CULTURAL FACTORS AND PRIMARY SCHOOL DROPOUT AMONG GIRLS IN TEREKEKA STATE, SOUTH SUDAN

BY

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DECLARATION

I, Malish Joseph, do hereby declare that this is my original proposal that was approved by the panel and I have taken and incorporated all the necessary comments and corrections made by the panel during the proposal hearing. I will use this proposal as the guiding tool for the intended research that will be presented again to the panel for Final hearing and approval for the award of a Masters' degree of Kampala International University in Human rights and Development.
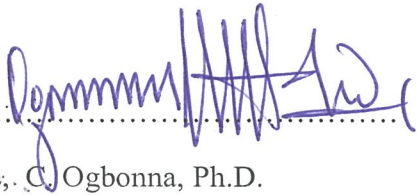
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APPROVAL

This is to certify that this thesis has been submitted to the Directorate of Higher Degree and Research of Kampala International University with my approval as the candidate's thesis supervisor.

Signature:... Date...14|05|2019...

Chidiebere,. C. Ogbonna, Ph.D.

DEDICATION

I dedicate this research to my beloved wife Hellas Akech and my Children Barnabas, Sarah, Benjamin and Michael and to my Mum Joyce Leoba. Thanks for your moral support during this long period of my studies.

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First and foremost, I would like to give my measureable thanks to the Almighty God for his love and provision to me during the course of my academic endeavors. This research paper has been a success due to contributions from many people without whom this paper couldn't be possible. My sincere gratitude and acknowledgement goes to my supervisor Dr. Chidiebere Ogbonna for his tireless support, understanding and guidance from the inception of the research until the end of it. Without your efforts and constructive criticism this research paper might not be as good as it. I am also grateful for the administration of Kampala International University for giving me the opportunity to study and learn new skills, I must admit that I learnt many new things in regards to humanity and their rights and development spectrum, I also met knew people who have inspired me in one way or the other both the teaching staff and the students body at large.

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Last but the least, my sincere appreciation goes to National Christian Development Organization (NCDO) for availing for me transport services to and from Terekeka that facilitated my travel during the study period. I believe that the findings in this study will in one way inform and influence decision making in time to come. The community of Terekeka has been in my heart long before this is study became a reality and this is what kept me focused up to the end of this study. I believe and hope that the objectives of this study and the girls who are the main target for this study will one day enjoy their full rights and participation in development matters in Terekeka and the entire South Sudan. I believe that Terekeka represents many other areas in

South Sudan with similar cultures and discrimination against girls/ women who are denied opportunities to equal accessing to education like any other child in the world.

To my dear brothers and sisters together with my colleagues and friends, I would like to say thank you so much for the moral and financial support during my study years.

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LIST OF ABBREVIATIONS

EMIS: Education Management Information System

FAWE: Forum for African Women Educationalists

GESS: Girls Education South Sudan

HIV/AIDS: Human immunodeficiency virus infection and acquired immune deficiency
                    Syndrome

MDGs: Millennium Development Goals

MoEST: Ministry of Education Science and Technology

NCDO: National Christian Development Organization

OLS: Operation Lifeline Sudan

SPEDP: Economic empowerment activities for Parents

SPLA/M: Sudan People Liberation Army/Movement

SRRA: Sudan Relief and Rehabilitation Association

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

USAID: United States Agency for International Development

ABSTRACT

This research examined the influence of culture on the education of girl-child in primary schools with Specific on school dropout in the community of Terekeka in South Sudan. The objectives of the study were; to examine the cultural that influence girl-child primary school enrolment and drop-out in Terekeka State, to investigate the impacts of cultural practices on school dropout among girls in Terekeka State of South Sudan and to analyze measures taken by the government of South Sudan and None governmental Organizations (NGOs) to address primary school dropout among girls in Terekeka State. The study employed three methods of data collection and these included survey questionnaires, interview guide questions and focus group discussion (FGD). 399 respondents participated in the study and these included primary school teachers, pupils, community leaders, parents and education officials. The study was guided by Social Learning Theory, which argues that learning is a function of observation and often influenced by present within our environment. The study findings revealed that the main cultural leading to girl child school dropout are early marriages, domestic cores, Poverty and societal attitude towards women in general. The study concluded that cultural and practices among the people of Terekeka are an impediment to girl's education as it facilitates discrimination of girls in education, particularly in primary school enrolment and dropout. Therefore, it calls for a comprehensive approach to addressing the issues of girl education so that the generations of girls to come in Terekeka community will have full access to education and consequently, participate in the socio-economic and political development of the community and South Sudan at large.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Chapter one displays the study background, statement of the problem, the purpose and objectives of the study. It also presents the research questions, the scope of the study, significance of the study, and the operational definitions of terms and concepts as applied to suit the context of the study.

1.1 Back ground to the Study

This section provides the theoretical perspective, historical perspective, conceptual perspective and contextual perspective of the study.

1.1.1 Historical Perspective

The challenge of school drop-out is not peculiar to a particular country or geographical location, instead it is that cuts across both advanced and impoverished countries of the world, though it is prevalence in the later. According to Bledsoe (2002) over 30% of high school students in the United States drop-out without completing their education. In Korea and Malaysia, around 40% of the students that enrolled in high school complete their education. In Indonesia, the Philippines, Singapore and Sri Lanka, only about 20% of students complete high school education. India and Thailand is recorded to have about 12% completion, while many other Asian countries have a completion rate of 5%. Birdsall et al. (2005) noted that in Latin American countries, high school completion rate is very low because of drop-out and repetition rates. A UNESCO report in 2003 indicated that in Canada about 18% of high school students' drop-out from school. In Africa, 49% of children complete their primary education. Thus, low enrollment, high levels of dropout and repetition rates combined results in low educational attainment in the continent (Birdsall et al, 2005).

Girl-child education remain a national challenge in South Sudan, it is experienced in the entire regions of the country. South Sudan government however had set some goals for the ministry of education that included; improving the quality of general education for all South Sudanese, to increase access to general education and promote gender balance in schools, to promote adult literacy and to build institutional and human capacity. These goals however are faced with noticeable challenges, which include among others insecurity, lack of funds, corruption and frequent conflict in

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the country. Other challenges include cultural practices that discourage girls from taking advantage of available educational opportunities in the country. In South Sudan, girls are in disadvantage position when it comes to education. Not only are the girls less likely to enroll into school, but they are also more likely to drop out compared to boys. Reports from Education Management Information System (EMIS) in 2010 indicates that, although overall enrolment into primary school in South Sudan increased to approximately 1.4 million there still remains gender gap as girls make only 37.2% of the figure. EMIS (2010) reports that 19% of the total number of pupils that enroll into primary school dropout, while about 26% of them repeat classes. Estimates from UNESCO, suggests that, South Sudan overall illiteracy rate was 85% by 2005 with most of the affected being women (UNESCO, 2005).

The World Bank has on the other hand estimated that only seven girls for every ten boys attend primary education, while five girls for every ten boys are enrolled in secondary education. In 2013, only 500 girls were in the last grade of secondary school in the whole country (World Bank, 2013). Besides, the World Bank reported that only 12% of teachers in the country are female. The above statistics presents a gloomy picture of gender disparity in the educational sector and service in South Sudan. Evidently, female teachers essentially serve as a positive influence for girls to enroll and stay in school; however such a low number of female teachers seem to play a role in gender disparities in girl-child school enrollment and dropout in the country. In light of the above, it is unsurprising that literacy rates are remarkably lower for girls, 40% compared to 60% for boys.

The government on their part has introduced measures towards improving education, by eliminating gender discrimination and foster gender-equality in the educational sector. In a bid to ensure both boys and girls realize equal rights to education, the government of South Sudan developed the General Education Act 2012 and the Child Act 2008. Thus, the Education Ministry and all education stakeholders joined hands to accelerate service delivery and developed policy frameworks to mitigate gender inequality in school enrolments. However, these measures and/ or programmes have been less successful in Terekeka State. Thus, the rational question to ask is: what is responsible for low school enrollment and high school dropout for girls in Terekeka State of South Sudan? Scholars have suggested a couple of factor to be responsible for this phenomenon, which include poverty, illiteracy of parents and political instability in the country. Although each and every of the identified plays a role, however, they missed out an important factor that is mainly responsible for girl-child school

dropout in the country, which is cultural factor. Poverty, may actually pose a problem to school enrolment and dropout, however measures have been put in place to mitigate the challenges presented by poverty. For example, in 2012 South Sudan joined the Global Partnership for Education and received a grant of 36.1 USD million from the Global Partnership for the period 2013 to 2016. In addition, it received another 29.9 USD Million from USAID, totaling US$66 million, which was used to finance and support girls education in the country, under the supervision of United Nations Children's Fund (UNICEF). The main focus of Global Partnership for Education Program in South Sudan is to bridge gender disparity in education across the country; by eliminating gender based violence and foster a gender sensitive environment in the classroom. This approach has recorded some level of success in many parts of the country, but has evidently failed to replicate similar success in Terekeka State. This thesis therefore is inspired to examine the major cause of girl-child school drop in the region, by looking at the influence of Cultural factors on girl's education in Terekeka State.

1.1.2 Theoretical Perspective

The study relied on Social Learning Theory, which was proposed by Albert Bandura in 1977. The Social learning Theory hypothesizes that, people learn from one another, through observation, imitation, and modeling. The central thought of the theory is that people learn by observing others' behavior, attitudes, and outcomes of those behaviors. Thus, most human behavior is learned from observing others, invariably one forms an idea of how new behaviors are performed, and on later occasions replicate these behaviors (Bandura, 1977).

This theory is relevance because it hypothesizes what we see and learn around us will make us become like it, the common cultural practices that are practiced over the decades in Terekeka has significant influence on the girls in pursuit of their education. Girl child school drop-out is part and parcel of community and cultural practices that denied them access to schooling. This theory is related to this study because it shows that human beings learn from one another at different levels of the society hence what is been practiced will make what the society is and the girls in Terekeka are following what they have seen and learnt around them hence making them to drop from primary schools.

1.1.3 Conceptual Perspective

School dropout is a term that has been conceptualized in different ways by different authors. According to Jamil et.al, (2010) drop out is "a term used for the children, who for any reason other than death, discontinue schooling and leave their education uncompleted". The definition captures a broad understanding of the concept by encompassing all those students discontinuing their studies before completion for any reason other than the death of the student. This definition includes students who are expelled by the education institution due to for example, poor performance and those who discontinue studies due to sickness/ ill-health. Malik (2002) defined drop out as a student who left school before completing a course of study. This definition does not cover any complexity of the phenomenon; instead it is a generalized definition covering all students quitting their schools prior completing their courses.

Umoh (1986) defined dropout as, "student who left school before the completion of the program for which they are enrolled, for unseen reasons". This is a flexible definition covering all those students leaving their planned study program for any reason before completion. According to UNICEF, school dropout is the pulling out of children from school completion. It further states that drop out is a "terminology used for the student who left his/her education incomplete, before the completion of the specific program/level of education for which he/she was enrolled in the school, for any reason, and he/she is no more enrolled in the same level or in any equivalent qualification" (UNICEF, 2000).

1.1.4 Contextual Perspective

South Sudan is said to be among the poorest and least educated countries in the world. It had been in a civil war with the Northern region (Khartoum Government) for over 21 years until when a peace deal was reached between the Khartoum Government and the Sudan People Liberation Army (SPLA) in 2005 which led to the independence of South Sudan in 2011. However, more fighting broke out in 2013 this time between the supporter of the President Salva Kirr and his deputy Riek Machar. In 2015, the rebels and government signed a peace agreement with support of the African Union, but the peace agreement was broken in July 2016 and the Country is back to a civil war. This further affected the effectiveness of the government in provision of social services. The few infrastructure and social networks have been destroyed. Crime rates are high, famines are common and over one millions of its citizens are displaced into neighboring countries. Despite all the challenges faced by the country, one unhealthy phenomenon that requires urgent serious attention is the disparity in the ratio of education

enrollment and dropout between boys and girls. Observably, girl school dropout is eminently high in Uganda. In light of the aforesaid, this study sought to examine the relationship between Cultural factors and girl-child school dropout in Terekeka State of South Sudan.

1.2 Problem Statement

Over the recent decades, there has been significant awareness and progress in girls' education. According to UNCEF, between 1970 and 1992, combined primary and secondary enrolment for girls in developing countries rose from 38 per cent to 68 per cent (UNICEF, 2009). However, there is still a significant gap in school enrollment in some countries and parts of the world. In the least developed countries, enrolment rates are only 47 per cent at the primary level and 12 per cent at the secondary level. In 2013, UNESCO reported that about 95% of the 28.5 million children not getting a primary school education live in low and lower-middle income countries; 44% in sub-Saharan Africa, 19% in South and West Asia and 14% in the Arab States. The report went further to state that girls make up 55% of the total and were often the victims of rape and other sexual violence that accompanies armed conflicts (UNESCO, 2013).

