PARENTS' PERCEPTIONS ON FEMALE SECONDARY SCHOOL EDUCATION IN THE REPUBLIC OF SOUTH SUDAN:

A CASE OF CENTRAL EQUATORIA STATE

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DECLARATION

I **James Timon Mulukwat**, do hereby declare that the content of this dissertation is my original work and it has never been submitted or presented to any institution for an academic award.

Signed ..... Date 18/12/2014.....

APPROVAL

This study on the "Parents' Perceptions on Female Secondary school Education in the Republic of South Sudan" has been produced under my approval and is now ready for submission to Kyambogo University.

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DEDICATION

This dissertation is dedicated to my family (wife and children). May the Almighty God reward them abundantly.

Special thanks go to my beloved friends for their understanding, moral and material support they rendered to me during the time of this study that led to the development of this dissertation. They are very dear to me and I appreciate their Love, Care and Friendship.

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I owe gratitude to my respondents in Central Equatoria State, South Sudan in different Secondary schools, head teachers, teachers, students and directors from the State Ministry of Education who took time to answer my questionnaires. Their participation in the interviews and their willingness to give me the vital information that was necessary for the study made this study a success. Without their contribution, my research work would have remained a wonderful dream.

LIST OF ABBREVIATIONS

UNICEF:	United Nations International Children's Emergency Fund
HIV/AIDS:	Human Immune Virus/Acquired Immune Deficiency Syndrome
GEM:	Girls' Education Movement
SMC:	School Management Committee
PTA:	Parents Teachers Association
NGO:	Non Governmental Organisation
UN:	United Nations
UNGEI:	United Girls' Education Initiative
MDGs:	Millennium Development Goals
CPA:	Comprehensive Peace Agreement
UPE:	Universal Primary Education
ILO:	International Labour Organisation
EFA:	Education For All
UNDP:	United Nations Development Programme
YMCA:	Young Men Christian Association
MOE:	Ministry of Education

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ABSTRACT

The study examined parents' perceptions on female secondary education in the Republic of South Sudan. This study was based on three specific objectives which examined the parents' perceptions in sending their girls to school, investigated on Parents' attitudes towards female education and suggested ways of improving female education.

The study used a cross-sectional survey research design where both quantitative and qualitative approaches were used. The study was based on 636 people as the total population and a sample size of 129 respondents was used in the study. The data collected was analyzed by use of frequency tables and percentages. The findings showed that eighty one percent agreed that parents still force their daughters into early marriages, findings also revealed that twenty three percent believed that parents see their daughters as a source of income. The study further found out that seventy eight percent of respondents agreed that ways like formation of GEM clubs, partnering with NGOs, providing career guidance were among the efforts to improve female education.

The study made a conclusions that female enrolment into secondary education was poor because parents largely favoured boys instead of considering their female children as well. The study made several recommendations. One of the recommendation was that; Parents should be sensitized to change their attitudes towards education of girls. Another recommendation was to encourage girls to enroll for education on the gender policies to support increased girl enrolment, build up more educational facilities so as to encourage more girl students, work closely with Non-Governmental organizations and Ministries. The study further recommends that parents should support girls by providing facilities such as transport to school, dividing the chores at home with the boys as an incentive to encourage more girls to opt for education .The study recommended further research to be carried out on similar areas.

CHAPTER ONE

INTRODUCTION

1.1 Background

Girls and boys have the same rights to quality education. But the 'gender gap' becomes painfully evident when looking at who is in the classroom. Both girls and boys have rights to education, right to shelter, security, food, sanitation and clothing. Girls constitute the largest population of illiterate children in south Sudan. In 1990, 20% of the world's secondary school aged children were out of school, two-thirds of them were girls (Kamaldeen, 2012). The need for the girl- child education in society is not only imperative but it is indispensable for the socio-economic development of South Sudan. The study assessed the perception and attitudes of parents in Central Equatoria State towards educating their girl children.

1.1.1 Historical perspective

Unlike the previous educational system of the regional Southern Sudan—which was modeled after the system used in the Republic of Sudan since 1990—the current educational system of the Republic of South Sudan follows the 8 + 4 + 4 system that is similar to Kenya in East Africa. Primary education consists of eight years, followed by four years of secondary education and then four years of university instruction. Despite this structure, many females in South Sudan do not attend formal schooling late. The few that attend school do not complete their education.. Many girls and women say that their dreams of continuing school to become accountants, teachers, or doctors are cut short when they are married off (Odhiambo, 2013.

A UNICEF (2005) report estimated that nearly half of school-age children did not have access to basic facilities for learning. The report further noted that of this percentage of school going children majority were male (boys) with fewer girls in schools and girls comprised of the largest percentage of drop out from early years of primary education. In 2007, the government of South Sudan adopted English as the official language of communication therefore was being taught in schools though there is a severe shortage of English speaking teachers. The UNICEF came up with innovative approaches to increasing girls' enrollment and stay in schools which included developing gender sensitive learning spaces and establishing separate sanitation facilities for girls and boys.

There was an excess of 1.3 million female children out of school in South Sudan, which stands second-to-bottom in the world ranking for net enrolment in secondary education—and bottom of the world league table for enrolment in secondary education, according to a recent report by the United Nations Educational, Scientific and Cultural Organisation (UNESCO). The report further says young girls in South Sudan face extreme disadvantages in education and are less likely to enter school, more likely to drop out, and a young girl in South Sudan is three times more likely to die in pregnancy or childbirth than to reach grade.

1.1.2 Theoretical perspective

The study was guided by the Feminist theory which was formulated by Yansane (1996). He used the Socio economic theory and noted that the education of female children is a socially complex issue because the traditional approach to the international political economy does not address the basic needs of females in the developing world. Those needs are the "building blocks or foundation for the national planning for investment production and consumption" (Yansane,

1996. pg 23). These basic needs include education, shelter, security, health, water, sanitation and nutrition for all female children for the purpose of increased productivity and economic growth.

The above theory is supported by Bunwarree (1997. Pg 19) who argued that many economic and sociological theories predict that "Education increases women's participation in the labour force." This prediction is premised on the notion that education favourably affects women's willingness and ability to enter the labour market Bunwarre (1997) asserts that increased schooling of females raises their potential earning power, providing a strong incentives to seek employment, raises their occupational aspirations, changes attitudes towards women's traditional roles in the household and in the workplace and providing them with the necessary credentials for employments in many different jobs.

1.1.3 Conceptual perspective

Wilolud, (2010) defines parents' perceptions as the way parents think about whether their female children should be taken to schools or not. The conceptual frame work is derived from the perceptions of parents in Central Equatorial State Community in South Sudan in relation to their effect on female education. He further defined perception as the way parents think about the education of their female children and the impression they get of female education. Further still, perception refers to the something using one's senses of sight. He believed that parents who have a positive perception should realize or notice that their female children need and have to be taken and retained at school.

Female education refers to the process of taking or sending the girl-children to schools for learning. It is activity or practice where by parents force or send their girl children to schools for education and this comes with various benefits.

The perceptions of parents as the independent variable was derived from aspects like whether parents force their female children into early marriages, whether they look at their female children as a source of wealth & for domestic work only and whether they segregate their females from males children which affect the levels of female children going and staying at school. Female secondary school Education was the dependent variables and had aspects such as enacting girl child protecting laws, enrolling more girls into schools, designing favourable curricular for girls as well as introducing more girl oriented co-curricular activities among others are all determined by the perceptions of the parents. The conceptual background is therefore hoped to be guided by the feminist theory (Yansane, 1996). It is believed that the way parents perceive female secondary school education largely determines their attitude of sending them (female children) to school.

1.1.4 Contextual perspective

Wilolud, (2010), in his findings he said "Educate a woman and you have successfully educated a nation pg 25". Girl-child education has become a contemporary issue to nations in the world because girls and women are usually discriminated against in all spheres of life. It is on this background that this study sets to examine the girl-child marginalization and with unequal access to education. Omelewa (1985) argues that Girl child education is a matter of concern for nations in the world. Girl children are discriminated against, thereby making it difficult for them to exercise their rights; they are victims of various traditional and cultural practices, they suffer degradation, they, are objects of poverty, their faces are only to be seen but their voices not to be heard and they are seen as being sub-servient to their male counterparts. The author further revealed that girls continue to suffer marginalization and face unequal access to education as compared to boys which makes them vulnerable to diseases such as HIV/AIDS, early pregnancies

and denial of rights. This is due to the cultural practices which serve as hindrances to girl-child education. It is believed that if girl-child education is fostered, she will be self-reliant, adequately socialize and well empowered to contribute meaning fully to her community as well as having the coping skills to problem solving.

1.2 Statement of the Problem

Female education as a practice of sending and supporting all the activities related to educating a girl child should offer benefits like increasing their productivity, preventing diseases among them, enhancing their employment abilities and eradicating violence among the girls among others. The government of South Sudan has enacted various Policies and Acts in support of promoting female education and creating and enhancing positive attitudes and behaviours of parents in order for them to send their girl-children to school. However, despite such notable efforts, parents have remained adamant, parents still prefer keeping their female children at home to do domestic work, others force their female daughters into forced marriages and young girls continue to drop out of school. According to the Republic of South Sudan National Bureau of Statistic (2009), most of the girls below the age of 15 years have already dropped out of school and even the ones that try to continue, do not finish their secondary level education. This dramatic disappearance of girls from the education system between primary and secondary school is alarming and has continuously created a gap between boys and girls education with majority of the girls remaining illiterate thus cannot compete favourably of the job market. This prompted the researcher to investigate the perceptions and attitudes of parents in regard to why their female children are not in secondary school.

1.3 Purpose of the study

The purpose of the study was to examine parents' perceptions on female secondary education in Central Equatorial State in the Republic of South Sudan.

1.4 Objectives of the study

The objectives of the study were to:

i. Examine the parents' perceptions on female secondary school education.
ii. Investigate on Parents' attitudes on female secondary school education in Central Equatoria State in the Republic of South Sudan.
iii. Suggest ways of improving female secondary school education in central equatorial state in the Republic of South Sudan.

1.5 Research questions

The research questions of this study were:

i. What are the parents' perceptions in regard to female secondary school education?
ii. What are the parents' attitudes to female secondary school education?
iii. What can you suggest on improving female secondary school education?

1.6 Significance

This study will help in many ways. It is hoped that the study will provide helpful data and information to policy makers, the school Management committee (SMC), the Parents and Teacher Association (PTA), parents and all the relevant authorities on how educating girls in secondary schools benefits the country.

The findings may be used as a reference point by the administrators of schools in Central Equatoria State to rectify the prevailing conditions that affect the Education of the girl-child and be able to design appropriate measures. It is also hoped that the study will provide and stimulate the need for further study about girl-child education in our country. Lastly, I believe that the study findings will be useful to activists who are campaigning to make parents and their children appreciate the purpose of education.

The study might be of great importance to the policy makers as it may to identify better strategies that might help to improve female education in South Sudan and at the same time counteract the factors that lower the parents' perceptions on sending their female children to schools' motivation in USE.

