FACTORS AFFECTING THE PERFORMANCE OF GIRL CHILD EDUCATION IN NASIR COMBINING PRIMARY SCHOOL UPPER NILE STATE OF SOUTHERN SUDAN

BY

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DECLARATION

I, LUEL DENG DING declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistence.

Signature _Luel Deng Ding_

LUEL DENG DING

DATE:

28ᵗʰ/08/08

APPROVAL

This is to acknowledge that this Report has been under my supervision as a university supervisor and is now ready for submission.

Signatures   Date

....

MR. KIMWISE ALONE

DEDICATION

This work is affectionately dedicated to my brothers, colleagues', wife and children for their support patience and understanding during this period of study not forgetting all those who constantly wished me success.

AKNOWLEDGEMENT

I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor Mr. Kimwise Alone who tirelessly went through my work and inspired me to dig deeper into the core of the matter. His kind criticism, patience and understanding, assisted me a great deal.

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I wish to thank my family for their love, financial support and inspiration during my stay in Kampala International University (K.I.U).

Finally, I would like to thank all my respondents and those within a short notice without which this work would not have been possible.

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ABSTRACT

The purpose of this study was to investigate the factors affecting the girl-child education in Nasir Combining primary school located in the Upper Nile state

The specific objectives of the study were to determine whether the Socio-cultural and Religious Factors affect the academic performance of girls in Nasir Combining primary, to determine whether the School Environment affect the academic performance of girls in Nasir Combining primary; and to determine if school facilities affect the students' academic performance to determine whether the Situational Barriers affect the academic performance of girls in Nasir Combining primary. The methods used for data collection were interview guides to learners, teachers and head teachers of the schools involved in the study.

In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. Based on the findings it was observed that there are so many factors affecting the education of girls in Sudan. In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted.

The findings suggested recommendations that free education up to the secondary level would promote women's education. This is the acknowledgment of the need to improve the well-being of all segments of population among other recommendations.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

In this chapter the background information, statement of the problem, objectives of the study, research question, scope of the study and significance of the study were discussed.

1.1 Background of the study

Research in developing countries focuses on gender roles. They also analyze female under-representation but do not give adequate solutions to what kind of education might be provided to female students (Samoff, 1993). This has resulted in a skewed understanding of the factors involved in providing an equitable education to both men and women in the developing countries. Factors such as socialization, distribution of knowledge, equal involvement in classroom activities, and equal expectations for learning can significantly affect students' performance and attitude development (Gintis and Bowles, 1976).

Other studies have shown a lack of seriousness by the government in providing access to the increasing types of educational experience necessary to prepare the women better for important societal roles. Increasing awareness on the importance of education can enhance women's development and expand women's career options in today's changing technology and world economy (World Bank, 1993).

It is well documented in the social sciences that women can use education to alter their roles as mothers, workers, and citizens.

Improvement in the quality of lives is a cherished aspiration both in Western and non-Western societies.

However, in Sudan traditional beliefs and government policies undercut women's chances of attending any level of education, especially higher education. Boserup (1970) and Harrison (1984) also provide the same argument that in some societies (including the majority of African countries), religious beliefs, cultural norms, family economic conditions and the division of labor within the home function to define female children's roles as future mothers. For example, in Sudanese society (the Islamic North) girls are taught that they are inferior to boys. Consequently, they pursue an education that makes them less qualified than their male counterparts for employment in the modern sector (Al - Amin, 1975). First, the majority of Sudanese believe that women do not need a university degree to be good wives or mothers.

Second, women were not expected to hold a public office or work in public enterprise outside the privacy of their homes (Abu Nasr, 1982; Bowman and Anderson, 1980). Third, in the modern school system, female children experience less encouragement from their families and teachers to pursue their education. Also, the lack of incentives for female children undermines their ability and willingness to achieve in their schooling

These attitudes provide the basis for women to be under-represented in all levels of education compared to men. According to recent Sudanese government reports, 45 percent of female students advance only as far as the sixth grade in the north and it's much worse in other areas of Sudan like the south. Compared with 25 percent of male students, fewer than 10 percent of young women reach secondary school, and approximately 2 percent of the women graduates of secondary school go on to study at

the university level. A significant percentage of the primary school dropouts are females. On the other hand, boys have better opportunities than girls to make it through the system in large numbers at all levels (UNESCO, 1989-90; Ministry of Education, 1988-1989).

