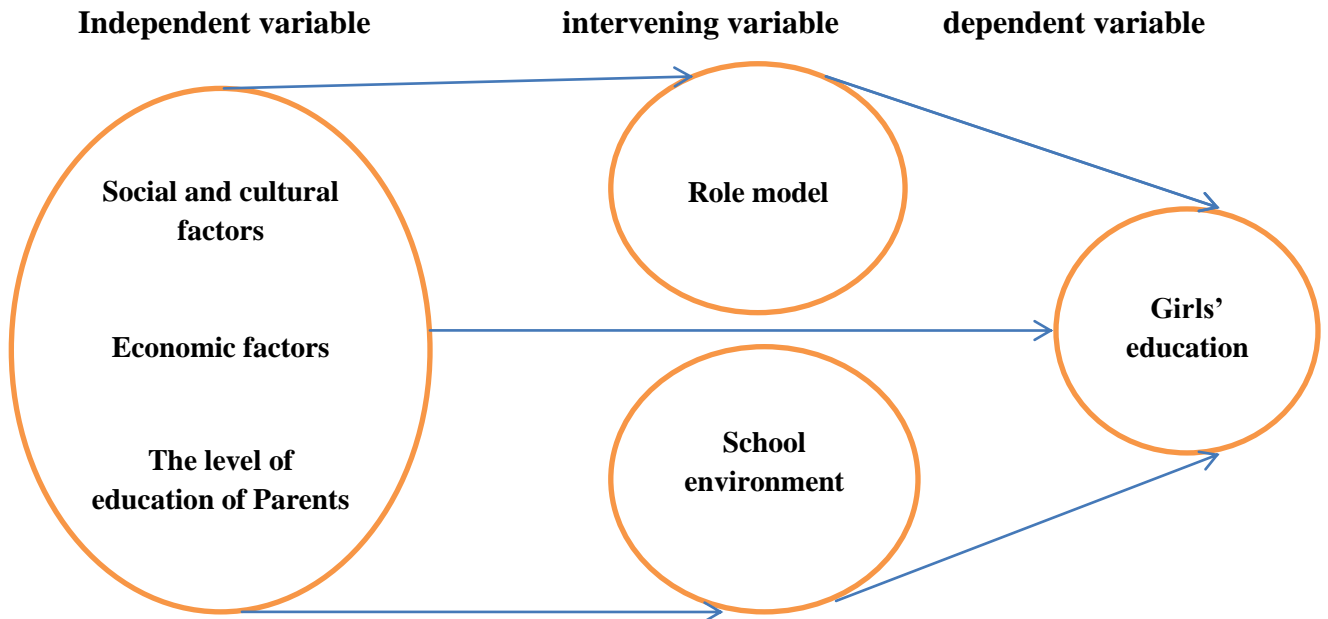
The conceptual framework above represents the variables in the study which influence the girls' education. These variables in connection to intervening and intermediate factors such as role model and school environment respectively can either positively or negatively influence girls' education in South Sudan. Girls' education is influenced by cultural factors, economic factors and parental level of education. These are being moderated by school environment and role models of the student. In relation to the study, the conceptual framework will attempt to highlight the relationship between accessing education by the girl child in South Sudan and factors that may hinder or encourage them to pursue the same.

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Operational Definition of Variables

Table: 2.1 Operational Definitions of Variables

Type of variable	Indicators
Independent variable Socio-cultural factors	• Early marriage • Male preference • Female genital cutting
Independent variable Economic factors	• Parental support • Sponsors • Orphanage • School fees
Intervening variable Role model	• Parental level of education • Presence of educated women in the society • Presence of female teachers
Intervening variable School environment	• Good learning facility • Conflict in the area • Lack of enough teachers
Dependent variable Girls' Education	• Improved enrollment and high completion rate

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides facts linking to the methodology and design of the study. It describes the research design, the objects of study, sampling technique and data gathering methods. The research process and techniques of data analysis that will be used in the study process are also described. All these will guide the implementation of the study towards the realization of the research questions.

3.2 Research Design

Cooper and Schindler (2000) describe research design as the blueprint for the data gathering, measurement and analysis. It helps the scientist in the distribution of scarce resources. This research was descriptive in nature. Descriptive research reveals a correct profile of an individual's actions or circumstances (Robson: 2002). According to Zikmund (2003) the main purpose of descriptive research is to offer information about the phenomenon on study. Such studies therefore grounded on some former understanding of the research problem statement. A descriptive study attempts to reveal responses to *who, when, what, where,* and sometimes *how* questions. It also attempts to cover attitude or patterns of past behaviour (Cooper and Schindler: 2000). Descriptive design was used the most suitable design for this study because the design is not only limited to facts finding but could repeatedly lead to the construction of important knowledge principles and explanation to important problems. The design is more than just a data collection exercise since it includes classification, measurement, analysis and interpretation.

3.3 Population of Target

A population is demarcated by Cooper and Schindler (2000) as the sum or a group of components about which a researcher would draw various conclusions from. This study targeted students, in public schools and their parents as indicated in Table 3.1.