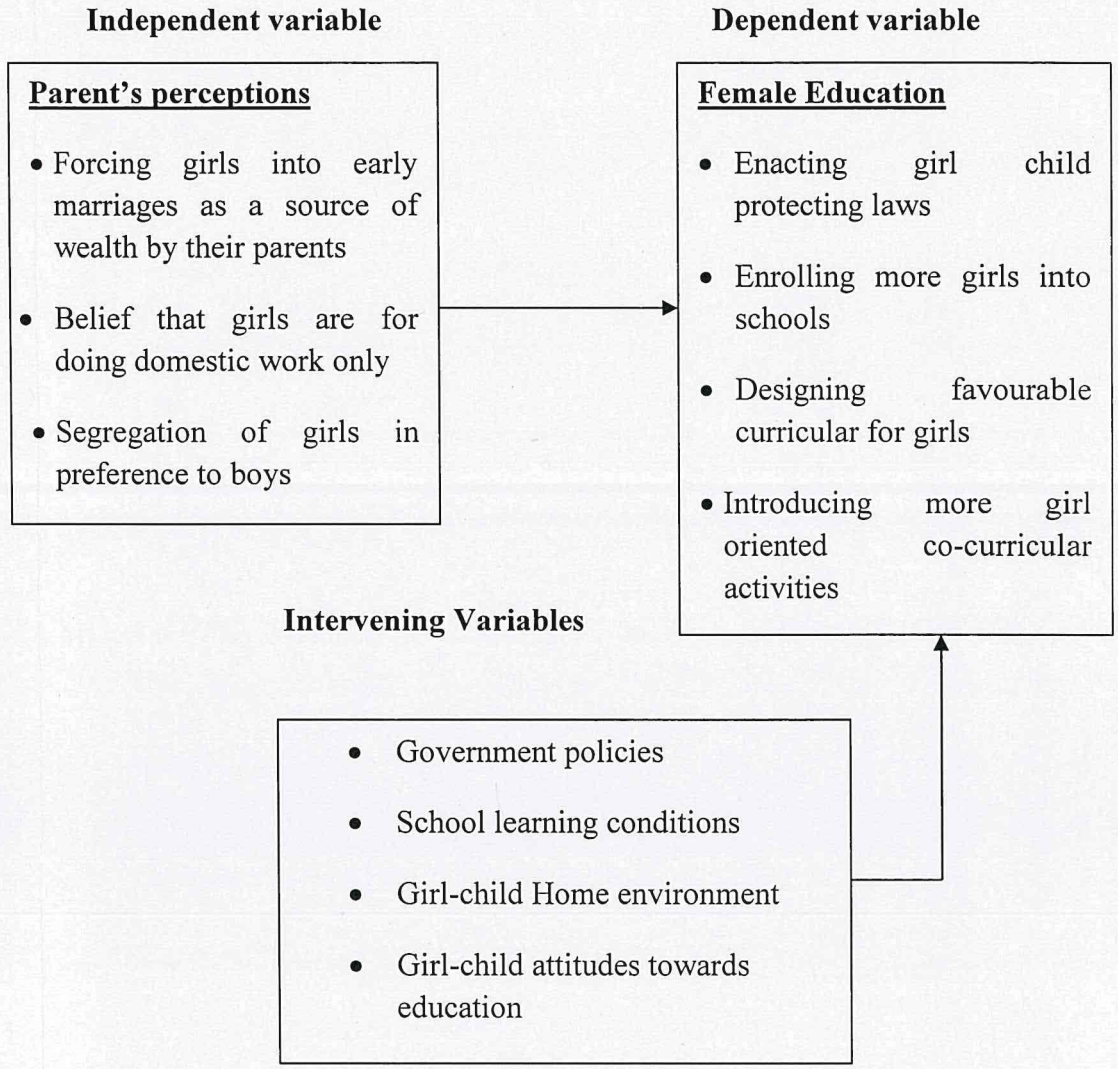
The Ministry of Education and Sports to set strategies to achieve female education in secondary schools and help them (girls) stay in school. By this the ministry might be assured that the plans of the government for Education and Sport in the ministry are really being supportive to the students.

1.7 Scope

1.7.1 Content scope

The focus of the investigation in this study was centered on the Education of secondary school girls in the three Central Equatoria State counties. It examined the parents' perceptions on sending their female children to secondary schooling, investigated on Parents' attitudes towards female secondary education and suggested ways of improving female secondary education in Central Equatorial State in the Republic of South Sudan

Figure. 1 Conceptual Frame Work indicating the Effect of Parents' Perceptions on Female Secondary School Education



Source: (Herz & Sperling, 2004)

The conceptual frame work was derived from the Parents' Perceptions in Central Equatorial State Community in South Sudan in relation to its effect on girl-child education. The conceptual framework summarizes the relationship between parents' perceptions, and female education. Parents' perception refers to the way the parents think about or the impression they have on female education.

The conceptual frame work is the detailed explanation of the parents' perceptions (independent variable) and female secondary school education (dependent variable). It identifies the attributes of parents perceptions in a community setting as well as the components of female education as was further detailed in the diagram above. The perceptions of parents (independent variable) involves aspects like; parents forcing girls into early marriages, looking at girls as a source of wealth & for domestic work only and segregating the girls from boys

Female Education or the levels of girls going and staying at school (as the dependent variable) which consisted of attributes like; enacting girl child protecting laws; enrolling more girls into schools, designing favourable curricular for girls as well as introducing more girl oriented co-curricular activities among others.

The intervening variables were the other variables which in addition to parents' perception affect the level of female education and these included government policies, school learning conditions, girl-child home environment as well as girl-child attitudes towards education

It is assumed that if parents are guided and enlightened about the benefits of female education through workshops, then female education in relation to sending and keeping their female children in school is expected to greatly improve. It is believed that efforts of parents in relation to sending their female children are all determined by the perceptions the parents have. In addition, it is well known that not only parents' perceptions determine female education, there are other intervening variables which also affect the girl-child education (Government policies, school learning conditions and girls' home environment among others. The frame work further tells us that the community, cultural and traditional beliefs have a negative effect on the girl child education.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents reviewed literature. Since South Sudan is barely five years old as an independent country, the researcher found little or no documents for reviewing. The researcher is basically using personal experience.

2.1 The parents' perceptions on sending their girls to school

Bodinsiki S. (2012) argued that the challenges marring girl-child education in South Sudan still stand and need collective approach, legal and mass awareness intervention. This author explains that parents still force their daughters to be married in a bid to get wealth and his research findings shows that unwanted pregnancies are leading to mass dropout of girls from schools, as well as inadequate infrastructure such as school facilities and skilled labour as factors affecting the education of girls in the country. Girl-child education is also affected by domestic chores, (Jok, 2013). In South Sudan, 7.3% of girls are married off before they reach the age of 15 years. Forced marriages have been reported a major practice among the parents that put girl-child education at risk (Jok, 2013). Jok (2013) concludes his study by showing that girls are kept at home in order to do the washing of clothes, cooking for the family, digging, some are told to go for grazing animals and also they are told to stay at home to look after their younger brothers and sisters. In South Sudan, most of the parents think that girls should be a source of wealth and prestige and therefore force them into early marriages which means they are forced to drop out of

schools in order to get marriages. This is pretext that the parents hope to gain wealthy in form of bride price after marrying off their daughters.

A study by Yungungu, et al (2014) on the perceptions of parents towards female education in secondary schools in Kenya revealed that majority of the parents preferred investing in the education of their sons to that of their daughters. The above study established that the major causes of dropout from school among girls were adolescent pregnancies, poor academic performance, and lack of encouragement from parents. Yungungu (2012) shows that poor parents prefer to invest their limited resources in the education of their sons. The study concluded that majority of the parents had a negative attitude towards the education of girls. The above study recommended that awareness campaigns on the importance of education should be intensified in order to change the prevailing negative attitude among the parents. It also recommended that girls who become pregnant while in school should be guided to rejoin the mainstream and that guidance and counseling in schools by teachers and female role models should be intensified. Many parents in South Sudan tend to have the perception that boys should be education other than girls and thus prefer to educate boys only ignoring their girls. This should not be the case, the parents have to sensitized to stop such practice and encourage all their children to go to school other than preferring only boys.

Another study by Kamaldeen (2012) on the perception, attitude and practices of parents in Okene, Nigeria towards girl-child education found out that, there are inequalities in educational access and achievements as well as high levels of absolute educational deprivation. This was due to the fact that parents felt that their female children were only meant for doing the domestic chores at home like cooking for the family, doing the laundry (washing) work at home, digging in home

gardens, grazing cattle and other domestic animals as well as caring and looking after their young siblings. This comes in a way where parents keep on stopping their female children from going to school which eventually discourages them from completely going to school and later they permanently drop out. In South Sudan, the parents refuse their daughters from attending school because they have to take care of their young brothers and sisters which has continued to affect female education in the country.

According to Budlender (2003) most of the parents look at girls as a source of income. This perception demoralises them from studying and therefore affects their education. In addition, girls are given too much work to do at home which makes it hard for them to concentrate in classes or even do their school-home assignments and by the time they finish their domestic chores, they are tired and end up not studying or doing their homework" says Lillian, in a show that drew listeners from Hundreds of residents of Yei River County and its adjoining counties of Lainya and Jubahad.

Majority of the parents have the perception that their female children will be mistreated by some teachers in some schools, thus they stop their girl-children from attending school. The few who go for school do so with great fear because this makes them to learn with great fear, and even force some of them to drop out of school", said Colclough (2003) on a radio talk show to raise awareness about the effects of early marriages and some traditional practices which prevent children, especially girls, from continuing with their education.

Perceptions is the way the impression parents have about their girls being in school where as attitudes refers to the way parents think and feel about female education. It is therefore believed that they impressions parents have on female education determines or affects they way they will

think of feel about the same activity. The perceptions they have positively or negatively affects their feelings towards female education.

2.2 Parents attitudes, on Female education.

Aketch (2010) states that she fought with her parents to allow her to attend secondary education."My sisters all went to secondary school and then dropped out," recalled the 18-year-old from Jonglei, one of the 10 states in the semi-autonomous region. "My parents didn't approve of us going," she explained, shyly looking away in the opposite direction. The study shows that though her parents wanted their five daughters to be literate, female education was never deemed particularly important in her village. "Girls in Jonglei are supposed to stay at home and clean, while boys attended school," Aketch (2010) said. Aketch (2010) recommends that parents should ensure all the school environment and facilities are the same for both girls and boys so as to motivate the girls to stay in schools since they know they that their husbands are supposed to work for them in future Arkmon (2005) explained that, Social and economic disparities in society are directly reflected in disparities in educational access the above author argue that. Disparity does not only arise in terms of access but also in terms of actual opportunities that one afforded to those who do not attend a full cycle of secondary education. Parents' attitudes towards female education in Central Equatoria State in the Republic of South Sudan.

Educating girls is associated with numerous social benefits across varieties to sectors of society. Such benefits include; increased economic activity, enhancing productivity of farm and nonfarm sectors, rapid economic growth and resultant poverty alleviation, better information about girl's rights, girls become more likely to exercise them and participate in the political system. Research has shown that educating girls offers a multitude of benefits for girls themselves, their current and

future families and the community (Mohran, 1999). Countless studies have demonstrated that uneducated women are more likely to suffer high infant mortality rates and lower productivity (Scully, 2006). World Bank (1995) and Schulz (1993) reported that educating girls yield a higher rate of returns than any other investment. World Bank (2002) stressed that evidence of benefits of education associated with girls is so persuasive in national productivity, population reduction and welfare of households, promotes economic growth and reduces child mortality and malnutrition. Scully (2006) adds that educating women and girls leads to an increase in overall development and well being in communities.

Many girls are discouraged from studying, especially when they begin their menstruation periods. When the boys see their uniforms messed with blood, they mock them and out of shame, some girls end up going back home with little or no hope of coming back to School", said Lillian, adding that lack of sanitary pads was also forcing girls out of school. And most parents do not attend to the academic requirements of their children, most especially their daughters. They should erase from their minds these negative attitudes they have towards the education of girls," says (Herz and Sperling, 2004).

According to Cavicchioni (2002), there is increasing concern that girls' educational success – even at 'just' primary level – is in a wanting state. This is the case for several reasons like; Parents are less willing to invest even in their daughters' primary education if there is little prospect of girls attending secondary school; and that female teachers and other educated role models play a variety of important roles. Their presence, particularly in rural areas, has been credited with making parents and girls perceive the school as a safe environment, and with providing role models for young girls. The extreme shortage of female teachers in most African countries cannot be resolved unless there is a substantial increase in the number of girls

completing secondary and tertiary education. Gross enrolment data for girls in secondary school is particularly striking. Only 23% of African girls are enrolled. The 23% figure does not reflect the variation across countries or within countries. Critically, the figures do not reflect girls' secondary school *completion* rates, which are by all accounts significantly lower than enrolment rates.

Girls often become more vulnerable when they are adolescents and approaching secondary school. Sexual maturity can cause parents to be more anxious about their daughters' safety at school and girls' risk of pregnancy and HIV become greater. Long distances to school are a cause for concern. Perhaps the most extreme example of security as a barrier to access is in Ethiopia, where abduction of young brides deters some adolescent girls from attending school. Menstruation in the absence of appropriate facilities and supplies can contribute to significant absenteeism – a previous study by (Budlender, 2003) showed girls in Zimbabwe missing an average of 60 days per year and similar conclusions were made in Uganda. The opportunity cost of keeping girls in school rises as their value as a bride grows, and as the value of their labour at home or in the marketplace increases.

2.3 Ways of improving female education

Community sensitisation, appropriate policies and financial incentives for attracting and keeping girls in secondary school all have a significant role to play in improving female education. Need-based scholarships are an option in some countries, but can be expensive to administer and limited in scope. Kane (2004) argues that community mobilisation and cross-cutting interventions (such as campaigns against early marriage and sustained commitment to genuine community participation) have the potential to play an even more prominent role at secondary school. The

detail of these policies, incentives and interventions, however must be dictated by local circumstance, grounded in sound local analysis and linked to realistic budgets. Sound local analysis of the obstacles to girls' progression is a necessary first step to convincing governments and donors of the scope and nature of the challenge. This same analysis is an essential precondition to designing effective community sensitisation and mobilisation programmes.