1.2 Statement of the problem

From the researcher's personal teaching experience, girl child education has a major influence on the well being of the society and yet it's not given much attention. This lack of attention to the most important aspect of life has driven the researcher to carry out the study.

1.3 Purpose of the study

The purpose of this study was to investigate factors affecting the girl-child education.

1.4 Objectives of the study

1.4.1 General objective

The general objective of the study was to investigate the factors affecting the girl-child education in Nasir Combining primary school located in the Upper Nile state.

1.4.2 Specific objectives were to;

1. Determine whether the Socio-cultural and Religious Factors affect the academic performance of girls in Nasir Combining primary.

2. Determine whether the School Environment affect the academic performance of girls in Nasir Combining primary.

3. Determine whether the Situational Barriers affect the academic performance of girls in Nasir Combining primary.

1.5 Research questions

1. What does the Socio-cultural and Religious Factor affect the academic performance of girls in Nasir Combining primary?

2. What does the School Environment affect the academic performance of girls in Nasir Combining primary strict?

3. What does the Situational Barriers affect the academic performance of girls in Nasir Combining primary?

1.6 Scope of the study

The study was carried out in Nasir Combining primary school located in Upper Nile state District of Southern Sudan. It was limited to the objectives of the study where by any other aspect of girl child education will not be investigated.

1.7 Significance of the study

The research will help government to see the need of improving the girl-child education in order to improve the performance of pupils.

Informed decisions in policy formulations and in the building of the institutions aimed at improving the girl- child education might be made basing on the findings from research.

The research will help researchers and academicians to increase on the available literature for further studies

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter looks at the work of other researchers in the field of the study. It reviews books, journals electronic information from the internet, News papers and any other written material relevant to the field of the study. It is guided by the objectives of the study outlined in chapter one.

2.1 Theoretical Framework

Among sociologists, there is disagreement on the reasons for inequality within educational systems. Wexler (1979) argues that the reason for inequality in education is that women are deprived of access and the society reinforces cultural norms and stereotypes within educational systems. This idea is supported by Marxist theorists who believe that "education is an essential part of the process of producing inequalities." Others claim that education "plays a large part in remedying social inequality." Both theories, however, have a common criticism that simply looks at the results of education as an input/output model. Recent Marxist reviews of education have concentrated more closely on the contradictions implicit in the experience of schooling: the process by which inequality is created and renewed and the cultural resistance of students to dominant ideology (Bowles and Gintis, 1976; Willis, 1977; Apple, 1982; and Thomas, 1990).

Theories of gender and education have also mirrored the factors that affect women's education: that "inequality is caused by the differential socialization of girls and boys (in a sense, that girls are culturally deprived), and these practices affect women's education" (Mahony, 1980).

Spender (1982) and Mahony (1980) stated that schools both reflect and produce patriarchal relations and that the state has the power to affect school and family practices. Yet these traditional norms and practices are not questioned by the Islamic state because Islam as an ideology does not separate the state from religion, therefore, the state has authority over the family to re-enforce the laws.

Spender's and Mahony's arguments reflect the situation in the Sudan; for example, the proportion of women who passed the national examination and enter higher education was very small in the 1978-1979 academic years. Statistics for 1986-1988 showed a drop in enrollment in Sudanese universities and colleges. Only 13 percent of students were females and 62 percent were males. This drop was due to changes in government policies toward admissions in certain schools, such as the college of agriculture and the school of law.

2.2 Related literature
2.2.1 Cultural Factors

Cultural and religious values affect female participation. In most African countries, the education of girls is often seen as worthy of consideration only up to marriageable levels. Kirui (1982) and Hyde (1989), in their studies comparing boy's and girl's secondary school enrollment in Sub-Sahara Africa, found that the girls often repeated the upper grade levels so that they could find husbands.