3.4 Sample and Sampling Technique

Cluster, Proportionate and finally systematic sampling were used to sample 120 students as explained below;

    a)   Cluster sampling where separate lists of students were obtained to serve as sampling frames for each school. This was further clustered according to gender.

    b)   Proportionate sampling where the sample size was distributed proportionately using the formula (cluster size/total population x the intended sample size)

    c)   Systematic random sampling where the proportionate number or respondents was picked from each cluster. In a systematic sample, the elements of the target population (in this case the cluster) were placed in a list and then every k^{th} element was systematically selected for inclusion in the sample using the formula below:

    k   = Size of population (size of the cluster) ÷ Desired sample size (the proportionate sample assigned to that cluster

For every student sampled a parent was targeted for interview where finally 82 parents were interviewed. A sample size of 12 teachers was used as key informants. 6 of them were head teachers while the other 6 were class teachers.

Table 3.1: Determination of sample size according to sex

Schools	Target population			Sample size (20%)		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Malek Secondary School	54	38	92	11	7	18
Alliance High School	50	34	84	10	7	17
Bor College School	58	39	97	12	8	20
Green Belt Academy	57	41	98	11	9	20
St. Andrews school	78	42	120	16	9	25
Royal Junior	50	50	100	10	10	20
Total	**347**	**244**	**591**	**70**	**50**	**120**

3.6 Data Collection Methods

The investigator used both primary and secondary data in this study. The secondary data were gotten through document reviews whereas the primary data which was the main focus of the study was obtained from field through data collection. With the help of 12 research assistants a questionnaire containing both non-structured and structured questions and which were designed to collect maximum data to accomplish each question of the study was administered.

Research Instruments

Various research instruments were used in data collection include.

Questionnaires -three sets of questionnaires were used. Students' and parents' questionnaires sought information on socio-cultural background of the students, views on

women access to education recommendations. Teachers' questionnaire provided information on their views on what contributes to low enrolment of girls in school and possible recommendations to alleviate this situation. The researcher administered the questionnaires personally to ensure that a lot of information was captured from the respondents.

3.7 Data Analysis Methods

Hussey and Hussey (1997) claim that if an individual has gathered mainly quantitative data, he/she should conduct some statistical analysis. The researcher employed both qualitative and quantitative techniques for data analysis. The qualitative techniques of data analysis were employed to work out open-ended questions and provided in-depth details.

Descriptive statistics are used to analyze quantitative data collected by questionnaires. Descriptive statistics are applied to create frequency distribution tables, averages, and data entry sums. All the data collected were analyzed by usage of frequency distribution percentages and tables for accuracy purposes and easier interpretation.

3.8 Ethical Considerations

In the research process, it is vital that ethic consideration be provided with due attention in an ethically responsible manner (Robson: 2002). Bassey (1999) also contends that in any form of research within the spectrum of social sciences, ethical concerns are

compulsory in carrying out and reporting the findings in respect of democracy, truth and persons.

Permission to conduct the study was gotten from the Office of the ministry of education as demanded by law. Introductory letter and permission to the school heads in the selected public schools was sought in time. The research was done in an ethical way and all respondents treated with outmost respect and dignity. All participants were given the chance to voluntarily participate in the research. The researcher administered questionnaires to respondents, a fact that facilitated achievement of a good ratio return. It further gave the participants an opportunity to seek explanation on proved difficult items.

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION.

4.1 Introduction

The chapter includes the analysis and presentation of study data. The information gathered from head teachers, teachers and students and their parents was analyzed and laid out in form of tables. Descriptive statistics were applied in the data analysis and the results presented using percentages and frequency distribution tables.

4.2 Demographic Characteristics for the Participants

This section details the participants' characteristics in terms of gender, age and schools. It underlined the target population's major characteristics which involves teachers, students, and parents in the study which were essential in shedding light on their characteristics and the school characteristics.

4.2.1 Age of the Students Respondents

The study involved respondents of ages 18 years and above. The ages were distributed in tables. Table 4.1 displays age distribution of the participants involved and age was considered as a major demographic factor. It allowed the investigator identify the group of 120 participants who participated in the survey.

Table 4.1: Students' distribution according to age group

Age group	Frequency (n)	Percentage (%)
18-22	61	50.9
23-28	43	35.8
Above 28	16	13.3
Total	**120**	**100**

According to the findings 50.9 percent of the students interviewed were aged 18-22 years old followed by those aged between 23-28 years old (35.8%) and those above 28 years old (13.3%). The finding is that most of the students are of ages that would have completed high school and even university education. The delay in education could have been caused by among other things, poverty, and political instability.

4.2.2 Gender of the Students Respondents

According to Global Partnership for Education (2015), South Sudan experiences significant challenges in the sector of education, especially regarding gender parity were literacy rates for girls are 40 percent compared to 60 percent for boys. It is with this context that this study compared the enrolment rates of girls with those of boys and the results are in table 4.2.

Table 4.2: Gender of the Pupils

Gender	Frequency (n)	Percentage (%)
Male	70	58.3
Female	50	41.7
Total	**120**	**100**

Findings from Table 4.2 demonstrate that 58.3% of male students were interviewed compared to female counterpart which had 41.7%. This shows that fewer female students were in school as compared to male. One of the major contributing factors could be early marriages. According to Oxfam (2019) 71% of women and girls between 15 and 49 years old living in Nyal, South Sudan, were married before 18, and 10% were married before 15.