UNICEF (2006) reveals that several partners strive to support schools by making school environment more attractive to children especially girls through school based water sanitation and hygiene programmes which help children to become agents of change. UNICEF (2006) argues that having such environment is essential if girl-child education is to be a success however, that is not always the case since not all schools have those good facilities and also are located in rural and poor areas which creates poor environment and therefore cannot support the education process.

According to Martin, (2006), to meet their responsibilities, all parents need support from individuals, family, friends, institutions and caring communities. The goal of parents' support is to strengthen parents' capability to draw upon available resources for their own and their children's well being (Osolysky, 2006). As one aspect of parent support, parent education should reinforce parental practices which promote development and provide alternatives to practices which are harmful or non-productive. The parents' education and support programmes assume that parents are not likely to provide appropriate nurturance and guidance as they acquire greater understanding of child development and children's needs (Riley, 2006). Parents are supposed to nurture all their children during their young ages but this is not done in South Sudan. Parents prefer nurturing their daughters to learn how to dig, graze and milk cows.

Schmidt, (2006) says that factors that limit effectiveness of community support are parents' belief, insufficient programme intensify development needs of parents, personal factors, family stressors, parent population and environmental conditions. This study argues that children should be separated from such factors and make sure that they are not in any way affected by these factors because the effect can be far reaching and discourage them from going to school. Students and teachers at a GEM workshop in Juba discuss ways to get children back to school. Exercises like these help build children's confidence.

A twin-track approach is required in order to get girls in school and keep them there (Scully, 2006). First, getting the educational system to perform for boys *and* girls is an essential step towards dramatic improvements in girls' educational outcomes. Uganda's recent commitment to expanding access for all illustrates this point clearly. Their UPE policy and elimination of fees for four children in every family increased the primary net intake rate from 33% for boys and 31.7% for girls in 1991-5 to 93% for boys and 90% for girls in 1997 (Budlender 2003). Tanzania abolished fees for secondary education in 2002, and in just two years has seen the gender gap in enrolment all but disappear. Fee-free policies and national commitments to USE are extremely important, and may prove to be the single most powerful mechanism for improving access to education for all. Policies and strategies that are gender-neutral and have been shown to be more beneficial for girls than for boys include; reducing the distance to school (e.g. Niger, Ghana), promoting sustainable school feeding (e.g. Kenya, although 'sustainable' is the challenging part) and also Initial literacy taught in the mother tongue (for example Zambia).

Reducing the costs of education has significant benefits for both girls and boys. Costs can come in four forms: direct school fees (such as those abolished in the Free Primary Education policies outlined above); indirect fees (such as PTA fees, teachers' levies and construction fees); indirect costs (such as shoes and uniforms); and opportunity costs. However, educational costs are

different for girls, and changes in costs have disproportionate effects on girls' access to school. Abolition of direct fees often leads to an even more substantial increase in girls' enrolment than boys' (UNESCO GMR, 2003). Indirect costs such as clothing, safety and transportation are generally higher for girls, thus present more substantial barriers to access for girls than boys (Budlender, 2003).

2.4 Conclusion

In summary, the related literature shows that early marriages, early pregnancies, poor education background and poverty were reasons mentioned as why girls are not completing school. Girls fall victims of early pregnancies and marriages, poor education background due to lack of schools and insecurity in attending schools which are far away. The relevant authorities can build schools, allow universal education to increase literacy levels and attendance of both boys and girls. Similarly, the government can put scholarship schemes and bursaries to award the best performing students especially girls in a drive to encourage more girls to enroll in the vocational education centers (Racheal, 2006).

Girls' education is key to women empowerment. Education is more than schooling and its content must impart both academic knowledge and practical skills. Girls that are out of school can be educated to empower themselves to understand their human rights (YMCA, 2007). UNDP (2006) stresses that it is necessarily to think of girls as the subject of rights and not as an object of protection only. They could be in a vulnerable position but the approach must be necessarily viewed from that of respect for a human being and not from the victim perspective.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used to investigate the stated problem. The chapter explains the research design, target population, sampling techniques, sampling selection, area of the study, research instrument, data collection procedures and data analysis.

3.1 Research design

The study was guided by a cross-sectional survey research design. This research design was preferred because it is cheap in terms of time and resources as the data was collected simultaneously from respondents at single point in time. It also enabled the researcher to triangulate information from study questionnaires and interviews. The Ministry of Education staff (MOES), the students, parents, teachers and head teachers were involved. The qualitative approach helped the researcher to obtain in detail information and provided for the option of using separate data. The quantitative approach was simply comparative while the qualitative approach was the survey. These were used because the study aimed at determining the quantitative and qualitative aspects of the research problem.

3.2 Study population

The target population of the study was (N=32) Teachers, Head Teachers (N= 4), students (N=400) Parents (N=200). The sample size of teachers is (n=16). Head teachers (n=4) students (n= 84), Parents (n=20) and Ministry of Education staff (n= 5). These samples were the stakeholders

directly responsible for girls Education and were selected from all the 4 schools using both purposive and random sampling techniques. The total population of the possible respondents was 686 people from which a sample size of 129 respondents was selected.

Table 3.1: Showing the categories of respondents

Category	**Target Population (N)**	**Sample size (n)**	**% age sample**	**Sampling techniques**
Head teachers	4	4	100	Purposive sampling
Teachers	32	16	50	Simple random sampling
Parents	200	20	10	Simple random sampling
Students	400	84	21	Simple random sampling
Ministry of Education staff	50	5	10	Simple random sampling
Total	**686**	**129**	**100**	

3.3 Sampling techniques

Simple random and purposive sampling techniques were used to select respondents for participation in the study. They were used because samples are selected based on strong merits related to the study problems. Purposive sampling was used in the selection of parents and the Ministry of Education Staff (MOES). The technique helps in identifying and selecting parents who have girl children in the school and the Ministry of Education staff who lived in the area since the time of the war. On the other hand simple random sampling technique was used to select

the schools, teachers and students. This technique was opted for because it provides for equal opportunity for every sample to participate and helped the researcher to avoid bias.

3.4 Data collection instruments

The following instruments were used to collect data

3.4.1 Focus group discussion guide

Focus group discussion is a method in which all the participants come together and share ideas. In each school two sessions were conducted. The participants were identified according to their willingness and the ability to participate in the study.

Focus groups discussions are panels, facilitated by a moderator, who meet for a specified time period to exchange perspectives, knowledge, and/or opinions on a particular topic. Groups are rarely more than a dozen members. Focus groups were used because; they can quickly and cheaply identify core issues of a topic, they observe reactions to a research question or product in an open forum, they can explore new or unexpected information or reactions in subsequent focus groups and enable subjects to respond in their own words and their emotional intensity can be measured.

3.4.2 Interview guide

An interview is a method in which the researcher and research participants discuss together through question and answer in a face to face interaction. Informal interviews with local authorities and the Ministry of Education staff (MOE) were conducted. The method was used to help the researcher get respondents' views. The participants were selected because of their unique experience and positions in Education and the community.

3.4.3 Observation checklist

An observation is a method of collecting information using personal intuition of the researcher. Observations were conducted both in schools, homes and neighbourhood of girls who have dropped out of school in order to determine the availability of certain facilities that impact on the girl-child such as latrine, and bath-room. This method was chosen because it offers first hand information and the qualitative data got through observation helps to get a clear picture of what was happening in the field.

3.4.4 Documentary analysis kit

This involved clearly analyzing of previous published articles or text books, journals, news papers, and reports which were relevant to the researcher's study topic so as to obtain data which will help in analyzing the situation. The documents were reviewed to determine attendance enrolment, dropout and achievement. Specifically, school registers, class performance reports and enrolment record both at the school and the county level was analysed. These documents helped to determine the number of girls-child.

3.4.5 Questionnaire

A structured and semi-structured questionnaire was designed to collect data from the study sample. In contrast with interviews, where an enumerator posed questions directly, questionnaires refer to forms filled in by respondents alone. Some questionnaires were handed out and others were sent by mail and later collected and returned by stamped addressed envelope. This method was adopted for the entire population or sampled sectors. This helped the researcher to collect

data because it was designed in such a way that it directed the researcher obtain information and the method gave enough time to the respondents to fill in the questions.

3.5 Validity and Reliability of research instruments

Validity is the most important idea to consider when preparing or selecting an instrument for use. Validity is the ability of the instrument to produce findings that are in agreement with the objectives of the research. In this respect, a Content Validity Index (CVI) was used. The researcher consulted other mentors beside the supervisor to measure the validity of the research instruments. The researcher also discussed with her fellow (cohort two) Masters' students on the use of the instruments and before going to the field for pre-testing the instruments. Corrections were made after the exercise to remove the vague and ambiguous questions, and final instruments were made. The researcher further ensured validity of the instruments by using a rating by two experts and the content validity index was then computed.

$$\text{Content validity Index (CVI)} = \frac{\text{Relevant items by all judges as suitable}}{\text{Total number of items judged}}$$

Reliability of an instrument is the degree of consistency of the instrument in picking the needed information. In this case, Reliability was computed using the Inter-Rater Reliability (IRR) tests. Samples of purposively chosen respondents with similar characteristics of the study population were interviewed as a pre-test. An interview was conducted with these few chosen respondents to check whether their responses answered the research objectives. Again reliability was censured by asking the same interview questions to the different categories of the study population and check if their responses answered the attributes they were designed to be measured by the different objectives. If the responses gathered gave relevant answers to the study objectives, then the instruments were considered reliable.

3.6 Procedure for data collection

The researcher sought for a letter of introduction from the University to the relevant authorities in Central Equatorial state, the permission from the state Ministry of Education and instruction to allow the researcher to use the school for the research was also sought and the head teachers of the schools were requested to allow their staff and pupils to participate in the study. The purpose of the research was explained to all those who were participating in the research process and the participants were assured of the confidentiality of the information they provided. Data was collected by the researcher then was analysed and the report was produced.

3.7 Data analysis

After the collection of data, it was organized, coded, entered into computer and edited to ensure quality and accuracy of findings. It was analysed using descriptive statistics. Tabular and percentage calculations were used to analyse and present the data in Microsoft office Excel 2007 version in a computer then copied and pasted in Microsoft office word in appropriate places where other data was typed. The results obtained were interpreted to make conclusions relevant to the topic of the study. Analysis and interpretation of the raw data was based on the responses and opinions of respondents. This involved organizing, arranging, and continuous editing of data from the field to ensure data quality, accuracy and consistency. Qualitative data was organized according to themes identified from research questions and then was analyzed using content analysis. A thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. Data from focus group discussions was recorded, organized, interpreted, presented and discussed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents analyses and gives interpreted data of the study. To maintain consistency, data was presented based of three objectives which included examining the parents' perceptions on female secondary school education, investigate on Parents' attitudes on female secondary school education, as well as suggesting ways of improving female secondary school education in central equatorial state in the Republic of South Sudan. The presentation of the findings was based on extracts and analysis of data from questionnaires, key informants, observations and documentary reviews

4.1 The parents' perceptions in sending their girls to school

To get the number of students' enrolment in secondary schools in Central Equatoria State, the researcher studied the admission records for the years 2012, 2013-2014. Results were first recorded on a record sheet and later entered into the computer, before they were summarized into a table for easy presentation and interpretation as shown in Table 4.1.

Table 4.1: Student enrollment in secondary schools in Central Equatoria State from 2012 - 2014

School	Year	Gender	Frequency	Percentages
School A	2012	Female Enrolment	38	31
		Male Enrolment	85	69
		Total Enrolment	**123**	**100**
	2013	Male enrollment	80	66.67
		Female enrollment	40	33.33
		Total enrollment	**120**	**100**
	2014	Male enrollment	78	63.41
		Female enrollment	45	36.59
		Total enrollment	**123**	**100**
School B	2012	Female Enrolment	74	43.78
		Male Enrolment	95	56.22
		Total Enrolment	**169**	**100**
	2013	Male enrollment	75	53.95
		Female enrollment	64	46.04
		Total enrollment	**139**	**100**
	2014	Male enrollment	84	54.19
		Female enrollment	71	45.81
		Total enrollment	**155**	**100**
School C	2012	Male enrollment	24	70.58
		Female enrollment	10	29.42
		Total enrollment	**34**	**100**
	2013	Male enrollment	29	90.6
		Female enrollment	03	9.4
		Total enrollment	**32**	**100**
	2014	Male enrollment	21	100
		Female enrollment	00	00
		Total enrollment	**22**	**100**
School D	2012	Male enrollment	67	98.52
		Female enrollment	01	1.48
		Total enrollment	**68**	**100**
	2013	Male enrollment	49	96.01
		Female enrollment	02	3.92
		Total enrollment	**51**	**100**
	2014	Male enrollment	64	92.75
		Female enrollment	05	7.24
		Total enrollment	**69**	**100**

Source: Field data May, 2014

It is observed that the disparity in the number enrolled is high in some schools and years and low in others. For example, the number of girls enrolled in 2012 was low. Also the number of girls enrolled for the year 2013 was still very low compared to the boys' enrollment. In all these cases, the number of boys was more than 75, an indication of a great gender disparity. The above table shows that, there is generally a big gender gap, where females in all cases are at disadvantage as compared to their male counterparts.