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2.3 School Environments

School-related factors affecting students' participation, particularly the decision to drop out, include the content of educational programs and teaching practices. Yeoman (1985), in a study on college dropouts in developing countries, found that the main reason given by the young people was a lack of interest. Women reported that they spend excessive time sitting in the classroom with no interesting work to do. The same study found that people believed educating females had less value than educating males. In this study female students indicated that the teachers asked them fewer questions, gave them fewer positions of responsibility, made less eye contact, and let them get away with lower standards of work than males (Yeoman, 1985).

The pattern of intellectual and educational development for an undergraduate woman varies somewhat if she attends a women's college rather than a coeducational college. At a women's college, she is more likely to attain positions of leadership, complete the degree, aspire to higher degrees, and enter a graduate or professional school (Hyde, 1989; Kaneko, 1987; Arriogada and Horn, 1986; Heyneman, 1974; and Henires, 1974).

Research on the effects of school environments on educational achievement has been affected by the provision of equivalent resources. The peer group is a major component of the school environment. Segregation between schools or within a school, intended or unintended, may have deleterious effects on the less able group of students (possibly

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including the practice of segregating female students for home economics, and male students for physical education). However, many of the factors that affect educational resources and school environments can be influenced by policy decisions at the government level (Stromquist, 1989; UNESCO, 1988; and Ministry of Education; 1988).

2.4 Situational Barriers: Division of Social Roles

In Sudanese society men and women have clearly different social roles. Men do most clearing in the fields, do business or have jobs outside the home, while women do the household chores and look after the children. Consistent with the collectivist and authoritarian characteristics of the Islamic culture, women are more tied to their social role and have less authority. This means that education is not so important for women.

For many young women at the secondary level, this is just a period in which to wait for their ultimate goal, to get married. Some young women are kept at home until they reach the age of sixteen to be married off.

In the rural areas, agricultural production depends upon weather conditions; the family income is relatively low, which severely affects the education of rural children. The report from the Ministry of Education (1988) indicated that among 10,000 rural women less than 2.0 percent have a secondary education. Economically, young women contribute greatly to domestic labor. Many get married at the age of puberty, which results in a large number of school dropouts. In most areas in Sudan the percentage of female students who drop out has reached as high as 50 percent at the primary and secondary levels.

Another cause of gender inequalities in Sudanese institutions of learning has been the families' economic condition. The parents are reluctant to send their daughters to school, especially, when the family income is low. This was indicated by a majority of the women in this study as the most

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evil, and to be gu. ded against. Various restrictions and taboos are placed upon womer in order to keep them from undermining certain social orders. Tales and stories that stereotype women are of the most extreme forms and are used for socialization. Women are forbidden to participate in social political, and economic activities outside the home. If they do appear in public, they are expected to hide themselves behind a veil. Only a few women are given the choice to participate in education and in the political arena. Most do not have a choice; their roles are clearly demarcated as wives and mothers. These conditions stifle the personal growth of women (Goodwin, 1994).

The community provides the environment in which socialization occurs. The gender role placed upon women is defined by the needs of the society. Female values are passed on by the culture, religions, and myths; "an entire ideological apparatus, from culture, education, customs, language, and dress through all spheres of society in which she is a part, had been accepted as vital to the situation of women" (Al-Hariri, 1987; Anderson, 1951).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the research design, study population, sample frame work, sample size, sample technique, sample procedure, the method of data collection and data analysis.

3.1 Research Design

This study followed a descriptive research design because the researcher used one school in the District as a case study. Both qualitative and quantitative methods were used. The quantitative and qualitative techniques were used to collect and analyze data on the parenthood practices.

3.2 Study Population

The study was carried out in Nasir Combining Primary school located in the Upper Nile State of Southern Sudan. The study involved pupils and teachers.

3.3 Sample Framework

3.3.1 Sample Size

A total of fifty pupils and teachers were used for this study

3.3.2 Sample Technique

Using a convenient sampling technique, a total of fifty respondents were picked at random to participate in this study.