From the available latest data on school enrolment, in South Sudan, primary school enrolment in 2013 was 1,311,467 pupils; 38.9% female and secondary level enrolment was 46,567 students; 31.9% female (EMIS, 2013). Statistics from Terekeka State Ministry of Education shows that the number of girls that enrolled in primary school in Terekeka State in 2014 were 315, while 25 dropped out. In 2015, 396 girls enrolled, while 56 dropped out of school. Then in 2016, 372 girls enrolled, while 76 dropped out. Then, in 2017, 370 girls enrolled in primary school and by early 2018, 125 of them have dropped out of school (Terekeka Ministry of Education, 2018). Thus, there is a problem of getting girls to enroll in primary school; as well there is a challenge of retaining girls at school. Evidently, children who drop-out of school face uncertain future; consequently, they don't participate effectively in the development of the country. Also, the imbalance in workforce representation in the country is partly as a result of low level of education in some regions. For example, Terekeka state, with high illiteracy level resulting from incessant school drop-out represents only about 1% of government employees (EMIS, 2013). Thus, school drop-out seems to be among the contributing to marginalization and other social vices in South Sudan. Therefore, this study intends to examine the role or influence of Cultural factors in school enrollment and drop-out among girls in Terekaka State.

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 Purpose of the Study

The study purpose is to examine influence on primary school dropout among girls in Terekeka State of South Sudan.

1.4 Objectives of the Study

- To examine the drivers of girl-child primary school drop-out in Terekeka State
- To underline the problems faced by girls who drop out of primary school in Terekeka State.
- To analyze measures taken by the government of South Sudan and none governmental organizations to address primary school enrolment and dropout among girls in Terekeka State.

1.5 Research Questions

- What are the cultural that are influencing girl-child school dropout in Terekeka State?
- What are the problems faced by girls who drop out of primary school in Terekeka State?
- What measures have the government of South Sudan and NGOs taken to address primary school dropout among girls in Terekeka State?

1.6 Scope of the Study

The scope of the study provides information about the geographical scope, content scope and time scope.

1.6.1 Geographical Scope

The study was conducted among the Mundari community in Terekeka state of South Sudan. Terekeka is located in the Greater Equatoria region of South Sudan. The State bordered by other States of Eastern Lakes to the northwest, Jonglei to the northeast, Imatong to the east, Jubek to the south, and Amadi to the west. It has an estimated population of 176,030 inhabitants.

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1.6.2 Content Scope

The study focused on primary education of girls in Terekeka State of South Sudan. It dealt precisely on the influence of cultural on primary school enrollment and dropout among girls in Terekeka State.

1.6.3 Time Scope

The study covered a period of 7 years, beginning from 2011 to 2017. This period was chose because one of the objectives of the study is to evaluate the measures taken by the government of South Sudan in mitigating school dropout among girls in Terekeka State, since South Sudan got independence in 2011, the study covers between 2011 and 2017.

1.7 Significance of the Study

- The study will be useful to the government in formulating policies and strategies on how to tackle school dropout among girls in Terekeka and the rest of South Sudan.
- In addition, the findings and conclusions from the study will contribute to the body of knowledge on cultural influence and education of girls. Hence, the study will serve as a reference future researchers.
- Furthermore, the study gives voice to the victims of school dropout (girls) in Terekeka State.

1.8 Definition of key terms

The section provides definition of key terms used in the study. The study adopted definitions from other scholars and school of thoughts deemed suitable to the study context.

Culture: According to the Center for Advanced Research on Language Acquisition at the University of Minnesota, culture is the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group. Damen (1987: 367) defined culture "as learned and shared human patterns or models for living; day- to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism." Kroeber and Kluckhohn (1952) posit that "culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and

especially their attached values; culture systems may, on the one hand, be considered as products of action, and on the other as conditioning elements of further action."

Most social scientists today view culture as consisting primarily of the symbolic, ideational, and intangible aspects of human societies. The essence of a culture is not its artifacts, tools, or other tangible cultural elements but how the members of the group interpret, use, and perceive them. It is the values, symbols, interpretations, and perspectives that distinguish one people from another in modernized societies; it is not material objects and other tangible aspects of human societies. People within a culture usually interpret the meaning of symbols, artifacts, and behaviors in the same or in similar ways.

Cultural Influence: This refers to the capacity of one's culture and environment to shape his/her beliefs, values, attitude and overall personality. It involves historical, geographical, and familial that affect assessment and intervention processes. Cultural influences interact with other parameters of diversity such as race, education, socioeconomics, and gender to influence the risk of abuse. Riddell and colleagues (2009) suggests that, a culture of self-sufficiency, patriarchal views of the family, limited community services, isolation, and economic stressors contribute to and conceal abusive relationships and inhibit help-seeking behaviors.

Early Marriage: Is a union between couple with one or both being younger than 18 years of age. According to United Nations Population Fund (UNFPA), Child marriage is a human rights violation. The practice remains widespread despite laws against it especially in most parts of the developing countries because of persistent poverty and gender inequality and other . Child marriages threaten the health and live of victims, particularly girls, and it limits their future prospects. Girls pressed into child marriage often become pregnant while still adolescents, increasing the risk of complications in pregnancy or childbirth. These complications have been identified as a leading cause of death among adolescents in developing countries.

Drop-out: A pupil who abandons school before completion of the school cycle. According to European Centre for the Development of Vocational Training (CEDEFOP 2018) drop out is the withdrawal from an education or training program before its completion.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the conceptual framework of the study, theoretical review, and review of literatures related to the study variables and objectives and the views of other authors on influencing school dropout of girls in Terekeka State, South Sudan.

2.1 Conceptual framework

Conceptual framework is very essential and useful in describing the relationship between the independent variable and the dependent variables in a study. In this study, the independent variables were identified as child marriage and cultural values and beliefs, while the dependent variables are: low school enrollment, low learning; academic performance and low achievement resulting in high dropout rates for girls in school. Furthermore, policies and legislation were identified as the intervening variable.

Figure 1: Conceptual framework

Independent Variables   Dependent Variables

Cultural

- Child marriage
- Cultural values/ beliefs (male preference, gender stereotype)

School Dropout

- Enrollment
- progression
- Dropout from school

- Government policies and legislations on education of girl child
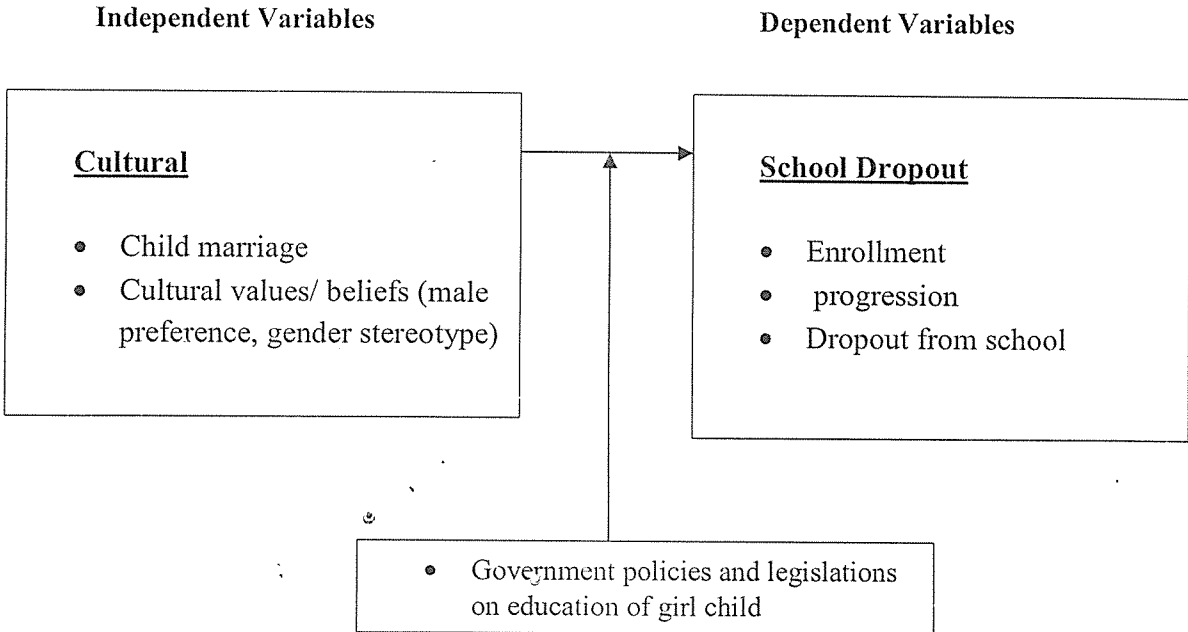
Source: Developed by the Researcher, October 2018

The conceptual framework explains the relationship between cultural factors and educational outcomes. The figure shows that cultural factors and practice such as child marriage, male preference and gender stereotype such as perception that boy-child are more intelligent than the girl-child and also that boy child is more beneficial to the family than girl child has a direct affect on girls educational outcomes, and often result in low school enrollment, low learning, low academic performance and eventually leads to dropout from school

2.2 Theoretical overview

This study employs the Social Learning Theory, proposed by Albert Bandura in 1977. The theory argues that learning is a function of observation and often influenced by present within our environment. It suggests that in most cases, learning occur subconsciously. That is to say that learning takes place without the intention to learn and even without the learner's awareness that learning has taken place. Thus, Social Learning Theory believes that a person and his/her environment do not function as independent units but instead they simultaneously depend on each other. Bandura (1977), notes that the simultaneous relationship between a person and his/ her environment facilitates learning deliberately and inadvertently, through the influence of examples. Available empirical evidence suggests that humans in general acquire attitudes, emotional responses, and new ways of behavior/conduct through interpersonal relationship. As a result, a person's behavior and attitude are mostly influenced by his/her family, community and environment in general. In essence, when a person is in an environment where school dropout is not frowned at, they person has a high tendency of copying such behavior. Thus, cultural perspective on education in one's community or environment is critical in understanding the person's behavior towards education. Obviously, in cultures where education of girls is discouraged or perceived as unnecessary burden to the family, the level of drop out will be high compared to communities where the reverse is the case. Although poverty has been identified as a key factor causing school dropout, in Terekeka State of South Sudan, girl-child school dropout is seen as normal and obvious thing. This practice is transferred from one generation to another, either consciously of sub-consciously. The truth is that having elder siblings that did not attend school or those that dropped out of school can influence a person not to consider education as a viable option in life. In addition, communities that don't value education of a girl child will definitely present a benchmark for imitation. Thus, the environment and cultural practices therein, has a great impact on school enrollment and dropout of girls. In this case, people are influenced by the norm in their environment or society, while learning is a function of

observation and imitation. Accordingly, learning may take place consciously or subconsciously as a person and his/her environment function interdependently.

The relevance of the theory to this study is that children learn by observing the behaviors of the people around them; as well they adopt the acceptable standards of personal conduct in their families and society. Individuals that are observed are called models. In society, children are surrounded by many influential models, such as siblings and parents within the family. In the African context, it includes extended family members, such as uncles, aunties and other relatives. These models provide examples of behavior to observe and imitate. Children pay attention to these people (models) and encode their behavior, which they copy, imitate and replicate in a later time. Often times, they do this regardless of whether the behavior is 'gender appropriate' or not. Nonetheless, a number of make it more likely that a child will copy the behavior that its society considers suitable for its gender.

First, the child is more likely to imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behavior modeled by people of the same gender. Second, people around the child will respond to the conduct it emulates either willingly or forcefully. If a child imitates a model's behavior and the consequences are rewarding, the child is likely to continue performing the behavior. For example, if a girl drops out of school and her parents feels comfortable with that and instead encourage her to stay at home or to go and work in the family farm, this makes the girl to feel that her decision is appropriate and thus it makes it more likely for her siblings to adopt and repeat the same behavior, because the behavior has been reinforced or strengthened by her parents. Thus, culture has a significant influence in the behavioral pattern of people in a particular society. In the case of Terekeka region of South Sudan, cultural factors seems to be a factor influencing girl-child school dropout in primary schools and thus reinforces gender disparity in education in the region. The reason being that girls copy and imitate the behavior and footstep of their models and a behavioral pattern they perceive to be acceptable within their society.

2.3 Universal obligation on girl's education

Both The Beijing and Cairo conferences affirmed that, education is one of the most crucial areas for women empowerment. Education also offers some of the real examples of discrimination women suffer from. Among children not attending school there are twice as many girls as boys, and among illiterate adults there are twice as many women as men. The Convention on the Rights of the Child

and the Convention on the Elimination of All Forms of Discrimination against Women established that education is a basic human rights and a requisite for women empowerment. Contribution towards girl's basic education is one ideal strategy of empowering them, as well as allowing them to make proper choices over the kinds of lifestyles they wish to live.

According to Kathy Calvin, United Nations Foundation President, "girls are one of the most powerful forces for change in the world: When their rights are recognized, their needs are met, and their voices are heard, they drive positive change in their families, their communities, and the world. That women might have the opportunity to a healthier and happier life should be reason enough for encouraging girls' education. Moreover, girl's education offers important benefits for the society as a whole. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen. In addition, education for girls facilitates, thriving GDP for the economy and fosters poverty reduction. Thus, girl's education is paramount to sustainable development and peaceful coexistence of genders.

2.4 INFLUENCING GIRLS SCHOOL DROPOUT IN TEREKEKA STATE

School dropout among girls in Terekeka state has been alluded to couple of that include, condition of schools, accessibility of school and study requirements, early marriage, cultural prejudice on girls and teachers' attitude at school among others

2.4.1 Conditions of schools

With the war currently going on in South Sudan, it has been difficult for schools to open. Most schools that are open are the ones operating in the out sketch of the cities with many of them having outdoor classroom, mostly under the tree. In 2002, UNICEF, reported that among the schools operating in South Sudan, only 12 per cent of them have permanent buildings and classrooms made of bricks or concrete (UNICEF/OLS, 2002a:2). In other words the number of schools with concrete buildings was only less than 200 schools compared with 800 primary schools that were permanent buildings during pre-war periods. This clearly shows the considerable destruction inflicted on school facilities and structure during the civil war. Apart from lack of classrooms, the curriculum and school syllabus are not standardized across all primary schools in South Sudan. The school syllabus of the neighboring countries such as Uganda and Kenya are adopted and used in some primary schools in South Sudan. Although the SPLM managed to introduce in 1998 its own school syllabus to all schools in South Sudan, only 54 per cent of schools use the new syllabus, while the rest use either

Kenyan or Ugandan syllabus (UINCEF/OLS, 2002:3). Besides variation in syllabus used across schools in South Sudan, there is acute shortage of textbooks and the current baseline assessment shows that only 13 per cent of the total school requirements of the four core textbooks were met in 2009. It was found that about half of the primary pupils have no textbooks while only 30 per cent having at most two textbooks (UNICEF, 2010). Obviously, children with no textbooks carry a high risk of not attending school.

Another challenge is that most of primary school teachers in South Sudan are poorly trained with only 7 per cent received college training and the rest either received some in-service training (48 per cent) or completely untrained (45 per cent) (UNICEF/OLS, 2012:4). The female teachers constitute only 7 per cent of all the teachers in the country. Besides acute shortage of trained teachers, they are poorly equipped with teaching facilities and teacher's-guide books. Only two-thirds of the total teacher's-guide requirements of the four core subjects were satisfied in 2009. Despite the school baseline assessment report shows that 79 per cent of teachers perform satisfactory their duties because of their high level of commitment, they are working in rather extreme conditions as lack or inadequate incentives or salaries forces them to embark on farming or look for other employment opportunities. Most primary schools across southern Sudan do not have basic and essential facilities and services for creating conducive environment for learning. While about 70 and 46 per cent of the primary schools in South Sudan do not respectively have toilets and source of safe drinking water such a borehole or a well, about 57 per cent of schools do not have health facilities nearby (UNICEF/OLS, 2012a). In essence, the condition of primary schools in Sudan is a factor that discourages pupils from staying in school and completing their education.

2.4.2 Accessibility of school and study requirements

According to UNICEF report, there is about 70 per cent of primary school age population who did not enroll in school in the late 1990's particularly among females comprising 55 per cent. Among those primary pupils who were enrolled in primary schools across the country, 10.3 per cent have not attended classes for more than 3 days a week; this shows a significant 'drop out' of pupils. Thus, considering the that limit children from participating in primary education are pertinent. Easy access to school is the most important factor affecting enrolment rates in South Sudan. It was established that about 75%of the primary pupils travel for at least 30 minutes before they reach their school and half of these children take more than an hour (UNICEF/SRRA, 2002). One more factor hampering

enrolment is disability and impairment. It was established that about 10 per cent of primary school age populace has some form of impairment and it was found that children with physical disabilities have almost three times the risk of not being enrolled in school compared to non-disabled children (UNICEF/SRRA, 2002:15). Besides, the aforementioned, lack of school fees, domestic chores, lack of clothes and lack of food have been identified as additional for school drop-out. Most girls miss school due to home chores and farming, while lack of food has been cited as one of the reasons for school dropping out. Unlike in many other countries, schools in south Sudan do not offer food to pupils and as such going to school is not perceived as attractive, particularly considering the distance pupils need to cover to get to school.

2.4.3 Early marriage

Holcamp (2009) argues that in rural areas girls' dropout rate is much higher because parents consider girls' education not beneficial after getting married. Mansory (2007) also contend that early marriage is the foremost cause of early school dropout of girls in most developing countries. A lot of research have highlighted on girls' age and education and found that when girls reach puberty, parents consider it as right time for them to be married and they go as far as arranging the marriages instead of arranging for the education of the girls. (Molteno et al, 2000). Some studies claim that early marriage of girls is linked with dropouts in certain contexts. For example, in societies where girls leave parental household after marriage, girls' dropout might be higher in that society (Ackers et al., 2001). Thus, in Terekeka State, child marriage is a factor fueling school dropout of girls. Although available empirical evidence suggests that acquiring education give girl's better preparation for marriage however, despite this fact, parents in Terekeka State are unwilling to let their daughters have their education as advanced schooling increases the cost of marriage for girls. In this case, when acquiring education inflates the cost of marriage or bride prize; parents with low social economic status fear that it may be a hindrance to their daughter(s) getting married. These parents consider high bride prize as a factor that may keep the girls permanently at home without marriage.

2.4.4 Cultural prejudice on girls

Save the Children (2005) indicates that cultural norms and beliefs constrain girls' education especially in many developing parts of the world. In these societies, traditional values and some religious beliefs constrain girls from making their own decisions and expressing their own opinions. Chege and Sifuna (2006) examined claim that many cultures favor education for boys more than girls. Kapakasa (1992) studied girls' persistence in school and found that initiation ceremonies (religious ceremony) have

significant effect on girls' dropout rate when parents pay for the expenses of the ceremony than their daughters' education. Abena (1991) and Atayi (2008) observe that in Africa parents were more concerned about the role for girls at home as in this role, girls do not need education since they are supposed to take care of the children and prepare meals. Falkingham and Baschieri (2006) observed that in Tajikistan many girls attend only religious classes which provide relevant skills for future married life as skilled wives. Sawada and Lokshin (2009) found that purdah (ideal) or seclusion of women was a factor for girls' dropout. However, traditional values can be different from location to location and in this respect, UNESCO (2010) indicate that traditional values are stronger in rural areas in developing countries compared to urban areas and people often do not allow girls to leave homes even for schools.

Due to cultural attitudes and prejudice, girls are often denied the equal educational opportunities as boys. 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 international organizations, including the World Bank (Michael, 2006). In Terekeka State, boys are valued more than girls and there is a perception that education is not important for girls because they will eventually end up as mothers. As boys education is given greater priority than girls, this weakens their psychology toward education and likely to reduce their desire for education. The people of Terekeka consider girls only as future wives, and mothers to be; as such girls are raised and socialized to see themselves in this view.

Unfortunately, norms and conducts are enforced by male community leaders, elders such as fathers, uncles, as well as mothers and aunts. In the South Sudanese male-controlled society, young women are habitually downgraded in decision-making processes, and sometimes even used as a token to resolve community issues. For example, in some communities in South Sudan, as a means to resolve conflicts between families, there is a custom of "blood compensation", where girls are offered over to the family of a victim to compensate for the loss of life. This perpetuates mental, physical and sexual violence against girls. Given the position assigned to them by the society, many girls don't see the need for them to acquire education, because the society have already confine them to role that don't require formal education, therefore getting education is additional burden to the one imposed on them by patriarchy.

2.4.5 Teachers' attitude at school towards girls

Some scholars argue that there is coloration between teachers' attitudes toward female pupil or student to girl's school dropout issue. In Terekeka State, teachers are more positive towards boys than girls because they usually expect girls to quit school early. Unarguably, teachers' attitude and their teaching practices have foremost impact in sustaining girls in schools; however this is not the case in Terekeka State. According to Nekatibeb (2002) studies from several African Countries indicate that both female and male teachers believed that boys were academically better than girls. As a result, most teachers tend to pay more attention to boys in the classroom than girls (ibid). FAWE (2001), reports that in Sub-Saharan Africa, teachers are not mindful when using sensitive language toward girls in the classroom. They also view girls as less intelligent to the boys and have a mindset that girls will obviously marry early and discontinue their education.

2.4.6 Household Level

There is substantial literature regarding how a child' work impacts on educational outcome regardless of the gender of the children. Many studies observe that girls sometimes begin working at an earlier age than boys especially in rural areas and girls also tend to do more work in the household than boys. Studies indicate that female students tend to drop out of school to take care of their younger siblings (Brock & Cammish, 1997). Another study found that if children less than 6 years old are present at home, elder sisters are more likely to drop out (Canagarajah & Coulombe, (1997). Another research indicates that if mothers work and get wage outside of the home, Female children take some responsibilities of the household which causes them to drop out, Fuller & Liang (1999). In general, girls take more household chores than the boys and on the other hand rural girls do more household works than urban girls (Ersado, 2005).

2.5 Related Literature

High drop out of students at primary level education has attracted the attention of researcher and academics in developing countries. The findings of studies vary depending on societies situations. These researchers also differentiated between rural and urban polity, gender biases, and social economic factors. Holmes (2003) investigated the factors inhibiting student from completing primary school in India. Holmes argued that the major factors limiting girls from completing their primary education are economic and socio-cultural constraints. The girls are being married off at a young age in rural areas. This practice is supported by the perception that sending girls to school is less

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beneficial to their parents given the fact that they will eventually marry and leave their family and the benefit of their education will be enjoyed by the husband's family. In addition, she argued that socio-cultural hinder girls from attending a mixed school, due to parents don't feel comfortable with their girls being in the same school with male, whilst school distance pose a barrier to girls. However, Holmes (2003) concluded that distance is not a major barrier to attaining primary education, but among those who drop out of school as a result of distance; girls are the most affected than boys.

Joubish & Khurram (2011) identified illiteracy, poverty, low level of motivation, lack of understanding, child labor, corporal punishment, teacher behavior and the school environment as the major that contribute to dropout at primary level. Farooq (2006) studied cultural factors influencing drop out from primary school. He listed a number of factors causing the drop out of student. Some of these included repeated failure of students, poverty as students cannot afford to go to schools, lack of interest in studies as students cannot seek admission in their favorable subjects, the low quality of teachers and teacher behavior with students, and severe physical and mental punishment in schools. However, this study was about the drop out of boys and girls were not included in this study. According to a study of UNESCO and Center for Development Research (2002), in Bangladesh, girls drop out from school for two main reasons: poverty and the early marriages. The study concluded that poverty is one of the most crucial of dropout from school in Bangladesh. Similarly, early marriage is a major reason for drop out of students. Evidently, the phenomenon of early marriage is further linked with the cultural .

The perception of parents about education is a significant factor when it comes to school enrollment and drop out. It is argued that educated parents are more inclined to send their children to school than those parents who are illiterate (Holmes, 2003). Apparently, when parents are educated there is a higher tendency that they will encourage their children to acquire education. However, this does not mean that illiterate parents are anti education, in fact in some cases their experiences as illiterate may turn out to be a factor that propel them to send their children to school, to avoid them having similar experience as their parents. Nidhi and Sheetal (2007) in their study argued that parent's economic status and level of education play a vital role in the education of their children. Thus, if parents are educated they would influence their children to attain education, while on the other hand if they are not educated and their economic status is poor, their children will be more exposed to not enrolling in school and eventual dropout if they do and there will be a greater chance of gender discrimination.

Kukreti and Saxena (2004) in a study that was conducted in Rajhistan, India concluded that poverty, teaching method, interest in study, illiterate parents and early marriages are the main cultural factor influencing dropout. He identified "early marriage" as directly related to the girls' dropout, which varies from society to society.

A study by Kalung (2014) on primary school enrolment and dropout in Gok state of South Sudan concluded that parent's perception of girl's education - a factor influenced by cultural factors are major challenge to girls' educational enrolment and dropout in Gok Sate. Thus, Cultural factors and practices may well be a major impediment to girl's education in South Sudan. Overall, in South Sudan school enrolment of girls are lower than boys, while dropout rate of girls is higher than the boys. Most of the South Sudanese population is inhabited in the rural areas, where especially girls are facing lots of problem mainly due to cultural restrictions and schools being located at a distance from pupils, thus discouraging them from enrolling in school or forcing them to abandon school after enrolment.

2.6 Gap in the Literature

A careful review of the above literatures brought to the fore pertinent issues and gaps, which require further empirical analysis. Though most of the literature reviewed put in great efforts in analyzing the variables under considerations in this study, however, the majority of the studies focused mainly on school drop-out among pupils and not specifically among girls. Again, the literatures conducted their studies in countries other than South Sudan, such as India, Pakistan and Bangladesh. A similar study conducted in South Sudan was conducted in Gok State, focusing on socio-economic factor impeding girls' education, with limited assessment of the impact of Cultural factors on girls' education. This study therefore is intended to bridge this information gap by assessing the impact of Cultural factors on girls' primary school enrolment and drop-out in Terekeka State.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter describes the style in which the study was conducted. It describes the research area, the research design, target population, sample size, and sampling procedures. The chapter also looked at methods of data collection and analysis as well as the ethical issues that guided the study.

3.1 Research area

The research was conducted in Terekeka State, South Sudan. Terekeka lies on the west bank of the River Nile, 54 miles north of Juba. It is inhabited by the Mundari people. The reason for choosing this particular area for this study was because there is prevalence of school dropout among girls in Terekeka State. In 2015, UNICEF reported that Terekeka has the highest level of school dropout among school girl in South Sudan. In addition, it is among the states with the lowest level of education for women in the country.

3.2 Research design

The study adopted a descriptive research design, specifically cross-sectional survey design. The design enabled the researcher to collect data from a representative subset of the study population. In addition, the study adopted a mix method approach. Thus, both quantitative and qualitative approaches in data collection were used to elicit information from the respondents.

3.3 Population of the study

The population of the study explains the total population under survey, from which the researcher determined the sample size. The population of the study was 176,000 which is the total population of Terekeka (South Sudan Ministry of Statistics 2018).

3.4 Sample Size
The sample size was determined using Sloven's formula:

$$n = \frac{N}{1 + N(a)^2}$$

n = sample size; N = target population; a = level of significance at 0.05

$$n = \frac{176,000}{1 + 176,000 \ (0.05)^2}$$

$$n = \frac{176,000}{1 + 176,000 \ (0.0025)}$$

$$n = \frac{176,000}{441}$$

$$n = 399$$

Therefore, the sample size was 399 respondents

Table 2: Sample Size Computation and Sampling Strategy

Category	Sample Size	Sampling Technique
Primary School Teachers	70	Random Sampling
State education officials	25	Purposive Sampling
Primary School Pupils (including dropped out pupils	204	Random Sampling
Community Leaders/ Representatives	30	Purposive Sampling
Caregivers/ Parents	70	Random Sampling
Total	**399**	

The participants included 70 primary school teachers, 25 Terekeka State officials, 204 primary school pupils, 30 community leaders / representatives and 70 Caregivers/ parents. Pupils were involved in the study because they are the victims of dropout. Among the pupils were the dropped out girls who revealed the real stories as to why they dropped out, while teachers were involved in the study because they are the guardian of the pupils in school and thus, they have in-depth knowledge of their academic behaviors and performances; Terekeka State officials were involved because they are in-charge of school management, in terms of providing conducive study environment, as well as progressive educational policies, while community leaders / representatives were involved because

they are the custodian of culture, which influences the perception, attitude, behavior and general lifestyle of their community members that include the primary school pupils, who are the main focus of the study. The community leaders included were the chiefs, religious leaders, youth leaders and women leaders. Then caregivers and parents were involved because they are the parents of the pupils and have a lot of influence on their attitude, behavior and lifestyles.

3.5 Data Source
The study employed both primary and secondary sources of data

3.5.1 Primary Source
Primary data dealt with the new evidence or information gathered in the field during the course of research. It included data gathered from respondents through questionnaires, interviews and focus group discussion.

3.5.2 Secondary Source
Secondary data means data that is already available. It also refers to the data which has already been collected and analysed by someone else. This study employed such data (secondary data) that was either published or unpublished. In this study, secondary data consist of policy documents from government departments, organizational records and data that were originally collected for other research purposes. It includes information gathered, processed and interpreted by other researchers and recorded in books, articles and related publications. Therefore, the study utilized information from sources such as textbooks, peer reviewed journals, news publication, monographs and working papers that deals with culture and girls education.

3.6 Data Collection methods/ instruments

The study employed three methods of data collection that include survey questionnaire, interview guide questions and focus group discussion.

3.6.1 Survey
A structured questionnaire was given to the respondents. The questionnaire was structure in four parts. The first part covers the demographic profile of the respondents, such as their sex, age, level of education among others, Second part contains questions related to research objective (i) of the study. The third part contains questions related to research objective (ii) and fourth part contains questions related to research objective (iii). The questionnaires were administered to Primary School Teachers,

as well as some Community Leaders/ Representatives, State education officials and Caregivers/ Parents.

3.6.2 Interview guide

Face to face interviews' were conducted to elicit information from key informants, as well as other respondents. This provided the researcher with the opportunity to determine the attitude and the level of understanding of respondents towards the study objectives. During interviews, facial expression and body language can easily be observed by the researcher and this can give and provide an understanding of participants on whether they truly have understood and answered the questions in sincerity or not. This method also helped the research to guide the interviewee where the question(s) is misunderstood or misinterpreted. Interviews were particularly useful in getting the story behind a participant's experience. This method was considered to be most suitable for this study, particularly since the study involved local leaders and parents of whom many are illiterate and not capable of filling out survey questionnaires rationally.

3.6.3 Focus group discussion (FGD Guide)

The study used group discussion to elicit information from some of the respondents, specifically pupils. Pupils comprising mainly primary school girls were drawn randomly and put in discussion groups. This method was preferred for pupils because it provided the researcher with ease and convenience to collect data faster from available and accessible respondents.

3.7 Validity and Reliability

3.7.1 Validity

This is the ability of the research instrument to measure what it is intended to measure. To achieve the objectives of a study, the research must employ appropriate instrument (Amin, 2004). Thus, it refers to the ability of the instrument to collect justifiable and truthful data. This research employs the content validity to test the extent to which the items in instrument represent the content of the attribute being measured. Thusly, the researcher will sort the opinion and judgment of the supervisor and other lecturers in the department to validate the instrument. In light of the above, the validity of the study was measured as follow:

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$$CVI = \frac{Number\ of\ items\ rated\ relevant\ by\ the\ judges}{Total\ number\ of\ items\ in\ the\ instrument}$$

$$CVI = \frac{16}{18} = 0.89$$

Note: If the CVI is 0.7 and above, the instrument is considered valid (Amin, 2004).

3.7.2 Reliability

Reliability is about accuracy and consistency of the instruments. The researcher conducted a pilot study, using the test-retest technique. The researcher pre-tested the questionnaire on a few respondents before administering it to the sample size. Specifically, the researcher gave the questionnaire to four (4) respondents to answer and after a period of two weeks, the researcher re-administered the same questionnaire to the same set of respondents. Based on the rule of thumb, when the Cronbach alpha value is greater than 0.90, then it is interpreted as excellent, greater than 0.80, it is interpreted as good, greater than 0.70 is acceptable, greater than 0.60 it is interpreted to be questionable, greater than 0.50, it is interpreted as poor while less than 0.50 is interpreted to be unacceptable (Glien & Glien, 2003). Responses from the first time (test) were compared to responses of the second test (re-test), and the coefficient was found greater than 0.75, hence acceptable (see table 3.2). Thus, instrument was adjudged to be reliable.

Tale 3.2: Cronbach Alpha Reliability of the study instrument

Constructs	EXP1	EXP2	EXP3	EXP4	Average	Interpretation
Cultural that influence girl-child school drop-out in Terekeka State	0.80	0.65	0.78	0.82	0.76	Acceptable
Problems faced by girls who drop out of primary school in Terekeka State	0.75	0.80	0.85	0.80	0.80	Good
Measures taken by the government of South Sudan taken to address primary school dropout among girls in Terekeka State	0.70	0.85	0.85	0.80	0.80	Good
Total	0.75	0.77	0.83	0.81	0.79	Acceptable

Source: Field Survey, 2018

3.8 Data Collection Procedure

The study was conducted in two closely interlinked steps.

Step 1: Making appointments with the selected respondents. The appointments were made through face to face visits and phone calls. This was to agree on a suitable time, when both the respondents and the researcher will be available for interviews or focus group discussions.

Step 2: Field Data Collection

Structured survey questionnaires were administered to respondents including teachers to elicit information from them. The questionnaires were left with each respondent for a maximum duration of 48 hours, after which the researcher retrieved them.

3.9 Data Processing and Analysis

After data was collected, the content was processed and analyzed to avoid duplication and misrepresentation. Numerical data (quantitative data) was analyzed using Excel and word document and the findings were presented using tables, charts percentages, tabulation and frequencies. Qualitative data involved content analysis - editing the interview transcripts and focus group discussions. The editing was done carefully to avoid misinterpretation or misrepresentation.

3.10 Ethical Consideration

The researcher guaranteed the privacy of all those who participated in the study. Hence, respondents were chosen voluntarily. The respondents were given adequate information in regards to the study, procedure to be followed, objectives of the study, manner in which the findings will be disseminated and probably used. This enabled participants to make informed decisions on whether to participate in the study or not. Anonymity was protected by using numbers instead of names.

Furthermore, an introduction letter from the researcher stating he is a student of Kampala International University (KIU) was presented to local authorities before carrying out the fieldwork. The researcher was cleared by the authorities through a letter which was endorsed by the Ministry of Education Science and Technology and the ministry of gender and Social welfare stating a no objection to carry out the study. The aim of the letter was to show the purpose of the study and thus clear doubts and suspicion on the side of the study participants.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, study findings and the discussions are presented per the study objectives. The quantitative data was presented in form of frequency, percentage, tables and charts. While the qualitative responses were analyzed through content analysis; it covers introduction, demographic issues, and Cultural factors affecting girl child education in primary schools in Terekeka State. The chapter starts by defining the demographic characteristics of the respondents.

4.2 Demographic Characteristic of the respondents

The main objective of the study was to examine the Cultural factors affecting girl child education in primary schools in Terekeka State of South Sudan. By the time of the Study, Terekeka State is said to have 25 functional primary schools and two secondary schools. 70 questionnaires were distributed randomly to selected primary teachers in 10 schools. Out of 70 questionnaires 67 were administered and all were considered good for analysis. The study coved three areas of Terekeka State, Muni, Gwor and Tali County of Terekeka State and the results presented here consist of averages.

4.2.1 Age of respondents

Table 4.1: Age of Respondents

Respondent Age Group	Frequency	Percentage
10-14	95	24%
15-18	109	27%
19-24	65	16%
Above 25	130	33%

Total	399	100%

The study involved 399 respondents of ages 11 years and above, the respondent ages were spread in table with class index of 4. Table 4.1 shows the distribution of the ages of the respondents who participated in the study. The findings indicates that out of 399 respondents, there were 95 respondents age 11-15 (24%), 109 respondents ages 16-18 years that is (27%), 65 respondents are age between 19-24 years (16%) and 130 respondents ages 25 above (33%).

4.2.2 Sex of Respondents:

Figure 4.1 shows the sex of respondents.
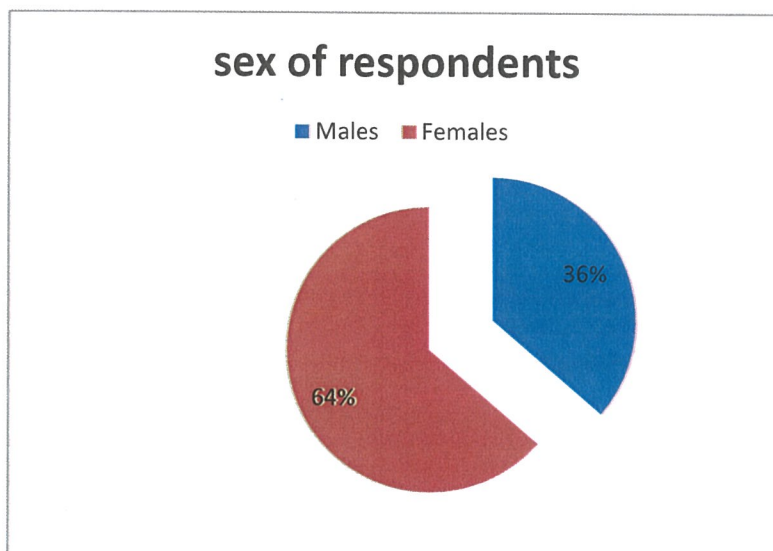
Besides the age of respondents, the researcher also sought to establish the sex of respondents among the sample size.

As seen in figure 4.1 above, 64% of the respondents (n=254) were female and 36% respondents (n=145%) were male.

4.2.3 Education Background of Respondents:

Figure 4.2 Educational levels of respondents

Education Status

- Never been to school
- Primary
- Secondary
- More than secondary

3%
17%
22%
58%
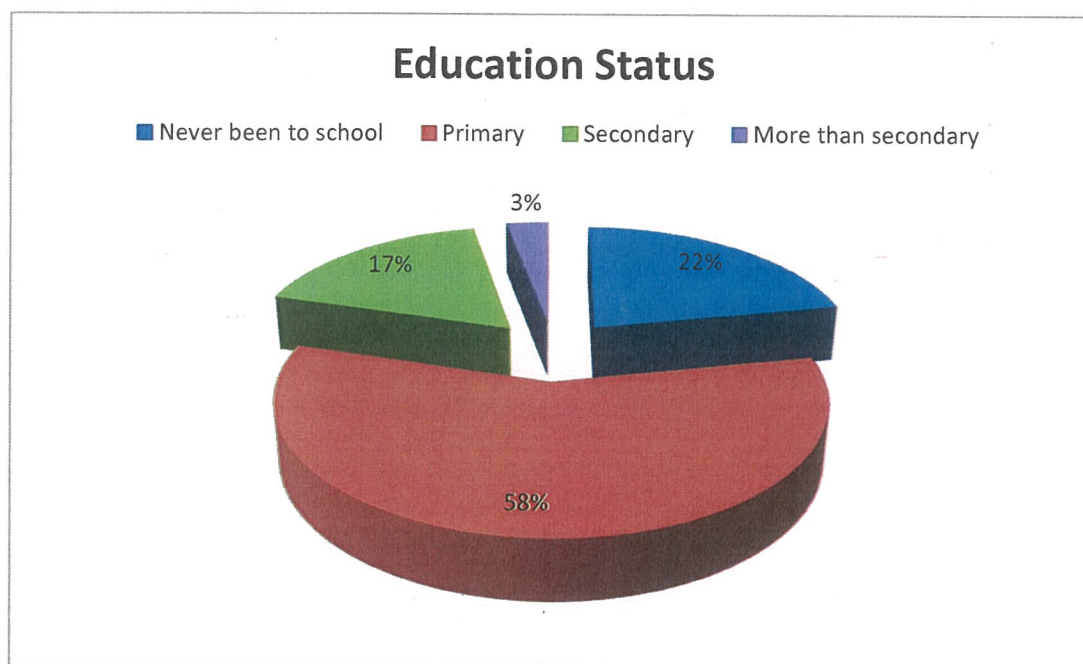
Most of the respondents who were interviewed were of low literacy levels as shown in figure 4.1 above, with 58% (n= 230) had gone as far as primary school. 22% (n=87) having never been to school. 17% (n=70) had gone as far as secondary school. Only 3% (n=12) had attained certificate or in an institution or higher

4.2.4 Cultural Influence on girls school drop-out in the community.

To answer the research question and objective number one of the study, the researcher sought to find out the causes of girl child school dropout in relation to the influence of Mundari Culture on girls drop-out of school. Figure 4.2 shows the major causes of girl child dropout in primary schools in Terekeka State.

Figure 4.2: Cultural influence on girls school drop-out in the community
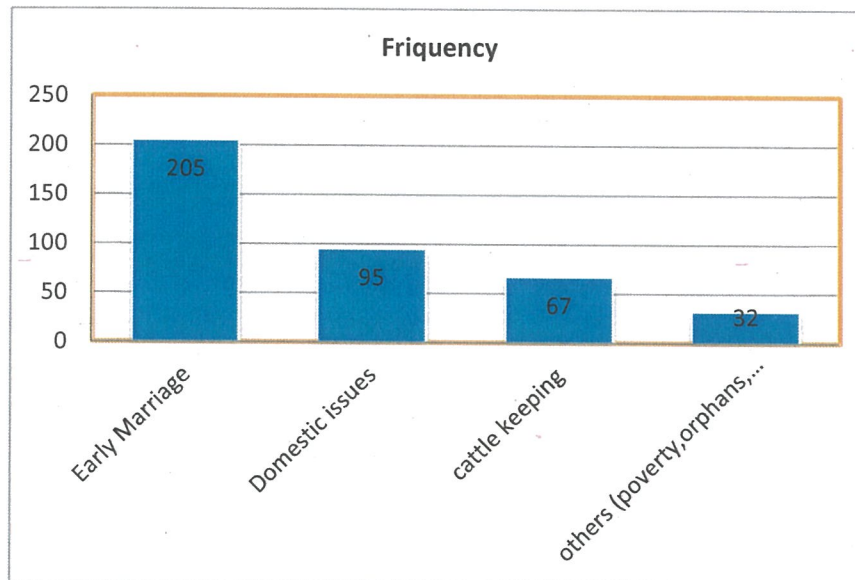
According to the findings 205 respondents which are 51% of the 399 total of respondents agreed that early marriage as a Cultural factors issue is the highest cause of girl's school dropped-out in Primary school. Meaning; early marriage in Terekeka community is highly valued and widely practiced. During interviews and focus group discussions with the dropped out girls, it was evident that the majority of respondents are married. They attested to their dropout from school to Parental influence to get married hence they had to drop from school. This indicates that in this community, most women get married as early as possible without attaining higher education. Some of respondents mentioned that their fathers and big brothers forced them to get married in order to for them to get cattle. This claim has been supported by the 3 community leaders (Chiefs) of Terekeka Town, Tali County chief and Gwor County Chief. According to the chiefs, majority of parents are more concerned of enriching themselves with cattle through marrying off their daughters in exchange for cattle. According to them, Terekeka communities still do not know the value of education especially for the girls and the communities are so tied to their cultural norms and practices that they see girl-education as a wave to diminish their cultural influences and dominion over the women hence they resist it. Mundari people view marriage as a source of wealth to the parents of the girls that is why many girls are denied opportunity for further education. Although the major cultural issue affecting girls education is early marriage, other causes of girl child school drop-out include moral breakdown during conflict for example high cases of rape which resulted into unwanted pregnancies and forced

marriages by solders. This led to insecurity which prevents girls from accessing school. The chief of Terekeka Town further revealed that, local measures were put to promote girl child education in Terekeka County but it proved less effective due to the conservative nature of the communities.

The findings further indicates that domestic issues such as taking care of siblings, cooking, and guarding homes was stated by 95 respondents (24%) as one of the main causes of girls school drop-out in Terekeka. This indicates that most homes are been taken care by the girls while their fathers and mothers go to do other activities and the boys go to schools. The researcher view this domestic issue as a cultural issue in a sense that it is the Mundari culture for girls to take care of the homes as parents go to do other economic and agricultural activities. This is why it is the second top reason for girl-child school dropout.

According to the findings, 67 of the respondents revealed that cattle keeping as a cultural norm contributed to girls dropping out from primary schools. In some of the communities like in Tali, when a girl experiences her first menstrual period, she is celebrated through dancing and feasting. Thereafter she is sent to the cattle camp to get exposed to boys who might be ready to marry. After that, prospect bidders will be allowed to express their interest in the girl. At this stage, the father also plays a significant role in choosing the person who he thinks is the best to marry his daughter.

The research findings also indicate that, other issues influencing girl child school dropout in Primary schools in Terekeka include financial problem, death of parents and the ongoing conflict as revealed by 32 respondents (8%). Some parents are not able to pay school fees for their children, so the girls ended up dropping from school. Sometimes the children end up doing small business to raise money for their school fees. But majority of these girls get carried away by the money they earn and loss interest in school, leading to dropout. To some extent poverty is viewed as one of 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 woman representative of Tali County. During her interview, she viewed the prevalence of poverty in Terekeka State as a factor that has contributed to increased cases of girl child school drop-out. Many parents lack finances to pay their children's school fees; as a result many children stay at home instead of going to school. Although poverty has been mentioned as one of the causes of girl child school dropout in Terekeka, The researcher cannot see this as a strong factor but can liken it to a community mindset and definition of 'poverty' which is far different from reality. During the study period, it was observed that Terekeka region is one of the

endowed areas with riches. Almost every household has cows if not at least goats and big firms that can generate money for school fees. There are other activities such as fishing which can bring considerable income to the communities. During the study, it was established that school fees in government schools is 400 South Sudanese Pounds (approximately USD 3) per year (for primary 1 to 4) while for primary 5 to 8, the fees is 1000 South Sudanese pounds (USD 7) per year. Comparing the fees with what the communities own, it can be concluded that every child in Terekeka could go to school. But because the girls are not given maximum opportunities to education, some parents claim they have no fees to pay for the girls. However, as mentioned by some respondents, lack of parental care and support lead some girls to drop out. The community leaders also reveal that due to the civil wars most children lost their parents, so they lack much needed support from their relatives hence they drop from school. In addition, the pervasiveness of civil wars and insecurity in the country has disturbed progress in schooling which has more caused school dropped-out. Long distances to school also created fear in parents hence they restricted their daughters from going to school due to fear of their girls being raped or falling into an attack.

Other identified that led to dropout of girls include, lack of trained teachers that could offer quality education, based on statics from literature review, over 80% of the teachers in Terekeka are not trained and are volunteers. This suggests why the education system in Terekeka is considered weak. Overcrowding in class rooms was identified as one of the reasons for general school dropouts in Terekeka. This was observed during the study especially in Public schools. The number of pupils in the classes is too high hence it is difficult for teachers to control the pupils. One of the respondents indicated that besides other reasons of her dropping out from school, the environment was not conducive for her to learn in. according to her, the class room she was in was fully packed and she could not even listen to what the teacher was teaching. So she was equally wasting time in the class. Some girls also indicated lack of sanitary towels that makes them to be uncomfortable during their menstrual period so they decide to remain at home and eventually lose interest in school.

4.2.4 Importance of Education:
The researcher shouts to get the general opinion on education among the community with more focus on girl-child education.

Question: Let us talk about education, in your opinion; do you think education is important?

Figure 4.3 summarizes the Opinion given by the respondent's on importance of girl-child education; the figures were based through rising of hands by the respondents.

Figure 4.3: Opinion on Importance of Education for girls
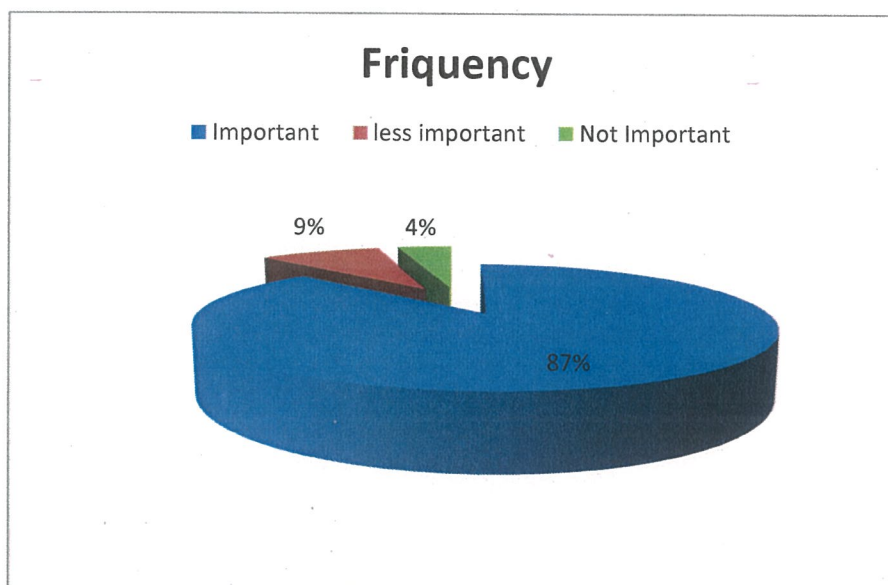
According to the findings, out of the 204 respondents, 87% (n= 178) agreed that girl education is very important to the community and that girls can contribute greatly to the development of the society. 9% of respondents (n= 18) relate to girls education as less important and 4) % of respondents (n=8) disagreed with the statement. According to them, boys' education is more important than educating girls, when asked why? They both responded that in Terekeka boys are preferred to get educated than girls and that is why they dropped from school because in their culture, women are to be taking care of family affairs especially looking after children.

i.   One of the respondent from Terekeka Primary school stated that' Yes, education is important because it brings peace, love and unity among us South Sudanese'

ii.   Another respondent from the same school said' Education makes us to be good people, when we are educated we can be able to help our communities and our parents.

iii. Another girl with physical disability said ' she wants to be a teacher and the only way is to get educated'

iv. A girl from Lokweni Primary school said ' our parents did not go to school that is why our people are suffering, see the girls and boys in Terekeka Town, they are selling milk, mangoes with dirty clothes this is because they are not educated. I want to continue with education so that I don't suffer like them'

v. However, among those who do not view education as important, One respondent argued that she does not know why her parents sent her to school. She prefers going to the market and make money for herself. She argued that education is all about getting rich after completing it. And if she can be able to use a short cut, what is the problem of it. She said subjects like English and Mathematics are hard to understand so it is better for her to do other things but she is in the school to please the parents.

The researcher asked the opinion of community leaders in Terekeka as to whether girl education is as important as educating boys; the Chiefs and women leaders both eluded that Education is very important for their community. One of the chiefs said girl's education is as important as boy's education, he further suggested that girls should study until they complete their education and those that dropped-out of school should be encouraged to go back to school to continue with their education. The chiefs further suggested that those men who impregnate school girls should be put in prison and subjected to harsh penalty. The women leaders on their part said, higher bride price should be imposed for girls who have completed higher education as opposed to those who did not complete their studies; this would encourage parents to put more interest in supporting their girl's education.

During the focus discussion, some community members mentioned that education is the key to eliminate poverty because it offers the opportunity to get good jobs and one can become financially independent. The community leaders stressed that education has benefits because it fosters knowledge, skills, and values of peaceful co-existence.

4.2.5 Girl Child Class drop-out

During focus group discussion with dropout girls, the researcher sought to find out the class the drop-out is high as seen in Table 4.2. There was no available data of school dropouts for 2017 from the visited schools during the study period to compare the results from the respondents. However the below results are directly from the girls who dropped out from school in different years. The interest of the researcher is to establish the classes at which most girls dropped from.

Question: Which Class and why did you drop out of school?

Table 4.2: Girl Child Class drop-out

Responses	Dropouts/ Frequency	Percentage
Primary 1	0	-
Primary 2	0	-
Primary 3	1	4
Primary 4	3	11
Primary 5	5	19
Primary 6	9	33
Primary 7	7	26
Primary 8	2	7
Total	27	100

Significant number of drop outs are seen in primary seven, six and five respectively. The majority of the respondents (9 girls) dropped-out of school in primary six, and 7 girls dropped out from primary seven and 5 girls dropped out from school in primary 5. All the girls who dropped from primary 5, 6, 7 and 8 eluded their dropout to marriage issues. This will mean they reached adolescence period, where they are easily lured into relationship that leads to early pregnancy and marriages. Primary 8 showed a notable drop of dropouts meaning few girls reach primary 8 which results to low dropout rate. Those that dropped from primary 3 and 4 indicated lack of parental support and death of parents. The researcher did not come across those who dropped out of school from primary one and two; this is however hypothesized that during this stage, parents allow their girls to attain a certain level of education to get basics as they develop to maturity before they are ready to be married off.

Most of the respondents stated that they dropped-out of school due to lack of Parental support, pressure from boys who disturb and tease them in girls as been big women who are supposed to be at home hence they are lowered into sex that result to early pregnancy.

During the study, it is noted that most girls who dropout from schools are from the public or government supported schools. However, private schools especially those run by churches indicated very low dropout rate which was mainly associated with lack of school fees from parents.

4.2.6 Reasons for Dropping Out:

The researcher further wanted to explore objective one of the study by asking why the girls dropped from school. Twenty Seven dropped out girls participated in the focus group discussion

Question: Why did you drop out of school?

The main reasons given among others were early pregnancy/ marriage, lack of school fees, loss of parents, and long distances to school, domestic issues, Insecurity and lack of motivation. Table 4.3 shows the main reasons that led to school dropout of the respondents.

Table 4.3: Reasons for dropping out from school

Response	Frequency	Percent
Early pregnancy/ marriage	09	33.3
lack of school fees	02	7.4
loss of parents	01	3.7
long distances to school	01	3.7
domestic issues	05	18.5
Insecurity	02	7.4

lack of motivation	03	11.1
Peer group influence	01	3.7
Cattle Keeping	02	7.4
Poor class environment/ Structure	01	3.7
Total	27	100

The findings indicate that 9 girls (33.3%) dropped due to early pregnancy and early marriage, 5 girls (18.5%) dropped due to domestic issues and 3 girls (11.1%) dropped due to lack of motivation from parents to continue with her studies. Other reasons for school dropouts being cattle keeping (7.4%), Poor class environment, influence from friends, insecurity, loss of parents and long distances to school.

Responses:

i. One respondent said ' *I was forced to drop out from school when I already reached primary 7 by my elder brother who wanted to marry but had few cows for dowry, I was bitten and forced to marry the person who said he would pay 12 cows to my father. So they forced me to marry him so that my elder brother could use the cows for marrying his wife'.*

ii. Another Respondent who confirmed she was 5 months pregnant said ' *Hmmmn, Our culture is not good, look at me now. My father refused to pay my school fees and I decided to shame him. Although I regret my actions but I will still try to look for my own school fees and go back to school in Juba'.*

iii. One of the respondent who dropped from primary 5 said, *'both of my parents died and there was no one to support me. My parents were willing to support me but they are no more'.*

iv. One of the respondents who complained bitterly about the school environment *said 'Our class was overcrowded and we girls suffer a lot in the hands of the boys. They squeeze us together and you see the boys are very stubborn, they touch us here 'pointing to the breast' so making us uncomfortable in class. So I decided to quit school'.*

v. The two respondents who dropped due to cattle keeping said, they were taken to cattle camps to help cook for the cattle keepers so they had to drop from school.

A follow up question was asked as to whether there were cultural issues that undermine retention of girls in schools; the respondents mentioned that, when a girl receives her first menstrual period, she is considered matured and is not supposed to mix with boys. So going to school will mean meeting with boys which is culturally forbidden. In Tali County for example, a cultural celebration is made where all the clan members gather together to celebrate the girl's maturity through dancing, feasting and offering of prayers to the girl to be fruitful. Thereafter, the girl is advertised for marriage.

4.2.7 State of being out of school:

The researcher sought to know whether the girls who dropped out from school were happy of the decision they or their parents took.

Question: How did you and your parents, uncles and other community member feel when you dropped out from school – did they support you or reject the idea of you dropping out of school?

Fig 4.4 State of being out of school
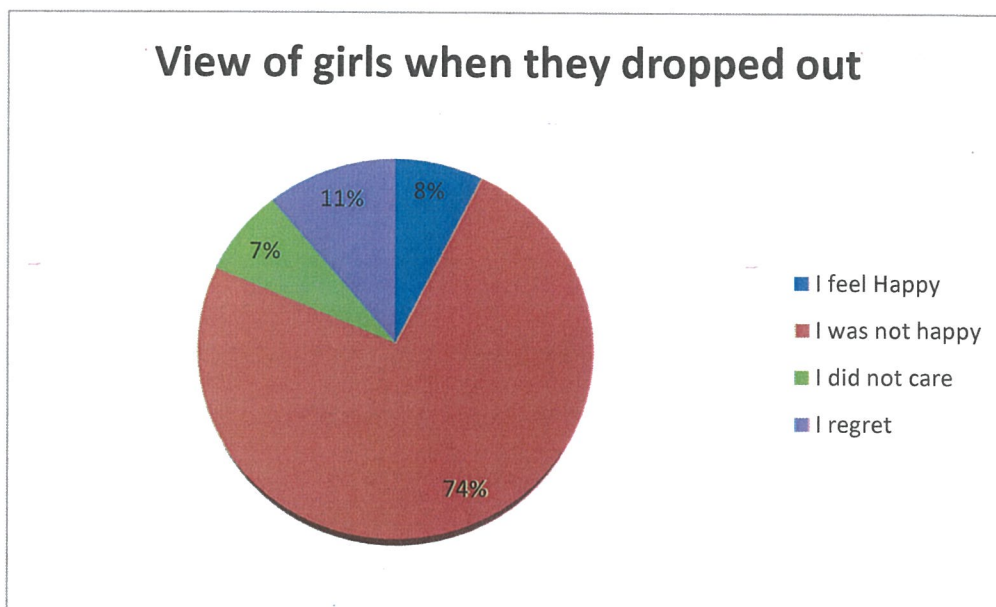
The research findings show that 74% of the respondents (n=20) respondents indicated that they were not happy with the decision they or their parents took. They testified that now they leave a miserable life after dropping from school. Some see the few friends who pursued their education now being employed by local organizations and are living a better life. 11% of the respondents (n=3) of the respondents regretted the decision they took to drop out from school. One associated her dropping out due to peer group influence and the others said they dropped due to domestic issues and now they are reaping from their actions. 7% of the respondents (n=2) of the respondent do not care and they said both the educated and uneducated have the same 'destiny'. Meaning they will all get married and do same domestic things. The reason these respondents said that is because it was evident that some of the educated ladies in Terekeka end up not working after marriage. It is the culture of the community for men to work and women to stay at home despite the level of your education. So they don't see the difference. 8% of respondents felt happy that they dropped out of school. When asked why? Both sited low performance in class so it was equally a waste of time in school because they don't pass.

4.2.6 Parental view on dropouts:

The researcher continued to seek how the parents reacted after their girls dropped out from School. Figure 4.5 shows the reactions parents as revealed by the dropped out girls.

Figure 4.5: Parental view on dropouts
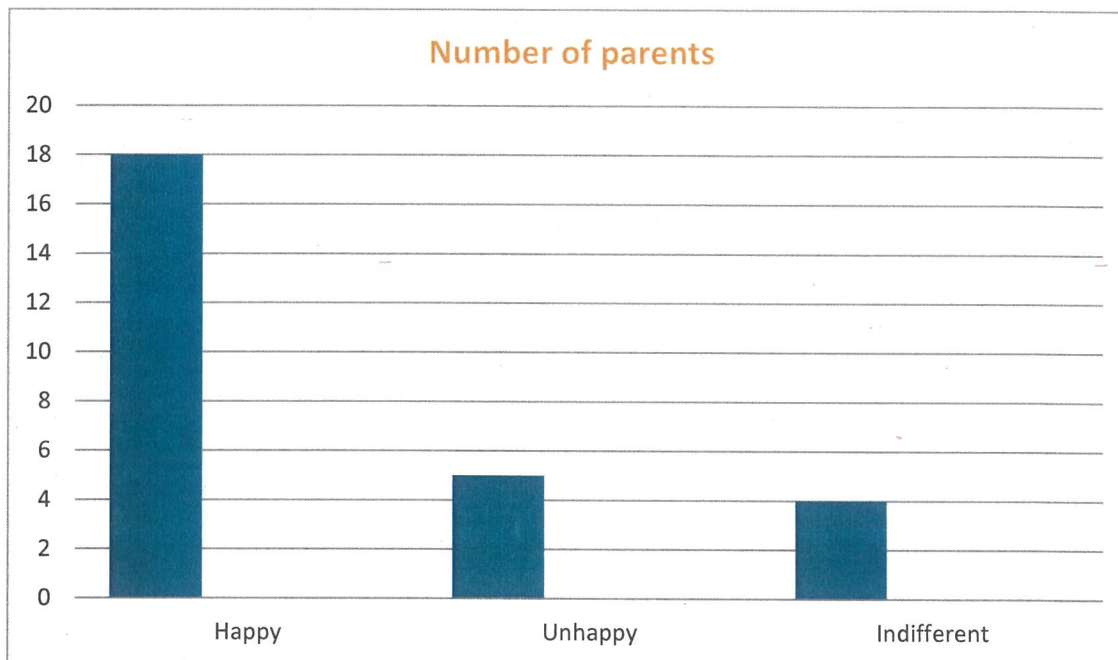
The findings indicate that the majority 18 responded (66.6%) mentioned that their parents were happy for the decision they took. 5 respondents (18.5%) said their parents were not happy that they dropped from school. according to one of the respondent; her parents viewed education as an important thing because it would pave way for her to support them in future. While 4 respondents (14.8 %) stressed that their parents did not commend anything. It can be concluded that majority of parents still do not support girl education due to the Cultural factors issues which ranges from early marriage, domestic cores and traditional beliefs. This has been supported by one of the parent whose daughter dropped out from school, according to him, his daughter is already matured and should fetch for him cows so he was happy that she listened to him and dropped from school, he further said that now he is having cattle so he is grateful.

4.2.8 Chance of getting back to School:

The researcher pursued if those who dropped out of school would get back if given a second chance as seen in figure 4.6.

Question: If you were given a chance to go back to school would you accept?

Figure 4.6 Chance of getting back to School
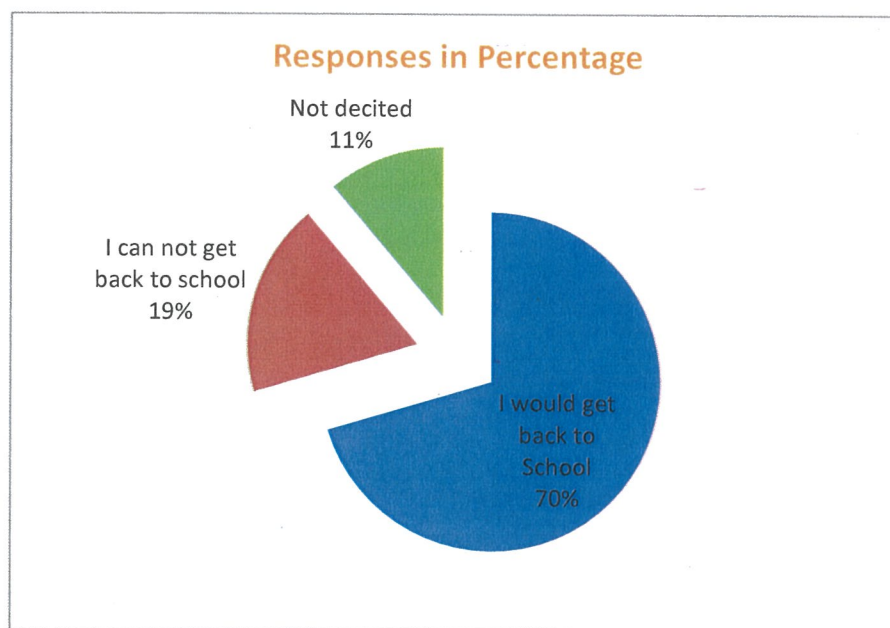
The results show that 70% of the respondents (n=19) were willing to get back to school if given a second chance. However, they prefer going to adult schools due to their state to avoid intimidation from other pupils. This shows that most of the girls in Terekeka State are willing to study but they denied their right to educational opportunities. This was supported by Terekeka Primary senior woman teacher who revealed that some female learners that dropped from school especially those in class 8 due to early pregnancy were ready to complete their studies but the school policy do not allow. According to her, some parents from rural schools connive with school administration to prevent their daughters from continuing with their study. 19% respondents (n=5) declared they won't get back to school, one respondent said, it is too late for her to get back to school because the home responsibilities will not allow her to go to school again. 11% of the respondents (n=3) were undecided. No proper reason was given for the responses they gave.

4.2.9 Attitude of community towards girl-child education

The researcher sought to get the general attitude of the Mundari community towards girl-child education. Figure 4.7 shows the response from community members during interviews.

Figure 4.7: Attitude of Terekeka community towards girl's education
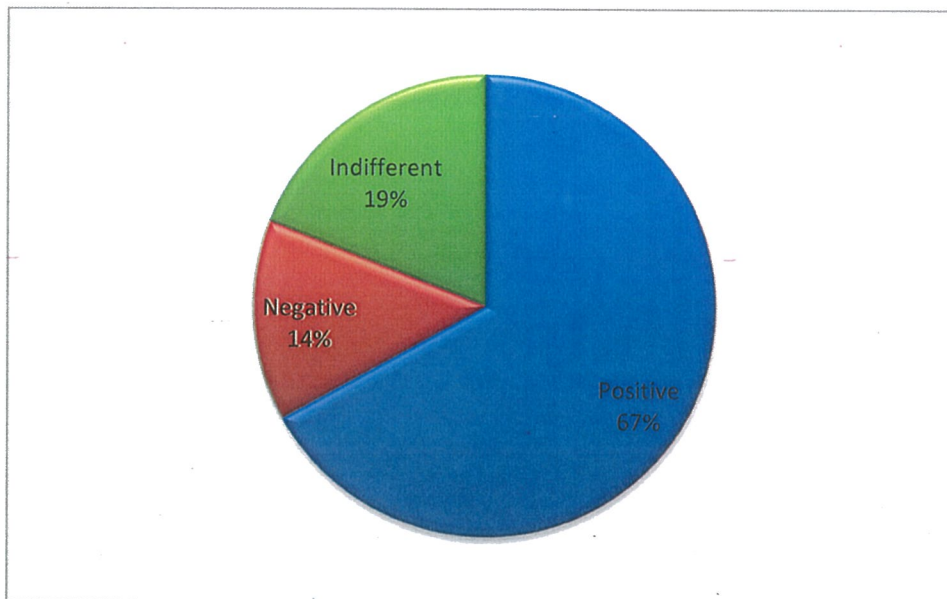
Results from interviews with community members indicated that majority of people 67% respondents (n=267) have positive attitude towards girl's education. This however looks contrary to parental view on dropout of their girls from school where most parents were happy that their girls dropped from schools. Interviews with primary teachers and educational officials reveal that most parents are now realizing that educating girls is as important as educating boys. This is because the few role models in Terekeka are constantly encouraging girls to go to school. More so, the government policies to promote employment of more women into the government and private sectors have become a motivation to community members to look at education differently. The level of awareness from NGOs and religious institutions towards girl's education is also increasing and moving the communities positively towards inclusion of girls into the education system. Although majority of respondents show positive results, there is still a significant percentage of community with negative attitude towards girl's education. 14% respondents (n=56) indicated they have negative attitude towards educated girls. This is because they consider those educated girls to have been spoiled and do not respect their cultures and traditions. One respondent said, 'educated girls are disrespectful, they lack manners and their dressing code is not right. They reason like men and don't want to follow what our tradition says'. Such elements in the community indicate that the community is still far away from realizing the rights for girl's education. According to the findings, 19% of respondents (n=76)

remained indifferent towards girl-child education. Meaning there is still a lot to be done in sensitizing the community in issues of girl child education.

4.3 Strategies to reduce girl child school drop-out

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

Question: *What policies/ strategies do you think the Ministry of education should introduce in other to address the challenge of girl child school dropout in Terekeka State?*

Table 4.3 shows the ways suggested by the respondents as practical ways to address girl child school drop-out.

Table 4.3: Ways and strategies to reduce girl child school drop-out.

Response	Frequency	Percentage
Awareness creation for communities	132	33
Boarding Schools for girls.	64	16
Offer scholarship for girls outside Terekeka	84	21
Provision of sanitary facilities for girls	44	11
Payment of school fees for girls who are Orphans	52	13
Set marriage age for girls	24	6
Total	399	100

The research findings indicate that 132 respondents (33%) admitted that the community lack awareness and are far way behind on importance of girl education, hence, there is need to do massive

community sensitization on the rights of all children to education regardless of gender. The awareness programs should be geared towards all members of the community. This thought was supported one woman lamented during group discussion that girls face a lot of difficulties in pursuing school due to community perception towards girl-child education which is considered meaningless by most community members, hence no financial support is accorded to the girls as a result some girls will opt for marriage as an alternative. She stressed on the importance of education as a tool to support parents. Some family depends on their children as source of labor 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 livestock which in Mundari culture is value and kept for bride price. The Chief of Terekeka Town said that in Mundari culture girls are considered as source of wealth. According to him this is still a primitive may of thinking is still causing girl child school drop-out due to the illiteracy of both parents and lack of government clear policies towards girl child education including, poverty among parents and long distances to school especially those at the rural areas. Another key informant the Terekeka county education officer stressed that lack of alternative education in the State could address the issues of school girl drop-out in the State. There are no role models for girls to copy from. There are very limited female teachers and other civil servants that could act as motivators for girls hence, the girls in the school perceive that education and public service is only for men and therefore there is no need to get educated. 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.

Furthermore, the finding indicates that 64 respondents (16%) suggested establishment of single girl boarding schools in Terekeka could increase retention of girls in the education system. This implies that the community lacks boarding schools. One respondent supported the suggestion by saying that boarding school is good so that girls will not fall a victim of early pregnancy and marriages.

The study found out that 84 respondents (21%) suggested taking girls out of Terekeka would bring a change and allow these girls to study. This was further supported by the head teacher of Terekeka primary school who lamented that; environment is one of the issues affecting the girls. Our girls are not exposed to the outside worlds hence they really don't know what other girls are doing in other regions like Yei, Kajo-keji and even Juba which is closer to Terekeka. According to him, offering

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scholarships to these girls to study in other parts of the country would bring about the desired change in the communities and the girls themselves.

The study also indicates that provision of incentives and sanitary pads are important to motivate the girls to go and to stay in school. Some respondents also stressed that orphans lack family support; hence they are in need of financial support such as school fees and other necessities.

Another way to reduce school girl drop-out as mentioned by 52 respondents (13%) was the introduction of school fee programs to orphans in general could increase enrolment and retention of children in school. This indicates that there are many orphans in Terekeka State. This has been confirmed by Harvesters ministry a charity organization running an orphanage in Terekeka Town. According to the representative of Harvesters Ministry, there are many orphans as a result of inter-clan conflict, cattle raiding and victims of civil war. So subsidizing school fees for these orphans would increase their chances to go to school since most caretakers would not want to incur lots of expenses in educating them.

The research findings also indicate that one of the ways to reduce girl child school dropout in Terekeka is to develop legal frameworks such as bylaws that restrict child marriage. A respondent said that to reduce girl child school drop-out, enforcement of laws to protect the girl child from men, she said anybody who impregnates a school girl must be put in prison for number of years. This would scare the men who are always the main cause for these girls to dropout from schools.

4.4 Measures employed by the ministry of education in tackling girl child school dropout.

In relation to objective three of the study (To analyze previous and present measures taken by the government of South Sudan and humanitarian agencies in addressing the issue of girl-child school dropout in Terekeka State); The researcher sought to find what measures had been taken by the ministry of education science and technology in tackling girl child school drop-out in Terekeka State.

Question: *Are there measures put in place by the government or other agencies to curb girl child school dropout in Terekeka State?*

Table 4.4 summarizes the measures taken by humanitarian agencies and government to address girl child school drop-out.

Activity/ Programme	Agency	Year
Community and parental engagement through awareness	NCDO	2017-2021
Direct service provision to girls	GESS	2015-2017
Economic empowerment activities for Parents	SPEDP	2015-2017
Improvement of school environments	NCDO	2017-2018
Training of Teachers	NCDO/MoEST	
Incentives to girls	GESS	2015-2017
Alternative education for the girls who dropped out example adult education		
Human rights activities to support girl education	NCDO	2018
Engaging and influencing government and other decision makers to establish laws to protect the girls in schools		
School feeding	SPEDP/ WFP and Harvesters	2015-2018

During the survey, it was established that the Organizations mentioned above had been and others are still contributing towards realization of girl-child education. National Christian Development (NCDO) for example has set priorities in inclusive education with more focus on girls and children

facing barriers to learning. Since then NCDO has been carrying out community awareness and advocacy for the girls whose education is at stake. NCDO baseline report suggested that majority of girls in Terekeka are out of school putting the numbers at 70% The MoEST has also put awareness creation on the importance of education of girl child education at different levels in Terekeka State as a priority

The findings also indicate that SPEDP (Support for peace and education, development program) is supporting some primary schools with school feeding and empowering parents through economic activities in order to create support for their girls in school. Furthermore, Harvesters ministries a church funded organization has established an orphanage in Terekeka Town to assist those children whose parents have died or been killed during the conflict period. According to a member of the organization (Mr. Richard Onzima), Half of the orphans are girls, he further stressed that he is very optimistic the girls in the orphanage are going to complete their primary education and beyond.

The South Sudan government on the other hand is supporting the primary school girls through a programme called 'Girls Education South Sudan (GESS). This program is run in all public schools in South Sudan for the bid to encourage girls to enroll and be retained in school. The programme targets all girls from the upper primary (Primary 5 to 8). The programme provides incentives to girls and also sanitary kits to motivate the girls to continue with their Education.

Although some of the Organizations present in Terekeka are trying to fight against girl-child school dropout, there is still need to strengthen other areas to synergize retention of girls in the primary school and also offering other alternatives for those who have dropped out from school. During the group discussion with community leaders some respondents stated that introducing alternative education such as vocational schools and adult education could strategically help those girls who have dropped from schools. This is also supported by the woman leader of Tali County who further recommended the establishment of pastoral mobile schools in the cattle camps to reduce school girl drop-out. She further stated that girl child will always support their families even if 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 regular schools. So offering them alternative education will improve their lives since they are given live skills.

Other strategic priorities include economic empowerment activities such as micro finance support for parents and provision of incentives to girls, Training of Teachers to improve quality of education, direct service provision to girls example provision of sanitary kits, uniforms, scholastic materials and other.

Improvement of educational facilities is also suggested by Some respondents as one major element that need seriousness, this argument has been supported by a survey carried out by Girl's Education South Sudan (GESS) in 2014 in which the report indicated that 'Almost one-third (31.0%, n=70) of classes were found to be held in the open air, or in semi-permanent classrooms. There are widespread shortages of basic classroom equipment, and the relatively high prevalence of semi-permanent or open-air classes highlight the need for targeted capitation grant spending'. This is evident in Terekeka especially in the rural setting where girl dropouts are seen to be more rampant.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter discusses the data presented and analyzed in chapter four as per the research objectives. It expounds the Cultural orientation influence to girl-child school dropout in Terekeka, as well as other leading that influence girls to drop out of primary schools in Terekeka. It also concludes the findings of the study and makes recommendations based on the findings.

5.2 Discussion of Major Findings

5.2.1 Cultural that influence girl-child primary school enrolment and drop-out in Terekeka State

The study found out that the major factor influencing drop-out among girls is early marriage. Besides, cattle rearing and domestic issues are other cultural factors that influence drop-out among girls in Terekeka. Child marriage is particularly a big challenge and interference to girl child education. It is evident from the data gathered during this research, as majority of girls who dropped out from school were married between the ages of 11 and 17 years. Though in some places and parts of the world, 11 years is usually the age of primary school completion, however in Terekeka, due to low value for education, particularly girls education, most pupils enroll into primary school averagely at the age of 9 years, thus at 11 years when they are supposed to have completed their primary education they are still in the early state of their primary education. Worrisomely, many of the girls are married off while in primary school, hence they drop-out of school to become mothers and take family responsibilities. The study findings also indicate that girls themselves (87%) view education as an important thing and they are willing to continue with their education if given the opportunity. But due to cultural practices and beliefs among the community, chances that girls complete their education is very slim.

The findings also reveal that most parents (66.6%) of those whose daughters dropped out of school supported the idea and made no serious effort at encouraging them to go back to school. By implication, parental support towards girls' education is very minimal hence; they contribute to the girls dropping out of school. Parents' lack of support is leveraged on the benefit they get, such as home chores and particularly cattle rearing activities engaged by these pupils, when they drop-out of school.

On the basis of the above findings, it can be concluded that early marriage exists in Terekeka State and it is mainly a result of cultural practice. Early marriage, domestic cores and cattle keeping are destructive traditional norms that compel many girls to drop out of school in Terekeka State. Other Phenomena like poverty and civil unrest contributed into economic restraints which has made it difficult for many parents and caregivers to support their girls' education. Although most people in Terekeka own cattle, however cultural practice in the community does not advocate for sale of the animals to pay school fee for their girls who are viewed as marriage resources. But in most cases the cattle are sold to support the boys in school

5.2.2 Problems faced by girls who dropped out from school

First of all, the study found that most girls (74%), who dropped out of school, regretted their decision. They testified of leaving a miserable life after dropping out from school because they are now considered as family income support apparatus.

It was found out that most of the girls who dropped out of school are living in poverty. In Terekeka, there is a strong cultural believe that girls education brings little or no benefit to the family, thus their high level of illiteracy among females in general and this is as a result of dropout or lack of enrolment. In this case, when girls find out that their auntie's drop-out out of school and their parents accepted them to remain and home and probably marry them off, they seem to appreciate such part and follow suit. Also, given that the members of the societies see nothing wrong in girls dropping out of school, the phenomenon has grown and unfortunately perceived as normal or acceptable to be more precise.

It is evident from the study that the girls' rights are being neglected and they see themselves as voiceless victims. In addition, most of them appear to have been trapped in vicious circle of poverty and more burdens is imposed on parents of those small girls who dropped out from school due to unwanted pregnancies since the parents will be forced to take care of their daughter's child. The situation became unwelcome 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. Some dropped out girls said they regret becoming pregnant 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. To reduce such a

condition, the government and community at large need to come up with programs to support them to further and continue with their education.

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 and this has impacted the girl child negatively in Terekeka.

From the study findings it is obvious that early marriage and financial problem goes hand in hand with lack of support for the girls. The reasons for girls school drop-out was lack of finances, after early marriage takes place. A number of girl's drop-out of school due to bad cultural practices coupled with the fact that some parents and the community members don't embrace education. Some parents perceive those girls who want to go to school as wanting to become unruly, which is actually a wrong rational 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 voiceless beings, bearing children, and taking care of the elderly and family members.

The study also revealed that majority of girls who dropped out from school were willing to continue with their education, but they were denied a second chance to pursue studies by the school administration. This implies that if alternative education is introduced in Terekeka, it will cater for those young women who left school due to marriage. 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.

It was noted during the study that most girls lack guidance from parents and teachers 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. But in Terekeka Community talking about sex to young girls is abomination because the community perceives sex education as a taboo; hence 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 as a right and the girls are to be given the right to choose what they want, who to marry and when to marry. This will eradicate or reduce girl child school dropout in the schools.

5.2.3 Measures taken by the government of South Sudan and NGOs to address primary school enrolment and dropout among girls in Terekeka State

During the study, it was observed that family status vary from one house hold to the other in terms of income, environment, health of people and the houses they live in. 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. The study found out that the government together with NGOs has implemented awareness campaign programmes; however the problem is that the campaign was carried out via the mass media. Given that many families in Terekeka are poor and have limited, or no access to radios and television services thus, the programme was not successfully. This is because the information intended by the government was not properly passed to most of the targeted audience. Accordingly, the government strategy in addressing drop-out among girls in Terekeka has not been unsuccessful.

However, it was observed that girls from the rich families take advantage of available access to education compared to those from poor families. However some girls whose parents support and pay their school fees and all other school necessities still drop-out of school to get married due to group influence, other sited that their parents are harsh, authoritative, and quarrelsome to them all the times so they decide to quite education for an independent life. In view of the aforementioned, the government needs to revise its strategy and adopt a mechanism that will reach out to all the intended audience, which in this case should be the entire members and residents of Terekeka State, but particularly parents, pupils and community leaders.

5.3 Conclusion

It is examined that the causes of girl-child school dropout in Terekeka as per objective one of the study are linked to several issues. As seen in the findings, early pregnancy/ marriage as a cultural issue dominated the reasons of dropouts. But is should be noted that Education is the right for every child regardless of sex, gender, physical and mental ability, religion and community where one comes

from. It is therefore the role of government ensure its citizens attain a certain level of education for the development of the country there for it has 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. 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.

Secondly, the Culture of Terekeka people (The Mundari) like other Nilotic tribes, are cattle-oriented, however their cattle rarely serves as food but for prestige and marriage purposes, The more cattle you have the more women you marry. A man can marry a girl as young as 13 years old provided he can arrange to present cattle to the bride's family, and husbands may take as many wives as they can support. As such it has impacted the education of girls negatively in Terekeka, it can be concluded that girls study at the mercy of men. Hence mainstreaming of girl education will call for an extra effort to be exacted if it is to succeed. Most efforts have to be put in developing the capacity of the education ministries, parents and other stake holders. A lot of networking has to be established and the local government has to be supported in order to give a support into any program that is geared towards retention of girls in the primary schools. During the study, it was found out that there are a lot of barriers within and outside the schools that may hinder learning and participation of girls that need to be reduced such barriers include, poor learning environment such as overcrowding as stated in this report.

Generally, girl child education may have many challenges and barriers especially in the remote areas of Terekeka where poverty, hunger, diseases, illiteracy of parents, rural isolation and internal conflicts are still common. Although the presence of NGOs in Terekeka is shading light to girl child education but the government has to take the upper hand in ensuring all its citizens attain a certain level of education if development is to be realized.

5.4 Recommendations

Based on the findings of the study, below is a summary of the key recommendations

5.2.1 Cultural factors that influence girl-child primary school enrolment and drop-out in Terekeka State.

- The government of South Sudan should initiate and an advocacy and awareness raising campaigns on the importance of girls education, focusing the campaign on reorientation and targeting families, communities leaders, teachers and other stakeholders with a view to bringing about positive public attitudes about girls education and rights from the grass-root and household levels. Since child marriage is the main factor causing drop-out among girls in Terekeka, the government should put stringent policies on marriage in Terekeka and other states in South Sudan. Accordingly, every marriage must be registered with the local government and the local chiefs in each of the communities in Terekeka State should be made marriage registrar and remunerated. Since these chiefs are the main facilitators of child marriage, making them marriage registrars in their communities will stop them from supporting or facilitating child marriage. Also, the advocacy campaign should make it clear that violation of right to education of a girls amounts to a criminal offence punishable under the law. In this case parents will be tasked to make sure that their children enroll and complete their education or face criminal prosecution. In addition, the awareness campaign should employ a house-to-house campaign approach, whereby trained staffs will be sent to households to sensitize parents and the entire household on the need to support their girls to acquire education as well as educate them on the long-term benefits of girls' education

5.2.2 Problems faced by girls who dropped out from school

- The major problem affecting dropped out girls is poverty. The major outcome of dropping out of school is that the affected individual lacks the necessary school to achieve financial stability, thus they usually became poor and face so many difficulties trying to make a living or survival. The government must criminalize every aspect of culture that influences girls to drop-out from school. In addition, the government should open complaint offices in communities so that cases of forceful or induced drop-out can be reported and effective actions taken against offenders.

5.2.3 Measures taken by the government of South Sudan to address primary school enrolment and dropout among girls in Terekeka State

- The government should make education attractive as a way to mitigate drop-out among girls in Terekeka. This implies the government coming up with a strategy that will push or entice parents to ensure that their children enroll and complete their education. For example, the major reason why most parents are not bordered when their kids drop-out of school is because when these kids drop-out of school, they provide supplementary income to the family. To address this issue, the government can provide stipend to parents or initiate a reward programs for parents who support their girl child to complete primary education. Since the people of Terekeka State are mainly pastoralists, the government can initiate a program whereby any parents whose daughter attend school for a full academic year is rewarded with a goat and when they complete their primary education, they will be rewarded with a cow. In my opinion, this will be a great enticement that will propel most presents to ensure that their girl child enroll and attend school regularly. The point here is that if parents realize that they can benefit financially or materially from their girl child attending or completing their primary education, they (parents) will become responsible for their daughters school enrollment and will always ensure that they attend school regularly and complete their primary education. Such reward package as explained above is a way of making education attractive to parents. Besides, the government should also make education attractive to pupils, by ensuring that they provide educational materials to the girls and also ensure that teachers are properly trained to accommodate academic and behavioral deficiencies from female pupils.

5.5 Contribution to Knowledge

The study made a significant contribution to knowledge by relating the Social Learning Theory to the issue of primary school drop-out among girls in Terekeka South Sudan. Furthermore, the study provided relevant information about the cultural factors influencing school dropout among girls in Terekeka state, while proffering possible solutions to the problem of high level of drop-out among girls in Terekeka State.

5.6 Area for further research

- The impact of teacher's attitude on primary school enrolment and drop-out among girls in Terekeka and other States in South Sudan.

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APPENDICES

APENDIX I

SURVEY QUESTIONNAIRE

Instruction: this question can take approximately 10 minutes of your time, please put a tick (√) for each appropriate answer

1. **Demographic Information (Please circle the response)**

No.	Background Characteristics	Response (Please Tick like this √)	
1.1.	Sex of respondent	Male	
		Female	
1.2.	What is your age group?	19-29 years	
		30-39	
		50-49	
1.3.	level of education attended	Primary	
		Secondary	
		Tertiary institution	
		University	

2. **Awareness Children's Rights**

2.1.	Are you aware that people under the age of 18 years enjoy specific rights compared to adults, known as children's rights?	Yes	
		No	

3. **Attitudes towards GIRL-CHILD education**

3.1.	**What are the general perceptions and feelings of people in this community towards GIRL-CHILD EDUCATION**	1. **Positive** 2. **Indifferent** 3. **Negative**	
3.2.	In my opinion, GIRL-CHILD should be educated and attend school like boys in this community	1. Agree 2. Somehow 3. Disagree	
3.3.	GIRL CHILD education sounds good in theory but does not work well in practice in Terekeka	1. Agree 2. Somehow 3. Disagree	
3.4.	I think that sometimes girls should just be kept at home and help their mothers in domestic work	1. Agree 2. Somehow 3. Disagree	

Perceptions of Support and participation of GIRLS in schools

3.5.	Parent's poverty is the major hindrance for girl's education in my community	1. Agree 2. Somehow 3. Disagree
3.6.	Parents are engaging their girls at field activities and households work so no time for them to attend school	1. Often 2. Sometimes 3. Rarely
3.7.	Girl child education is considered meaningless expenditure in my community	1. Agree 2. Somehow 3. Disagree
3.8.	There is Government assistance for Girl-child education	1. Yes 2. Sometimes 3. No
Do you agree with the following statements		
3.9.	Teachers are regularly present at school, friendly and supportive to GIRLS and their parents	1. Agree 2. Somehow 3. Disagree
3.10.	Sometimes teachers call School GIRLS bad names – making them feel less important and embarrassed	1. Agree 2. Somehow 3. Disagree
3.11.	School administrators are aware and sensitive to the specific requirements of School GIRLS	1. Agree 2. Somehow 3. Disagree
3.12.	The school motivates GIRLS and there is no need to force them to school.	1. Agree 2. Somehow 3. Disagree
3.13.	Schools allows GIRLS enough opportunity to actively participate in sports, clubs, etc.	1. Agree 2. Somehow 3. Disagree
3.14.	Who are the main actors helping to address the obstacles that affect GIRLS access to education?	1. Government institutions 2. NGOs/Civil Society Org. 3. Parents and family
3.15.	Are you aware of any visits by education officers in the last six months - specifically focused on GIRL education related issues?	1. Yes 2. No
3.16.	To what extent do you believe that education officials and decision makers are responsive to GIRLS learners; needs?	1. To a large extent 2. Moderately 3. To a less extent

3.17.	Which of the following areas do you recommend should be prioritized in order to improve retention of GIRLS in Schools?	1. Community and parental engagement 2. Engaging and influencing government and other decision makers 3. Human rights activities: help people claim their human rights

Thank you very much for your time....

Interview Guide Questions

Date: _____ .___

PART 1: PERSONAL INFORMATION

Your name
(Optional)

Gender   Male
                Female

Age

Name of your community

Designation   Community Leader/ Chief

               Religious
               Youth Leader

               Women Leader

               Parent

What is your highest level of education?   Did not attend at all
                                                  Primary
                                                  Secondary
                                                  vocational
                                                  Degree

PART 2: QUESTIONS

(1) What is your understanding of girl-child school dropout?

(2) What are the major causes of girl-child school dropout in your community?

(3) Although there are many causes of girl-child dropout, what are the cultural practices that lead to girl-child dropout from school in your community? - mention some if not all

(4) Do you think girl-child education is a good thing?

(5) In your opinion, what are the general perceptions and feelings of people in this community towards education of girls?

      a. To be specific, do you think the members of your community considers girl-child education to be important and beneficial to both the girl child and the community as a whole?

(6) Do you think that girl-dropout has any negative impact on the development of your community?

(7) What is your understanding of the term 'child's rights'?

(8) In your opinion as a leader, do girls have equal rights to education like boys?

(9) In your opinion, what are the possible ways/ solution(s) to girl-child dropout in your community?

(10) What is your advice to members of your community in regards to girl-child education?

Focus group discussion guide questions for dropout girls Pupils Survey discussion guide

Focus Group discussion	Date................./................./...........	Time. Start ....
		Finish Time....................
County	Village	

PART ONE: ONLY FOR DROPPED OUT GIRLS

1. Let us talk about education, in your opinion; do you think education is important?

2. When and why did you drop out of school?

3. How do your parents, uncles and other community member feel when you dropped out from school – did they support you or reject the idea of you dropping out of school?

4. Do you believe that dropping out of school has a negative impact on your wellbeing and the development of your community?

5. If you were given a chance to go back to school would you accept?

6. What is your advice to parents and other members of your community in regards to girl-child education?

PART TWO: ONLY FOR PUPILS/ GIRLS

7. Let us talk about education, in your opinion; do you think education is important?

8. Why do girls drop out from school?

9. Do you believe that dropping out of school has a negative impact on your wellbeing and the development of your community?

10. What challenges to do face in the school?

11. What is your advice to parents and other members of your community in regards to girl-child education?