4.1.1 The parents' perceptions in sending their girls to school

The first objective was to examine the parents' perceptions in sending their girls to school and the information on their perception was collected by means of interview guides and focus group discussions and questionnaires with various stake holders.

4.1.2 Findings based on the parents' perceptions in sending their girls to school

In an effort to obtain data on the parents' perceptions in sending their girls to school, the researcher distributed questionnaires, conducted interview sessions and group discussions with the respondents and the following data was revealed by the study as shown in the table 4.2;

Table 4.2: The parents' perception in sending their girls to school

Response (parents' role)	Frequency	Percentage
Preventing early marriages and pregnancies among girls	30	23.25
Provision of scholastic materials	25	19.37
Reduction of the gender disparity gap	16	12.40
Monitoring and supervising girl children's activities	14	11
Encouraging girl-children to do their home works on time	15	12.03
Paying their tuition fees in time	29	22.48
Total	**129**	**100**

Source: Field data May, 2014

Findings from table 4.2 above revealed that majority 23.25% of the respondents reported that the parents have a perception of preventing early marriages and pregnancies among their girl children, 19.37% mentioned that the other perception of parents in sending their girls to school was through provision of all the necessary scholastic materials and reduction of gender disparity gap as another perception was noted by 12.40% of the respondents. On the other hand, 22.48% said that parents had a perception of paying tuition fees in time and 11% revealed that monitoring and supervising girl-children's activities was also a significant role of parents while the rest (12.03%) said that parents' trying to encourage girl-children to do their home works on time was an equally important perception to be played by the parents. In interview sessions and focus group discussions, respondents revealed that it is a parent's perception in sending their girls to better schools, promoting sex education where as other interviewees said that the parents have the role of making sure the girls feed well and prepare for school very early in the morning.

The researcher further found out that parents do not follow up their children to see what they cover and whether they reach the school. They also do not visit the school campus to check on their children as well as talking with the instructors such as cooking, washing clothes and so on are predominantly done by girls, which deprive them of time to read their books and concentrate their minds on thinking about their future in education. From document reviews and observations, it was revealed that the parents' perceptions were not convincing as most of it was negative and they put in less efforts to ensure reduction of the gender disparity between boys and girls. From such results, it can be interpreted to mean that in order for female education to be properly achieved, the parents have to have strong and positive perceptions towards the whole process because such activity cannot be achieved without the efforts of the parents.

The researcher was also interested in establishing the factors that affect the girl-child education in secondary schools and this was done through carrying out interviews with the Head teachers of the sampled schools and the results of which are indicated in table 4.3 below;

4.1.3 Results based on the focus group discussion with continuing students on the difference in Enrolment

Focus group discussions were held with head teachers of sampled schools, who were interviewed. The first discussion group had 2 head teachers and the second also had two head teachers from the selected schools. They were asked to give their 'views about the factors which affect girl-child education in Central Equatoria State. All the respondents showed that there were more boys and fewer girls in most of the sampled secondary schools. They argued that because boys are favoured in families to girls especially when it comes to education that is why there are fewer girls in secondary schools. This looks like a generally accepted gender gap in enrolment, favoring boys.

From the interviews and discussions held, with head teachers of different schools, they were asked about the factors which affect girl-child education in their respective schools. The results provided are summarized in table 4.3 below;

Table 4.3: Views of head teachers on the factors that affect girl-child education in secondary schools.

Response	Frequency (F)	Percentage (%)
Lack of school fees	3	75
Inadequate personal effects	2	50
Early marriages/pregnancies	2	50
Poor parents' attitudes	3	75
Gender segregation	2	50
Inadequate facilities like text books	4	100

Source: Field data May 2014

The figures provided in table 4.3 indicates that , a significant number of the Head teachers (75%) mentioned that lack of school fees was a major factor affecting girl-child education, all head teachers (100%) observed that the girls lack facilities like text books which can be used to facilitate their education, the other factors which were noted by the 50% of the head teachers each were; inadequate personal effects, being forced into early marriages by their parents, and that some parents refuse to send their girl-children to school because they know educating girls is useless which continuously leads to lower numbers of girls than that of boys. The above table results show that various factors were affecting girl-child education process and mainly affected the girls more than boys.

Interviewees explained that there are other secondary factors like poor accommodation facilities, poor sanitation but observed that such factors affect both girls and boys. Among the head teachers interviewed, 03 were male while only 01 was female, an indication that at staff level, females are there because they had been discriminated against by their parents for a long time because, those interviewed had all stayed for at least four years and above. During observation sessions and document reviews, the researcher found out that very many factors were responsible for the lower numbers of girls in schools than boys which sometimes were beyond the control of the parents or school authorities. Such results could imply that it is not only the parents' perceptions but a combination of other factors that affect female education in South Sudan and that such factors can only be solved with the help of all stakeholders including government.

4.1.4 Findings from questionnaires and in-depth interviews on whether communities or parents still force their daughters into early marriages

Respondents were asked to give their opinion on whether communities still force their daughters into forced marriage and their views were summarized in table 4.4 below;

Table 4.4: Respondents' views about parents forcing their daughters into early marriages

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether communities still force their daughters into forced marriage.	45	35	59	46	5	4	20	15	-	-

Source: Field data May, 2014

Key: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree

Where F is the frequency number of respondents who reacted to a certain idea

% is the percentage out of 100%

Thus % of respondents =F/total sample size (129) ×100%

As revealed by results in the table above, 35% of the respondents strongly agreed that parents still force their daughters into early marriages, 46% were in agreement as well as 4% who were neutral and 15% were in disagreement with that position. They explained in interviews that parents in most cases have high expectations from their daughters and one of them was getting income from them after marrying them off. Some observations and documents revealed that there were many cases where young girls had been married off by their parents in anticipation of wealth. Discussions with some community members revealed various examples of girls who had been forced into marriages at their tender ages. Thus such results imply that when parents are poor they tend to think that the only way they can get some wealth is from their daughters so they pressure their daughters into marriage even when these girls are still young since they believe that by marrying them off they will be paid bride price thus, denying girls access to education.

4.1.5 Findings on unwanted pregnancies and inadequate infrastructure on girls' school drop out

Among the factors that affect girl-child education, the researcher was interested in knowing whether those factors affect girl-child education, and the results were summarised as follows;

Table 4.5: Respondents' views on unwanted pregnancies and inadequate infrastructure girls school drop out.

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether unwanted pregnancies and in adequate infrastructure lead to massive drop out of girls from school	59	46	55	43	-	-	15	11	-	-

Source: Field data May 2014

Results from table 4.5 above revealed, majority (46%) of the respondents strongly agreed that unwanted pregnancies and in adequate infrastructure lead to massive drop out of girls from school, 43% agreed as opposed to 11% who were in disagreement with that view. Respondents explained in interviews that girls are usually segregated and discriminated against when they get pregnant at school and even when too many students can't access the facilities at school, they are forced to drop out. The researcher once visited a school and observed that a pregnant girl was being mistreated and discriminated against by her fellow students. School documents also revealed that girls who got pregnant while still in school had been either suspended or even expelled from school. Therefore such results imply that the school environment was not favourable to girls who got pregnant and even the students and teachers were not guided and counseled on how to handle girls who get pregnant while still in school instead of mistreating and chasing them away which affects their education.

Table 4.6: Respondents' views on whether perceptions and traditions lead to early marriages and pregnancies

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether cultural factors attitudes and traditions lead to early marriages and pregnancies	42	32	34	26	24	19	28	22	-	-

Source: Field data May 2014

Study results revealed that 32% of the respondents strongly agreed that cultural factors attitudes and traditions lead to early marriages and pregnancies, 26% agreed that some cultural practices lead to early pregnancies and 19% were neutral to the position while 22% disagreed. They revealed in the interviews that some people don't believe in educating their daughters but instead prefer marrying them off as a sign of prestige to the parents. Documents and observation sessions indicated that most parents in the communities believe so much in culture that they see education of girls as a waste and that girls are supposed to stay at home and do domestic works. Such results imply cultural practices still play a significant role in shaping the community and her people in South Sudan and that such cultures and traditions of the past were preventing them from sending their daughters to school.

Table 4.7: Obstacles to promotion of girls education

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether sexual harassment, child-violence all are obstacles to girls education	32	25	41	32	25	19	24	18	7	5

Source: Field data May, 2014

Table 4.7 results from questionnaires revealed that sexual harassment, child-violence all are obstacles to girls education, 32% of the respondents agreed, 19% were neutral to this position. However, another section of respondents (18%) said they disagreed with that statement as well as only 5% who were in strong disagreement. Interviewees' reactions were that once girls are sexually harassed and their human rights violated, they are discouraged from attending school due to being shy, which in the end hinders the activity of girl-child education. Community documents at parishes contained cases where some young girls had been sexually harassed and raped and because of fearing to be ashamed, they stopped going to school because they would be laughed at by their fellow friends. At times the researcher observed some young pregnant girls who had dropped out of school and were even hiding from their fellow former school mates. These above results could imply that in most cases, sexually harassed girls feel shy in their communities and this makes them drop out of school since they are made laughing stokes at school.

Table 4.8: Whether school going girls have access to basic facilities for learning

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether school going girls have access to basic facilities for learning	39	30	63	49	17	13	10	8	-	-

Source: Field data May 2014

Mixed reactions were recorded from table 4.8 results above where majority (49%) of the respondents agreed that school going girls have access to basic facilities for learning, another 30% agreed where as 13% were neutral and only 8% disagreed. However, there were no respondents who strongly agreed. They explained in the interviews that most of the school going girls don not get access to basic school needs and when such happens they are discouraged from going to school since they don't have what to use and eventually perform poorly thus dropping out from school. School documents were analysed and many instances were noticed where many girls had been sent home because they lacked facilities like books and pens. The researcher further observed some girls being chased away because they did not have sanitary pads and other necessities. These results imply that girls need very many facilities as compared to boys and that there are some needs a girl can not do without but which a boy can do without, therefore, parents should consider ensuring girls have all the facilities than boys for health purposes.

On a conclusive remark, findings on the perception of parents on female education were as follows; 23.25% of the respondents reported that the parents try to prevent early marriages and pregnancies among their girl children, 19.37% mentioned that parents try to provide all the necessary scholastic materials and 12.40% of the respondents mentioned reduction of gender

disparity gap as another perception. On the other hand, 22.48% observed that parents pay tuition fees in time and 11% revealed that monitoring and supervising girl-children's activities was also found out to be a significant role of parents while the rest (12.03%) said that parents' try to encourage girl-children to do their home works on time as another equally important perception of parents.

4.2 Parents' attitudes towards female education

This objective was concerned with establishing Parents' attitudes towards female education in Central Equatoria State in the Republic of South Sudan. The Information on such ways was collected by means of questionnaires and focus group discussions with various stake holders including head teachers, parents, students, and Ministry of Education staff. Results of these discussions are presented here under;

4.2.1 Findings from questionnaires about parents' attitudes towards female education

Respondents were asked to talk about the parents' attitudes towards female education through highlighting the benefits of educating girl children and their views were summarized in table 4.9 below;

Table 4.9: Respondents' views on the parents attitudes towards female education

Benefit	Frequency	Percentage
Increase in economic activity	14	11
There is prevention of diseases among girls	12	9.30
It helps eradicate violence	10	7.754
The process improves girls' production capacity	20	15.50
Empowers girls to understand their human rights	28	21.75
The process leads to increased chances of getting employed	30	23.25
Helps in general poverty eradication in the community	15	12.03
Total	**129**	**100**

Source: Field data May, 2014

Parents' attitudes towards female education was measured by analyzing the benefits they see in educating their female children. Results from table 4.9 showed that the most common attitude of parents as mentioned by most of the respondents (23.25%) was that parents felt that educating female children increases chances of getting employment, 21.75% observed that the other attitude was that educating girls considered to be empowering girls to understand their human rights. Most of the interviewees (15.50%) said that parents' attitude was seen in the benefit of improving girls' production capacity. This was followed by 12.03% who argued that girl-child education helps in general poverty eradication in the community and 11% said that it increases economic activity within the community while minimum responses (7.7%) were recorded that girl-child education facilitates violence eradication within the community. On the other hand 9.3% of the respondents gave the attitude that female education helped disease prevention.