3.3.3 Sample Procedure

In carrying out research the researcher first got a release letter from the course administrators which the researcher took to the schools under study. The researcher then was given permission by the authority to access information from the school.

3.4 Methods for Data Collection

3.4.1 Instruments

- **Interview guides**

These were used to collect information from pupils and teachers since they are the respondents for this study. The interview guide was used because it has an element of secrecy since most respondents do not want to be disclosed.

3.4.2 Sources of Data

This study used both primary and secondary data:

Primary data was collected using interviews which were carried out with both teachers and pupils.

Secondary data was through Document analysis in the form of Reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data Processing and Analysis

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames, he then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data then was presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATIONS OF DATA

4.0 Introduction

The study was carried out to investigate the factors affecting the girl-child education in Nasir Combining primary school located in the Upper Nile state. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the three set objectives of the study.

4.1 Socio-cultural and Religious Factors affect the academic performance of girls.

Socio-cultural traditions such as early marriage, dowry systems, and seclusion can all be factors in the high dropout rate as girls reach puberty in their 6th year of schooling. In Sudanese society, Islam as a religion plays a major role in shaping parents' attitudes toward education. As in many other existing world religions, Islam is patriarchal and defines women as being either inferior or subordinate to men (Saad, 1972).

On several occasions, during the interviews, women commented on norms and customs as not changing. Nyagoa left school at age of 16 to marry, she commented that:

> ....*It is considered to be the duty of women to bear children, look after them, provide needs of the family, and to respect and obey the wishes of her father or husband and in old age, even her son.*

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The Sudanese are not ready for change to improve women's social status................

One of the respondents tried to convince her mother to change her attitudes toward certain programs. Nyatut wanted her daughter to get a nursing degree:

................I told my mother that with home science women can only become teachers or nurses. And being a nurse you just take instructions from the doctor, so why not become a doctor. Now women are looking for better fields so that they can get decent jobs...................

Islamic culture plays an important role in the family. In many Islamic societies, women are put under legal as well as social restrictions. Women are generally considered to be either absolutely pure and good or evil, and to be guarded against. Various restrictions and taboos are placed upon women in order to keep them from undermining certain social orders.

The Sudanese society sees marriage not as a romantic institution, but more as a social reproductive unit, a political institution. Martha commented also on how important her labor is to help her mother, she said:

..............I've learned a lot from my mother. She has taught me to work hard and how it can pay at a later age. In Africa there are certain things that only women can do. You just have to learn how to do them.................

The cases below provide examples of parents' experiences with and attitudes toward education of women. .One woman said:

...........My mother was 14 when I was born. She was from a poor rural family. None of her relatives were educated. Her marriage did not last long and she got divorced when I was two...............

4.2 School Environment and the academic performance of girls

Sudan is the largest country in Africa with a population of 27 million people. More than 80 percent is rural. The underdevelopment of the economy has restricted the scope and speed of development of education, especially higher education. Sudan has suffered serious economic problems for forty years of its independence. Even so, enrollment grew, and the number of students doubled in all levels of education. The distance from home to school, the urban/rural dichotomy, and the core/periphery imbalance affect women and girls more than it affects men and boys. For example, in rural Sudan, the opportunity to go to school is a family matter. In the school system, the likelihood of enrollment, regular attendance, and retention are school administration matters. In the school environment, the availability of role models would be rare for a Sudanese girl living in the village, looking after siblings and working in the field. In short, culture is a collective code for defining the realities and interpreting women's and men's activities. The Sudanese educational system shares the view that boys and girls cannot be educated equally and this remains a living example of gender inequality. One of the girls' school administrators commented on the poor planning and educational facilities:

There are very few schools in the country, and the majority are for boys. Females have few schools. Also, women have few voices in

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management and this is throughout Sudan; the whole range of gender issues does not even get onto the agenda.

Most rural schools reflect in their enrollment figures the difference between boys' and girls' opportunities. The village school at Nasir in South Sudan is typical of many rural schools in Sudan. The boys stand a better chance of staying on to complete the primary level, but the girls drop out as they approach their fifth year of schooling.