Table 4.3: Distribution of parents

Gender	Frequency (n)	Percentage (%)
Male	57	70
Female	25	30
Total	**82**	**100**

From table 4.3, there were more male respondents than female counterparts. This is because most females shied away and preferred the male to answer the questions as they were considered the household heads. On the other hand, the community, due to cultural practices, most of them did not give women a chance to come out boldly and express themselves on matters concerning the family as women were not allowed to make decision to the family members. Male were represented by 70 percent and female 30 percent.

Gender stereotyping was largely mentioned and it influenced individual acts and the mindsets of the participants towards displaying intra-household discriminatory processes towards the girls. Some of the gender stereotypes related to femininity notions, recommended roles of the girls and women, evaluation of the femininity amid some of the sample's sub-groups were recognized as follows:

"Boys are more superior to girls".
"A man with only female children has no say in the community".
"Domestic work is seen as girls' work".
"Girls are source of income to the family and community as well"

The identified stereotypes on gender influenced the acts of adult women and men towards their children. Substantiating these views, a famous head-teacher of one of the secondary schools in Bor County who has more years teaching experience observed:

> "*The underlying drives that impact on the acts of parents towards the girls' education are associated with deep-rooted beliefs, stereotypes about girls which may not necessarily be factual. For example, there is this belief that boys are smarter than girls hence; some parents may not observe any value to educate girls.*"

Table 4.4: Parents' Education

Education level	Frequency (n)	Percentage (%)
None	10	12
Primary	52	63
Secondary	12	15
Above secondary	8	10
Total	**82**	**100**

Findings of this study indicated a low literacy level of parents. While majority (63%) of the parents reported to have gone up to primary level of education, only 25% had attained secondary education and above. Of the 82 parents interviewed 12% were illiterate. This low level of parents' education had been attributed to political instability in the country and norms and values of the Dinka Community where children were expected to look

after animals instead of pursuing education. This has majorly affected those parents who were above 40 years of age because they did not have opportunity for formal education. Constant political instability especially in Bor County where the Sudan civil war started in 1983, most of the parents joined the Sudan Peoples' Liberation Movement (SPLM), where they were fished out of the community and the schools and forced to be child soldiers hence spent most of their time in the forest as warriors to protect the community and liberate the Country. From table 4.4, it is thus obvious that most of these parents attained Primary Education only.

4.3 Effects of cultural beliefs on girls' education

Among the 6 head-teachers, 6 class teachers' and 120 student respondents, cultural beliefs have effect on girls' education to the greater extent as table 4.5 shows.

Table 4.5: Students' opinion on the extent the selected factors affect girls' education

Factors	No extent		Little extent		Moderate		Great extent		Very great extent		Total
	n	%	n	%	n	%	n	%	n	%	
Early marriage	15	12.5	10	8.3	9	7.5	20	16.7	66	55	**120**
Presence of female teachers in school	19	15.8	13	10.8	30	25.0	49	40.8	9	7.5	**120**
Relevance of subjects	16	13.3	18	15.0	43	35.8	20	16.7	23	19.2	**120**
Efforts to champion Girls'	17	14.2	9	7.5	29	24.2	38	31.7	27	22.5	**120**
Carrier Choice	12	10.0	19	15.8	36	30.0	20	16.7	33	27.5	**120**

The research question directed to students was: To what extent do the following factors affect access to education among girls? According to table 4.5, cultural beliefs are seen to still influence girls' education. This is because of the community's loyalty to their culture to a very greater extent. On the other hand an early marriage was also a major concern to girls' education with 55% asserting that early marriages negatively influence the girls' education thus making a majority not to pursue their education to completion. Female teachers' presence in school was a moderate factor to girls' education according to the respondents with 40.8% believing that their presence may influence girls' education to a great extent.

Male preference was seen to be affecting girls' education in the area as most of the parents still hold on to the belief that girl child place is doing home chores. There were some parents who believed that boys were the priority when it came to education. Largely, 35 percent of the respondents were seeing it as the major cause of girls' inability to pursue education, but 4.2 percent of the participants were of the view that cultural belief has no consequence on girls' education. It was also observed that early marriages have greater effect on girls' education, with 55% of the respondents agreeing that most girls after initiation to adulthood tend to get married in early ages.

Table 4.6: Parents' opinion on the extent the selected factors affect girls' education

Factors	No extent	Little extent		Moderate		Great extent		Very great extent		Total
	n	%	n	%	n	%	n	%	n	%	
Early marriage	15	18.3	10	12.2	9	11.0	10	12.2	38	46.3	**82**
Presence of female teachers in school	13	15.9	15	18.3	20	24.4	19	23.2	15	18.3	**82**
Preference for boy child	10	12.2	14	17.1	35	42.7	12	14.6	11	13.4	**82**
Efforts to champion Girls'	12	14.6	9	11.0	29	35.4	18	22.0	14	17.0	**82**
Carrier Choice	12	14.6	19	23.2	26	31.7	16	19.5	9	11.0	**82**

The research question directed to parents was: To what extent do the following factors affect access to education among girls? According to table 4.6, cultural beliefs are seen to still influence girls' education. This is because of the community's loyalty to their culture

to a very greater extent. On the other hand, an early marriage was also a major concern to girls' education with 46.3% asserting that early marriages negatively influence the girls' education thus making a majority to drop out of school hence not pursuing their education to completion. Female teachers' presence in school was not a major factor to girls' education according to the respondents with 18.3% believing that their presence may influence girls' education to a great extent.