Interviewees' views were also obtained as follows; most of them said girl-child education leads to improved standards of living, develops the whole community and nation at large, while others illiteracy levels among communities are eradicated and also promotes healthy families among others. The reasons they gave for their responses was that girls' education improves their general standards through various ways which makes them competent to achieve all the above benefits. Documents and observation sessions revealed that many educated girls had succeeded in life and had achieved most of the mentioned benefits as a result of their education. They elaborated that a girl who is educated increases her value because she is respected, gets employed and therefore earns a salary which she can use to support the whole family. Such results could be interpreted to mean that an educated girl is a very import prize to the parents and that respondents were very clear about the benefits parents could enjoy as a result of educating their girls.

4.2.2 Respondents' views about association of educating girls with increased economic activity, enhances productivity, poverty alleviation and violence eradication

The researcher was also interested in establishing the respondents' extent of agreement about the benefits of educating girl children.

Table 4.10: Respondents' views on their extent of agreement with the associated benefits of educating Girl child education

Response	SAs		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether educating girls is associated with increased economic activity, enhances productivity, poverty alleviation and violence eradication.	57	44	63	49	-	-	9	7	-	-

Source: Field data May, 2014

Table results in 4.10 above revealed that 44% of the respondents strongly greed that educating girls is associated with benefits like increased economic activity, enhances productivity, poverty alleviation and violence eradication among others, another 49% agreed and the rest of the respondents (7%) disagreed with this position. Interviewees observed that girl child education brings a variety of benefits to both the parents, students and the community as a whole. Documents and observations also indicated various benefits which are as a result of educating girls. Such results could imply that when a girl is educated, she enjoys all the opportunities that come up in life and also that they contribute positively to the general development of the whole country through community activities.

4.2.3 Girls' education as key to empowerment and must be a priority

Table 4.11: Views on whether girls education is a key to empowerment or a priority

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether girls education is a key to empowerment or a priority	44	34	62	48	-	-	23	19	-	-

Source: Field data May, 2014

Table 4.11 results revealed that most of the respondents (48%) agreed that girls' education is a key to empowerment and a priority, the other 34% strongly agreed where as 19% disagreed. There were no responses who were neutral or strongly disagreed. During interview sessions, it was argued out that if female education is to realize its intended benefits; it must be given first priority so that massive campaigns are carried out to sensitize the population about its importance and benefits. Such results could imply that the community, more specifically parents have realized that in order to empower girls, their education should be taken as a priority because it is through education that all the opportunities for girls are opened and they are enabled to take part and compete for such opportunities.

4.2.4 Whether education is more than schooling and its content must be imparted both academic and practical skills.

In an effort to discover whether education is more than schooling but its content both academic and practical skills, the researcher found out as follows;

Table 4.12: Views on whether education is more than schooling and its content must be imparted both academic and practical skills

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether girls' education is more than schooling but its content both academic and practical skills	62	48	44	34	23	19	-	-	-	-

Source: Field data May, 2014

Results in table 4.12 above indicate that majority 48% of the respondents strongly agreed that education is more than schooling but its content both academic and practical skills, another 34% agreed as opposed to 19% who remained neutral to that position. Interviewees revealed that female child empowerment is not through their education alone, it involves more than that like it involves counseling, moral guidance among others which shape the whole life of girls. From documents and the researcher's observation sessions, it was realized that some other co-curricular activities were being given to girls in order to enhance their outside school life. Such results provide an indication that a well implemented process of girl-child education should be extended to all girls and that education should not stop only in class but should involve other aspects like sanitation campaigns to ensure proper health of girls among others.

4.2.5 Whether access to education empowers girls

The researcher also investigated the level of empowerment derived from education and the results were presented in the table below;

Table 4.13: Respondents' views on whether girls get empowered as a result of being educated

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether girls get empowered as a result of being educated	45	35	69	53	15	12	-	-	-	-

Source: Field data May, 2014

Results from table 4.13 revealed that most of the respondents (53%) agreed that girls get empowered as a result of being educated, 35% were in strong agreement as well as 12% who were neutral to that position. During interviews, respondents argued that when a girl is educated, she acquires the capacity to take part in any form of community and public developmental work which helps her get empowered and it is through education that girls expand their boundaries as far as community participation is concerned. The above results could be interpreted to mean that when a girl is given the necessary education, she becomes exposed to the public and this gives her the potential to participate in any form of constructive and developmental activity because she has acquired the empowerment through her education.

4.2.6 Whether parents see their daughters as source of income to the family

Interviewees were asked to reveal the attitudes of parents towards their girls and the study noticed as follows;

Table 4.14: Respondents' views on whether parents see their daughters as a source of income

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether parents see their daughters as a source of income	35	27	59	46	15	12	20	15	-	-

Source: Field data May, 2014

As revealed by the study results in table 4.14 above, the researcher discovered that 27% of the respondents strongly agreed that parents see their daughters as a source of income, 46% agreed while 12% of the respondents were neutral and 15% disagreed. They explained in interviews that parents in South Sudan still have poor attitudes towards girl-child education in that they still marry them off at early stages in order to earn money in form of dowry, from documents and observations, the researcher realized that majority of the parents still see their daughter as a way to get wealth because after marrying them off, they in turn get paid bride price which gives them some wealth. Such results imply that many parents' still have negative attitudes towards educating their female children which has continued to affect girls' education and they still suffer from that challenge of being looked at sources of wealth by their parents.

In conclusion, researcher found out that parents had different attitudes towards female education and they felt that educating female children increased chances of getting employment as mentioned by 23.25% of the respondents, 21.75% observed that the other attitude was that educating girls considered to be empowering girls to understand their human rights, 15.50%

identified that parents had an attitude that it improves girls' production capacity, another 12.03% argued that girl-child education helps in general poverty eradication in the community and 11% revealed that it increases economic activity within the community while minimum responses (7.7%) were recorded that girl-child education facilitates violence eradication within the community. On the other hand 9.3% of the respondents gave the attitude that female education helped in disease prevention.

4.3 Ways of improving female education in central equatorial state in the Republic of South Sudan

The third objective was to suggest ways on how to improve female education and the researcher looked at various aspects as presented below;

4.3.1 Findings from interviews and questionnaires about the ways of improving female education

The respondents were required to give their opinions about solutions or suggest ways of improving female education and different responses explaining their different views were recorded and summarized in table 4.15 below;

Table 4.15: Respondents' views on suggested ways of improving female education in South Sudan

Reasons	Frequency	Percentages
Formation of GEM clubs to promote gender equality	18	13.95
Creation of policies like Universal Secondary education	20	15.50
Partnerships with NGOs to sensitize the community	22	17.05
Parents should provide career guidance to their children	19	14.72
Passing legal laws to stop parents from forcing their girls into early marriages	26	20.15
Use massive campaigns to advance girls' education	24	18.60
Total	**129**	**100**

Source: Field data May 2014

The respondents views about the solutions or suggested ways of overcoming the challenge of low literacy among girl children were as follows; 13.95% of the respondents said that formation of GEM clubs to promote gender equality could promote girl-child education and reduce the levels of illiteracy among them, creation of policies like Universal Secondary Education as another solution was mentioned by 15.50%, the other strategy of sensitizing the community by partnering with NGOs was observed by 17.05%. 14.72% of the respondents mentioned provision of career guidance by parents to their children, and 20.15% of the respondents said that legal laws should be passed stopping parents from marrying off their young girls and instead they should send them to school while the rest (18.60%) mentioned that using massive awareness campaigns to advance girls' education would also help solve the problem of low literacy levels among girl-children in South Sudan.

The researcher sought to find out in the interview that sensitizing the community about the importance of girl-child education, guiding parents so as not to value dowry more than girl education, others observed that holding talk shows would also be effective in solving low literacy levels among girls. Other interviewees argued that promoting special care for girls, sending them to school, and paying their tuition fees on time and ensuring equal employment opportunities were other solutions. Among the respondents' reactions in the interviews, the most significant was "Educate the girl and you will have educated the whole community and country at large" as was said by the Head teacher of one of the schools. As was quoted by another head teacher, "girls should concentrate on their education and develop their communication skills and improve their literacy levels."

In an interview with teachers, they observed that parents have a big roll to play by being role models, through provision of guidance and counseling services in the schools and treating girls as their own children teachers are parents too somewhere at their homes. Some of the respondents said teachers should guide their students and give information about sexual behavior and also that the ministry should avail all the facilities like teaching and learning tools, build enough facilities. Other interviewees reasoned that free compulsory education for girls should be promoted and implemented by the ministry, and that the security of school going girl children should be guaranteed. Creation of good student-teacher relationships, promoting good culture, setting better and flexible curricular to make school interesting among others as some of the strategies that different stakeholders can do to improve girl child education and thus reduce the illiteracy levels among girls. Documentary analysis and observation sessions revealed various suggested ways on how female education could be improved though the most cited one was passing legal laws to stop parents from forcing their girls into early marriages and punishing those who sexually harass

girls in schools. Such results could be interpreted to mean that the community was getting aware of the dangers of female illiteracy and were trying to suggest and implement some views of how to improve the process of female education though such efforts were still being hampered by some parents' poor attitudes towards the efforts.

Table 4.16: Respondents' views on the level of community support towards the education of the girl-child

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
The community has supported girl-child education through formation of GEM club to promote gender equality in education.	30	23	56	43	15	12	28	22	-	-

Source: Field data May, 2014

Findings from the table above revealed that 23% of the respondents strongly agreed that the community has formed GEM club in an effort to support Girl-child education, majority 43% agreed, 12% remained neutral about that matter, while 22% were in disagreement. They explained in interviews that such club has done a lot in trying to create networks among young people to empower them as advocates. Document reviews revealed to the researcher that various clubs (GEM being one of them) had been formed to partner with parents in sensitizing the communities about the dangers and benefits of female education. Thus, the above results imply that it requires the efforts of both parents and other stakeholders like NGOs and most importantly government support to achieve the goals of female education because such clubs are important since they get

to the ground and find out the factors affecting the whole process from the community members and therefore sensitize them on what is needed if female education is to be successful.

4.3.2 Findings from questionnaires about education being a right for all children

Interviewees were asked to talk about their views on education being a right for all children and their views were summarized in table 4.7 below;

Table 4.17: Views on children's right to education

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Education is a right for all children	59	45	55	43	15	12	-	-	-	-

Source: Field data May, 2014

Table 4.17 results above showed that the 45% of the respondents believed that education should be every child's right regardless of their gender. Majority (45%) of the interviewees strongly agreed with this observation, another significant number (43%) agreed as well as 12% who were neutral. Most of the interviewees revealed that both girls and boys should be given equal opportunities to go to school and acquire education. They further observed that parents should be sensitized to change their attitudes towards girl-child education. The reasons they gave for their views were that if both girls and both were to be given equal chances, they would contribute equally to the development of the community. In group discussions and document analysis, it was noted that education must be taken as a right for all regardless of their gender and that girls too need to be availed the same chances of attending school so that they are equally developed. The

above results could be interpreted to mean that if girls are availed equal chances of attending school with out discrimination, the parents' have to change their perceptions.

4.3.3 Findings from questionnaires on whether education was very crucial for quality monitoring and accountability

The respondents were also asked whether education was very crucial for quality monitoring and accountability and different responses explaining their different views were recorded and summarized in table 4.18 below;

Table 4.18: Views on whether education was very crucial for quality monitoring and accountability

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Education is very crucial for quality monitoring and accountability	50	39	46	36	15	12	18	14	-	-

Source: Field data May, 2014

The respondents as to whether education was very crucial for quality monitoring and accountability, 39% of the respondents strongly agreed, another 36% agreed where as only 14% said they were neutral. Interviewees mentioned that educated people are always equipped with skills and training which they can use in the monitoring and accountability process. Observation discussions revealed that education helps people to monitor and account for their activities in whatever form. Such results could imply that if girls are educated, they attain the required skills

and knowledge to help them take part in the accountability and monitoring of government projects and funds and it is such skills that they use to ensure quality works are done.

