

**FACTORS INFLUENCING GIRL CHILD DROP-OUT IN PRIMARY SCHOOLS
IN TEREKEKA COUNTY, SOUTH SUDAN**

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**A PROJECT PAPER SUBMITTED TO THE INSTITUTE OF ANTHROPOLOGY,
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DECLARATION

This project paper is my own original work and has not been presented for a degree in any other University.

Signature..... Date.....

CHARITY GABRIEL DUKU

This project paper has been submitted for examination with my approval as the university supervisor.

Signature..... Date.....

Prof. Wilfred K. Subbo

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DEDICATION

I would like to dedicate this project to the following people; my husband, my twin's daughters. I also dedicate it to my parents and my siblings.

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LIST OF ABBREVIATIONS AND ACRONYMS

CPA:	Comprehensive Peace Agreement
CEO:	County Education Office
EMIS:	Education Management Information Systems
ESAR:	Eastern and Southern Africa Region
EFA:	Education for All
GTSI:	GO-TO-School Initiative
GESP:	General Education Strategic Plan
GOSS:	Government of Southern Sudan
LSS:	Laws of Southern Sudan
MDGs:	Millennium Development Goals
SoME	State Ministry of Education

ABSTRACT

This research project sought to investigate the effect of early marriage on girl child school drop-out in primary schools in Terekeka County of South Sudan. Early marriage is one of the leading causes of girl child school drop-out; it contributes to about 45.7% of the cases. The community of Terekeka value and widely practise early marriage which interrupts and denies girls education and prevents them to rise to their full potentials in order to participate in the development of their community in particular and the Country at large. Economic factor is the other major cause for girl's school drop-out where most parents cannot afford to pay school fees due to poverty. From the study poverty is one of the leading causes of girl child school drop-out. Most Parents and Guardians are poor and cannot afford to provide food to their families due to financial constraints not to talk about ability to pay school fees and provide other school necessities. Whereas, in accordance with basic rights, a child should not be deprived of learning simply because she lacks school fees. Due to poverty, early marriage has become rampant in the community through forceful practice so as to get bride price being viewed as one way to get out of poverty without minding about the education of their daughters. Furthermore, the prevalence of civil unrest and insecurity in the country has also destabilized learning in schools which has further caused school drop-outs. Due to insecurity in the County, school going children are at high risk of victimization, violence, abuse as they move long distances to their schools, this created fear in parents and forced them to restrict their daughters from going to school. Therefore if the aforementioned issues are not addressed, generations in the Terekeka community in particular and the Country at large will be deprived of learning and consequently not participate in the socio-economic and political development arena and the community will not be ready to break out of the hover of poverty. The data were analyzed into frequencies and percentages using simple statistical techniques. They were presented in tables and used to explain the influences, factors of early marriage, and economic factors such as poverty and civil strife which contributed to insecurity in the county. The study also used both library and study findings. A sample of 70 girls was randomly selected in Terekeka County where the study covers three localities of three areas of Lingkango, Wasat and Wehida. A number of Focus Group Discussions were conducted among the community; four key informant interviews were carried out and one narrative was conducted.

CHAPTER ONE

BACK GROUND TO THE STUDY

1.1 Introduction

This project paper is set to examine factors influencing girl child school drop-out in primary schools in Terekeka County, to the highlights the barriers to girl child school drop-out .To investigate the reasons behind and come up with possible interventions and strategies to address the gaps in education of girl child in the County.

Education in South Sudan has been undergoing major challenges since the time of the British colonial era. The education system inherited at autonomy was composed more to give government workers and experts to serve the pioneer organization than to instruct the Sudanese for professional development. As such, South Sudan has suffered from shortages of teachers and physical infrastructure. Consequently, 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).

South Sudan is the home of 12 million people with 72% of its population below the age of 30 years and over half (51%) below the age of 18. Hence the country is considered to be one of the countries with the youngest population in the world. Most of the population (83%) lives in the rural areas and relies on crop farming and animal husbandry as primary sources of livelihood. South Sudan is also a land of cultural and geographical diversity, with over 64 ethnic groups. Administratively, the country comprises 10 States and 80 Counties, and 400 Payams. Despite the huge arable land and natural resources the level of productivity is very low and has been exacerbated by the high illiteracy rate and high dependency rate which is estimated to be above 80% (NBS, 2012).

With the signing of the Comprehensive Peace Agreement (CPA), in 2005, the Government of South Sudan (RSS) has been working to provide education opportunities

for all its citizens regardless of their age. Together with nongovernmental organizations (NGOs), donor agencies foreign governments and other international partners, the country has witness a paradigm shift in operation, from the initial provision of humanitarian assistance to reconstruction, rehabilitation and development. The concern of the Government has been to address the root causes of the prolonged civil wars and prevent future conflict. Plans were been geared towards expanding access to basic social services to overcome all forms of inequalities in the county. In the Education Ministry (MoEST) focus is on adopting strategies for bringing more girls to school. This is in view of the fact that gender disparity is a phenomenon that would not only undermine the success of Millennium Development Goals (MDGs), but will also hinder the overall future development of the country, (MoEST, 2005).

Although the EMIS data indicate that by 2010 enrolment increased to approximately 1.4 million in primary schools and 34, 487 in secondary schools, bridging the gender gap in education remains elusive since girls make only 37.2% and 27.4% in primary and secondary schools, respectively. There is still significant low transition rate from primary to secondary schools (19%), high dropout (26%) and repeaters, rates (8.1). (EMIS, 2010)

The Republic of South Sudan wants to work, towards education that is gender-equal and free from discrimination. Such an education should promote, and go according to universal goals such as the MDGs, the General Act of 2012 and the Child Act of 2008. The country should also be committed to ensuring that both boys and girls fulfill their rights to education. To ensure universal access to education included in the Millennium Development Goals, the Education Ministry, civil society and all education stakeholders have joined efforts to accelerate service delivery, to improve quality, advocacy, and develop the policy framework (GESSS, 2013).

In August 2010 - The Government of South Sudan (GOSS) through the Office of the President, has developed a "Vision 2040" document to harness the resources and efforts of the government to transform South Sudan into a modern nation. Titled "South Sudan

Vision 2040: Towards freedom, equality, justice, peace and prosperity for all", the vision was implemented by GOSS. The vision is founded on seven pillars: fair and responsible country; free, just and tranquil country; prosperous, beneficial and inventive country; protected and secure country; joined together and glad country; instructed and educated country; and humane and tolerant country.

Education is the privilege of each young girl all over the place furthermore the way to changing both the life of the young lady and that of her group. Young girls without training are denied the chance to build up their maximum capacity and to play a beneficial and equivalent part in their families, social orders, nation and the world on the loose. A standout amongst the most critical instruments accessible to enable ladies inside the family and inside society is training. Likewise, teaching young ladies has falling advantages. Proficient and instructed ladies are less inclined to bite the dust in labor; will probably have littler, more beneficial and better taught families; and can shield their families and themselves from HIV/AIDS, trafficking and different types of savagery (UNICEF, 2009).

1.2 Statement of the Problem

Decades of years of civil war have devastated 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 country. In addition, armed conflict and the risk of brutality remains a wellspring of instability for many of South Sudan's people. Many factors are involved, including injustice, long-standing hostilities, and attitudes that see recourse to violence as legitimate (Brown, 2011).

Despite interventions, girl child education still has numerous constraints due to cultural believes and other factors due to relentless wars. 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 school drop-out. It has been estimated by UNICEF/SRRA, (2002), that more than half of the households see lack of school fees as a cause for children school drop out, while about 22 to 27% of households consider, respectively, farming and insecurity, as reasons for children's dropping out. School children's drop-out especially girls, was largely attributed to domestic chores. This is because girls spend longer hours helping with chores and end up either missing classes, performing poorly at school or dropping out of school. (UNICEF/SRRA, 2002:15).

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 most astounding illiteracy on the planet, 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 large number of out of school children, Education Management and Information System, (EMIS, 2012). While enrolment is high in lower primary grades the numbers of boys and girls completing primary education are much lower at 14%. Poor quality teaching, lack of facilities and overcrowding contribute to dropout as do poverty and other economic factors. The situation for girls and young women is even more severe. Currently, only about 37.1% of eligible girls enroll in primary schools and only 1.3% complete primary education and continue to secondary level. Girls and young women experience higher dropout rates due to traditional cultural practices like early marriage, domestic work, and views against girls travelling long distance to schools. The challenges to rebuild a quality formal education system capable of reenrolling all school age children and youth to fight against illiteracy is huge. The vast diverse geographical context of South Sudan brings unique and cultural differences, livelihoods and learning needs that have to be taken into consideration, (EMIS, 2012).

Educational inequalities in South Sudan 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 troublesome for young ladies to get an instruction than their male partners. Challenges faced in the classrooms include language disparities, un-unified curriculum, and teacher absenteeism, teachers who are untrained and overcrowded classrooms, (Akrawi, 1960).

1.3 Research Questions,

1. How does early marriage influence girl child school drop-out in primary schools in Terekeka County of South Sudan?
2. To what extent, does the family economic status influence girl child school drop-out in Terekeka County?
3. How does civil strife contribute to girl child school drop-out?

1.4 Objectives of the Study

1.4.1 General Objective

To examine the factors influencing girl child school drop-out in primary schools in Terekeka County of South Sudan.

1.4.2 Specific Objectives

1. To investigate the influence of early marriage on girl child school drop-out in Terekeka County.
2. To determine the influence of family economic status on girl child school drop-outs.
3. To establish how civil strife the influenced girl child school drop-outs.

1.5 Assumptions of the study

1. Early marriage effects on girl child educational progress in Terekeka County.
2. The family economic status influence girl child school drop-out.
3. Civil strife contributed to girl child school drop-out.

1.6 Justification of the study

The findings of this research will give a platform for relevant stakeholders in the education sector to address gender issues and concerns in education. The study will also be a useful resource to other researchers who may want to undertake similar studies in this area. Last, but not least, a study focusing on girl child school drop-out will, no doubt, highlight their experiences and provide information for direct formulation of responsive policies geared towards meeting their educational needs. The findings of this study will go a long way in laying the foundation for further research in this area to empower, advocates for change in service delivery systems, effectively assist girls in Republic of South Sudan to achieve and to access education and to participate fully in all the spheres of life.

1.7 Scope and of limitations of the study

This study was carried out among the Mundari community of Terekeka County. The study focused on the factors influencing girl child drop-out in primary schools in Terekeka County. It looked at issues of infrastructure and resource requirements, for provision of quality education. The economic factors and early marriage has influence on girl child drop-out at the community level and the effects of civil strife in the county has contributed to girl child school drop-out were investigated.

1.8 Definitions of terms

Civil war refers to military conflict between parties, factions, or inhabitants of different regions within the same nation.

Cultural Practices is a wall between two people because of identity difference.

Drop-out is an occurrence or dropping out, or an understudy who pulls back before finishing a course in school, college or any other educational institution.

Early marriage is defined as the marriage or union between two people in which one or both parties are younger than 18 years of age.

Factor alludes to something that produces or impact an outcome; something that make something happen.

Family financial matters applies essential monetary ideas, for example, creation, division of work, dispersion, and basic leadership to the investigation of the family.

Influence alludes to the limit or force of people or things to be a convincing power on or create consequences for the activities, conduct, sentiments of others.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section highlights the writing of the past studies identified with the researcher's range of study. The review is done using the following subheadings, General situation, Challenges facing education in South Sudan, School environment, A safe and healthy school environment, early marriage, family economic status, cultural practices, and civil strife. It also provides a summary of the literature showing the gaps identified during the review. The chapter ends with a discussion of the theory that guided the study.

2.2 General Situation

A study by the United Nations (2008) states that the difficulties of school finishing are not restricted to the United States; a huge number of youngsters and youth around the globe are denied or have constrained access to training. For the individuals who are blessed to have the open door for some level of open tutoring, it is frequently restricted to an essential instruction. However for the individuals who go to class, the guarantee for a future in light of their training is diminish, bringing about innumerable numbers to drop out of school and search for survival in the city. By looking at the dropout issue internationally, it turns out to be obvious that a considerable lot of the difficulties around finishing school are the same; what fluctuates is the degree and profundity of the issue (United Nations, 2008). In January 2008, the United Nations set up the Millennium Development Indicators. The second objective peruses: "Guarantee that, by 2015, youngsters all over, young men and young ladies alike, will have the capacity to finish a full course of essential tutoring.