Male preference was seen to be affecting girls' education in the area as most of the parents still hold on to the belief that girl child place is doing home chores. There were some parents who believed that boys were the priority when it came to education. Moderately, 42.7 percent of the respondents were seeing it as the moderate cause of girls' inability to pursue education, but 11 percent of the participants were of the view that career choices have high consequence on girls' education.

4.3.1 Cultural Practices

The study further interrogated some of the practices (specifically Female Genital Mutilation and Early Marriages) that could have an impact on girls' education.

Table 4.7: Female Genital Mutilation

Perception	Frequency (n)	Percentage (%)
No extent	8	6.7
Little extent	10	8.3
Moderate extent	12	10.0
Great extent	40	33.3
Very great extent	50	41.7
Total	**120**	**100**

As table 4.7 illustrates, Female Genital Mutilation (FGM), highest proportion of the respondents observed that this cultural practice has effect on girls' education. With 41.7% said it affects the girls' education to a very great extent. This was also clear with the parents and teachers who also agreed with the observation. This means that FGM was still a major issue within the area.

Table 4.8: Early Marriage

Perception	Frequency (n)	Percentage (%)
No extent	20	16.7
Little extent	10	8.3
Moderate extent	30	25
Great extent	49	40.8
Very great extent	11	9.2
Total	**120**	**100**

Students' perception on early marriage that saw it as containing no extent on education among girls is 16.7%, 8.3% of the students mentioned that early marriage had little consequence on education among girls while another 25% said that it had moderate extent. Another 40.8% observed early marriage as including great extent on education in

girls while only 9.2% consider early marriage as containing a very great extent on education among girls. The prevailing factor in this case is that students do regard early marriage as containing destructive effects for education among female students.

The responses from parents interviewed seemed to agree with those of students in that when asked to state the extent which cultural practices like early marriage, FGM, and gender preference impacts on education among girls. The parents agree that FGM, gender preference, and early marriage had detrimental impact on access and involvement of girls in education. The students highlighted early marriage and female genital mutilation as containing very great effect. It might be conceivable that students are socialized by the society and parents to embrace early marriage and female genital mutilation as a normal thing and hence honor them positively.

The teachers were questioned on their opinion about cultural practices' impacts on girls' education. In the attempt of reacting to the question, all teachers denied the practice and provided the consequence of the practice on education among girls as major result for high dropout rates.

4.4 Social factors that influence girls' education

Role modeling and parents' education were the social factors that this study looked into as social factors that affect girls' education and the findings are presented below.

4.4.1 Effects of role model on girls' education

Role models are considered to be individuals within the society who encourage others to work towards achieving a given opportunity and change a perspective that people have held for a long period of time.

Table 4.9: Effects of Role Models On Girls' Education

Perception	Frequency (n)	Percentage (%)
No extent	5	4.2
Little extent	15	12.5
Moderate extent	10	8.3
Great extent	60	50.0
Very great extent	30	25.0
Total	**120**	**100**

From table 4.9, 50% of the respondent confirmed that the presence of role models in girls life have effect on their education. Only 4.2% of the respondents said it has no effect. The data illustrate the extent to which role models especially women as vital to education in girls. However, as Global partners for education (2015) put it, the inconveniencing matter is the fact that only 12 percent of teachers are women. Women teachers are important to act as a positive influence for girls to register and remain in school.

Importance of role model to girls' education

Only a few girls interviewed had persons who in their minds were well defined role models; and even fewer of respondents were ready to talk about their role models. In looking at the survey data, of 120 students surveyed, 83 indicated they had one or more

role models. This does not show the reality on the ground because most girls still do not pursue education and they end up into early marriages. When they were further probed most of these girls with role models were not academic role models but cultural role models; those women who observe the cultures of their community. These women were considered upright and well respected hence most girls are encouraged to emulate them.

4.4.2 Effects of the Level of Education of Parents on Girls' Education

Out of the parents interviewed only 25 percent of them had attained secondary and post-secondary education. The educational level of parents is a major factor contributing to girls' education. They play a role in encouraging girls' education. Large proportion of the participants generally approves that it affects girls' education to a greater extent. This demonstrated that educated parents realize the benefits of educating their girls thus improving educational levels of girls.

Table 4.10: Parent's level of education perception on girls' education

Activity	No extent		Little extent		Moderate extent		Greta extent		Very great extent		Total
	n	%	n	%	n	%	n	%	n	%	
Role model to the daughter	4	3.3	15	12.5	23	19.2	46	38.3	32	26.7	120
Making follow up at school	7	5.8	11	9.2	27	22.5	12	10.0	63	52.5	120
An inspiration to the daughter	6	5.0	4	3.3	16	13.3	49	40.8	45	37.5	120
Equal chance to both girls and boys	1	0.8	9	7.5	19	15.8	52	43.3	39	32.5	120
Advice to the daughter on academic issues	12	10.0	26	21.7	18	15.0	38	31.7	26	21.7	120

Table 4.10 shows highest proportion 38.3 percent of the parents with higher education level acts as role models to their daughters. This may act as a motivation to the girls in pursuing their education; parents inspire their girls to pursue learning. This preordained that, educated parents were very positive to supporting their girls to study. The number of parents not in support for this was minimal. The research had established that most students have parents who never schooled. Amid those who had attended school, majority had achieved a level of primary education with few reported to have secondary and post-secondary education. Further claims can be made that parents who acquired any education had their daughters attend school whereas those with no education failed to take their children to school especially girls and in case they allow them, they fail to complete the education cycle. This fact can be presented from the analyzed data in that there are more learned fathers than mothers in all education levels.