4.3.4 Respondents' views on whether keeping girls in school will grow South Sudan

The researcher sought to find out whether keeping girls in school will grow South Sudan to which they reacted as follows;

Table 4.19: Views from interviewees on whether keeping girls in schools will grow South Sudan

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether keeping girls in school will grow South Sudan	45	35	65	50	19	15	-	-	-	-

Source: Field data May, 2014

Table results revealed that 35% of the respondents strongly agreed that keeping girls in school will grow South Sudan, 50% agreed, and 15% were neutral. They explained in focus group discussions that girls should be kept in schools in order to delay their unproductive early marriages and increase their future productivity which ends up contributing to the development of the whole nation. Interviewees argued that girls attain knowledge through education and they can apply such knowledge in different sectors of the government which helps develop it. Such results could be interpreted to mean that educating girls enables them take part in very many government

sectors which contributes to national development thus recgonising their significant role they can play if the nation is to develop.

4.3.5 Findings from questionnaires and individual Interviews on whether education should be identified as a priority in South Sudan

Questionnaire respondents and interviewees were asked whether the government of South Sudan has identified education as a priority in its development plans and their views were summarized analysed and presented in table 4.10 below;

Table 4.20: Views on whether education should be identified as a priority in South Sudan

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether education should be identified as a priority in South Sudan	42	32	59	46	-	-	28	22	-	-

Source: Field data May, 2014

Study findings revealed that 32% of the respondents strongly agreed that the government of South Sudan should identify education as a priority, the majority (46%) agreed with the position where as the rest 22% disagreed with the matter. In the interviews and discussions, respondents explained that the government is well committed to promoting girl-child education in order to achieve the Millennium Development Goal of education. Such results show how important girl-child education is to the government. Documents reviews and observations indicated priotising education as one of the country's goals and this could be achieved by availing all the necessary

requirements like enough school building and increasing the education budget to add on its funding. The results in the table above could imply that the government is committed to female education by making it a priority and also generously participating in activities and programmes that support female education and also implementing certain policies towards the process.

4.3.6 Respondents' views on whether all parents do support their children in secondary schools

The researcher sought to find out whether all parents do support their children in secondary schools and different views were recorded as summarized in table 4.21 below;

Table 4.21: Views on whether parents should support their children in secondary schools

Response	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Whether parents should support their children in secondary schools	34	26	42	32	-	-	28	22	24	19

Source: Field data May, 2014

Mixed reactions were recorded from table 4.21 results above where majority (32%) agreed that parents should support their children in secondary schools, another 26% strongly agreed where as 22% disagreed and the rest 19% strongly agreed. They explained in the interviews that it is a requirement of all parents to provide their children with all the necessities though some are poor can not afford to provide such necessities to their children and therefore they end up failing to send their girls to school. Another average number of respondents revealed that some parents provide part of the required needs. Through observation and documentary analysis, the researcher

found out that many girls often came to school with out some necessities like books, shoes some clothings among others. Such results imply that the perceptions and attitudes of parents towards female education are beginning to change and that most of the parents are getting committed to educating their girl children though some of them fail to provide them with the necessary facilities due to unavoidable circumstances.

Conclusively, the researcher discovered that various ways of improving female education were in place as the respondents suggested as follows; 13.95% of the respondents supporting formation of GEM clubs to promote gender equality, 15.50% mentioning creation of policies like Universal Secondary Education as another solution, then sensitizing the community by partnering with NGOs was observed by 17.05% and 14.72% of the respondents mentioning provision of career guidance by parents to their children as well as 20.15% of the respondents who suggested that legal laws be passed to stop parents from marrying off their young girls instead of sending them to school while the rest (18.60%) mentioned that using massive awareness campaigns to advance girls' education as some of the solutions to female education in South Sudan.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, summary, conclusions and recommendations to the findings and areas for further study. The study examined the effect of parents' perceptions on girl-child education in Central Equatorial State in the Republic of South Sudan in view of improving girl – child education. The discussion of findings in this chapter was structured in accordance with the study objectives which were; to examine the parents' perceptions on sending their female children to school, to investigate on parents' attitudes towards female education as well as suggesting ways of improving female education in central equatorial state in the Republic of South Sudan.

5.1 Discussion of findings

5.1.1 The parents' perceptions on sending their female children to school

In an effort to examine the parents' perceptions in sending their girls to school, the researcher examined the level of parents' support towards their girls' education and findings were discussed as follows; 23.25% mentioned that the parents support their girls' education by trying to prevent early marriages amongst them and another 19.37% observed that the parents also support by providing their girl children with the necessary scholastic materials. The findings are in agreement with Jok (2013) who argued that in South Sudan, forced marriages have been reported as a major practice among the parents that put girl-child education at risk and force many girls out of school. He however stressed that parents' perception in sending their girls to school was to ensure these girls are facilitated with all the scholastic materials like books, pens, dressings and

that parents should endeavor to stop forcing their girls into early marriages so that they can stay longer in school.

Encouraging girls to do their home works on time was also suggested by some respondents (12.03%). These views were also cited in the UNICEF (2008) study on the socio-economic barriers to education in South Sudan which expressed that the parents are required to supervise their girl-children and also encourage them to do their works in time but not keeping them in domestic activities like cooking. A further 12.40% of the respondents revealed that parents had the perception that reducing the gender disparity gap between boys and girls would also enhance female education. Such results were also cited in the UNICEF (2005) which reported that an estimated 878,003 boys as compared to 502,063 girls were enrolled in primary schools. The report further noted that the parents are supposed to treat their children equally and avail them equal opportunities as far as going to school is concerned, however, girls are given less chances to go to school on the pretext that girls are supposed to do domestic chores only and end up limiting their education.

The other respondents (22.48%) talked about parents' perceptions in terms of paying children's tuition fees in time. The results are in agreement with Bismark (2008) who argued that in order for girl-child education to be successful, it is parents' perception in making sure they pay their children's tuition fees in time so that they are not sent away from school. The major perception of parents towards supporting girl-child education should be to ensure these girls are facilitated with all the necessities like books, pens, dressing and many others. However, some parents don't make an effort to send their girl children to school but instead opt to marry them off which hinders the whole process of girl-child education.

5.1.2 The Parents' attitudes towards female education

In interviews with the head teachers of the sampled schools, the parents attitudes towards female education was assessed using the factors that affect girl-child education and also the benefits of educating girls, 75% of the Head teachers mentioned lack of school fees as a major factor hindrance to girl-child education in South Sudan, inadequate personal effects was also mentioned by 50% of the head teachers, the other 50% said that girls stop going to school whenever they get pregnant and others (50%) talked about inadequate facilities like text books. Nanyonjo (2007), in her analysis of factors influencing learning achievements conducted in 200 schools with over 3000 students in S.6 in Uganda, poverty of parents, early marriage and pregnancy and domestic chores, indirect costs, poor quality of teaching, among others were found to be the major ones.

Majority 75% of the respondents (head teachers) revealed poor or negative attitudes of parents towards girl-child education. Gender segregation was mentioned by 50% as one of the parents' attitudes towards female education. According to UNICEF and the Government of South Sudan's Ministry of Education and instructions (2005), cultural factors are driven mainly by attitudes and traditions leading to early marriages and the early pregnancies are some of the leading contributors to girls dropping out of school. And that many parents still look at their girls as a source of wealth thus force them into early marriages.

In line with the attitudes of parents towards educating female children, majority of the respondents (23.25%) observed that parents had the attitude that girl-child education leads to increased chances of getting employment. The other attitude was that it empowers girls to understand their human rights was identified by 21.75% of the respondents, other interviewees 15.5% noted that the parents felt that educating girls helps to improve their production capacity and disease prevention was mentioned by 9.3%. These results were cited by various authors who

said that educating girls is associated with numerous social benefits across varieties to sectors of society like increased economic activity, enhances productivity farm and nonfarm sectors, rapid economic growth and resultant poverty alleviation, better informed about their rights, more likely to exercise them and more likely to participate in political system. For example Mohran (1999) argued that uneducated women are more likely to suffer high infant mortality rates and lower productivity. The World Bank, (1995) and Summers (1997) reported that educating girls yield a higher rate of returns than any other investment. World Bank (2002) stressed that evidence of benefits of education associated with girls is so persuasive in national productivity, population reduction and welfare of household, promotes economic growth and reduces child mortality and malnutrition. Scully (2006) adds that educating women and girls leads to an increase in overall development and well being in communities.

The researcher further found out that 12.03% of the respondents had the attitude that that girl-child education helps in general poverty eradication in the community and empowers girls to understand their human rights in a community. The results were earlier in the UNICEF report (2006) which stated that educating girls has cascading benefits, including helping to decrease poverty, prevent disease, eradicate violence and deter political instability. UNICEF is currently focusing on innovative approaches to increasing girls' enrolment. According to YMCA, (2007), even girls that are out of school can be educated to empower them to understand their human rights.

The study further revealed majority (81%) agreement that several parents still force their daughters to be married off in a bid to get wealth rather than investing in education, another 89% was registered that parents have the attitude that unwanted pregnancies lead to mass dropout of girls from schools, as well as 79% who mentioned inadequate infrastructure such as school

facilities and skilled labour as factors affecting the education of girls in the country. Such results are in agreement with and had been earlier supported by Jok (2013) who observed that Girl-Child Education is also affected by Domestic Chores in addition to these above factors.

Majority 58% stated that cultural factors and attitudes are leading to early marriages, another 57% mentioned that sexual harassment, early pregnancy, and child-to-child violence as some of the major obstacles to promotion of girls' education. According to Bismark (2008) and the Rapid Assessment of Learning Spaces, (2006), socio economic factors have largely contributed to imbalances in girls' education and have made it a highly gender-sensitive issue and that cultural factor like gender specific roles, early marriage, segregation between the sexes, and poverty as the primary barriers.

5.1.3 Ways of improving female education.

The researcher discovered that 13.95% stated that formation of GEM clubs to promote gender equality in the communities would help improve female education. Such results were cited in the World bank report (1996) that such girl-child education movements are supposed to put effort to encourage parents to send their girls to school instead of marrying them off at a very young age, however, their effort is often met with resistance from some parents who thinks girls are not supposed to be taken to school for education. Creation of policies like USE programmes as another solution towards improving female education was identified by 15.50% which was in line with Richmond (1995) who asserted that such policies are meant to encourage parents send their children to school thus eventually reduce the illiteracy rates. The other 17.05% mentioned that the other suggestion could be partnering with NGOs to sensitize the population about the benefits of girl-child education. Such position agrees with UNGEI (2000) which reported that a partnership

of various organizations launched the United Nations Girls' Education Initiative (UNGEI), aimed at narrowing the gender gap in primary and secondary education.

However, when she was 16 and in class six (grade eight), her father forced her to marry a 50-year-old man who had paid him 60 cows. Mary pleaded with her father to keep her in school. But her father was adamant. "He said it is a waste of money to educate a girl and that girls are born so that people can eat," Mary told me in (2012), when I visited South Sudan to interview girls and women about child and forced marriages. "He said marriage, not education, will bring me respect in the community. The government should be committed to ensuring that all girls in South Sudan go to school through policies like Universal Secondary Education which the President Salva Kiir has continuously emphasized time and again.

More so, the government of South Sudan (2005) has identified education as a priority in its development plans. It has taken various policy and programmatic steps since it gained autonomy from Sudan in 2005 and Independence in 2011 to increase school enrolment, including advancing the rights of girls to education. In another development, The Child Act (2008) asked on Transitional Constitution provides for the right to free and compulsory primary education. The Child Act (2008) also explicitly states that no girl can be expelled from school due to pregnancy and that young mothers must be allowed to continue their education.

Subsequently South Sudan has also introduced an Alternative Education System that offers people who have not had access Child Act s to formal education, including pregnant girls and mothers, the opportunity to go to school. In 2011, close to 70,000 girls and women went to school under this programme. Despite these efforts, providing quality education in South Sudan is an uphill task. Statistics for 2011 show that only 39 per cent of primary school students and 30 per cent of secondary students were female. The new country faces substantial development and

humanitarian challenges, and education is no exception due to the civil war which displaced most of the population and up to now, some of the people have not yet gone back to their home areas, which continuously affects girl child education.

Schulz, (1993) noted that like children everywhere, students in South Sudan spend most of their mornings studying textbooks, reciting lessons and trying to keep still. But for two days recently, 55 students and teachers came together to raise education awareness through an exuberant display of song and dance. The event was part of a strategy pioneered by the Girls' Education Movement (GEM), a grassroots initiative that promotes equality in education through child participation. Launched in Uganda in (2001), GEM now has active chapters across sub-Saharan Africa – each one using different tactics to ensure that all children have the support they need to stay in school. In South Sudan, only 1 in 100 girls are estimated to have completed a primary education. In the wake of 21 years of civil conflict here, GEM is driving efforts by UNICEF and the new Government of South Sudan to rebuild the education system.