Despite the impressive increase in the level of access to primary education in South Sudan, there is about 70% of school age populace who don't enroll in school. A study by (UNICEF/OLS, (2000:80), found that in 1999, 55% of children were out of school. The study also established that, among those primary pupils who were enrolled in all primary schools, 10.3% did not attend classes for more than 3 days a week, suggestive a

significant 'drop out'. Understanding the factors and conditions that limit children participating in primary education are crucially important. Easy access to school is the single most important factor affecting enrolment rates in South Sudan. It has been found that about 75% of primary school understudies go for no less than 30 minutes before they achieve school and half of these kids take over 60 minutes (UNICEF/SRRA, 2002). In fact, the survey showed that children who take over 30 minutes travelling to school are more at risk of not attending school than those who take over 30 minutes. Another factor impeding enrolment is disability and impairment. About 10% of primary school age population had some form of disability or impairment and it was found that children with disabilities have almost three times the risk of not being enrolled in school compared to non-disabled children, (UNICEF/SRRA, 2002:15). In addition, only 8.7% of the children who were attending school were getting meals at school, while the overwhelming majority of pupils in South Sudan do not get meals at their school, (UNICEF, 2000:87).

2.3 Challenges facing education in South Sudan

In South Sudan the the warring parties have neglected to make important bargains for peace after almost 15 months of contention, the general population of South Sudan keep on suffering, including a large number of youngsters. Notwithstanding the numerous hardships South Sudan's youngsters are confronting since common war emitted in December 2013, the re-rise of constrained enrollment of tyke officers debilitates to burglarize another era of their potential following quite a while of war and lost open doors. UNICEF's declaration that many South Sudanese young men some as youthful as 13 were kidnapped by an outfitted gathering while taking school exams started shock (UNICEF, 2009). Hundreds may have been coercively selected as warriors, constituting one of the gravest cases of the unfortunate toll this man-made emergency has had on regular people. Enrollment of kid troopers is a shocking legacy of contention that has held South Sudan since before Sudan's freedom in 1956. Starting 2009, just 27 percent of the populace and 16 percent of young ladies and ladies ages 15 were proficient regardless of the goals South Sudanese have since a long time ago communicated for training and open doors for youth.

USAID started assembling schools in South Sudan in the late 1950s, not long after Sudan's autonomy. Their support for training administrations in South Sudan began in 2002, regardless of the continuous 1983-2005 common war. This early exertion made learning conceivable in South Sudan following two many years of war and dislodging. From that point forward, USAID has bolstered more than twelve generous training ventures in a free South Sudan. Their help has included building and restoring 140 grade schools and four optional schools; granting more than 9,000 grants to young ladies and hindered young men; and giving radio proficiency programs that have achieved the greater part a million kids and more seasoned understudies who had passed up a great opportunity for formal tutoring. Regardless of these endeavors and quantifiable advance, not as much as half of school-matured kids in South Sudan selected in school before the contention emitted in December 2013. From that point forward, more than 2 million South Sudanese have been dislodged by strife, and exactly 400,000 understudies have dropped-out of school. An expected 70% of schools in the most clash influenced states (Jonglei, Upper Nile and Unity) were shut as of November 2014, and exactly 89 schools are right now possessed by battling strengths or inside dislodged people (Etim, 2015).

Given these improvements, we refocused our instructive exercises to help individuals wherever they are teaching kids who have been dislodged and in addition groups accepting expansive quantities of uprooted kids, building up group schools remote ranges lacking instructive get to, expanding school security and wellbeing and helping youngsters who live in dairy cattle camps supervising their family animals get to be educated in their native language (Etim, 2015). South Sudan won't have the capacity to achieve its potential until the nation's pioneers end the contention and focus on guaranteeing the country and the youngsters have chance to learn, shielded from the silly viciousness.

In South Sudan, to have entry to training implies all people have physical access to: free taking in spaces not very a long way from home (between 1-5kms), clean drinking water,

isolate toilets, and hand-washing focuses, and also access to learning materials. Source, South Sudan Minimum Standards for Education in Emergencies (SSMSEE, 2012).

The role of education has progressively been recognized in the international development dictionary not only because of its fundamental role in improving the well-being of households and individuals but also because of the positive externalities that it generates for society as a whole. There is overpowering and persuading exact proof that reliably shows the positive effect of training on enhancing the prosperity and diminishment of destitution and helplessness of the poor family units in the provincial and urban settings. Curiously, the part of training has additionally been perceived in the talk on the causation of common wars. Some observational confirmation demonstrates that common wars are gathered in nations with little instruction; a nation with higher rates of its childhood in schools lessens significantly its danger of contention this finding has without a doubt supported the critical externalities produced by training and especially in Africa where common wars are particular and boundless (Collier, 2000).

Before the signing of the Comprehensive Peace Agreement (CPA) in 2005, the number of Girls attending school dropped to about 11%. In collaboration with SOE, from 26- 29th June 2001, a symposium on education supported by UNICEF was held in Yambio, Western Equatoria, where the education policy was revised from 17-19th July, 2001, a consultative workshop on girl child education supported by Save the Children Sweden was held, in Rumbek during which strategies for implementing girls' education programme were assumed. The two meetings gave birth to the Department of Girls' Education. The Department was transformed into the Directorate of Gender Equity and Social Change. In January 2002 Promotion and Advocacy for girls Education (PAGE) was formed and in July 2004 a National Dialogue was held to plan and accelerate girls education where the late Dr. John Garang de Mabior declared July 7 to be marked every year as a day of commitment of the South Sudan to the education of the girl's child. (UNICEF, 2001).

However children are still out of school. For the estimated 1.4 million children in school a similar number is out of school and so support for girls' education is still a need. Dialogue works with development partners to support girls' education. Promotion and Advocacy for Girls Education (PAGE), Girls Education Movement (GEM), Social Advocacy Team (SAT) are campaign programs, initiatives and strategies by the Ministry of Education and Education Partners to promote girl child education. The long history of deprivation and denial of accessing basic services, particularly education, support to description of lends description of South Sudan as 'a nation thirsty for education and learning', (UNICEF, 2002:109).

The community environment for survival, growth and development is equally important in determining the quality of education. The factors related to the environment of the community have a bearing on the understanding of low enrolment and high school dropout (UNICEF, 2002).

Barriers to primary school access and completion factors behind low enrolment and early drop out vary across counties and states. The two factors most widely reported by parents for their children being out of school are cost and distance (Brown, 2011)

Regardless of the evident acknowledgment of the positive part of instruction in human improvement, enhancing access to training has been secretive over the globe especially in the creating nations and, particularly, Sub-Saharan Africa. Similarly the "privilege" to instruction that has as of late been summoned in the word reference of numerous advancement performing artists worried with enhancing access to training is a long way from being acknowledged and it remains an expression instead of an unmistakable reality. This status and the challenges of reaching universal primary education in the countries affected by conflicts are enormous and abrupt. This poses the a challenge and the need to understand the context within which the 'right' to education can be made real through enabling substantive policies and strategies in the war affected countries, (Collier, 2000).

To achieve the declared goal of Education for All (EFA) in 1990, in South Sudan, an attempt has been made to assess the country's education challenges, by reviewing the context and status of education, the role of international assistance in helping to achieve the EFA goals, reviews and critiques of the current education policy and strategies adopted by the Government of South Sudan. In conclusion, some suggestions have been made for the right education to become 'real' in the midst of civil war and post-conflict South Sudan, (Sommers, 2002).

Absence of education rates are high in the nation. In 2011, it was evaluated that more than 80% of the South Sudanese populace couldn't read or compose. The difficulties are especially extreme with regards to the young lady tyke. South Sudan has proportionately less young ladies going to class than whatever other nation on the planet. As indicated by UNICEF short of what one for each penny of young lady's entire essential instruction. Just a single school kid in four is a young lady and female ignorance is the most noteworthy on the planet (EMIS, 2011).

2.4 Factors influencing girl child drop-outs in Terekeka County

2.4.1 School environment

Environmental education accentuates agreeable learning (i.e., working in groups or with accomplices), basic speculation and dialog, hands-on exercises, and an emphasis on activity systems with genuine applications. Therefore, understudies who consider natural training create and hone the accompanying administration abilities: Working in groups, Listening to and tolerating different assessments, taking care of genuine issues, taking the long haul see, advancing activities that serve the bigger great, associating with the group and having any kind of effect on the planet. Ecological teachers regularly find that understudies who bomb in conventional school settings can succeed when the characteristic outside environment turns into the understudies' classroom. For instance, understudies who learn best by doing can be as fruitful as understudies who learn best through addresses and books (Miller Angela and Cunningham Kathryn, 2011).

Schools should adopt environmental education as the focal concentration of their scholastic projects habitually shows the accompanying results: Reading, science, social studies, and arithmetic scores make strides. Understudies build up the capacity to exchange their insight from well known to new settings. Understudies "figure out how to do science" as opposed to "simply find out about science" classroom teach issues decrease. All understudies have the chance to learn at a more elevated amount. Many schools require understudies, particularly center and secondary school understudies, to partake in administration learning. Ecological activities are a main decision for administration adapting across the country.

A safe and healthy school environment

A positive school climate comprises the following characteristics: The school group respects ethnic and semantic contrasts among understudies. Grown-ups urge understudies to share their own responsibilities and discover approaches to develop ethically and morally through the information and regard picked up from their experiences with different understudies. Understudies with inabilities discover a situation that offers truly positive acknowledgment of contrasts. The school group enables all understudies to learn and create as nearly as could reasonably be expected to their maximum capacity, and the commitments of all understudies are perceived and esteemed (CDEP, 2003)

A growing body of research shows that school climate strongly influences students' motivation to learn and enhance scholastic accomplishment. At the point when school individuals feel protected, esteemed, administered to, regarded, and connected with, learning increments. Schools that furnish understudies with support to meet these essential needs permit them to develop socially and sincerely and evade issues going from passionate pain to medication use to brutality notwithstanding helping them accomplish scholastically (Miller Angela and Cunningham Kathryn, 2011). Positive school atmosphere must be a common mission, made and managed by understudies, guardians, and school staff, and bolstered by the group. Endeavors to enhance school atmosphere must be an essential piece of school change arranges so as to have a positive

and manageable impact. Over and over again, divided arrangements are actualized, are minimized in the school, and changes are brief. With a specific end goal to accomplish important and supportable changes, schools must have an unmistakable feeling of their vision and objectives. Schools additionally need to comprehend the obstructions to discovering that their understudies understanding past the school and address those hindrances before understudies can accomplish and flourish.

According to South Sudan Minimum Standards for Education in Emergencies, learning situations ought to be secure and safe means the instruction space is cleared of anything that could bring about damages, for example, arrive mines, unexploded law, military, broken glass etc. (SSMSEE, 2012).

The physical environment goes beyond school environment surroundings. For example, in the situation of war school surroundings are littered, with land mines and other dangerous equipment harmful to the health of the students, it is important to look at the school environment, physical environment, classroom environment etc. Social surroundings include particularly nature of school, home and territory. Learning is influenced by physical conditions at home, for example, vast family, little family (particular group of the understudy), lacking ventilation, dishonorable lighting, and uncomfortable temperature, loud home environment because of utilization of radio, and TV, and so on. The socio-enthusiastic elements, for example, youngster raising practices, reward and discipline, scope for flexibility in exercises play and study offices, confusion and disagreement among birth positions, for example, eldest or most youthful kid have clear impact on learning (Miller Angela and Cunningham Kathryn, 2011).

The external environment refers to the surroundings which prevail at home, school and locality. In these places the child interacts with other members of the family, teachers,' classmates or peers, and neighbors. He also establishes relationship with them and has come up with some of environmental factors such as. Natural surroundings refer to the climatic and atmospheric conditions. For a limited time, humidity and high temperatures

can be tolerated but prolonged humidity and high temperatures become unbearable. All these conditions and seasons have their advantages and disadvantages that affect learning. For example, in some countries such as South Sudan during rainy season learning is affected because most schools have not be accessible because of the rains and lack of appropriate physical infrastructure, (Miller Angela and Cunningham Kathryn, 2011).

2.4.2 Early Marriage

The 2006 Sudan Household Survey found that marriage is mostly arranged and the decision largely rests on the father, uncle or male relatives. This is the major causes of girl child drop-out of school, since 17% of women are married before the age of 15. Girls are pulled away from their families at an early age, often leaving their village to live with their husband's families amongst strangers and new surroundings. The psychological shock is compounded by both the lack of opportunity that the girl child now faces in her new role as a wife, and the new responsibilities and expectations put on her by her new family and community. A child bride is withdrawn from school, putting an end to her education. She is, therefore, prevented from developing to her full capacity and lacks the skills, support and education to become an independent, influential and economically stable contributor to her family and to the wider community. A married girl is expected to start having a large family at a young age when it is more likely that she will suffer complications during childbirth; this results in an increased risk of maternal and child mortality. People believe that marriage causes a girl to be respected by the community Sudan Household Survey. (SHS, 2006).