Additionally, mothers minus formal education are more than fathers, a clear sign that women participation in education is lower compared to men. The pupils were requested yet to gauge their parents' education level as a primary factor that influences education in girls. 26.7% of the participants regarded it as containing huge effect on education for girls while 3.3% saw it as not having any effect. Majority of the pupils stated that a parents' level of education has bigger effects on education among girls. Instances where a parent is learned then there exists high chances of prioritizing a girl's education as opposed to a condition where no parent is educated.

4.5 Economic Factors that affect Girls' Education

Further, the study looked at the economic factors that impact on girls' education and the results are presented below.

4.5.1 Parents Support for their Girls' Education

The researcher sought to know whether the parents support the education of their girls or not. The aim was to find out if support or lack of it do influence girl child school drop-out or not. Table 4.11 shows parents support to their children's education.

Table 4.11: Parent's Support For Their Girls' Education

Response	Frequency (n)	Percentage (%)
Yes	40	33.3
No	80	66.7
Total	**120**	**100**

Of the 120 respondents, 40 (33.3%) admitted that their parents supported them. While 80 (66.7%) said that their parents did not support their education. The result show that most of the participants had parental support however they dropped out of school, the reasons being engaging in early relationship that led to early pregnancy and marriages. On the other hand 80 respondents (66.7%) agreed that the reasons for their school drop-out were the absence of school fees, poverty, and loss of both parents. One of the respondents argued that she was not supported by her parents because she is the only girl among boys that is why her father wanted her to get married to bring home cattle as bride wealth to be used by her brothers to marry. Another respondents mentioned that she did not get

support from her father following her mother's death, no parental care, you will get marriage thinking that your problem will be over but instead it worsen.

The findings showed that inadequate parental support and protection from cultural beliefs such as early marriage, religion practices, female genital mutilation and lack of parental role model impedes girls' education in Bor County. These results are consistent with Anyanwu (1995), Igube (2004), Indabawa (2004), and Offorma (2009), who had previously and accurately observed that the belief that schooling makes ladies to undermine men negatively influences women education and that ancient customs, caste systems, traditions, wrongly understood religious principles, and rural community have deprived girls quality official education.

Table 4.12 summarizes socio-economic experiences and challenges that obstruct girls from attending school.

Table 4.12: Economic Constraints

Activity	No extent		Little extent		Moderate extent		Great extent		Very great extent		Total
	n	%	n	%	n	%	n	%	n	%	
Parental support	30	25	20	16.7	30	25	20	16.7	20	16.7	120
No parental support	12	10	28	23.3	10	8.3	30	25	40	33.3	120
Drop out due to lack of school fees	3	2.5	1	0.8	17	14.2	29	24.2	70	46.7	120
Orphan	7	5.8	9	7.5	21	17.5	62	51.7	21	17.5	120
Lack of sponsors	22	18.3	13	10.8	11	9.2	42	35	32	26.7	120

The reasons given were lack of parental support at 33.3%, lack of school fees, loss of parents, early marriage and lack of sponsors for the girls' education in the area. Table 4.12 above shows respondent's reasons for discontinuing school.

The result in the table 4.11 indicates that the main causes of school drop-out included lack of school levies. 70 respondents (46.7%) mentioned that most girls stop schooling because they lack school fees because their parents/guardian could not afford to pay. The study also found out that parental preference for boy child also affect girls' education with 33.3% of girls interviewed indicated that they do have parental support in their education. In addition, 13 respondents (18.5%) stated that as a result of early marriage

they involuntary dropped out of school as they had no other option. As narrated by one participant who mentioned that "I stopped schooling to get married in order to help my father because he has heavy responsibilities to take care of". Lack of scholarships for girls has resulted into most of them dropping from learning. This is supported by the statement from key Informant the Head-master of Royal Junior School who mentioned that late enrollment of children to school is among the causes of school drop-out for girls.

The head master argued that rural urban migration accounts for the rise in number of school drop-out in the County. Urbanization has influenced many children to migrate to urban cities hence they missed and drop-out of school similarly urban migration causes poor performance in school due to disrupted learning The Headmaster also recommended that it is important for school to create awareness on the significance of learning in classrooms and during school assembly. He also called for parents to report any an unusual behavior to the school administration to monitor and take action before it will lead to school drop-out. He advocated for introduction of cash transfer for girls from poor families from primary to secondary. He argued that there should be law where educated girls have high bride price compare to those who never enroll to or completed school. The Head master strongly emphasized that many pupils drop-out of school because they lacked accommodation and feeding where they live with their relatives. Consequently, they are driven back to their villages.

A once well respected Secondary school head-girl lamented that "I was taken back to cattle camp after dropping out of school, to prepare me for marriage". Lack of

communication between parents and their daughters have led to school girl drop-out where one girl misunderstood her father thinking that her father does not love her that is why, she decided to drop-out of school and get pregnant to revenge her father's ill treatment not knowing that her father was actual trying to protect her.

The respondents clarified that most parents have a preference of taking their sons to schools, based on the cultural belief that daughters will be wedded at some point and join another family therefore taking them will be a wastage of resources and time. In many cases, the girls are forced into marriage to fetch home bride wealth that will be used to support their brother's education. At the same time the cattle paid on their sister hence the brother will use the same cattle to marry a wife or wives for themselves. This indicates that, most of the people in the community fail to acknowledge the importance of education compared to marriage. Such trend accounts for low enrollment levels for girls in schools as well as high drop-out rate in the community. Eleven (11) respondents noted that there are a few trained teachers; hence the pupils are discouraged by the poor teaching quality and irregularity in the curriculum. This shows the inconsistency in teaching and absence of teacher training institutions in the county.

The results indicate that lack of incentives and other school necessities have hindered girls from accessing school. Five of the respondents (7.1%) argued that the lack of items such as sanitary towels, text books, exercise books, and school uniforms prevent them from enrolling in school. Due to early pregnancy, some girls are not able to enroll back to school.

Jacob, a teacher at Alliance High School said that "some of the girls who get pregnant and forced into early marriage are least expected to go back to school, even though they show interest in resuming studies they do not get support from their parents or spouses". This is the statement in one of the key information.

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND

RECOMMENDATIONS

5.1 Introduction

This chapter discusses the data presented and analyzed in chapter four. It explains the factors affecting education among girls in Bor County. It also discusses the impact of civil strife on the girls' education in the community. The data are discussed in relationship to the assumption that the study set to test. The chapter also concludes the study's findings and makes recommendations relating to the findings. Further areas of study are also suggested at the end.

5.2 Discussion

On the basis of the findings discussed above it was established that the major factor affecting girls' education has been strong cultural belief among the society of Bor County. These cultures include early marriage and Female Genital Mutilation; these have been prevalent in Bor County because it is highly valued and widely practiced by the community living in this area. The biggest challenge and hindrance to girl child education in the county was early marriage. From the results, it is apparent that most participants are married between the ages of 12 and 17 years. At this range of ages, the girls are neither mature nor ready for responsibility as wives or mothers because they are still toddlers. This is a clear indication of this community and implies that women are forcefully married at an early age without their consent hence they are never given the chance to access education. Furthermore these young girls who drop-out of school are at high risk of teenage pregnancies as they lack knowledge and awareness on health issues.

Some of the girls mentioned that their parents force them to get married in order to bring home bride wealth, this also implies that early and forced marriages still exist and are considered as means of obtaining wealth, thus the community still condones the practice.

The girls lack guidance from parents about education and its importance as they grow up not knowing what education is all about. Parents especially mothers need to educate and talk to their daughters about importance of education. The parents have to stop perceiving girls' education as a taboo; daughters are the victims because they get involved in certain cultural the practice unknowingly. Parents have also contributed for girls school drop-out in the County. The study findings revealed that they lack advice and directions from their parents due to low level of education they possess. The school also needs to introduce Life Skills curriculum in schools for the pupils to know the effects and the consequences of not pursuing education. It is high time for the parents to start being involved in education matters of their children and to work jointly with the school's administration, if the community and the country want to eradicate factors affecting girls' education.

The education level of parents is a significant factor that hampers accessibility to education among girls. The income and education level of a parent are major contributing factors of girls' access to education. Educated parents have the ability to provide school's needs, assist, and guide their children while doing homework and monitor their educational progress and purchase textbook so that they can advance their education. Contrary, uneducated parents do not value education for their children and are unaware of the kind of education their children receive in school. They fail to realize the monetary

returns particularly for girls; this translates to why they marry them off while they are still young to get monetary return from dowry.

UNICEF advocates for quality important training for all, with prominence on sex fairness and killing aberrations of varied types. Explicitly, getting young women into school and warranting that they remain and understand what UNICEF calls "Multiplies effect". Educating girls suggest that they are probably going to marry with time and have fewer youngsters, who hence will perhaps live and be better sustained and educated. Educated young girls are more valuable at home and well paid in working setting and more prepared to take an interest in monetary, social as well as political basic leadership. (MDGs: 2000).

According to my observation of family environment and household, it differs from one family to another. Some families through the observation one can tell that they are low income earners.

The type of house they live in clearly indicates the living condition of that particular family and the way they live. So as the environment surround the house, you can tell how this children survive through and some especially girls become victims of early marriage, it shows through their body, health and how they look while nursing their babies.

Most parents have low formal education levels. This denotes that lack of or low level of education affect education among girls. Most parents lack the ability to offer basic requirements, monitor their progress, and help children in doing homework. The parents' economic background in Bor County contributes to the decreasing number of girls in learning institutions.

This is associated with rates of poverty in the society where most individuals rely on government and NGO support. The study outlines that in circumstances where funds are limited, the first choice for school levies payment is automatically directed to the boys.

In addition the study also revealed that not all the girls from the rich families take advantage of available access to education. There is a situation where a number of girls whose parents support and pay their school fees and all other school necessities, however, they still discontinue studies to get married, complaining that their parents are harsh, authoritative, and quarrelsome to them all the times.

5.2 Summary of the findings

The findings from the participants showed that there are numerous socio-cultural factors that remain to impact on participation and girls' access to education in Bor County. The results illustrate that Socio-Cultural elements have a greater threat to girls' access to education. Despite the modification of societal attitudes towards girls' education, there exist degenerating cultural processes that hinder girls' education in Bor County. These

practices comprise of early marriages, FGM, teenage pregnancies, child labour, and parents' level of education.

Specifically, 50.9 percent of the students interviewed were aged 18-22 years old followed by those aged between 23-28 years old (35.8%) and those above 28 years old (13.3%). 66.7% of male students were interviewed compared to female counterpart which had 33.3%. On the other hand an early marriage was also a major concern to girls' education with 55% asserting that early marriages negatively influence the girls' education thus making a majority not to pursue their education to completion. There is a 16.7% perception on early marriages whereby students noted it as having no extent on education among girls, 8.3% of the students mentioned that early marriage contained little effect. 50% of the respondent confirmed that the presence of role models in girls life have effect on their education. Only 4.2% of the respondents said it has no effect. The data illustrate the extent to which role models especially women as vital to girls' education. Highest proportion 38.3 percent of the parents with higher education level acts as role models to their daughters. Of the 120 respondents, 40 (33.3%) admitted that their parents supported them. While 80 (66.7%) said that their parents did not support their education.

5.3 Conclusion

Based on the study results, it is concluded that the government has the responsibility of taking the initiative in making sure that the legislations and policies are put in place and implemented to safeguard all the children, particularly girls, to access education. As such

education is seen as the right of every child irrespective of age, gender, sex and disability. They ought to have identical opportunities to fill gender gap in education. The government is expected to campaign for affirmative action, sensitive budget in different government sectors and learning institutions. Working jointly with NGOs and education development partners will help in realizing the progress and change in education system in South Sudan. Finally, the government needs to sensitize the community members on the benefits of girls' education. This should begin with the parents, community leaders, and chiefs who are custodians of traditional customs and laws to adopt education for sustainable and change growth of the country.

The study discloses that poor educational performance among girls has significantly contributed to the development of low spirits in girls' education among parents. The absence of women teachers as mentioned by the participants in this research is a challenge. The number of women teachers was of great issue since girls do not have role models and this discourages them leading to poor enrolment in various schools in Bor County.

5.4 Recommendations

- The study recommends various strategies to improve girl child education via the introduction of education among adults and preferment of Alternative Education programs to cater for all children particularly girls who had discontinued school due to early marriages or pregnancies and those children who also missed out

school due to lack of school fees. This approach will generate a chance for such girls to access education once more.

- Additionally, introduction of mobile schools particularly nomadic communities to reduce girl child school drop-out to give them an opportunity to receive education at their own locality. Furthermore, there is a need for Psychosocial and mentoring programs and introduction of Life Skills, Civic and Peace.

- The National government ought to put in effort to fund girls' education as they are equally required to participate in both political and economic development wholly just like their male counterparts. This can be done by executing policies that are present. Such policies include provision of sanitary towels to girls in school, a policy that the Ministry of Education had committed to deliver. The enforcement of re-enrolment back to school among girls after delivering babies ought to be implemented also.

- Parents should also be enlightened and sensitized on the benefits of girls' education and the effect of certain cultural practices on their education. Even though the Education Ministry is catering for tuition fees, parents should come in and make payments for the feeding programme fees and development fees.

5.5 Other areas for Further Study

The study focused on girl child education in a very small area (One County) in Jonglei State. Further research should be carried out on girl child education in other areas (counties) of the state to get more information on girls' education that is more conclusive.

Another study should also be carried on issues based on the policies relating to education in South Sudan in general.

Similarly, a study should also be carried out on affects of war on education in South Sudan.

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2nd October, 2018

TO WHOM IT MAY CONCERN

RE: JOHN BULLEN ALIER BIOR – C50/89031/2016

Through this letter, I wish to confirm that the above named is a bonafide postgraduate student at the Department of Sociology & Social Work, University of Nairobi. He has presented his project proposal entitled; **"Socio-Cultural factors affecting girls' education in South Sudan: A Case of Bor County, Jonglei State."**

John is required to collect data pertaining to the research problem from the selected organization to enable him complete his project paper which is a requirement of the Masters degree.

Kindly give his any assistance he may need.

Thank you.
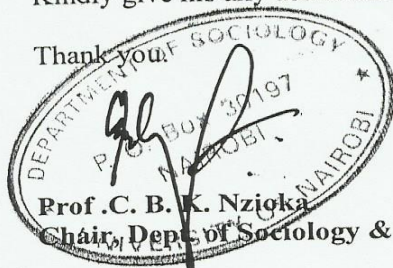
Prof .C. B. K. Nzioka
Chair, Dept of Sociology & Social Work

THE REPUBLIC OF SOUTH SUDAN
Government of Jonglei State
MINISTRY OF EDUCATION, GENDER AND SOCIAL WELFARE

Director General's Office

No SMoE/GSW/DG/JSB/50.A.1

Date 11th /10/2018

TO WHOM IT MAY CONCERN

RE: John Bullen Alier Bior registration*: c50/89031/2016

This is to bring to your attention that the above mentioned person (John Bullen Alier Bior) is a postgraduate student at the department of Sociology & Social Work- University of Nairobi in Kenya.

John has been given approval by the University to precede with his research as per his project proposal entitled **"Socio-cultural factors affecting girls 'education in South Sudan: A case of Bor county,Jonglei State".**

In this respect, the state Ministry of Education, Gender and Social Welfare – Jonglei State hereby request your Institution to cooperate and allow John Bullen Alier Bior to collect the required data for his MA Project reseach.

Thank you.

Abel Manyuon Jok,
Director General
Ministry of Education & Social Welfare
Jonglei State –South Sudan

Cc : file

ministryeducjonglei@gmail.com

APPENDICES

Appendix 1: Parent's Questionnaire

This questionnaire aims at collecting information and data for academic use by the researcher. Your kind participation will go a long way in providing useful information required to complete this research. You need not indicate your name. Kindly provide correct and useful data and fill appropriately as logically guided. Indicate your response by putting a tick (√) or writing in the provided spaces.

Section A-Background information;

Age 1] 10-18 years ( )   2] 22-25 years ( )   3] 26 Years and above ( )

Sex: 1] Male ( )   2] Female ( )

Section B: Cultural Beliefs/Norms

Please indicate the extent to which the following activities occur in your community.

Where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent 5= very great extent.

Activities	1	2	3	4	5
i. To what extent does your hold on the cultural community beliefs?					
ii. To what extent do the cultural beliefs of your community affect the education of girls e.g. preference of boy child to girl.					
iii. To what extent does the cultural belief e.g. early marriage affect choice bygirls' education in your community?					
iv. To what extent do you agree that the affirmative action helps girls to pursue their education?					
v. To what extent do you think that the teachers in schools encourage girls to stay in school?					
vi. To what extend do you think cultural beliefs influence girls' choice of subjects in school?					

Section C: Influence of Role Models

Please indicate the extent to which role models influence girls' education.

Where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent 5= very great extent.

Activity	1	2	3	4	5
i. Role models have a positive influence on girls' education in South Sudan?					
ii. South Sudan still has a shortage of women to act as role models for girls pursuing education					
iii. When a woman advises another to study it will carry more weight than a man doing it.					
iv. To what extent do you agree that the empowerment of girls, especially in school through role models is the sure way of realizing the economic growth.					
v. The performance of girls in school will influence others to join.					

Section D: Parents' Level of Education

To what extent do you agree with following statements?

Where 1= no extent, 2= little extent, 3= moderate extent, 4= great extent 5= very great extent.

Activity	1	2	3	4	5
i. Educated parents can influence education of their children right from primary school.					
ii. An educated parent is likely to make a follow up on his/her children's performance including the university and this shall ensure a high completion rate.					
iii. A parent with a high level of education, especially a mother, shall be a major inspiration to the daughters to do the same					

Activity	1	2	3	4	5
iv. An educated parent would give people opportunities to both sons and daughters and encourage them to learn.					
v. An educated parent shall be rational when advising his/her daughter on matters education.					

Section E: Economic Constraints

Activity	1	2	3	4	5
i. Most girls in school depend on their parents to pay their fees.					
ii. Most parents cannot afford to pay school fees for girls in school.					
iii. Most girls drop out of school due to lack of school fees.					
iv. There are many single parents (women) who would wish to take their daughters to school.					
v. Most girls lack sponsors to pursue their education to the maximum as compared to boys.					

1) According to your own opinion state five reasons why girls perform poorer in school than boys.

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2) In your own opinion how would you describe the effect cultural beliefs on girls' education?

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Appendix 2: Teacher's Questionnaire

Performance of girls in school

Background Information

1. Name of School……………………………………………………………………..

2. Number of students' enrolled in the department

(i) Total………………   (ii) Male……………   (iii) Female…………..

Where 1= very high, 2= high, 3= moderate, 4= low, 5= very low.

Activity	1	2	3	4	5
i. How will you rate the enrolment of girls in this school?					
ii. How will you rate the performance of girls in this school?					
iii. How will you rate the drop out of girls in this school compared to boys?					
iv. How will you rate the contribution of girls in terms of answering questions in class compared to boys.					

3. In your view what do you think are the causes of under-enrollment of girls in school?

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4. What factors do you think influence performance by girls in school?

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5. What recommendations would you make which can improve?

    a) Enrolment of girls in schools in South Sudan.

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        …………………………………………………………………………………………

    b) Overall performance by girls in school.

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        ……………………………………………………………………………………………

    c) Factors which influence gender disparities in access to education in South Sudan.

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Student's questionnaire

    6) Age: how old are you?

        …………………………………………………………………………………

    7) What class are you?

        …………………………………………………………………………………

        …………………………………………………………………………………

    8) What are the causes of girl's dropout in your community?

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        ………………………………………………………………………………

9) What strategies do you think can improve girls' education in South Sudan?

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10) Are your parents willing to support your education?

Yes [　] No [　]

If No, what are the reasons for not supporting your education?

11) Why do you think girls dropout of school in your community?

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……………………………………………………………………………………

12) Why do you think education is important to girl child in South Sudan?

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13) List cultural practices which you think hinder girls' education in South Sudan.

i. …………………………………………………………………………

ii. …………………………………………………………………………

iii. …………………………………………………………………………..