The study further revealed that majority 66% of the respondents agreed that community support towards girl-child education in Central Equatoria, South Sudan should be done through formation of clubs to promote gender equality in education. Such findings are in line with Jane Obrien (2006) who suggested that the effort GEM clubs is generally positive and contributes largely to the success of girl-child education though such clubs still face some resistance from certain ignorant parents and that these movements are supposed to put effort to encourage parents to send their girls to school instead of marrying them off at a very young age. Furthermore, the researcher observed that 88% of the respondents agreed that education should be seen as a right for all children in South Sudan. These findings were earlier cited by the World Bank (1992) that

education should be a right for all children and recognized as having instrumental value essential for sustainable economic growth and produce positive externalities on other social indicators.

Majority agreement of 75% of the respondents was found out that education should be taken as very crucial for quality monitoring and accountability. According to Osolysky (2006), to meet their responsibilities, all parents need support from individuals, family, friends, institutions and caring communities to strengthen parents' capability to draw upon available resources for their own and their children's well being. The study discovered 78% agreement of the respondents that education should be identified as a priority in South Sudan. These results are by the government of South Sudan (2005) which identified education as a priority in its development plans through taking various policy and programmatic steps since it gained autonomy from Sudan in2005.

Study findings further revealed majority (93%) agreement by the respondents that educating girls should be associated with increased economic activity, enhances productivity farm and nonfarm sectors, rapid economic growth and resultant poverty alleviation. Such results were earlier identified by Mohran (1999) that educating girls offers a multitude of benefits across varieties of sectors of society for girls themselves, their current and future families and also the community at large since they become better informed about their rights and are more likely to exercise them and more likely to participate in political system.

The researcher discovered that majority of the respondents (82%) agreed that Girls' education should be seen as key to female empowerment and must be a priority, another 82% agreed that education is more than schooling and its content must impart both academic knowledge and practical skills. These findings were supported by YMCA (2007) and UNDP (2006) where they stated that even girls that are out of school can be educated to empower them to understand their human rights stresses that it is necessarily to think of girls as the subject of rights and not only as

an object of protection. Another majority (88%) of the respondents was also revealed that one way through which girls' empowerment can be achieved is access to equality of education. According to the UNDP report (2006), training and making teachers and work staff aware about structural discrimination and practices in schools will help to empower the girl child.

"Primary education is universally accepted as a basic human right for all children as well as crucial factor facilitating sustainable development education for all (EFA) is important to overcome poverty, diseases, ignorance and ill health (World Bank, 2005). For the millions of women around the globe, lack of education is still a handicap for which they pay a heavy price. Riley and Gardner (1993) take serious concern of gender issue in general with respect to power relations and levels of population. Gender is widely used to refer to socially constructed differences and distinctions associated with men and women. Parents are supposed to encourage their daughters to stay in school by making them know that education helps them to develop themselves and thus sustain their lives but some are not doing that thus the girls don't usually see sense in staying in school since they know they their husbands are supposed to work for them in future.

5.2 Conclusions

Basing on the findings and discussions as revealed in chapter four, several conclusions can be drawn from the study. The study was able to link the findings to the literature review and methodologies. It conceptualized the parents' perceptions in sending their girls to school, investigate on parents' attitudes towards female education, suggest ways of improving female education as well as suggest recommendations on how the education of females in central equatorial state in the Republic of South Sudan can be improved. There were differences in enrolment of boys and girls in the different sampled schools due to factors that influence the

enrolment of girls in schools and strategies for increasing the enrolment of girls in education and training. It identified sustainable measures that would reflect the concepts within gender and enrolment in educational institutions in South Sudan and formulated a workable data plan for the recommendations to the findings of the research.

It can also be concluded that enrolment basically favours the boys since more boys were discovered to be enrolled in the visited secondary schools. Reasons to support these are cultural, religious and traditional beliefs which do value the boy child more than the girl. Poverty among most families was a reason to the irrational decisions made to send up boys instead of girls to school. This was done considering the fact that girls marry off to other families thus are not enrolled in schools. The number of boys enrolled was higher than the girls all through the schools sampled and in all years.

Arising from the findings of the study, it can be concluded that parents had significant perceptions in sending their girls to school though they were supposed to reduce the gender gap between boys and girl-children, the parents were involved in preventing early pregnancies among school going girl-children, they were paying school fees for the girls and they were availing all the necessary basic facilities as well as trying to prioritise girl-child education among others. All these perceptions were seen not to favour girl-child education in South Sudan.

Conclusions derived from the second objective which was to suggest ways of improving or enhancing female education were that girl-child education can be improved through formation of GEM clubs to promote gender equality, viewing education as a right for all, creating partnerships with NGOs, ensuring a more attractive school environment and introducing alternative education

systems as well as promoting workshops and seminars where parents and teachers can be sensitized about the importance of girl-child education.

From the third objective, the study concluded that parents had the attitude that educating girls comes with various numerous benefits to both parents and the community at large which included; increased economic activity, enhancing productivity of farm and nonfarm sectors, rapid economic growth and resultant poverty alleviation as well as ensuring better informed girl-children about their rights.

5.3 Recommendations

To fulfill the intended objectives of the research study, the listed recommendations could be used to fill the gaps identified in the study as discussed below;

The researcher recommends that government reviews the selection criteria in order to favor girls either by reducing their minimum entry points or adding some points on their scores since majority of the girls fail to raise the minimum required entry points to secondary schools. This will encourage more enrolment of girls into courses considered to be male oriented.

The researcher recommends that massive sensitization needs to be carried out by the government and concerned Ministries such as Ministry of General Education and Instruction, Ministry Labour and Public Service in conjunction with various NGOs so as to educate the parents about the benefits of providing equal opportunities to both sexes in education. This will slowly but steadily lead to increased enrolment of girls in secondary education.

The researcher recommends that school administration should adopt policies like awarding bursaries and scholarships to girls who excel in co-curricular activities such that others are encouraged to perform better.

The researcher further recommends that career guidance and counseling be provided to both parents and girls who fall victims of early marriages, early pregnancies so as to assure them that they can still go back to school after delivering their kids.

The study recommends that parents should be encouraged to treat their children equally by attaching to girls the same value given to boys and realize that both boys and girls have the same right to education.

5.4 Areas for further Research

The study was specifically set to examine parents' perception on female secondary education in Central Equatoria State of the Republic of South Sudan. From the research findings, it was revealed that the difference in enrolment of boys and girls to schools was statistical significantly different throughout the sampled schools due to a number of reasons rather than qualifications and minimum requirements for the entry as traditionally known. Much attention seems to be on the already flourishing educational and training institutions, the researcher therefore recommends that further research be carried out on:

i) The Impact of government policy on the parent's perceptions of educating their girls

ii) Impact of culture on the parents, perception on female secondary students education.

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APPENDIX I: INTERVIEW GUIDE FOR HEAD TEACHER ON THE PARENTS, PERCEPTION ON FEMALE SECONDARY STUDENTS EDUCATION

Dear respondent,

I am James Timon Mulukwat a student of Kyambogo University conducting research on the parents, perception on female secondary students education in Central Equatoria in the republic of south Sudan from 2012 to date as part of the requirement for the award of the master degree of education in policy, planning and management of Kyambogo University. I would like to find from you the low literacy rate of the girl child education and what you think can be done to improve the literacy rate of girl child education. The purpose of this research is an academic goal and all the responses will be treated confidential and this explains why your name is not required in this form.

Q.1. How long have you been teaching in this school?

Q2. What do you understand by girl-child education?

Q.3. What do you think are the factors that affect the girl-child education?

Q4. How do you help the girl-child in the school?

Q.5. To what extend does your community support the education of the Girl-child in central equatorial state?

Q.6. Suggest in your own opinion, what should the below stakeholders do to improve on the girl-child education?

a) Parents b) Teachers c) Ministry of education and instructions/government

APPENDIX II: INTERVIEW GUIDE FOR TEACHERS ON THE PARENTS, PERCEPTION ON FEMALE SECONDARY STUDENTS EDUCATION

Dear respondent,

I am James Timon Mulukwat a student of Kyambogo University conducting research on the parents, perception on female secondary students education in Central Equatoria in the republic of south Sudan from 2012 to date as part of the requirement for the award of the master degree of education in policy, planning and management of Kyambogo University. I would like to find from you the low literacy rate of the girl child education and what you think can be done to improve the literacy rate of girl child education.

The purpose of this research is an academic goal and all the responses will be treated confidential and this explains why your name is not required in this form

Q.1.How long have you been teaching in this school

Q2.What do you understand by girl-child education?

Q.3. What do you think are the factors that affect the girl-child education?

Q4. .How do you help the girl-child in the school?

Q.5.To what extend does your community support the education of the Girl-child in central equatorial state?

Q.7. Suggest in your own opinion, what should the below stakeholders do to improve on the girl-child education? a) Parents b) Teachers c) Ministry of education and instructions/government

APPENDIX III: INTERVIEW GUIDE FOR STUDENTS ON THE PARENTS, PERCEPTION ON FEMALE SECONDARY STUDENTS EDUCATION

Dear respondent;

I am James Timon Mulukwat a student of Kyambogo University conducting research on the parents, perception on female secondary students education in Central Equatoria in the republic of south Sudan from 2012 to date as part of the requirement for the award of the master degree of education in policy, planning and management of Kyambogo University. I would like to find from you the low literacy rate of the girl child education and what you think can be done to improve the literacy rate of girl child education

The purpose of this research is an academic goal and all the responses will be treated confidential and this explains why your name is not required in this form

Q.1. What do you understand by the phrase girl-child education?

Q.3.What do you think are the factors that affect the girl-child education?

Q4. How do you help the girl-child in the school?

Q.5. To what extend does your community support the education of the Girl-child in central equatorial state?

Q.6. What is the benefit of educating girl child?

Q.7. Suggest in your own opinion, what should the below stakeholders do to improve on the girl-child education?

a) Parents b) Teachers c) Ministry of education and instructions/government

APPENDIX IV: INTERVIEW GUIDE FOR MINISTRY OF EDUCATION STAFF ON THE PARENTS, PERCEPTION ON FEMALE SECONDARY STUDENTS EDUCATION

Dear respondent,

I am James Timon Mulukwat a student of Kyambogo University conducting research on the parents, perception on female secondary students' education in Central Equatoria in the republic of south Sudan from 2012 to date as part of the requirement for the award of the master degree of education in policy, planning and management of Kyambogo University. I would like to find from you the low literacy rate of the girl child education and what you think can be done to improve the literacy rate of girl child education.

The purpose of this research is an academic goal and all the responses will be treated confidential and this explains why your name is not required in this form

Q.1 What do you understand by girl-child education?

Q.2 What do you think are the factors that affect the girl-child education?

Q. 3. How do you help the girl-child in the school?

Q.4. To what extent does your community support the education of the Girl-child in central equatorial state?

Q.5. What is the benefit of educating girl child?

Q.6. Suggest in your own opinion, what should the below stakeholders do to improve on the girl-child education?

a) Parents b) Teachers c) Ministry of education and instructions/government

APPENDIX V: INTERVIEW GUIDE FOR PARENTS ON THE PARENTS, PERCEPTION ON FEMALE SECONDARY STUDENTS EDUCATION

Dear respondent,

I am James Timon Mulukwat a student of Kyambogo University conducting research on the parents, perception on female secondary students education in Central Equatoria in the republic of south Sudan from 2012 to date as part of the requirement for the award of the master degree of education in policy, planning and management of Kyambogo University. I would like to find from you the low literacy rate of the girl child education and what you think can be done to improve the literacy rate of girl child education.

The purpose of this research is an academic goal and all the responses will be treated confidential and this explains why your name is not required in this form

Q.1. What do you understand by girl-child education?

Q.2. What do you think are the factors that affect the girl-child education?

Q.3. How do you help the girl-child in the school?

Q.4.To what extend does your community support the education of the Girl-child in central equatorial state?

Q.5. What is the benefit of educating girl child?

Q.6.Suggest in your own opinion, what should the below stakeholders do to improve on the girl-child education? a) Parents b) Teachers c) Ministry of education and instructions/government

APPENDIX VI: RESEARCH QUESTIONNAIRE FOR THE HEAD TEACHERS ON THE PARENTS, PERCEPTION ON FEMALE SECONDARY STUDENTS EDUCATION

Dear respondent,

I am James Timon Mulukwat a student of Kyambogo University conducting research on the parents, perception on female secondary students education in Central Equatoria in the republic of south Sudan from 2012 to date as part of the requirement for the award of the masters degree of education in policy, planning and management of Kyambogo University. I would like to find from you the low literacy rate of the girl child education and what you think can be done to improve the girl- child education.