Table 1: Enrollment per class at Nasir Primary School

Classes	PI	P2	P3	P4	P5	P6
Girls	25	35	15	11	07	05
Boys	55	67	55	34	28	30

The table above clearly shows that boys out number girls in enrolment of all classes.

Another factor affecting girls' opportunities in education is geographical. With more than 579 ethnic groups and more than 150 vernacular languages, Sudan is a mosaic of different cultures and customs (Sanderson and Sanderson, 1981). The diversity is reflected in the traditional attitudes toward the role, status, and the education of women and girls.

In addition to indigenous cultural differences, there is the colonial legacy that has divided Sudan into the Arab North and the African South. The relative neglect of the colonial system has led to political differences. The civil war has become another barrier to the expansion of educational systems. Apart from the regional diversity there is also a huge disparity between urban and rural areas that affect women especially. In towns,

75 percent of the men read. In villages 98 percent of the women are illiterate. The overall literate rate is 43 percent for men and 95 percent for women (Barr, 1993).

Class size in the primary levels was frequently mentioned in the interviews. Having more than 80 students in a class was quite common. From what recent research has shown about classroom interaction and gender, one can hypothesize that the larger the class, the less attention women might receive. The data from the national examinations indicate that fewer women than men win places in secondary education

In southern Sudan, Christianity has lower expectations for women. The teaching of the churches, as it was introduced by the missionaries who were the teachers in the South, was based on the Bible. What was taught in the mission schools was home economics in preparation for girls to be housewives.

Sixty-seven percent (20) of the women appreciated their teachers' support. Personal relationships with teachers that were brought about in the educational environment could be strongly influenced by cooperation from parents. The women also indicated that they would rather be in a less competitive and a more cooperative environment. Zenab expressed:

> *A warm, friendly attitude by the teachers leads to a strong feeling of students' satisfaction. And a more rigid environment can lead to loss of interest in learning.*

In the interviews on characteristics of effective teachers as role models, 70 percent (21) of the women indicated the following: (1) enthusiasm for knowledge of the subject, (2) an ability to communicate well, and (3)

responsiveness to students' learning needs within a relationship of mutual respect. The need for teacher support is seen in the statement by a majority of the respondents:

> ....Teachers who motivate their students help students learn better. I was one of the students who was motivated by my teacher. She enables me to transcend barriers and problems, and I was able to do well at school............

Curriculum content, structure, and delivery, and the leadership provided by the system all play a part in women's education. The majority of the women indicated that the quality and dedication of classroom teachers are the leading constraints for students to achieve in schools.

All the women perceived that their decision to obtain any level of education was facilitated by the changing attitudes toward women's education in society. The women believed liberal attitudes toward women's schooling were the reason they were able to attend a school or an institution of higher education. These women were generally optimistic about social progress, based on the changes in the numbers of women who are educated. Most of the interviewees said, "times have changed," and society is progressing, especially for those women who are currently attending the universities.

One teacher interviewed said:

> ....I am the only university-educated person in my family. This is perhaps because it is the right time, when change was needed. I attended the university in the mid-1970s. There were no opportunities in my lifetime, for my older sisters did not go to a higher level of education. When the socialists came to power, my older sister had already started a family and had to take care of her

children. She was too busy to think about further education.................

4.3 Situational Barriers and the academic performance of girls

In the rural areas, agricultural production depends upon weather conditions; the family income is relatively low, which severely affects the education of rural children. The report from the Ministry of Education (1988) indicated that among 10,000 rural women less than 2.0 percent have a secondary education. Economically, young women contribute greatly to domestic labor. Many get married at the age of puberty, which results in a large number of school dropouts. In most areas in Sudan the percentage of female students who drop out has reached as high as 50 percent at the primary and secondary levels.

Another cause of gender inequalities in Sudanese institutions of learning has been the families' economic condition. The parents are reluctant to send their daughters to school, especially, when the family income is low. This was indicated by a majority of the women in this study as the most influential factor. The families are faced with the problems of supporting their daughters' schooling with limited resources. Women play a central role in subsistence agricultural and pastoral life. They are the prime source of labor. Their role in feeding, or helping to feed the family, has implications for their daughters who have to work with their mothers and also have to learn the agricultural and pastoral skills they need later in life.

Although all of the women interviewed indicated that girls help at home more than boys, the descriptions were even stronger in the rural areas where girls are still playing a more traditional role. Girls are very involved in fetching water, caring for the siblings, reparing of food, and cleaning house. Asha is a taecher at Nasir Combining primary; she described the influence that her mother had on her education. She said:

> ....During my primary and secondary school years, my father helped me understand things that were beyond my understanding. He has been someone that I have looked forward to talking with and have talked with about the future plans of our family. He understands me and what I want. He told me if I want a job and a decent one, I must have a good education...............

Another teacher interviewed said:

> ....I finished primary and secondary education English at the neighboring country of Uganda. As a refugee I was not allowed to enter the university. My father is a fanner and uneducated, so the conditions of working in the urban center were impossible. My father had to stay in the village to do farming. He could not afford to pay my school fee. Also, as the oldest child in my family, I was not in a good position to be allowed by my family to attend or be far away from home. I have to help my mother at home...............

Absenteeism from school has been found to result from an economic factor. Children help on their parents' land or earn money by selling farm items (Bowman and Anderson, 1978). Distance to school, illness and pastoral traditions also contribute to absences. For rural families the indirect costs of losing a child's work earnings in addition to the direct costs of schooling can be a major factor in school attendance. In implementing educational policies, the state is constrained by the economic status of its ordinary citizens

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study looked at the factors affecting the girl-child education in Nasir Combining primary school located in the Upper Nile state. In an attempt to achieve the above, three research questions were developed. This chapter presents the Summary, conclusions and recommendations of the findings

5.2 Summary

In this section, careful assessment and scrutiny of the findings were presented.

The major factors affecting or influencing girls' access to and participation in education consisted of four broad categories:

Social and personal: Cultural heritage and social constraints in many areas of the country hold back women from participation in education. The social roles of adolescent males often provide for free time, which is then available for schooling and after school study; conversely, the free time of young women is taken up with domestic duties. The beneficial effects of women's education have been well documented, and current levels of women's participation in Sudan suggest that much can be done to extend these benefits to other developing countries.

Economic Factors: Economic factors were indicated by the majority of women as the most influential factor with respect to families facing problems in supporting their daughters in school. Unlike the boy who is often allowed to concentrate on his schoolwork, the girl may be expected to divide her time between domestic duties and school. Young women's domestic duties have a great impact on family income. Their contributions to domestic duties allow mothers to work more in the farm or at the market. Sending girls to school results in a direct loss of family income

Institutional Factors: Within the actual educational system, there are factors that may operate to the disadvantage of women. Class size is another worrisome factor from the point-of-view of women. One can hypothesize that larger the class, the less attention the women are going to receive.

Political Factors: The government's commitment to leadership in implementing policies that encourage women's access to education also plays a significant role. Although attempts were made in the past in Sudan to improve women's participation, no government has dealt adequately with the quality of education women receive to prepare them to participate in social and economic life of modern Sudan. Many different policy changes have interacted to influence women's education, making it difficult to determine the impact of any one policy to improve women's education.

5.3 Conclusion

Attitudes of Women toward Education: The majority of the women in this study appreciated their parents' support for education. The women showed greater motivational intensity and desire to continue schooling, especially at higher levels of education. Female students felt that the

educational environment was competitive. As gender segregation intensifies, women's institutions can easily be neglected in the policy making.

Policies of Segregation in Education: The vast majority of the women interviewed did not support the new policies of segregation in the school system and public services. Although a few women supported the policies, they were in favor of equal treatment in schools and equal curriculum to all Sudanese students.

The Issues of Culture and Gender: The Islamic culture is a substantial reference group. Women have to be segregated, as the responsibility of the society is to protect women. In the school environment, the critical players are the teachers and administrators.

Parental Decision Making: The parental role in encouraging their daughters to attain any level of education was not very strong, especially by parents with little or no formal education. However, family education and economic background play a key role in women's education. In this study, the majority of women valued women's education.

Urban/Rural Differences: The families who live in the urban areas had daughters who attended schools up to the secondary level or even higher. These findings are consistent with other studies by Summers (1994) and Robertson (1985). According to Summers and Robertson, the more urban the women are, the higher their expectations are attaining further education. The higher the income of the students' families, the less in agreement are their attitudes with the traditional roles of women. Rural families' opportunities are fewer. Fewer women attended schools mainly due to the difficulties women face in living in rural areas, caused by

resistance from their families and the fear of the insecurity of a distant school (Islam, 1982).

State Policies vs. Socio-cultural Implications: Governments with more implicit policies toward women, justified by cultural norms, are more effective in controlling social structure and interaction. Again, the majority of the women indicated that effect of state control on women, the growth of Islamic fundamentalist power, and the oppression of women as constraints on their education.

5.4 Recommendations

The study made the following recommendations;

Greater emphasis on education is needed if any impact is to be made on national development and social welfare. A preventive approach is recommended. The attitudes of Sudanese people toward women's education serve as an indicator against which the status quo for the system can be measured.

Free education up to the secondary level would promote women's education. This is the acknowledgment of the need to improve the well-being of all segments of population. Achievement of national development goals will depend to a large extent on the quality of human resources in the total population.

There is a need for more cooperation by families with female children to ease the burden of domestic labor so time and energy can be devoted by female students to their school work. The role played by the family in a

female child's education is vital, as demonstrated repeatedly by a male child's achievement in any system of education.

Social equality can only be achieved in Sudan through equal treatment in the educational system. This study provides a record against which future enrollments of women in the educational institutions can be measured.

The government should establish an institute to provide teaching, services, and research on women's issues. Currently, attracting women to attend institutions of higher education is not an issue in government policy.

5.5 Areas for further studies
- Teacher factors affecting the academic performance of girls
- Early and forced marriages and academic performance of girls
- Lack of post primary education and enrolment of girls
- School administration and the enrolment of girls
- Government policy and the enrolment of girls

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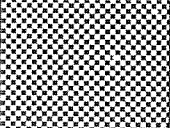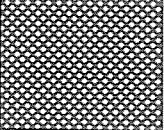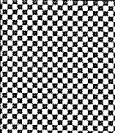
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APPENDIX A:

BUDGET

Item	Amount ($)
Stationery – Papers - Pens	50$
Transport	100$
Researcher assistants	200$
Typing and printing	50$
Miscellaneous	200$
Total	600$

APPENDIX B:

TIME SCHEDULE

Activity	Time In Months			
	1	2	3	4
Proposal writing	▨			
Data collection		▨		
Data analysis			▨	
Submission				▨

APPENDIX C:

INTERVIEW GUIDE FOR THE PUPILS

1. What part is religion playing in your education?
2. What are your religion's views on females?
3. What are your parents' attitudes toward girl's education?
4. Do you feel they had the same attitude for women as they for men?
5. What are your parent's academic expectations of you and your brother?
6. What are your teachers' expectations of you?
7. Do you feel they have different expectations of female and male students?
8. What are your own aspirations?
9. Are there subjects that you want to take but are discouraged from taking?
10. What subjects interests you most?
11. What reasons do parents give for not allowing the girls to go to school?

INTERVIEW GUIDE FOR TEACHERS

12. What part is religion playing in education of girls?

13. What are your religion's views on females?

14. What are the parents' attitudes toward girl's education?

15. Do you feel they had the same attitude for women as they for men?

16. What are the girl parent's academic expectations of girls and boys?

17. What are your expectations of the girl child?

18. Do you have different expectations of female and male students?

19. What are some of girls' students' aspirations?

20. Are there subjects that girls want to take but are discouraged from taking?

21. What subjects interests girls most?

22. What reasons do parents give for not allowing the girls to go to school?