The social pressures that exist in the community for children to be married at a young age, can also lead to children running away from such a life and, inevitably, lead to a life on the streets where there is little or no support offered. Here they can be subjected to child prostitution, which perpetuates sexually transmitted diseases amongst the young population. HIV/AIDS rate in the Republic of South Sudan is high at 3.1% according to Sudan Household Survey, 2006, (SHS (2006)).

According to the Education Management information System (EMIS, 2010), stated that only 17% of schools offer primary level education for the permanent primary classroom pupil ratio of 248:1. Only 1 school child in 4 is a girl and female illiteracy is the highest in the world, and only 37.1% of girls are enrolled at primary level. Girls are more likely to be enrolled later and drop-out from primary school earlier than their male counterparts. Primary schools have a male graduation rate of about 16%, while girls' graduation rates lag behind at 9%. Girls are, therefore, at a clear disadvantage in education, (EMIS, 2010).

More than one million offspring of grade school age are out of school. Enrolment rates in optional instruction are beneath 10%. In what is an edgy circumstance for all offspring of South Sudan. Young ladies confront extra hindrances; only 6% of 13 year-old-young ladies have finished grade school. So outrageous are the sexual orientation disparities that young ladies in South Sudan are more than twice as prone to kick the bucket in pregnancy or labor as they are to endure grade school and into auxiliary training (Brown, 2011, 8).

Marriage happens for financial, social, religious, social and passionate reasons. In numerous nations, particularly among poor, transient or dislodged groups, marriage at a youthful age is basic. Typically it is young ladies who wed early (however it can happen to young men too). The sex disparity exhibit in all parts of society, including instruction, prompts to young ladies regularly inadequate with regards to life abilities and arranging power. In this way, while most young men have a say in when and who they wed and what they do once they are hitched, numerous young ladies don't find the opportunity to settle on these choices. Early marriage is an infringement of kids' essential rights - to a youth, to a training, to great wellbeing and to settle on choices about their own particular lives. The physical, passionate and social impacts of early marriage are shifted, however a standout amongst the most widely recognized results is the withdrawal of young ladies from formal instruction. While marriage does not need to imply that a young lady's or kid's instruction completes, the states of mind of guardians, schools and life partners in numerous social orders imply that it frequently does. Spouses of youthful wives are regularly more seasoned men, who anticipate that their wives will take after convention,

remain home and embrace family unit and kid mind obligations. A young lady might be not able conflict with her significant other's desires and the spouse's family may decline to put their rare assets in the wife's kept tutoring (Brown, 2011).

Schools regularly have a strategy of declining to permit wedded or pregnant young ladies or young ladies with children to return. They trust that it will set a terrible case to different students or that different guardians will be furious to see the school conflict with the customary convictions. Regardless of the possibility that they do allow young ladies to give back, the school environment - guidelines, timetables and physical conditions - can make it excessively troublesome for a young lady, making it impossible to go to class and play out her obligations as a spouse and mother in the meantime. Tormenting and mishandle by instructors, students and different guardians can assist diminish young ladies' self-assurance and conviction that all is good, driving them to abandon tutoring (Lewis, Michael, 2006).

At the point when young ladies drop-out of school to get hitched, there is a thump on impact for the group in general, and for future eras. Young ladies, who wed youthful, unavoidably have kids early, and have numerous youngsters, in light of the fact that their insight into contraception is poor and their energy to arrange its utilization is powerless. Confirm recommends that offspring of youthful, uneducated moms are more averse to have a decent begin to their instruction, do well in class or proceed past the base tutoring. Their girls particularly are probably going to drop-out, wed youthful and start the cycle once more. Early marriage can, in this way, be a huge boundary for groups looking to raise instruction levels and break the cycle of neediness. It is not simply young ladies who see their life chances lessened by early marriage. In Nepal, a study demonstrated that young men likewise wed early, in light of family and financial weights. Some can continue with school, yet some are compelled to drop out, so they can gain cash to pay off wedding costs or to bolster their folks, spouses and youngsters (Lewis, Michael, 2006).

Pregnancy and early marriage are the leading causes of drop-out among adolescent's girls. While drop-out rates rise with the age and are often greater for girls than boys among older adolescents, girls are more likely to drop-out for reasons other than pregnancy and early marriage; pregnancy and early marriage tend to occur shortly after drop-out (Grant, Hallman and Marteleto, 2008). Pregnancy and early marriage are often given as reasons why girls in poor countries may not be able to continue in school. These reasons are unique to girls. Given that dropout rates for girls are higher than for boys in many settings during adolescence, but their performance is no worse, this would suggest that poor-performing girls are more vulnerable to dropout than poor-performing boys (Grant, Hallman and Marteleto, 2008).

In countries in South Asia, sub-Saharan Africa, and the Middle East policy makers recommend enforcing existing laws about age at marriage and implementing programs are to delay marriage. Gaining the commitment of law enforcement agencies in countries with a high prevalence of early marriage is important. Greater involvement of teachers and school administrators, health officials, and other authorities is critical in helping girls resist parental and social pressures to marry early, (Johns Hopkins, 1979).

2.4.3 Family economic status,

Family economics applies fundamental monetary ideas, for example, creation, division of work, dispersion, and basic leadership to the investigation of the family. Utilizing financial examination, it tries to disclose results novel to the family, for example, marriage, the choice to have kids, richness polygamy, time dedicated to household creation and share installments. The family, although recognized as fundamental from Adam Smith onwards, received little systematic treatment in economics before the 1960s. Important exceptions are Thomas Malthus' model of population growth and Friedrich Engels' pioneering work on the structure of the family, the latter being often mentioned in Marxist and feminist economics. Since the 1960s, family economics has developed within mainstream economics, propelled by the new home economics started by Gary Becker, Jacob Mincer, and their student's Standard themes include: confronted with

social and financial hindrances, guardians regularly put resources into their children's and not their little girls' training. Dangerous go over long separations to and from school and the absence of discrete toilets for young ladies are different reasons why a great many young ladies are compelled to remain out of school and denied a training. These elements additionally clarify why young ladies drop out at much higher rates and at more youthful ages, once in a while just finishing two years of school, contrasted with young men (Marxist, 1960).

Poverty and lack of government funds greatly limits the extent to which education can be improved. According to the World Bank more than half of the South Sudanese people live below the poverty line. The higher the poverty level in a household, the higher the likelihood that a girl child will not go to school due to the high cost of school fees, uniform, exercise books and other learning materials. In many parts of South Sudan girls are often regarded as an opportunity to increase family wealth through marriage, bringing in resources like cattle and money as a form of bride wealth. About 40% of girls aged 15-19 are married as young as 12 years of age. Some parents feel that the girls need “protection” from unwanted pregnancy while in school. The financial conditions lead to the prioritization of boys over girls when the family needs to select which child will go to school. At household and community level poverty is the main factor undermining girls’ right to education. School fees and additional costs such as transport, clothing and books, reinforce the gender gap. When poor families cannot afford to educate all their children, it is often their daughters who have to stay home until they get married. In Malawi, the World Bank provided adolescent girls with stipends in addition to cash transfers to their parents. By the end of the project in December 2009, girls’ drop-out rates had been reduced by approximately 40%, (UNICEF, 2007).

2.4.4 Cultural practices

Girls are often denied the same educational opportunities as boys due to cultural attitudes and poverty. Although these factors vary from country to country, there are trends that highlight the lack of opportunities for girls worldwide. This area has become a priority

for many global organizations, including the World Bank, (Lewis, Michael, 2006). Three quarters of girls in poor countries marry before their 18th birthday. Uganda's fertility rate is 6.7, reaching over 7.5 standing for in some rural areas.

Cultural attitudes surrounding marriage and childbearing are particularly relevant to Uganda, where the population has grown from 7 million to over 30 million in 45 years. At its current rate, the projected population in 2050 will be 103 million. The cultural practice of sharing farmland equally between children and the increased pressure on an already saturated job market, mean that a continued population explosion is likely to push widespread poverty to new levels of extremes. As girls' education continues to be valued than of less than boys, this is likely to reduce their access to education even further (Grant, Hallman and Marteleto et al. 2008).

Traditionally, both the family and community consider, girls only as future wives, and mothers. Girls are raised and socialized to also view themselves in this light. The practice of girl child marriage, the obligations to the family and society often deny them education. Customs and behaviours are enforced by male community leaders, elders such as fathers, uncles, as well as mothers and aunts. In the South Sudanese patriarchal society, young girls are often marginalized from decision-making processes, and sometimes even used as a token to resolve community issues. For example, in some States of Greater Equatoria, as a means to resolve conflicts between families, there is a custom of "blood compensation", where girls are handed over to the family of a victim to compensate for the loss of life. This perpetuates mental, physical and sexual violence against girls and women and is a clear violation of human rights, Girls Education Strategy for South Sudan, (GESSS, 2013).

2.4.5 Civil strife

In the course of recent decades, common and ethnic wars have undermined prospects for financial and political advancement, destabilized whole areas of the globe, and left millions dead. World contends that demographic and ecological anxiety the

communications among quick populace development, ecological corruption, imbalance, and rising shortages of fundamental characteristic assets speaks to one critical wellspring of turmoil in this day and age, (Colin H. Kahl, 2008).

Additionally, kids from the wealthiest 20% of the populace are 4 times more inclined to be in school than the poorest 20%. In growing, low-pay nations, each extra year of training can expand a man's future wage by a normal 10%. Kids who are destined to taught moms are less inclined to be malnourished. Each extra year of maternal training likewise lessens youngster death rate by 2%. Ladies with a grade school training are 13% more inclined to realize that condoms can diminish their danger of contracting HIV and AIDS. A training can diminish the spreading of HIV by advancing more secure sexual practices. According to a study by Young People for Social Change, 53% of the world's out-of-school youngsters are young ladies and 2/3 of the ignorant individuals on the planet are ladies. Training enables ladies to settle on solid choices about their lives. For instance, ladies in Mali with an optional level instruction or higher have a normal of 3 kids, while those with no training have a normal of 7. Youth education rates in South America and Europe are among the most elevated with 90-100% proficiency. The African mainland, in any case, has zones with under half education among youngsters matured 18 and under, (UNESCO, 2010).

Worldwide, young girls constitute over portion of the kids out of school. Just 30% of all young ladies are selected in optional school. In numerous nations, short of what 33% of college understudies are ladies. The normal sub-Saharan African young lady from a low-wage, rustic family unit gets under two years of tutoring and never figures out how to peruse and compose, to include and subtract, rather than the normal sub-Saharan African kid who completely finishes essential instruction. The false view holds on in many societies that it is more advantageous to send the child to class since children will remain in the family, though young ladies leave the family to join their significant other's families after they get hitched. This fortifies sex generalizations that a lady's place is at home, dealing with youngsters, cooking, cleaning and doing other unpaid work. The high

rate of youngster marriage in numerous nations implies numerous young ladies never have the chance to go to class or are compelled to drop-out of school at a youthful age, (United Nations, 2000).

2.5 Theoretical Framework

2.5.1 Social relations framework

This study was guided by social relation theories that investigate existing disparities in the dissemination of assets, obligations, and power. It additionally dissects connections between individuals, their relationship to assets and exercises, and how they are revamped through foundations. The hypothesis advance accentuate on human prosperity as the last objective of improvement. As indicated by social relations system started with scholastics drove by Naila Kabeer (1994). The structure depends on the possibility that the point of advancement of human prosperity, which comprises of survival, security and independence. Creation is viewed as situated to the market, as well as to human prosperity, including the multiplication of human work, subsistence exercises, and tend to the earth.

Poverty apparently arises out of unequal social relations, which result in unequal appropriation of assets, cases and duties. Social relations incorporate the assets individuals have. Poor people, particularly poor ladies, are frequently avoided from get to and responsibility for, and rely on connections of support or reliance for assets. Improvement can bolster the poor by building solidarity, correspondence and self-sufficiency in access to assets.

Institutions ensure the production, support and multiplication of social relations, and, in this manner, social contrast and imbalance. Sexual orientation disparity is recreated, not simply in the family, but rather through a scope of establishments, including the global group, the state and the market. Establishments are characterized as unmistakable systems of standards for getting things done and associations as the particular auxiliary structures that foundations take.

2.5.2 Relevance of the theory

This theory is relevance because girls without education will not be productive, to contribute to the human labour and development of human well being because they lack skills. Girls without education will not break out of poverty hence participate in the labour market. The institutions role is to ensure the each individual should not be discriminated on to have equal right and to reduce gender inequality at all levels of the society been at the household the community, state and at the institutions levels.

Girl child school drop-out is part and parcel of community and cultural practice and family economic status is cause due to poverty. However all is related to cultural practices that denied them access to schooling. Furthermore due to financial constraint and poverty these girls are lock out of school because they lack school fees. In addition this theory is related to this study because it advocates for human well-being, at different levels of the society. Institutions should ensure that all children to have equal access to education without discrimination of one particular gender.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the context within which the study was conducted. It provides a description of the research site, the research design, target population, sample size, and sampling procedures. The chapter finally looks at methods of data collection and data analysis as well the ethical issues that can guide the study.

3.2 Research site

The research location in South Sudan, the nation is flanking Sudan toward the north, Ethiopia toward the east, Kenya, Uganda and Democratic Republic of Congo toward the South and Central African Republic toward the West. The nation has a land zone of 644,329 square kilometers and is authoritatively separated into ten states and 79 Counties. In January 2016, the number of inhabitants in South Sudan was assessed to be 12, 620,097. (United Nation Departure Field Support, 2011)

Terekeka County is one of the six counties of Central Equatoria State, South Sudan. Terekeka County is also an administrative division of Central Equatoria state. The headquarters is the town of Terekeka, lying on the west bank of the White Nile, 85 km north of Juba. "Terekeka" means "the forgotten" in the local dialect. Terekeka was carved out of Juba County in 2001. The main inhabitants of Terekeka County are the Mundari people. The population of Terekeka county in the 2008 census was 140, 396 people.

Figure 3.1 Map of the Republic of South Sudan



Based on Map No. 4450 Rev. 1 UNITED NATIONS
October 2011

Department of Field Support
Cartographic Section

Fig.3: Map of Terekeka County (Source: United Nation Departure Field Support, 2011)

3.3 Research Design

Research design alludes to the way a study is arranged and led, that is the methodology and procedures utilized to answer the exploration issue or question (McMillan and Schumacher, (1984) An examination configuration involves subjects who take an interest in the study, the systems and methodologies for gathering information from the subject, and the procedures for arrange and information. The study used descriptive cross-sectional study. The procedure the study used was qualitative and quantitative data analysis. The questionnaires were administered in this study. Focus group discussions were conducted. Key informant interviews were administered. The study has used Statistical Package for the Social Sciences (SPSS) was used to analyze the quantitative data and the findings presented in tables of frequencies and percentages. Qualitative data were analyzed through summarization of opinion provided by respondents. The summarized information constituted the study findings.

3.4 Target population

The research study focused on Terekeka County located on the west bank of the White Nile 85 km (53miles) north of Juba. The target population of this study consisted of girls who have drop-out of school. The study selected the girls within their community in the County as random sampling procedure was administered to select the girls who are to participate in the study within Terekeka County.

3.5 Sample size and sampling procedure

The sampling procedure portrays the testing unit, inspecting outline, examining technique and the example measure for the study. The inspecting outline portrays the rundown of all populace units from which the specimen was chosen. The sampling frame has targeted 100 girls have being draw from the target population. Stratified random sampling was used in the study to select the girls to participate in the interview. Stratified random sampling have being used to ensure adequate representation of the girls for the study. Sampling has serve as a representative group to enable the researcher gain information about a population.

3.6 Data Collection Methods

The study has used questionnaires have being administered as one of the methods of data collection to obtain important information about the respondents. Each item in the questionnaires has being developed to address specific objective, research questions of the study. The information from the questionnaires has been subjected to quantitative analysis using descriptive statistics. Measures of central tendency used to show the characteristics of the data and frequencies show the distribution. The data has been categorized, arranged and summarized and presented using tabulations, pie-charts, comparative bar graphs and histograms. The SPSS computer package has been used in the analysis. The information obtains from each questionnaires item for analyzed. A questionnaire has being well though as to the nature of information required. The data collected through interviews, focus group discussions and direct observation has being subjected to qualitative analysis. The data has been organized, summarized and presented qualitatively. The qualitative analysis is used to explain clearly the unfolding patterns of data collected. The study has used both the two types of questionnaires closed-ended and open-ended questions.

3.6.1 Key informant Interviews

The reason for key source meetings is to gather data from an extensive variety of learned individuals including group pioneers, experts, or group occupants, organization delegates, or neighborhood entrepreneurs who have firsthand information about the group. These people group specialists, with their specific information and comprehension, can give knowledge on the way of issues and give suggestions for arrangements. To get data about a problem that is begging to be addressed or issue in the group from a predetermined number of all-around associated and educated group specialists. Key informant interviews used the method of in-depth information from people who are knowledgeable to comprehend the inspiration and convictions of group occupants on a specific issue, to get data from individuals with differing foundations and conclusions.

3.6.2 Focus Group Discussions

The study used focus group discussions goes for gathering excellent information in a social setting as indicated by (Patton, 2002), which principally comprehend a particular issue from the perspective of the members of research. The questions from discussions were drawn from the objectives of the study. After conditioning the survey and the interviews, the researcher have organize information gather from the participants who were selected on the basic of their knowledge of the area of the study the behavior of the people and the general socioeconomic conditions. The groups constituted by women, men, youth depending on local conditions. All the groups formed and caution taken to ensure they were geographically evenly spread. The interviews guide gather has been carefully analyzed summarized written to reach a harmony.

3.6.3 Secondary data sources

Secondary data sources: materials gather through library research have been the major source of data for this project paper. Written materials that have been reviewed include books, journals, papers, and articles. More relevant materials have been consulted to back up information from other sources where necessary during the study period including material from local archives.

3.6.4 Data Processing and Analysis

After the data collection, processing the reactions, the finished surveys were altered for culmination and consistency. The information was then coded to empower the reactions be gathered into different classes. All the quantitative data was analyzed using Statistical Package for the Social Sciences (SPSS), Excel and related software. The findings were presented using tables, charts percentages, tabulation, frequencies and means. The generated qualitative data reports for this study. Analyzing the qualitative data has involved content analysis by perusing through the meeting r center gathering transcripts and other information, coding the information, creating codes, and drawing associations between discrete bits of information. The researcher went through all the key informant interviews, focus group discussions and the narratives.

3.6.5 Problem encountered and Solution thereof.

The problem in the course of the study, several problems was encountered. Some the of key informant refusal in giving information the researcher has to look for another key informant to get the information needed for the study. The other problem the researcher encountered was to get the respondents is difficult because it is a rainy season most respondents were in their farms cultivating.

3.6.6 Ethical Considerations

As the study involves human subjects the researcher will ensure that the privacy of the individual is maintained. Respondents will voluntarily choose to participate in the study. The respondents will be provided with adequate information pertaining to the study, procedure that will be followed, objectives of the study, manner in which the findings will be disseminated and probably used. This has enable participants to make informed decisions on whether to participate in the study or not. Information confidentially should be respected. Anonymity will be protected by using numbers instead of names.

CHAPTER FOUR
FACTORS INFLUENCING GIRL CHILD DROP-OUT IN PRIMARY SCHOOLS
IN TEREKEKA COUNTY, SOUTH SUDAN

4.1 Introduction

This chapter presents study findings and the discussions there of per objectives. Quantitative data presented in form of frequency and percentage tables and charts was obtained. Qualitative responses were analyzed through content analysis. The chapter covers introduction, demographic issues, and factors influencing girl child school drop-out in primary schools in Terekeka County. The chapter starts by outlining the demographic characteristics of the respondents.

4.2 Demographic Characteristic of the respondents

The objective of the study present was to examine the factors influencing girl child school drop-out in primary schools in Terekeka County of South Sudan. Terekeka County has 33 primary schools and two secondary schools in the whole County. During the survey 73 questionnaires were distributed to randomly selected girls who were later interviewed. Out of 100 questionnaires 73 were administered where 70 were considered good for analysis. The results presented here consist of averages. The study coved three areas of Lekango, Wasat and Wehida of Terekeka County.

4.2.1 Age of respondents

The study involved respondents of ages 11 years and above. The ages were distributed in tables with class index of 4. Table 4.1 shows the distribution of the ages of the respondents involved in the study.

Age was one of the major demographic factors in the study. It enabled the researcher know the group of 70 respondents who participated in the survey. Figure 4.1 summarizes the finding on the variables.

Table 4.1: Respondents Age

Respondents Age group	Frequency	Percentage
11-15	8	11.4
16-18	18	25.7
19-24	36	51.4
25 above	8	11.4
Total	70	100

According to the findings there are 8 respondents age 11-15 (11.4%) of total number of 70 respondents. The finding indicate that there are 18 respondents ages 16-18 years that is 25.7% of the total numbers of 70 respondents. According to the finding 36 respondents are age between 19-24 years (51.4%) of the total number of 70 respondents. There are 8 respondents ages 25 above (11.4%).

4.2.2 Causes of girls school drop-out in the community.

The researcher sought to find out the reasons for girls drop-out of school by the respondents.

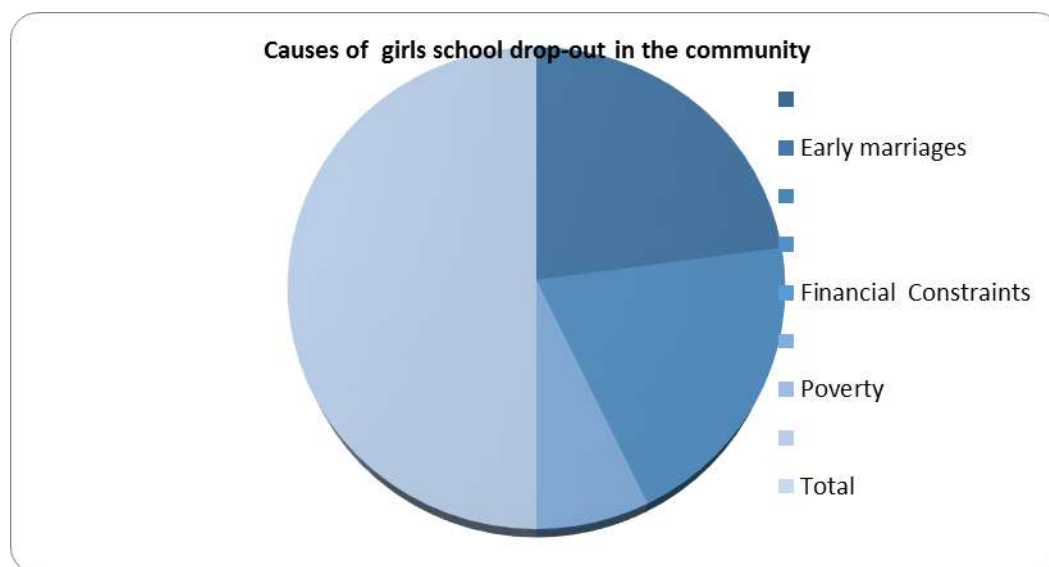


Figure 4.1: Causes of girls school drop-out in the community

According to the findings 32 respondents (45.7%) agreed that early marriage is one of the causes of girl's school dropped-out that mean early marriage in Terekeka community value, and widely practices. This is particularly a hindrance to girl's education. From the finding it is evident that the majority of respondents are married. This is a clear indication of this community and also implies that women get married as early as possible without seeking higher education. Some of respondents mentioned that their parents force them to get married in order to bring home dowry. On the other hand financial constraint was mentioned by 28 respondents (40%) as one of the major causes of girls school drop-out in the community. These indicate that due to financial problem most parents cannot afford to pay their children's school fees, as result they ended up dropping out of school. On the other hand the children engage in small business to raise money to enroll and pay their school fees. However a vast majority of these children get carried away by the money they earn and loss interest in school, leading to dropout. Moreover poverty is the cause of school girl drop-out. From the findings it is clear that poverty play significant role in school dropped out in the community. This was also supported by the Key informant interview with the Chief of Terkeka County, the gate keeper. In his view, the prevalence of poverty in Terekeka County has contributed to increased cases of girl child school drop-out. Many parents are challenged by lack of finances to pay their children's school fees; as a result many children stay at home instead of going to school. Some parents also discourage their children from school due to misunderstanding in families' breakage; the chief stated that a quarrel between parents at home or parents and their children does not create a conducive environment for learning at home and at school.

The Chief furthermore argued that early marriage is one of the leading causes of girls school drop-out in the County. Some parents want their girls to get married instead of going to school. These girls are sent to cattle camps as part of preparation for marriage and a cultural practice. The community view marriage as a source of wealth to the parents of the girls that is why many girls are denied opportunity to education. The Chief further mentioned that one of the major causes of girl child school drop-out is moral

collapse during conflict e.g. cases of rape, early and force pregnancy, force marriages and insecurity which prevents girls from accessing school.

Training and awareness on the importance of education should be implemented from County to grassroots levels. Government should take strict measures to punish those who impregnated girls in school. Government should build boarding schools for girls outside the town to create more conducive learning environment.

The Chief recommended that girls should study until they complete their education. Those girls, who dropped-out of school due to early marriage should be encourage to go back to school to continue with their education. The chief suggested that those men who impregnated young girls who are still in school they should be put in prison and subjected to harsh punishment. He also suggested that higher bride price or dowry for girls who completed their education as opposed to those who did not complete; this will encourage parents to exert more effort and support towards their girl's education.

Some of the respondents mentioned that due to poverty there is lack of proper feeding both at home and at school which eventually discouraged the children from attending school. This was supported by Focus Group Discussions the expert One respondent also lamented those girls who drop-out of school in primary 8 due to early pregnancy were willing to continue their studies. However, the school demanded for official letter from her husband stating that he has permits her to go back to school, to their surprise the husband refused. The mother felt disappointed with the husband because he did not pay her daughter's dowry according to the culture, so he cannot claim nor have the right over her. On the other the woman blamed the school for connive with her daughter's husband to prevent her daughter from continuing with her study. One woman stated that education help one to become self independent and able to support their children and families. One of the PTA member mentioned that overcrowding in the classes is one of leading causes of school drop-out. He furthermore stated that establishment of more boarding school in

each County. One parent suggested the establishment of more teachers' quarters for easy accommodation problem.

Many respondents mentioned that lack of parental care and family support lead them to drop out of school because they cannot provide them with sanitary towels. The respondents also reveal that due to the decades of civil war most children lost their parents, so they lack much needed support from their relatives as such they are not able to enroll in school, and in other causes they lack financial support hence they drop-out. Furthermore, the prevalence of civil unrest and security in the country have disturbed learning in schools which has further caused school dropped-out and also long distances to school creates fear in parents and forces them to restrict their daughters from going to school due to insecurity.

The study found that girls are brought up to rear cattle instead of going to school this indicate that the community they don't value education compared to rearing cattle. Furthermore according to the respondents some parents perceive girls education as irrelevant and wasting money and resources.

4.2.3 Strategies to reduce girl child school drop-out

The researcher sought to find out ways and strategies to reduce girl child school drop-out in Terekeka County.

Table 4.2 summarizes the ways and strategies given by the respondent's reduction strategies of girl child school drop-out.

Table 4.2: Ways and strategies to reduce girl child school drop-out.

Response	Frequency	Percentages
Boarding schools for both boys and girls	27	38.5
Awareness	12	17.1
A proper administration and advise both at home and in school	13	18.5
Provision of sanitary towels and incentives for girls	5	7.1
School feeding program	5	7.1
Pay orphans school and support	4	5.7
Total	70	100

The research finding indicates that 27 respondents (38%) argued that one of the ways to reduce girl child school is establishment of single girl boarding schools in the community. This implies that the community lacks boarding schools. “This was supported by one respondent who stated that boarding school is good so that girls will not fall a victim of early pregnancy and marriages like her”.

Furthermore 13 respondents (18.5%) admitted that there is lack of parental care advisor and improper administration both at home and school, hence, there is need for improvement in discipline and communication. In addition, introduction of counseling and mentoring programs particularly in schools. The study found out that creation of awareness on the importance of girl child education is yet another way to reduce girl child school drop-out. Awareness programs to girls, parents, chiefs, paramount chiefs and community at large. This was supported by the Focus Group Discussion the expert where, one woman lamented that children who are orphans face a lot of difficulty in pursuing school due to lack of financial support and accommodation and poor feeding as

a result some girls will option for marriage as an alternative. She stressed on the importance of education as a tool to support parents, family even in-law from poverty. Some family depends on their children as source of labour therefore they are less reluctant to send their children to school. She also suggested that one way of raising school fees for the parents is to sell live stock which in Mundari culture is value and kept for bride price. She also recommended for community support for teachers in formed of food staff. This was also supported by another Key informant interview the Deputy Director SMOE Terekeka County, the gate keeper. He said for Mundari culture girls are considered as source of wealth. Furthermore he mentioned one of the main causes of girl child school drop-out is the illiteracy of both parents. Therefore they are not able to encourage their children to go to school because they lack the value, knowledge about importance of education. The director also stressed that there lack of alternative education in the County to address the issues of school girl drop-out and to cater for the over-age children and adult who missed the opportunity of education due to the civil war. He added that there is need of awareness and training of Parents Teachers Association (PTA) and school management community that will involve parents, Chiefs and community leaders. Awareness program through radio stations to cover the six counties.

Furthermore he mentioned that one of the challenges of girl child school drop-out is a distance to school especially during rainy seasons went the bridges over flooded. The director further recommended the supervision of school by the education officers, training of development committee and Parents Teacher Association (PTA), and training of Arabic teachers in English and computer training programs for teachers as strategies to address school drop-out.

The result from the study show that provision of sanitary towels and incentives are important to motivate the girls to go and to stay in school and as such reducing girl child school drop-out rate. Some respondents also lamented that orphans lack family support; hence they are in need of financial support such as school fees and other necessities. Another strategy to reduce school girl drop-out mentioned by 5 respondents (7.1%) stated

that introduction of school feeding programs to increase enrolment and retention of children in school. This indicates that poverty is rampant in the County so as a result many of children endure hunger during school hours. “One respondent lamented that the only way to reduce girl child school drop-out is through enforcement of laws stated anybody who impregnated young girl must be put in prison for number of years. “One respondent stated that the only way to reduce school girl drop-out in the community and the county is only way to allow freedom of education without interruption”.

4.2.4 Class drop-out

The researcher sought to find out the class the respondents dropped-out from is to know which class the respondents drop-out is high. This finding is summarized in Table 4.3

Table 4.3: Class drop-out

Response	Frequency	Percentages
Primary 1	5	7.8
Primary 2	---	---
Primary 3	9	14
Primary 4	7	10.9
Primary 5	9	14
Primary 6	11	17.1
Primary 7	10	15.6
Primary 8	13	20.3
Total	64	100

Six of the respondents did not answer the questions correctly hence the questionnaires are considered in value.

The majority of the respondents drop-out of school in primary eight, seven and six respectively. This indicates they are at the age of puberty, where they are easily influenced into relationship that leads to early pregnancy and marriages. For girls they engage in selling of goods in the market and brewing local liquor to support themselves.

Some of the respondents stated that they drop-out of school in primary three and five due to lack of Parental support, financial constraint such as lack of school fees.

This are data from Terekeka Primary girls school drop-out from 2014 t0 2015 to date.

This is data from Terekeka primary school girl’s school drop-out. In 2014 according to the data from the headmaster of school it indicate that in 2014 girls school drop-out in primary it starts from primary four above.

This table below shows girl child school drop-out data of 2014 starting from primary 4 to primary 8.

Table 4.4: Girl child school drop-out data of 2014

Response	Frequency	Percentage
Primary 4	10	40
Primary 5	6	24
Primary 6	4	16
Primary 7	2	8
Primary 8	3	12
Total	25	100

According to the data in table above shows that girls school drop-out in primary 4 is high 10 pupils (40%) reported, this indicates that school drop-out is rampant in primary four and five with 6 pupils (24%) of the pupils drop-out in primary five.

The tables below shows girls school drop-out in 2015 starting from primary 4 to primary 8.

Table 4.5: Girl child school drop-out data of 2015

Response	Frequency	Percentage
Primary 4	6	27.2
Primary 5	8	36.3
Primary 6	3	13.6
Primary 7	4	18.1
Primary 8	1	4.5
Total	22	100

According to the data of 2015 in the table above it shows that 8 pupils (36. %) in primary five and 6 pupils (27.2%) indicates that the school drop-out is high this is because girls had reached the stage of puberty.

4.2.5 Parents educational support

The researcher sought to know whether the parents support the education of their children or not. The study seeks to find out is it lack of support from the parents that influence girl child school drop-out or other factors. Table 4.6 shows parents support to the education of their children.

Table 4.6: Parents support to the education of their children.

Response	Frequency	Percentages
Yes	40	57.1
No	30	42.8
Total	70	100

Of the 70 respondents, 40 (57.1%) they admitted that their parents supported them. While 30 (42.8%) said that their parents did not support their education. The result indicate that the majority of the respondents 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 30 respondents (42.8%) they agreed the reasons for their dropped out of school is lack of school fees, poverty, and loss of both parents. “One 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 marriage to bring home cattle’s as dowry 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”.

4.2.6 Family source of income

The researcher sought to find out the respondents family source of income in Terekeka County in order to find out whether is it one of the possible causes of respondents school drop-out as it relate to finances and school fees and also respondents living standard. Table 4.7 shows family source of income.

Table 4.7: Family source of income.

Response	Frequency	Percentage
Her mother is the one working	1	1.4
Both her parents are working	1	1.4
Her father work with the ministry of education	3	4.2
Farming and agriculture	47	67.1
Her father is an army officer	3	4.2
Her mother do petty business	4	6
Her mother work as a nurse	1	1.4
Her mother brew local alcohol	2	2.8

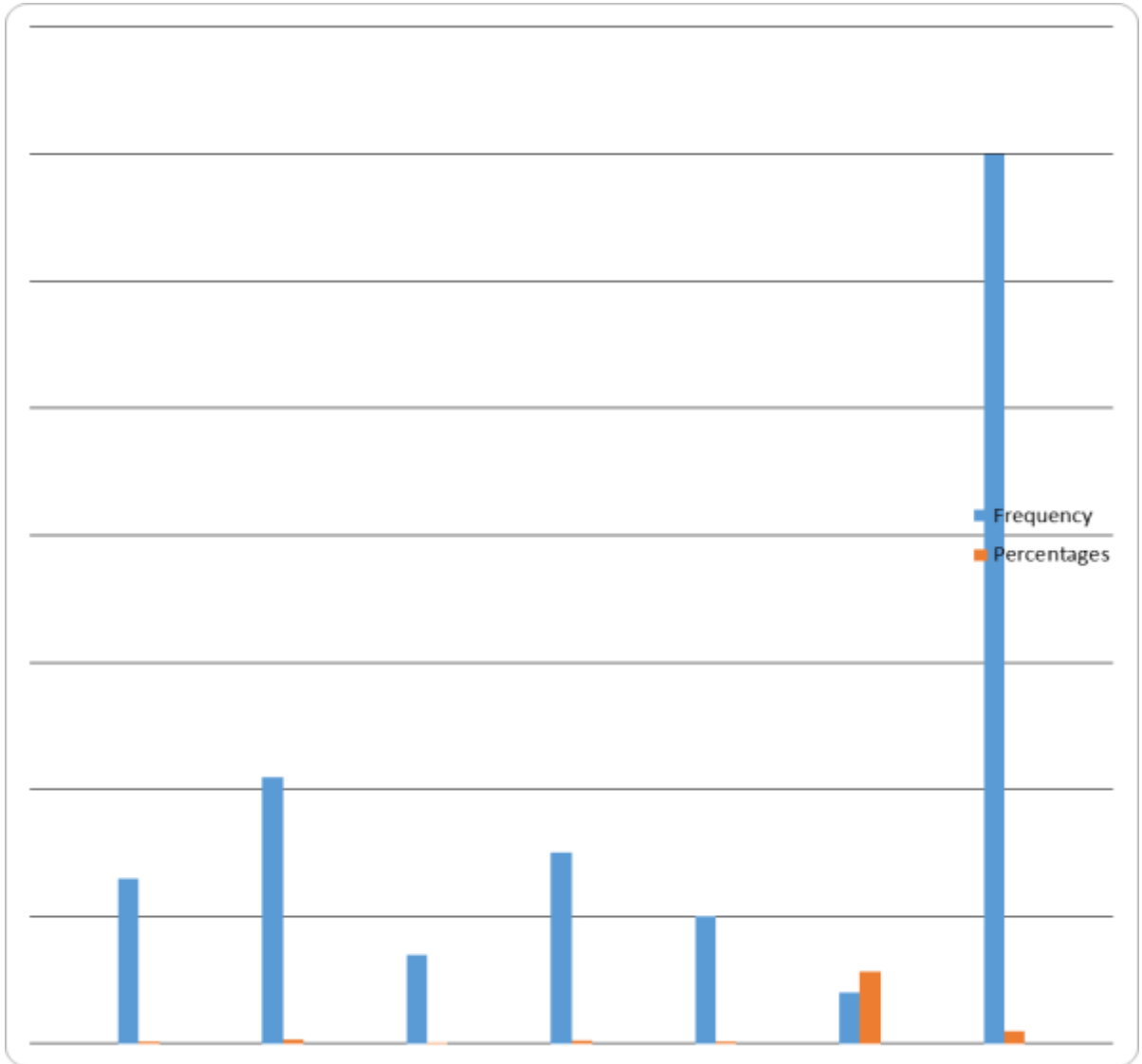
Her father was the former chief of the village	1	1.4
Her father is the deputy director in the SOME	1	1.4
Her father is a teacher	2	2.8
Her father is a fisherman	1	1.4
Father work with ministry of health	1	1.4
Her mother work with the government	1	1.4
She work to help her mother	1	1.4
Total	70	100

The findings indicate that a vast majority of respondents 47 (67%) depend on farming and agriculture as their main source of income in Terekeka County. “One respondent argued that her mother is a farmer, she sells the produce in the local market to raise money to pay for their school fees. However, this depends on the harvest yield in that particular year; if the harvest is bad mean they will not go to school”. 3 respondents’ (4.2%) their parents work to earn their living to support their girls’ education but still they drop-out of school due to engaging in early relationships that lead to early pregnancy and marriages. The result from table 4.4 shows that 3 respondents (4.2%) work as army officer to earn living, however their daughters drop-out of school due to early pregnancy and marriages despite the little support from their parents. According to 3 respondents (4.2%) their parents brew and sell local alcohol and petty business as their main source of livelihood. However as a result of poverty they ended up marrying early.

4.2.7 Reasons for school drop-out

The researcher also sought to know the leading reasons of school drop-out by respondents.

Figure 4.2: Reasons for school drop-out



The reasons given were early pregnancy, lack of school fees, loss of both parents, early marriage, lack of school feeding and lack of communication between parents and their daughters. Table 4.5 above shows respondent's reasons for dropping out of school.

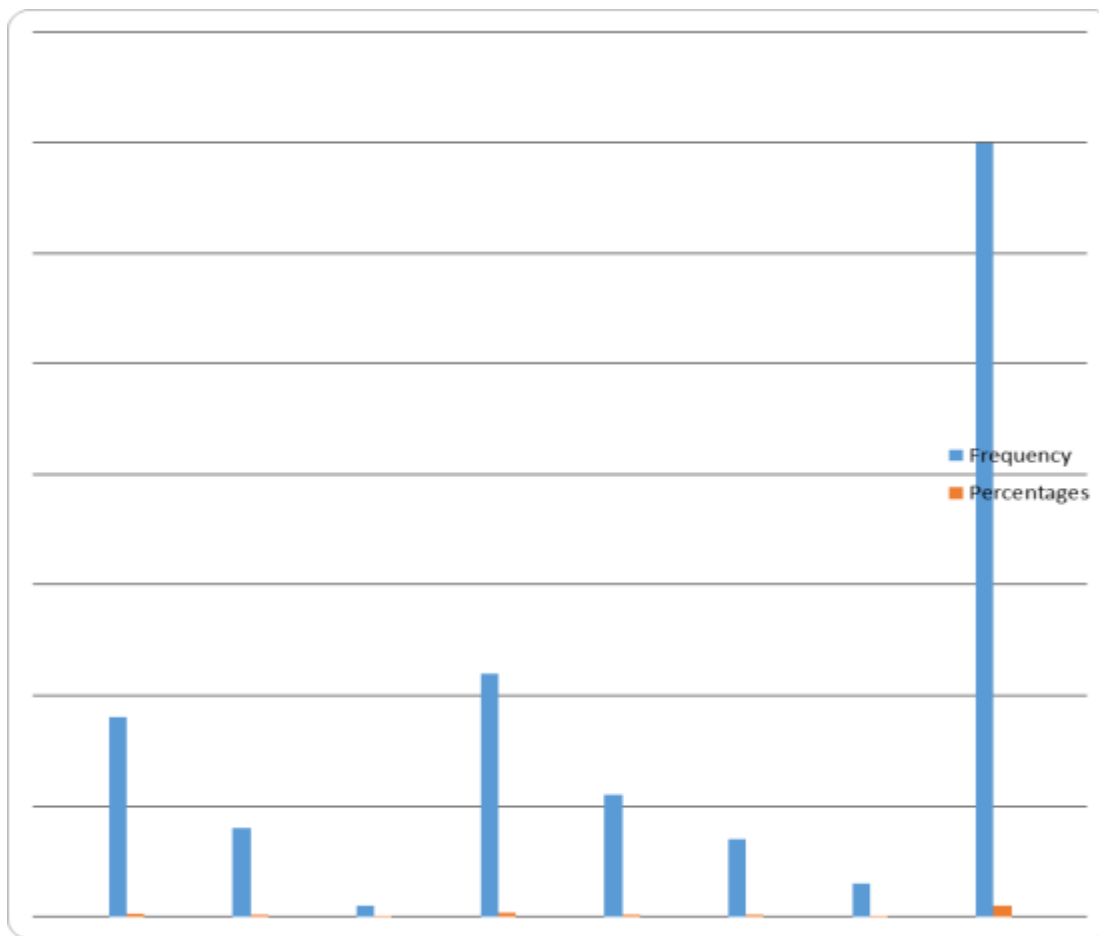
The result in the table 4.5 indicates that the major causes of school drop-out were lack of school fees. 21 respondents (30%) mentioned that they drop-out of school of school fees because their parents/guardian could not afford to pay. The study also found out that early pregnancy was another contributing factor to school girl drop-out. 15 respondents (21.4%) admitted that they drop-out of school because they got pregnant .In addition, 13 respondents (18.5%) stated that as a result of early marriage they are forced to drop-out of school as they had no other option. "As narrated by one respondent who said that "I dropped-out of school to get marriage in order to help her father because he has heavy responsibilities to take care". Lack of accommodation and feeding at home has resulted into number of girls dropping out of school. This is supported by the statement from Key Informant the Head master Terekeka primary school mentioned late enrollment of children to school is one of 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 importance of education in classrooms and during school assembly. He also called for parents to report any a usual behaviour 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 five to eight. 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 due to harsh living conditions in town.

One of girl interviewed lamented that “she was taken back to cattle camp after dropping out of school, to prepare me for marriage”. Lack of communication between parents and daughter has led to school girl drop-out where one girl misunderstood her father thinking that her father doesn’t 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.

4.2.8 Importance of Education

The researcher sought to find out the importance of education. Figure 4.3 shows the importance of education.

Figure 4.3: Importance of Education



The findings indicate that the majority of the respondents 22 (31.4%) agreed that education will bring development to the community, country and it will unite them as a family and one people. 18 respondents (25.7%) said education is very important because they will support themselves, their parents, children, community and their in-laws. While 11 respondents (15.7%) stressed that education allow them to acquire knowledge, skills, good values, attitude and respect to one another. According to 7 respondents (10%) agreed that education help them to differentiate between right and wrong.” One respondent lamented that she lost her father and is afraid that she will not be able to help herself, mother and her brothers because she was not educated did not finish her education”.

Furthermore 3 respondents (4.2% agreed that education is the key to eliminate poverty and have bright future. 8 of the respondents (11.4%) admitted that education is important because it offers the opportunity to get good jobs become financially independent. This means they will be in position to support themselves and their families.

4.2.9 Benefits of education

The study seeks to explore the benefits of education. To find out the views and opinions of the respondents on the benefits of education. Shows the respondent’s views and opinions Table 4.8

Table 4.8: Benefits of education

Response	Frequency	Percentages
Help my family members and community	32	45.7
Become a doctor to help my nation	2	2.8
Growth of county in good way to be part of development	2	2.8
To become a community with good behavior	2	2.8
To be socially upright, self reliant knowledgeable and productive citizen	1	1.4
It is the key which open mind to know between the right and wrong	4	5.7
You will find money and depend on yourself and be financial independent	2	2.8
It will bring money to the family and there will be no poverty in the family	4	5.7
Have good life and good job	8	11.4
To understand the government politic and community	1	1.4
Involve in social		

development and critical thinking/community development	2	2.8
Influence her children in development experiences, knowledge, values and attitudes and skills	9	12.8
Have peace and help others	1	1.4
Total	70	100

The majority of respondents 32 (45.7%) agreed that education has a lot of benefits because she can take care of her children, her family, community and be part of nation building as a dedicative citizen. 9 respondents (12.8%) agreed that education has benefits because it fosters knowledge, skills, values of peaceful co-existence. This indicates that development is key to successful upbringing of children. One respondent argued that one of the benefits of education is to know what is going on in the government and in the political or public sphere. That means to be well conversant with current issues affecting the country as such be able to contribute towards growth and development. Other respondents added that education is a means of molding a good society with socially upright and productive citizens that will faster development.

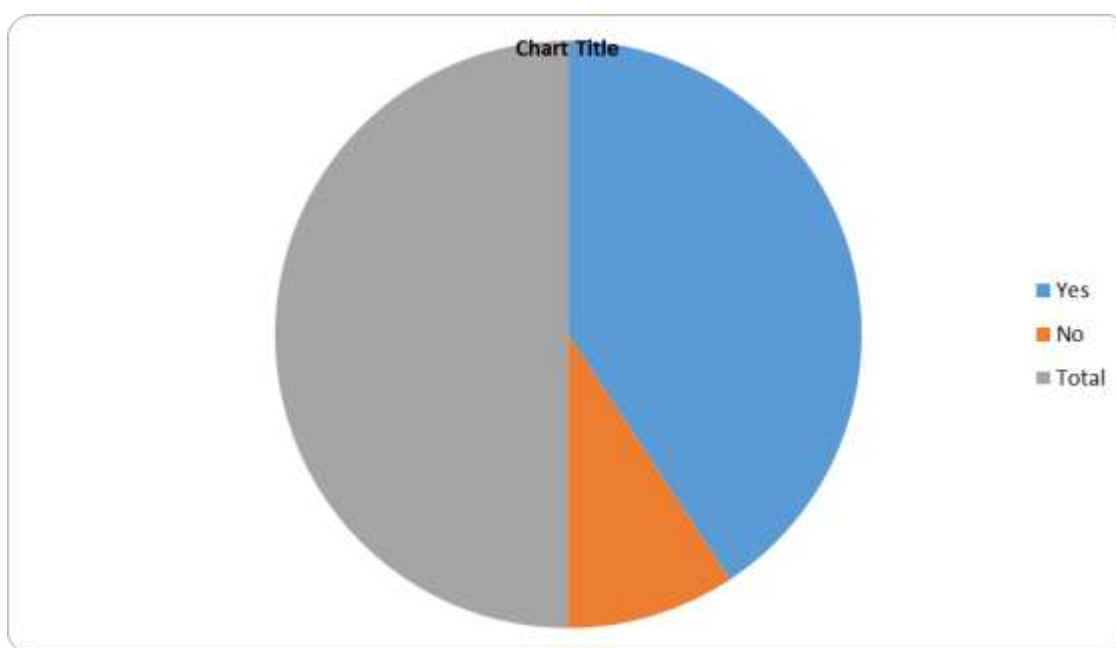
4.3 Parents have any constraint or difficulties in supporting your family

The researcher seeks to find out if respondent's parents faced difficulties in supporting. This includes support in terms of feeding, clothing, shelters and education. Table 4.4 summarizes parent's constraint and difficulties in supporting their families.

Table 4.9: Parents have any constraint or difficulties in supporting your family

Response	Frequency	Percentage
Yes	57	81.4
No	13	18.5
Total	70	100

Figure 4.4: Response on parent’s constraints and difficulties in supporting their families



From the findings it is evident that the vast majority of the respondents 57 (81.4%) admitted that their parents face difficulties in supporting their families financial.

And poverty the number of respondents agreed that lack of school fees and proper feeding is the reason why they drop-out of school. “One respondent said the little money earned from her mother’s business is not enough to educate six of her siblings”. According to 13 respondents (18.5%) lamented that financial constraint is not their reason for school girl drop-out because their parents and guardians supported their education. “One respondent argued that she cannot say that her parents have difficulties

because they do farming but they have heads of cattle's, this mean that they are not poor. Her father would have to sell some cattle's to pay for her school fees but in their culture cattle's are pay for dowry for their sons to get marriage and for their daughters to get marriage to bring home cattle's not the other way round. "One respondent said that the reason she dropped-out of school to get married is because of financial constraint as farming is not enough, life is difficulty farm produce are not enough to feed them and to educate her and her siblings".

The respondents pointed out many causes for lack of family support by their parents including: financial constraint and poverty. Another respondent added that her parents are subsistence farmers and thus cultivate for home consumption and little is saved for sale. This indicates that there is no source of income to support their education. On the other hand, some of the respondents are orphans and lack any source of support for their education. On the contrary they are forced to work in order to provide for their younger siblings and other dependents in the family. This was supported by the Focus Group Discussion for County Education Officers, the expert. In the view of one County education officers argued that girls drop-out of school due to lack of accommodation in the County specially went there are no relatives to host them in town. One of female officer lamented that some parents value marriage more than education. She also mentioned a case of primary seven girl whose father wanted her to drop-out of school to get married and bring home bride price or else he will committee suicide. However the school and Ministry of education officers intervned to solve the issue so that the girl remained in school. Furthermore the County Education Office emphasized the need for Affirmative Action in the County/State to support girl child education.

4.4 Challenges and experiences that hinder girls from accessing school

The finding seeks to investigate challenges and experiences that hinder girls from accessing school. Table 4.10 summarizes challenges and experiences that hinder girls from accessing school.

Table 4.10: Challenges and experiences that hinder girls from accessing school

Response	Frequency	Percentages
No support from parents and family members	1	1.4
Lack of school fees	7	10
Early pregnancy	4	5.7
Lack of incentives	4	5.7
Most parents prefer sending boys to school not girls	1	1.4
Lack of texts books, school uniform and school materials	5	7.1
Lack of trained teachers	11	15.7
Early pregnancy	7	10
Lack of scholarship for girls and orphans	1	1.4
School girl drop-out in the	1	1.4

community		
Some girls after delivery and willing to go back to school lack support	1	1.4
After enrolling in school no support after ward	1	1.4
Lack of enough teachers in school	4	5.7
Government to open school to trained girl in the different state and exchange programs	1	1.4
Lack of information about the importance of school to girls themselves	1	1.4
Girls see marriage as the only option	1	1.4
No support a lot of insult from parents and family members	1	1.4
Lack of food in the house	4	5.7

and poverty		
Broken homes and quelling in the house	1	1.4
Lack of support lead to seek support from men	1	1.4
Distance to school	2	2.8
Cultural practices activities girls are consider as wealth	4	5.7
Problem of over-age in school	2	2.8
Lack of cooperation between teachers and pupils	1	1.4
Examination is hard	1	1.4
Open more teacher training institute	1	1.4
No progress in education	1	1.4
Total	70	100

Another challenge indicated by 2 respondents (2.8%) is the long distance between school and home. Due to long distance and insecurity on the way to and from schools most parents are afraid of their daughters attack while walking to school; this is the reason why most girls end up dropping out of school which is cause by the relentless civil wars. In addition girls are subjected to other means such as pregnancy and early marriage which will be the way out, at the same time missing out on the opportunity of education which will change their life in return. According to the results in table 4.5 6 respondents 8.5% argued that lack of school fees is one of the major challenges that hinder girl from accessing school. This implies that a school fee is one of the driving forces in school girl child drop-out in the community. As supported by one of the key informants due to poverty, many parents cannot afford to pay their children's' school fees hence they drop-out. Similarly, there is the challenge of cultural belief and practice that hinder girls from enrolling into school. 7 respondents (10%) stated that early marriage is one of the main challenges that have prevented girls from accessing school.

The respondents explained that most parents prefer sending their sons to schools, due to the cultural belief that girls will get married at some point and be part of another family therefore educating them will be wasting of money and resources. In most cases, the girls are forced into marriage to bring home dowry and wealth that will be used to support their brother's education. At the same time the cattle paid on their sister head the brother will use the same cattle to married a wife or wives for themselves. This indicates that, most of the people in the community do not value education as opposed to marriage. Such trend accounts for low level of girl's enrollment in schools and high rate of school drop-out in the community. 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 findings 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. One of the respondents 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 informant.

4.5 Comment and suggestions regarding girl child school drop-out in the community.

The researcher seeks to explore the comments and suggestions regarding girl child school drop-out in the community. Table 4.11 summarizes comments and suggestions regarding girl child school drop-out in the community.

Table 4.11: Comment and suggestions regarding girl child school drop-out in the community

Response	Frequency	Percentage
The community needs a change of mind set, to know that girls have place in school	2	3
Awareness	33	47.1
Boarding school	16	23
Employment of more teacher	1	1.4

Incentives to girls	2	2.8
Government to support the community	1	1.4
School feeding	3	4.2
Provision of school materials and uniform	1	1.4
To reduce work load for the girls to allow them have access to school	1	1.4
Sharing ideas with community together to sent the children both boys and girls to school	1	1.4
Community leaders and parents has to support education of girls	2	2.8
Let there be law for girls who drop-out of school and to their husbands to enroll them back to school	1	1.4
Parents should talk to their daughters nicely	1	1.4
Father must talk to their daughters in good manner, not went they are drunk so that she might hear and get the right message	1	1.4
For those who in pregnant		

girls in school should be punish and prison	1	1.4
Introduction of adult education	1	1.4
Advocate for the retention of those girls who drop-out of school to come back to school	1	1.4
Law enforcement with help of community authority	1	1.4
Total	70	100

According to 33 respondents (47.1%) creation of awareness is one way to address girl child school drop-out in the community. 2 respondents (2.8%) stated that the community must change their attitude and have a positive change of mind set on the issues of girl child education. Any parents who refuse to send their daughters to school should be punished. The law enforcement and implementation. This with help of community leaders and other authorizes within the county. Awareness to the girl child about the importance of education is significant. Awareness to the community as a whole to target community chiefs, leaders, elders youth and in the cattle camps is equally important. Establishment of boarding schools was also suggested by 16 respondents (23%). This will help reduce work load that the girls encounter at homes, therefore creating more time for them to study. Other suggestions include: community and school meetings with parents: advocating for girls to go back to school; introduction of adult education for girls who dropped-out of school and could not go back due to fear marginalization by their peers. Parents are encouraged to support their girl's education through advices and good communication. Employment of more teachers to address the shortage of teachers in school; provision of incentives such as school uniforms, sanitary towels, and other school materials; provision of school feeding programs.

Law enforcement must be implemented through key authorities and support from Ministry of Education to encourage parents to abide by the law in Child Act 2008. Any failure to adhere by the law is subject to punishment. This applied to parents and offenders of early pregnancy and early marriage.

4.6. Strategies the ministry of education to do to reduce and to address girl child school drop-out.

The researcher sought to find the strategies the ministry of education should do to reduce and to address girl child school drop-out. Table 4.12 Summarizes the Ministry of education strategies to reduce and to address girl child school drop-out.

Table 4.12: Strategies the ministry of education to do to reduce and to address girl child school drop-out.

Response	Frequency	Percentages
Awareness	16	23
Incentives and provision of sanitary towels	10	14.2
Boarding school for boys and girls	9	13
School feeding program	7	10
Law enforcement and implementation of law in Child Act 2008	5	7.1
Lobby support from the NGOs to support the girl child education	4	5.7
Free Primary education	2	2.8
Deployment of more teachers in schools	2	2.8

Open more teacher training	1	1.4
Support the orphans	1	1.4
Adult education for drop-out, young mother and over-age children	1	1.4
To celebrate Girls National Education Day, July 7/7 every year	1	1.4
The state to open more school for the so that the poor will afford	1	1.4
Ministry of education to increase teachers salary	1	1.4
Support girls who drop-out of school after delivery to enroll back to school	1	1.4
Every year the school need to call for a parents meeting talk to them about their children performance and progress in their education	4	5.7
School fees	4	5.7
Total	70	100

The researcher sought to find the strategies the ministry of education should do to reduce and to address girl child school drop-out.

Table 4.12 above Summarizes the Ministry of education strategies to reduce and to address girl child school drop-out.

The majority of the respondents 16 (23%) agreed that one of the strategies to reduce school girls drop-out is creation of awareness on the importance of education of school for girl child education at different levels of the government particularly in Terekeka County the girl child school drop-out was high and enrollment is very low. For example through annual celebration of girl s National Education Day July 7/7 every year. The researcher find out those 10 respondents (14.2%) said that one of the ways to reduce school girl drop-out provision of sanitary towels and incentives for girls. Similarly 3 respondents (4.2%) recommended that there is need to supply school with educational materials such as text books, and other items. Furthermore lobby support from the NGOs and other private companies. Nine respondents (13%) stated that a separate boarding school for girls is one way to reduce school girl drop-out in the Terekeka County.

In addition 7 respondents (10%) agreed that school feeding program is one of the strategies to reduce school girl drop-out, whilst it increases school enrollment and retention. The findings indicates that 2 respondents (2.8%) recommended that deployment of more teachers to address the shortage in schools in the county. “One respondent (1.4%) lamented that after her baby she went back to school to continue with her studies, however she was down by the school administration due to her been an over-age and the fact that she is marriage it poses bad image and example to the younger girls in school. As such promotion of adult and alternative education in County significant to cater for the young mothers who are interested in resuming school”. One respondent (1.4%) argued salary increment for teachers is vital in motivating teachers in order to delivery quality education. Furthermore one respondent (1.4%) stated that opening of more teacher training institutions to meet the quality education. This is also supported by the Focus Group Discussions the expert, where one woman also recommended the provision of mobile school particularly for pastoralist in the cattle camps to reduce school

girl drop-out. She further stated that girl child will always support their families even when they are married. One mother also mentioned that girls who drop-out of school due to early pregnancy and marriages lack necessary support and encouragement by their husband. In most cases the husband prefers their wives to stay at home rather than going back to school.

4.7 Narrative

In Mundari culture they believe that if the girl goes to school she will become a prostitute this is a wrong perception. This is one of the major causes of low enrolment of girls in school and drop-out of school. If there are resources like farm produce parents can sell to educate their children. She also advocates for free primary education for all the children. Girls should not waste the opportunity to acquire education because they did not get such opportunity during their childhood due to their parent's illiteracy. She was denied the opportunity to education as she was confined to house chores, cattle's and goats rearing and eventually she was married at an early age.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the data presented and analyzed in the previous chapter. It explains the early marriage influence, as well as family economic status that have been the leading factors that prevent girls from accessing school in Terekeka County. It also discusses the influence of civil strife on the girl child education in the community. The data are discussed in relationship to the assumption that the study set to test. The chapter also concludes the findings of the study and makes recommendations based on the findings. Further areas of research are also suggested at the end.

5.2 Discussion

On the basis of the findings discussed above it was established that the major cause of girl child school drop-out being early marriage; has been prevalent in Terekeka county because it is highly valued and widely practised. Early marriage is particularly a big challenge and hindrance to girl child education. From the findings, it is evident that majority of the respondents are married between the ages of 15 and 17 years. At this range of ages, the girls are neither mature nor ready for responsibility as wives or mothers because they are too young. 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 denied the opportunity to education. Furthermore these young girls who drop-out of school are at high risk of contracting HIV infections and 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 dowry, 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.

On the basis of the above findings, it can be concluded that early marriage exists in Terekeka County and it is as a result of poverty and cultural practice. Early marriage is

also a daunting challenge to girl child education. Poverty and harmful cultural practices are two phenomena that compel many girls to drop out of school in Terekeka County. Poverty results into financial constraint which has made it difficult for many parents to support their children education and to provide their school necessities. The people of Terekeka community are a pastoral society that depends on cattle as source of wealth, however cultural practice in the community does not advocate for sale of cattle to raise school fee for their children particularly girl child who is viewed as marriage materials. And sometime the cattle can be sold only on condition that the family has seen that one of their sons is doing very well in school so as to support the family in the future but it is a rare case. On the other hand, cattle can only be released or produced with the consent of the elders when young men in the family are preparing for marriage because for the community it is important with the expectation that after marriage there shall be additions of members in the family and the community, this is what matters to them but not their daughter's education.

From the study it revealed that most girls, who had suffered the fate of early marriage, however regretted being married at an early age. Furthermore those who had been forced to get married by their parents regretted too. In addition those girls whose marriages also did not work out; their parents were forced to take care of their daughters and their grand children altogether. The situation became waste where a young child, giving birth to another child, where the husband and the girl both of them are all young, which is another double responsibility and burden to the families to cope with. In this situation the most of the respondents said they regret becoming pregnant, married, and dropping out of school. The majority of the respondents have interest to complete their education but the problem they encounter is lack of moral and financial support from their family members. The reason being the girls lack trust from their parents because they had disappointed them before, therefore their parents are not willing to spent on them anymore or to give them another opportunity is a problem, that trust is broken. Therefore the parents and the family members will have many questions to ask themselves, how sure that the girl will not repeat the same mistake in the future if she is given another opportunity to go back to

continue with her school. Furthermore parents fear losing money that is why most parents said that educating a girl child is a waste of money and resources as stated by some respondents as such that is why they turn to invest in their son's education than that of their daughters. For this situation to be address, the government needs to come up with programs that can accommodate these girls to give them an opportunity to be able to further and continue with their education.

From the findings it is evident that early marriage, financial problem goes in line with poverty. The reasons for girls school drop-out was lack of finances, after early marriage takes place. A number of girls drop-out of school due to bad cultural practices coupled with the fact that some parents and the community members don't embrace or value education. Some parents perceive those girls who want to go to school as wanting to become prostitutes, which is actually a wrong thinking all together. There is ignorance on the side of the parents and the community. This is reinforced with cultural beliefs where girls are viewed and considered as their place belong in the kitchen, bearing children, and taking care of the elderly and family members.

To reduce girl child school drop-out, there is a need for mass sensitization program to target the community leaders at the different levels of the government if change and development is to be realized in this particular community of Terekeka County.

The study also revealed that a girl who wished to continue schooling after delivering her baby, was denied a second chance to pursue studies by the school administration unless she brought a consent letter from the husband to allow her to resume learning. The girl's mother who is a widow was disappointed and her hopes to have a learnt daughter were shattered because the father of her daughter's baby refused to give the consent letter. In addition for the girls to enjoy education and protection from all forms of cultural practices, the government needs to come up with policies legislations and laws that should protect all children especially the girl child from all these practices that prevent and deny them their right to education, to allow them have full rights and protection.

The girls lack guidance from parents about what awaits them as they grow up and what marriage is all about. Parents especially mothers need to educate and talk to their daughters about sex education and the effects of getting involved in it. The parents have to stop perceiving sex education as a taboo; the children are the victims because they get involved in the practice unknowingly. Parents have also contributed for girls high school drop-out in the County. The study findings revealed that they lack advice and directions from their parents. The school also needs to introduce sex education and Life Skills curriculum in schools for the pupils to know the effects and the consequences of involving in sex at a young age and how this behavior can lead them to contract sexually transmitted diseases which may lead to HIV/AIDS. It is high time for the parents to start being involved in their children's education and to work hand in hand with the school administration, if the community and the country want to eradicate girl child school drop-out.

From the study finding it is evident that one of the strategies to reduce girl child school drop-out is the establishment of single girl boarding schools in the community. Terekeka County lacks boarding schools. This was supported by one girl who argued that establishment of boarding schools are of importance so that girls will not fall victims of early pregnancy and marriages. Furthermore to create conducive learning environment for the girls, for them to complete their education. The study also found out that creation of awareness on the importance girl child education is yet another way to reduce girl child school drop-out. Awareness programs to girls, parents, chiefs, and community at large. Furthermore, some respondents admitted that they lack parental care and improper administration both at home and school, hence there is need for improvement in discipline and good communication between parent and child.

The study also found that girls are raised to take care of cattle instead of going to school. The cultural practice indicates that the community does not value education. Furthermore according to the respondents some parents perceive girls' education as irrelevant and

wasting of money and resources. The community needs sensitization on the importance of girls' education, for them to embrace education and they also want to see role model coming up in their own community so as for them to see and know that education can change their life for good and it has its benefits so as for them to know that educating a woman is educating the whole nation. The need to know that education can eradicate poverty. And they should also be educated that education is a key to future success, better life, development and prosperity of the community and the country at large.

UNICEF advocates for quality fundamental training for all, with accentuation on sex fairness and killing aberrations of assorted types. Specifically, getting young ladies into school and guaranteeing that they stay and realize what UNICEF calls "Multiplies effect". Educating girls suggest that they are probably going to wed later and have less youngsters, who thus will probably survive and be better sustained and taught. Educated young girls are more profitable at home and better paid in working environment and more ready to take an interest in social, monetary and 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.

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 drop-out of school to get married, complaining that their parents are harsh, authoritative, and quarrelsome to them all the times. In view of the aforementioned, the girls prefer to engage in teenage love relationships to get married rather than staying

under their parents' care. This brings to light the issue of communication gap between the girls and their parents which leads to school drop-out and early marriages. In summary the government needs to play its role and introduce sex education in school curriculum.

5.3 Conclusion

It is therefore the study concluded that the government need to take the upper hand in ensuring that the policies, laws and legislations are put in place and implemented to protect all the children especially girl child to have access to education. As such education is the right of every child regardless age, sex, gender and disability they should all have equal opportunities to bridge gender gap in education. The government needs to advocate for gender responses, sensitive budget in all area of the government and all institutions of learning. The introduction of free primary education and to work together with education development partners and NGOs to realize change, achievement, progress in education system in South Sudan. Final the government needs to sensitize the community on the importance of girl child education, this should start with the parents, chiefs and community leaders, been the custodian of traditionally laws and customs to embrace education for change and sustainable development of the country.

5.4 Recommendations

- The study recommends the strategy to reduce girl child school drop-out is through the introduction of adult education and promotion of Alternative Education programs to cater for all children especially girls who dropped-out of school due to early pregnancy and marriages and those children who also missed out school due to the wars. This strategy will create opportunity for such girls to have access to education once more, girl's fear of marginalization by their peers.
- Additionally, introduction of mobile schools particularly for pastoralist in the cattle camps to reduce girl child school drop-out to give them an opportunity to receive education at their own locality. Furthermore there is need Psychosocial and mentoring programs, and introduction of Life Skills, Civic and Peace

education programs in schools and in the curriculum. In addition establishment of vocational and technical schools in the County to cater for the learners with emphasis to those girls who drop-out of school due to several factors and those who missed school during the civil wars to learn skills so as to earn a living and lifelong learning opportunity to be useful citizens to themselves and the country.

- From the study the respondents recommended the government and education partners to support and supply school with educational materials such as text books and other stationeries. School feeding program is another strategy to reduce school girl drop-out, whilst it increases school enrollment and retention. The community in liaison with the State Ministry of Education, education stakeholders, to lobby support from the NGOs, development partners and private companies to support girl's education.
- The study also found out there is need for the government and the ministry of education to deployment more teachers to address the shortage of teachers in schools in the County and salary increment to motivate them. The County also requires more teacher training institutes to help teachers meet the quality education.
- Last but not the least the government needs to introduce gender mainstreaming programs in all the institutions of learning. Affirmative Action initiative to promote girl child education. Introduction of data management and information system at the county level for monitoring and evaluation of education progress.

5.5 Suggestions Areas for Further Research

This study had further identified areas for further research and these are:-

1. Research on the cultural practices in the community and its implications on girl child education.
2. Research on what are the chances for women employment opportunities with regards to their level of education at the county.

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APPENDIX ONE: QUESTIONNAIRE

Consent Letter

My name is Charity Gabriel Duku Adala; I am a student at the University of Nairobi in Kenya. I am conducting a study on factors influencing girl child drop-out in Primary Schools in Terekeka County, South Sudan. Thank you for accepting to answer these questions. This questionnaire is to help the researcher gather some information on your experiences on the topic. You do not need to write your name anywhere on this sheet. The information you give will be treated confidentially. Please answer all the questions in the spaces proceeded.

Questionnaires on Girl child school drop-outs.

1. Age: How old are you?

2. What are the causes of girl's dropout in your community? Would like to discuss?
.....
.....
3. What strategies do you think can reduce girl child school dropout?
.....
.....
4. Which class did you drop-out from?
.....
.....
5. Did your parents support your education? Would like to discuss?
.....
.....

6. What is your family source of income? Would you mind telling us?
.....
.....

7. Why do you drop out of school? Would like to discuss?

.....
.....

8. What is the importance of education? Would mind telling us?

.....
.....

9. What are the benefits of education to your understanding? Would like to discuss?

.....
.....

10. Do your parents have any constraints or difficulties in supporting your family?
Would you like to discuss?

.....
.....

11. What challenges and experienced do you think that hinder you girls from accessing
school?

.....
.....

12. What other comments and suggestions can you make regarding girl child school
dropout in the community?

.....
.....

13. What strategies do you think the Ministry of education to do to reduce and address
girl child school dropout?

.....
.....

APPENDIX TWO

Focus group discussions interview guide for the community.

1. How many schools are there in Terekeka County?
2. Are there schools for girls alone?
3. Do the children complete primary cycle?
4. What are the causes of girl's dropout?
5. Why do they drop out of school?
6. What is the importance of education?
7. What are the benefits of education?
8. Why do you allow your children to drop out of school?
9. What are the measures put in place to curb school dropout for girls as?
 - Parents
 - A community leader
 - Religious leaders
 - Business community
 - Health worker
10. What challenges and experienced do you think that hinder girls from accessing school?
11. What other comments and suggestions can you make regarding girl child school dropout in the community?
12. What strategies do you think the Ministry of education to do to reduce and address girl child school dropout?

Focus group discussions guide for girls who have dropped-out of school.

1. What are your opinions about education?
2. What is the importance of education to you?
3. What are the challenges you face in school?
4. Why do you drop out of school?
5. Do your parents support your education?
6. What are the measures that can curb school dropout?

Focus group discussions guide for County Education Officials

1. How many schools are there in Terekeka County?
2. Are there schools for girls alone?
3. Do the children complete primary cycle?
4. What are the causes of girls?
5. Why do they drop out of school?
6. What is the importance of education?
7. What are the benefits of education?
8. Why do you allow your children to drop out of school?
9. What are the measures put in place to curb school dropout for girls?
10. What challenges and experienced do you think that hinder girls from accessing school?
11. What other comments and suggestions can you make regarding girl child school dropout in the community?
12. What strategies do you think the Ministry of education to do to reduce and address girl child school dropout?

Focus group discussions guide for girls who are in school

1. What are your opinions about education?
2. What is the importance of education to you?
3. What are the challenges you face in school?
4. Why do girls dropout of school?
5. Do your parents support your education?
6. What are the measures that can curb school dropout?
7. Do you have enough learning materials in the school?
8. What are your performances in school?
9. How many female teachers do you have?

Focus group discussions guide for mothers

1. What are your opinions about education?
2. What is the importance of education to you?
3. What are the challenges you face in sending your daughters to school?
4. Why do girls dropout of school?
5. As a parent do you support your daughter's education?
6. What are the measures that can curb girl child school dropout?

APPENDIX THREE

Key informant Interview guide.

1. What are the causes of girls?
2. Why do they drop out of school?
3. What is the importance of education?
4. What are the benefits of education?
5. Why do you allow your children to drop out of school?
6. What are the measures put in place to curb school dropout for girls?
7. What challenges and experienced do you think that hinder girls from accessing school?
8. What other comments and suggestions can you make regarding girl child school dropout in the community?
9. What strategies do you think the Ministry of education to do to reduce and address girl child school dropout?

APPENDIX FOUR: RESEARCH BUDGET

ITEM	Particulars	COST (KSHS)
Proposal Writing	Typing and printing @ 30 per page	2,760.00
	Photocopying @ Ksh 2 per page X 10 copies	1,840.00 1,000.00
	Spiral Binding @ Ksh per page x10 copies	5,600.00
Piloting	Research fare @ Ksh 500 per Days page	15,000.00
	Lunch for Researcher @ 200x30 days	6,000.00
	Photocopying of instruments 5 pages @ Ksh2x100 copies	1,000.00 22,000.00
Data Collection	Researchers' Lunch @ Kshs. 200 per Day x 30 Days	6,000.00 1,000.00
	Photocopying of instruments 5 pages @ Ksh 2x100 copies	7,000.00
Data Analysis and Final Production of Dissertation	SPSS Computer Services	10,000.00
	Typing and printing @ Ksh 30 per page x 200 pages	6,000.00
	Photocopying 200 pages @ Ksh 2 per page x 10 copies	4,000.00 2,000.00
	Spiral Binding @ Ksh 200 per page x 10 copies	22,000.00
TOTAL		56,600.00