The purpose of this research is an academic goal and all the responses will be treated confidential and this explains why your name is not required in this form.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Age of respondents

a) 25 – 34 years ☐ b) 35 – 44 years ☐ c) 45 and above ☐

2. Gender

a) Male ☐ b) Female ☐

3. Education level

a) Certificate (Grade III) ☐ b) Diploma Grade V ☐ c) Degree ☐

4. Marital Status

a) Single ☐ b) Married ☐ c) Divorced ☐

5. Years of service

a) 5 – 9 ☐ b) 10 – 14 ☐ c) 15 and above ☐

6. Your designation

a) Teacher ☐ b) Deputy Head teacher ☐ c) Head teacher ☐

d) SMC ☐ e) DEO ☐

Q.1. What is the enrolment of girls and boys in your school from 2012 to date?

2012		**2013**		**2014**	
Male	**Female**	**Male**	**Female**	**Male**	**Female**

Q.2. As a Head teacher, what do you think are the factors that affect the girl –child education in your school (secondary school)?

Q.3. In which way do the parents / guardians support the girls-child Education?

Q.4. What are the benefits of Educating girl-child to the community?

Q.5. what do you think could be the solution to overcome this low literacy rate among girl-child educations?

Q.6. In your own suggestion, what should the below do to overcome this problem?

a) Parents:

---

b) Teachers:

---

c) Students

---

d) Ministry of education and instructions

APPENDIX VII: RESEARCH QUESTIONNAIRE FOR TEACHERS ON THE PARENTS, PERCEPTION ON FEMALE SECONDARY STUDENTS EDUCATION

Dear respondent,

I am James Timon Mulukwat a student of Kyambogo University conducting research on the parents, perception on female secondary students education in Central Equatoria in the republic of south Sudan from 2012 to date as part of the requirement for the award of the masters degree of education in policy, planning and management of Kyambogo University. I would like to find from you the low literacy rate of the girl child education and what you think can be done to improve the literacy rate of girl child education

The purpose of this research is an academic goal and all the responses will be treated confidential and this explains why your name is not required in this form.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Age of respondents

a) 25 – 34 years ☐ b) 35 – 44 years ☐ c) 45 and above ☐

2. Gender

a) Male ☐ b) Female ☐

3. Education level

a) Certificate (Grade III) ☐ b) Diploma Grade V ☐ c) Degree ☐

4. Marital Status

a) Single ☐ b) Married ☐ c) Divorced ☐

5. Years of service

a) 5 – 9 ☐ b) 10 – 14 ☐ c) 15 and above ☐

6. Your designation

a) Teacher ☐ b) Deputy Head teacher ☐ c) Head teacher ☐

d) SMC ☐ e) DEO ☐

Q.1. In which way do the parents / guardians support the girls-child Education in the secondary schools in Central Equatoria State in the Republic of south Sudan?

Q.2. What are the factors that affect the girl –child education in your school?

Q.3 What are the benefits of educating girl-child to the community?

Q.4, What do you think could be the solution to overcome this low literacy rate among girl-child education?

Q.5.In your own suggestion, what should the below do to overcome this problem?

a) Parents

---

b) Teachers

---

c) Students

---

d) Ministry of education and instructions

APPENDIX VIII: RESEARCH QUESTIONNAIRE FOR THE MINISTRY OF EDUCATION STAFF ON THE PARENTS, PERCEPTION ON FEMALE SECONDARY STUDENTS EDUCATION

Dear respondent,

I am James Timon Mulukwat a student of Kyambogo University conducting research on the parents, perception on female secondary students education in Central Equatoria in the republic of south Sudan from 2012 to date as part of the requirement for the award of the master degree of education in policy, planning and management of Kyambogo University. I would like to find from you the low literacy rate of the girl child education and what you think can be done to improve the literacy rate of girl child education

The purpose of this research is an academic goal and all the responses will be treated confidential and this explains why your name is not required in this form.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Age of respondents

a) 25 – 34 years ☐ b) 35 – 44 years ☐ c) 45 and above ☐

2. Gender

a) Male ☐ b) Female ☐

3. Education level

a) Certificate (Grade III) ☐ b) Diploma Grade V ☐ c) Degree ☐

4. Marital Status

a) Single ☐ b) Married ☐ c) Divorced ☐

5. Years of service

a) 5 – 9 ☐ b) 10 – 14 ☐ c) 15 and above ☐

6. Your designation

a) Teacher ☐ b) Deputy Head teacher ☐ c) Head teacher ☐

d) SMC ☐ e) DEO ☐

Q.1. What are the factors that affect the girl –child education in Central Equatoria state schools?

.....

.....

Q.3. In which way do the parents / guardians support the girls-child Education in the secondary schools in Central Equatoria State in the Republic of south Sudan?

Q.4. What are the benefits of Educating girl-child to the community?

Q.5.Outline, what do you think could be the solution to overcome this low literacy rate among girl-child educations?

Q.6. In your own suggestion, what should the below do to overcome this problem?

a) Parents.

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b) Teachers

---

c) Students

---

d) Ministry of education and instructions.

APPENDIX IX: RESEARCH QUESTIONNAIRE FOR STUDENTS ON THE PARENTS, PERCEPTION ON FEMALE SECONDARY STUDENTS EDUCATION

Dear respondent,

I am James Timon Mulukwat a student of Kyambogo University conducting research on the parents, perception on female secondary students education in Central Equatoria in the republic of south Sudan from 2012 to date as part of the requirement for the award of the master degree of education in policy, planning and management of Kyambogo University. I would like to find from you the low literacy rate of the girl child education and what you think can be done to improve the literacy rate of girl child education

The purpose of this research is an academic goal and all the responses will be treated confidential and this explains why your name is not required in this form.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Age of respondents

a) 25 – 34 years ☐ b) 35 – 44 years ☐ c) 45 and above ☐

2. Gender

a) Male ☐ b) Female ☐

3. Education level

a) Certificate (Grade III) ☐ b) Diploma Grade V ☐ c) Degree ☐

4. Marital Status

a) Single ☐ b) Married ☐ c) Divorced ☐

5. Years of service

a) 5 – 9 ☐ b) 10 – 14 ☐ c) 15 and above ☐

6. Your designation

a) Teacher ☐ b) Deputy Head teacher ☐ c) Head teacher ☐

d) Students ☐ e) DEO ☐

Q.1. As a student, in which way do parents / guardians support your Education?

_____

_____

Q.2. What are the factors that affect your education in the secondary school?

_____

_____

Q.3 What are the benefits of educating girl-child to the community

_____

Q.4 .Outline what do you think could be the solution to overcome this low literacy rate among girl-child educations

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Q.5.In your own suggestion, what should the below do to you as a student to overcome this problem?

a) Parents

---

b) Teachers

---

d) Ministry of education and instructions/government

APPENDIX X: RESEARCH QUESTIONNAIRE FOR PARENTS ON THE PARENTS, PERCEPTION ON FEMALE SECONDARY STUDENTS EDUCATION

Dear respondent,

I am James Timon Mulukwat a student of Kyambogo University conducting research on the parents, perception on female secondary students education in Central Equatoria in the republic of south Sudan from 2012 to date as part of the requirement for the award of the master degree of education in policy, planning and management of Kyambogo University. I would like to find from you the low literacy rate of the girl child education and what you think can be done to improve the literacy rate of girl child education

The purpose of this research is an academic goal and all the responses will be treated confidential and this explains why your name is not required in this form.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. Age of respondents

a) 25 – 34 years ☐ b) 35 – 44 years ☐ c) 45 and above ☐

2. Gender

a) Male ☐ b) Female ☐

3. Education level

a) Certificate (Grade III) ☐ b) Diploma Grade V ☐ c) Degree ☐

4. Marital Status

a) Single ☐ b) Married ☐ c) Divorced ☐

5. Years of service

a) 5 – 9 ☐ b) 10 – 14 ☐ c) 15 and above ☐

6. Your designation

a) Teacher ☐ b) Deputy Head teacher ☐ c) Head teacher ☐

d) Parents ☐ e) DEO ☐

Q.1. As a parent in which way do you help the girl-child Education?

Q.2. What are the factors that affect your education in the secondary school?

Q.3 What are the benefits of Educating girl-child to the community

---

Q.4 .Outline, what do you think could be the solution to overcome this low literacy rate among girl-child educations.

Q.5.In your own suggestion, what should the below do to you as a student to overcome this problem?

a) Parents.

---

b) Teachers

---

d) Ministry of education and instructions/government

SECTION B: In this section a 5 point Likert scale has been used of strongly Agree Agree, Neutral, and Disagree and strongly disagree. Therefore tick that you feel is right.

The level of the community support for education of the girl-child in Central Equatoria State

Q.1. The community has supported the girl-child education process through formation of Girls education movement (GEM) club which promote gender equity in education through social mobilization Public information and advocacy activities led by school children.

A) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

Q.2. Education is right for all children in South Sudan including girl-child.

A) Strongly agree (b Agree (c) Neutral (d) Disagree (e) Strongly Disagree

Q.3. Community support for girl-child education is very crucial for quality, monitoring, and accountability.

A) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

Q.4 .Keeping girls in school will grow South Sudan

A) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

Q.5. The government of South Sudan has identified Education as a priority in its development plans (2005).

A) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

Q,6. All parents do support their children in secondary schools

A) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

How the parents perceive the benefits of educating the girl-child in Central Equatoria

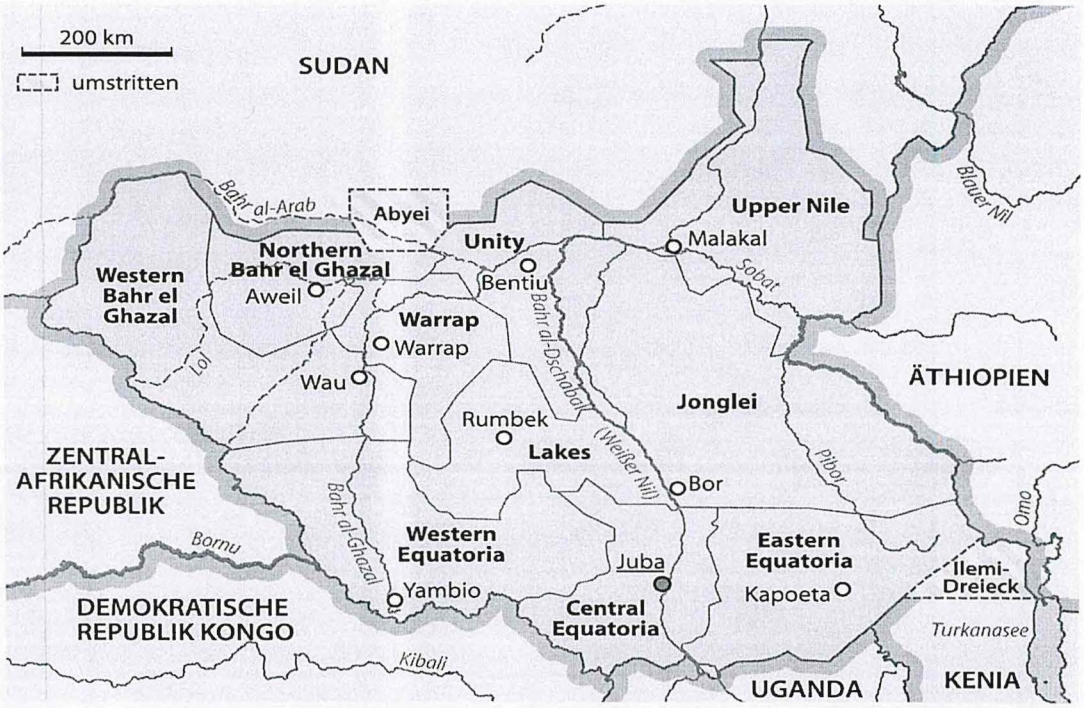
Q.7 .Educating girls is associated with increased economic activity ,enhances productivity farm, non farm sector, rapid economic growth, poverty alleviation ,decrease poverty, prevent disease ,eradicate violence and deter political instability

(A) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

Q.8. Girls education is key to empowerment and must be a priority.

(A) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

APPENDIX XI: MAP OF SOUTH SUDAN SHOWING THE CENTRAL EQUATORIA STATE



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Department of Educational Planning Management

Date: 15th September 2014

TO WHOM IT MAY CONCERN

This is to certify that **JAMES Timon Mulukwat, Reg. No. 12/X/085/GMED/PE,** is a student in our department pursuing a Master's Degree in Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Parents' Perception Towards the success of Girl-Child Education in Secondary Education in Central Equatoria State in the Republic of South Sudan

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Yours faithfully

Kyambogo University
FACULTY OF EDUCATION
15 SEP 2014
HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT

Komba

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT