



**Sudan University of Science and Technology**  
**College of Graduate Studies**



**Effects of Socio –Economic Factors on Basic School  
Pupils Dropout Out Dar Alsalam East Omdrman  
(2014 – 2016)**

تأثير العوامل الاجتماعية الاقتصادية على تسرب تلاميذ مرحلة الاساس  
في دار السلام شرق امدرمان (2014---2016م)

**Prepared by:**

Nadia Soliman Mohamed Abdalla,

Bachelor: -Rural Extension, Education and Development

Master of Science in Sustainable Rural Development

**Main Supervised by:**

Mariam Mohamed Elhedai

**Co-Supervisor:**

Dr. Fatma Mohammed EzzEldin

*October - 2019*

*Dedication*

*To my mother, my father, my husband,  
and my family  
with the greatest love and respect*

*Nadia*

## ***Acknowledgement***

*I would like to express my deep gratitude to my  
supervisor*

***Pro. Mariam Mohamed Elhedai***

*for her tremendous help, without it, this work could not  
be completed.*

*My sincere gratitude also extends to*

***Dr. Mohamed Ibrahim Mohamed, Dr. Fatma  
Mohamed Azzadin, and Dr. Shadia Abdel Rahim***  
*for their valuable help.*

*A special gratitude goes to*

*Dar Alsalam East Local Committees, Libraries' Staff of  
Sudan, Ahfad, Ahlia universities, for their valuable  
assistance & generous hospitality during the survey  
works.*

*Finally, I would like to express my appreciations &  
indebtedness to my family for their patience &  
particularly to my husband who was continuously  
supporting me to finish successfully this work, also my  
appreciation is due to Mr. YonaBody  
for putting this work in*

## Abstract

The main objective of this study was to investigate the effects of socio-economic factors on primary school boys dropout . . Dar Alslam East locality. Which was located in west Omdurman..Its composed of ten block in each block there were two primary schools one for boys and one for girls .

A multi-stage proportional random sampling method was used to select a purposive sample from three categories of population .The first categories included the droppers (103)& the second category included the droppers' heads households (103). The third category composed of 100 teachers. A full-coverage survey was applied for this category from ten governmental basic schools. (Table 3-1)

. The primary data for this study was collected through direct individual interviews by the researcher to fill three specific questionnaires designed by the researcher. Address to the three groups. The secondary data was collected from relevant references ,previous studies and reports as well as close participant observation .

The conceptual model employed in the study includes a dependent variable are boys drop out from school, & six independent variables: economic causes social causes, educational services, health status, personal causes& family relations.

Different statistical procedures were used to analyze data in this study using the statistical package for social science,, spss, to analyze the collected data . .

From the finding It can be concluded,that :-

Dropping percentage 36% in year ( 2014 )-was in7-8class27%

-The most cause of the dropping was the absents one of the parent 66% reported by the dropper.

-Aloso most of the cause reportsd by the teachers 88%was the high school fees.

Chi-squar test reveal that there was significal partial negative relationship and socia –economic

-There was positive relationship between dropout and education services –school environment .

Finally, propose several recomodation focus on:-

-Improve teachers’ remuneration.

-Establish the income generating activities centers for the household to increase their income.

-Promote community involvement and participation in school activities --

Reducing school fees and support student withteaching materials and textbooks.

- Enforce the laws to stop childlabour.

## ملخص

الهدف الرئيسي من الدراسة هو التحقق من اثر العوامل الاقتصادية والاجتماعية على تسرب اولاد مرحلة الأساس بمحلية دار السلام شرق التي تقع غرب ام درمان بها عشره معسكرات فى كل معسكر مدرستن اساس واحده للاولاد والثاننه للبنات.

تم اختيار عينة عشوائيه طبقه تتكون من ثلاث فئات لأجل هذا الغرض:-  
تشتمل الفئة الأولى على (103) من الطلاب الذين غادروا مقاعد الدراسة.  
والفئة الثانية تشتمل على (103) من ارباب أسر الطلاب الذين تركوا الدراسة.  
وتتكون الفئة الثالثة من (100) مدرس، وتم استخدام بحث مسحي كامل لتغطية هذه الفئة من 10 مدارس أساس حكومية.  
(الجدول 3-1).

اعتمدت الدراسة على المعلومات الأولية التي جمعت عن طريق المقابلات الفرديه و استخدام ثلاثة استمارات محددة متخصصة صممها الباحث وقدمت الى الثلاث مجموعات .

اما المعلومات الثانويه اخذت من مرحلة ادارة تعليم الاساس بالمنطقه – المدرسة و الملاحظات اثناء مقابلات الاباء بالمنازل والبحوث والمجلات ذات صلة.  
يشمل النموذج النظرى في هذه الدراسة متغيرثابت/المتسربين من المدارس، والمتغيرات التابعه هي:-

عوامل اقتصادية، وعوامل اجتماعية، وخدمات تعليمية، والوضع الصحي، وعوامل سشخصية، والعلاقات الأسرية.  
لقد استخدمت هذه المتغيرات لقياس مدى تأثير ذلك الاوضاع على تسرب الاولاد من المدارس .

تم استخدام الحزم الاحصائية للعلوم الاجتماعيه لغرض وتفسير الفروض والتوزيع التكرارى واختبار مربع كاي والارتباط ثم الانحدار المتعدد.  
وقد توصلت الدارسه للنتائج التاليه:-  
-اكبر نسبه للتسرب فى سنة (2014) بنسبة 37%.

- اهم اسباب التسرب غياب احد الوالدين بنسبة 66% ذكره المتسربين .
- ومن اهم اسباب التسرب من راي المعلمين الرسوم المدرسيه 88%
- بالنسبه لاسباب التسرب اوضحت اختبار كاي الاتى:-
- عدم وجود فرق معنوى جزئى بالنسبه للعلاقات الاسريه والروابط الاجتماعيه .

-وهذا يفسر ازدياد التسرب بزيادة العمر وارتباطهم بالعمل للاسباب الاقتصادية للاسره وهذا ما ذكره الاباء .

واخيرا قد اقترحت الدارسه على عدة توصيات التي توضح اثر العوامل الاجتماعيه الاقتصادية على نسبة تسرب الاولاد وارتباطهم بالعمل لمساعدة اسرهم اهمها:-

- تحسين ظروف عمل المدرسين.
- تأسيس مراكز النشاط المدره للدخل الاسري لتزويد من دخلها.
- تطوير تفاعل المجتمع ومشاركته للنشاطات المدرسية.
- خفض الرسوم المدرسية ومساندة الطلاب بمواد التدريس والكتب.
- سريان القوانين لمنع عمالة الأطفال.

## *Table of Contents*

<b><i>Contents</i></b>	<b><i>Page No.</i></b>
<i>Dedication</i>	<i>I</i>
<i>Acknowledgement</i>	<i>II</i>
<i>Abstract</i>	<i>III</i>
<i>المستخلص</i>	<i>V</i>
<i>Table of Contents</i>	<i>VII</i>
<i>List of Tables</i>	<i>X</i>
<i>List of Figures</i>	<i>XIV</i>
<i>List of Abbreviations</i>	<i>XV</i>
<b><i>Chapter One</i></b>	
<b><i>Introduction</i></b>	
<i>1.Introduction</i>	<i>1</i>
<i>1.2 Research Problem</i>	<i>2</i>
<i>1.3 Objectives of the study</i>	<i>3</i>
<i>1.4 Research Hypotheses</i>	<i>3</i>
<i>1.5 Research Model</i>	<i>4</i>
<i>1.6 Importance of the research</i>	<i>6</i>
<i>1.7 Definitions of the research</i>	<i>6</i>
<i>1.8 Organization of the study</i>	<i>7</i>
<b><i>Chapter Two</i></b>	
<b><i>Literature Review</i></b>	
<i>2.1 Concepts &amp; Definitions</i>	<i>9</i>
<i>2.2 Education in Emergencies</i>	<i>11</i>
<i>2.3 Rights of Child Education</i>	<i>13</i>
<i>2.4 Organizational Structure of the Educational System in Sudan</i>	<i>14</i>



<i>2.5 Factors Influencing Dropout &amp; Retention in IDP's Camps</i>	<i>15</i>
<i>2.6 School Dropout &amp; Poverty</i>	<i>16</i>
<i>2.7 Education of Households Members</i>	<i>18</i>
<i>2.8 School Fees &amp; Indirect Costs of schooling</i>	<i>19</i>
<i>2.9 Out – of- school Children in Sudan</i>	<i>20</i>
<i>2.10 Decision Making Around Dropping out</i>	<i>21</i>
<i>2.11 Teaching &amp; Learning</i>	<i>22</i>
<i>2.12 Teacher/Student Relationship</i>	<i>23</i>
<i>2.13 Social Contexts</i>	<i>23</i>
<i>2.14 Education Interventions to prevent Dropping out &amp; Encourage Dropping in</i>	<i>24</i>
<i>2.15 Bottlenecks &amp; Policies on Supply</i>	<i>26</i>
<i>2.16 Lifelong Learning</i>	<i>30</i>
<i>2.17 Child labour that is proscribed Under International Law</i>	<i>31</i>
<i>2.18 Child Labour &amp; Poverty</i>	<i>31</i>
<i>2.19 Child Labour &amp; human Rights</i>	<i>31</i>
<i>2.20 Child Labour in Africa</i>	<i>32</i>
<i>2.21 Livelihoods &amp; Food Security after Conflict</i>	<i>35</i>
<i>2.22 International Previous Studies</i>	<i>37</i>
<b><i>Chapter Three</i></b>	
<b><i>Methodology</i></b>	
<i>3.1 Study Area</i>	<i>41</i>
<i>3.2 Ethical clearance consideration</i>	<i>41</i>
<i>3.3 Research Methodology</i>	<i>41</i>
<i>3.4 Sample selection</i>	<i>42</i>
<i>3.5 Sample selection</i>	<i>43</i>

<i>3.6 Data Collection</i>	<i>44</i>
<i>3.7 Research Model</i>	<i>45</i>
<i>3.8 Full Survey</i>	<i>45</i>
<i>3.9 Research limitations</i>	<i>46</i>
<b><i>Chapter Four</i></b> <b><i>Data Analysis &amp; Results</i></b>	
<i>4.1 Section One: Droppers</i>	<i>48</i>
<i>4.2 The Heads household Data</i>	<i>64</i>
<i>4.3 The Teachers' data</i>	<i>75</i>
<i>4.4 Test of Research Hypotheses</i>	<i>80</i>
<b><i>Chapter Six</i></b> <b><i>Conclusions &amp; Recommendations</i></b>	
<i>5.1 Conclusions</i>	<i>99</i>
<i>5.2 Recommendations</i>	<i>102</i>
<b><i>References</i></b>	
<b><i>Appendices</i></b>	

### *List of Tables*

<i>Table</i>	<i>Page No.</i>
3.1: Number of students who dropped out from at Dar Al salaam east schools during the period 2014-2016.	42
3.2: The calculation of the stratified random sample size (proportional).	43
3.3: Total numbers of distributed, received & entered questionnaires	45
4.1: The distribution of the droppers according to age.	48
4.2: The classes when boys left schools	48
4.3: About who had paid the school fees.	49
4.4: The distribution of boys according to whether they work or not after school	50
4.5: The distribution of boys according to type of work after school.	50
4.6: The cause of immigration	51
4.7: The monthly income of the family	52
4.8: Family economic status	53
4.9: The sentences relative importance for the social theme	55
4.10: the sentences relative importance for the educational services theme	57
4.11: The sentences relative importance for the health services theme	59
4.12: The sentences relative importance for the personal causes theme	60
4.13: The sentences relative importance for the family relations theme	62
4.14: The relative importance of the causes for dropout	63

4.15: The distribution of the household according to locality.	64
4.16: The pupil relation to the head of household	64
4.17: The distribution of the house hold according to social status.	65
4.18: The distribution of the household head according to age	65
4.19: The distribution of the house hold head according to level of education	66
4.20: The sentences relative importance for the economic theme	67
4.21: The sentences relative importance for the social theme	69
4.22: The sentences relative importance for the educational services theme	70
4.23: The sentences relative importance for the health services theme	71
4.24: The sentences relative importance for the personal causes theme	72
4.25: The sentences relative importance for the family relations theme	73
4.26: The distribution of sample according to gender	75
4.27: The distribution of sample units according to place of residence	75
4.28: The distribution years of residency in Dar Alsalam	76
4.29: The distribution of sample according to experience years	76
4.30: The distribution of sample according to training courses	76
4.31: The frequencies & percentages of alternatives of	78

teachers' variables.	
4.32: explains the correlation between variables of the study model.	80
4.33: Cross- tabulation of the economic causes & drop- out variables for the droppers.	81
4.34: $\chi^2$ test	81
4.35: Cross- tabulation of the social causes & drop- out variables for the droppers.	81
4.36: $\chi^2$ test	82
4.37: Cross- tabulation of the educational services& drop- out variables for the droppers.	82
4.38: $\chi^2$ test	82
4.39: Cross- tabulation of the health services& drop- out variables for the droppers.	82
4.40: $\chi^2$ test	83
4.41: Cross- tabulation of the personal causes& drop- out variables for the droppers.	83
4.42: $\chi^2$ test	83
4.43: Cross- tabulation of the family relations& drop- out variables for the droppers.	84
4.44: $\chi^2$ test	84
4.45: The summary of the regression model	84
4.46: the ANOVA table for the regression model	84
4.47: The coefficients for the regression model	85
4.48: The statistical significance for differences in variables according to age	86
4.49: The statistical significance for differences in variables according to education	87

4.50: explains the correlation between variables	88
4.51: Cross- tabulation of the economic causes & drop- out variables for the households heads.	89
4.52: $\chi^2$ test	89
4.53: Cross- tabulation of the social causes & drop- out variables for the droppers.	89
4.54: $\chi^2$ test	90
4.55: Cross- tabulation of the educational services& drop- out variables for the droppers.	90
4.56: $\chi^2$ test	90
4.57: Cross- tabulation of the health services& drop- out variables for the droppers.	90
4.58: $\chi^2$ test	91
4.59: Cross- tabulation of the personal causes& drop- out variables for the droppers.	91
4.60: $\chi^2$ test	91
4.61: Cross- tabulation of the family relations& drop- out variables for the droppers.	92
4.62: $\chi^2$ test	92
4.63: The summary of the regression model	92
4.64: <i>Analysis of variance</i>	93
4.65: The coefficients of the regression model	93
4.66: The statistical significance for differences in variables according to gender	94
4.67: The statistical significance for differences in variables according to age	95
4.68: The statistical significance for differences in variables according to education	96

### *List of Figures*

<i>Figure</i>	<i>Page No.</i>
<i>1.1</i> The research model	5

## List of Abbreviations

Abbreviation	Meaning
MDGs	Millennium Development Goals
IDPs	Internal Displaced Persons
HDR	Human Development Report
IOM	International Organization for Migration
ACORD	Association for Cooperative Operations Research and Development
UNICEF	United Nations International Children's Emergency Fund.
UNESCO	United Nations Educational, Scientific and Cultural Organization
UIS	UNESCO Institute for Statistics
MENA	Middle East and North Africa
EFA	Education For All
UNHCR	United Nations High Commissioner for Refugees
MoE	Ministry of Education
INEE	Inter- Agency Network for Education in Emergencies
UN	United Nation
NGOs	Non-Governmental Organizations
SHHS	Sudan Household Health Survey
ALP	Accelerated Learning Program
SDG	Sudanese pound
CSULA	California State University, Los Angeles
ILO	International Labor Organization
FAO	'Food and Agriculture Organization



# **Chapter One**

## **1-Introduction**

## **Chapter One**

### **Introduction**

This study was aimed to investigate the socio economic that cause boys drop out from primary schools. It is well known socio –economic mainly considered as causes; an effective and affect is related to poverty. Sometimes poverty is symphonized by injustice; hunger illiteracy; diseases; drug abuse and over crowdedness for too many of the world's people,urgently; call for both emergency responses and long-term development planning for education. Poverty has various effects on many development sectors, especially child development, it is well known that sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. This phenomenon of children dropping out of basic education produced a number of problems that come to the surface of society. Notably the begging, homelessness, child labor.

This study will be carried in Dar Alslam locality is located in west Omdurman. It is inhabited by many tribes and ethnic groups. Its composed of ten blockineach block there are two thousands families and two primary schools one for boys and other for girls . . Dar Salaam region cauterized by vast numbers of child labor particularly in schooling time this can be attributed to the low economic status of their families and their inability to meet the basic costs of food and housing without contribution of their children through work. Moreover, most of the family have low income, so the livelihoods became very difficult for many families in Dar Alslam, which affected their children and enforced them to stop their school. On the other hand Dar Alslam area is one of the areas of displaced people who migrated from many parts of the country because of. Desertification, famine, conflicts and the desire to

find employment and improve living conditions, and these factors led to migration.

Therefore, displaced children face many challenges in meeting their basic needs. Although one of the important rights for children according to the convention on the rights of the child signed by Sudan is basic education, 'but children must struggle to obtain it (UN OCHA Sudan, 2008).

. However, the role of improved schooling, a central part of most development strategies, has become an important prerequisite. It is well known access to primary education is the one of MDGs (MillenniumDevelopment Goals 2000). Sudan which is one of the 189 members gathered in MGOs summit declared boys and girls' primary education is compulsory but for the last ten years ago it was observed that keeping the pupils in the school is a big problem specially among poor community because of many socio-economic mentioned above.

## **1.2 Research Problem:**

School is the focal point of education process, because the role of the school is not merely to get children into school but to ensure their continued stay in school to completion –this perspective suggests the need for school should provide an environment conducive to ensure learners do not dropout.

Policy in Sudan stated that primary education should be compulsory and free but some boys leave their schools and do not complete their schooling. Therefore this study is trying to examine the socio –economic primary school boy's drop- out.

According to UNESCO Institute for Statistics 2011 (UIS) classification in Sudan, primary school-aged children are from 6-11 years old compared to those under the national education system who are from 6-13 years old. According to Middle East and North Africa region (MENA) 2011

estimated, Sudan has both the largest number and the highest rate of out-of-school children in the MENA region. Almost a third of children— more than 3 million in all – are not receiving basic education. Fortunately, the 2001 Education Act for the planning and organization of general education has stipulated the right to education for all children of eligible school age without discrimination (rural –urban –boys and girls).

### **1.3 Objectives of the study:**

#### **1.3.1 General Objective: `**

The main objective of the study is to investigate the effect of the socio- economic on primary school boy's drop out. Thus, the study intended to achieve the following objectives.

#### **1.3.2 Specific objectives are to:**

- Analysis the socio –economic status of the family in Dar Alslam North Locality.
- Measure socio-economic causes of the family.
- Detect the business and activities carried out by boys after leaving school.
- disclosure the role of the children in the decision to leave school.
- To shed light on the phenomenon of dropping out in Dar Alsalam unit.

### **1.4 Research hypotheses:**

1-There are statistically significant differences between causes of boys drop-out due to demographic variables; age and type of work.

2-There is statistically significant relationship between boys drop-out & each of the following variables; economic causes, social causes, educational services, health status personal causes and family relations

3-There is statistically significant relationship between the household head member & each of the following variables; economic causes, social causes, educational services, health status, personal causes and family relations.

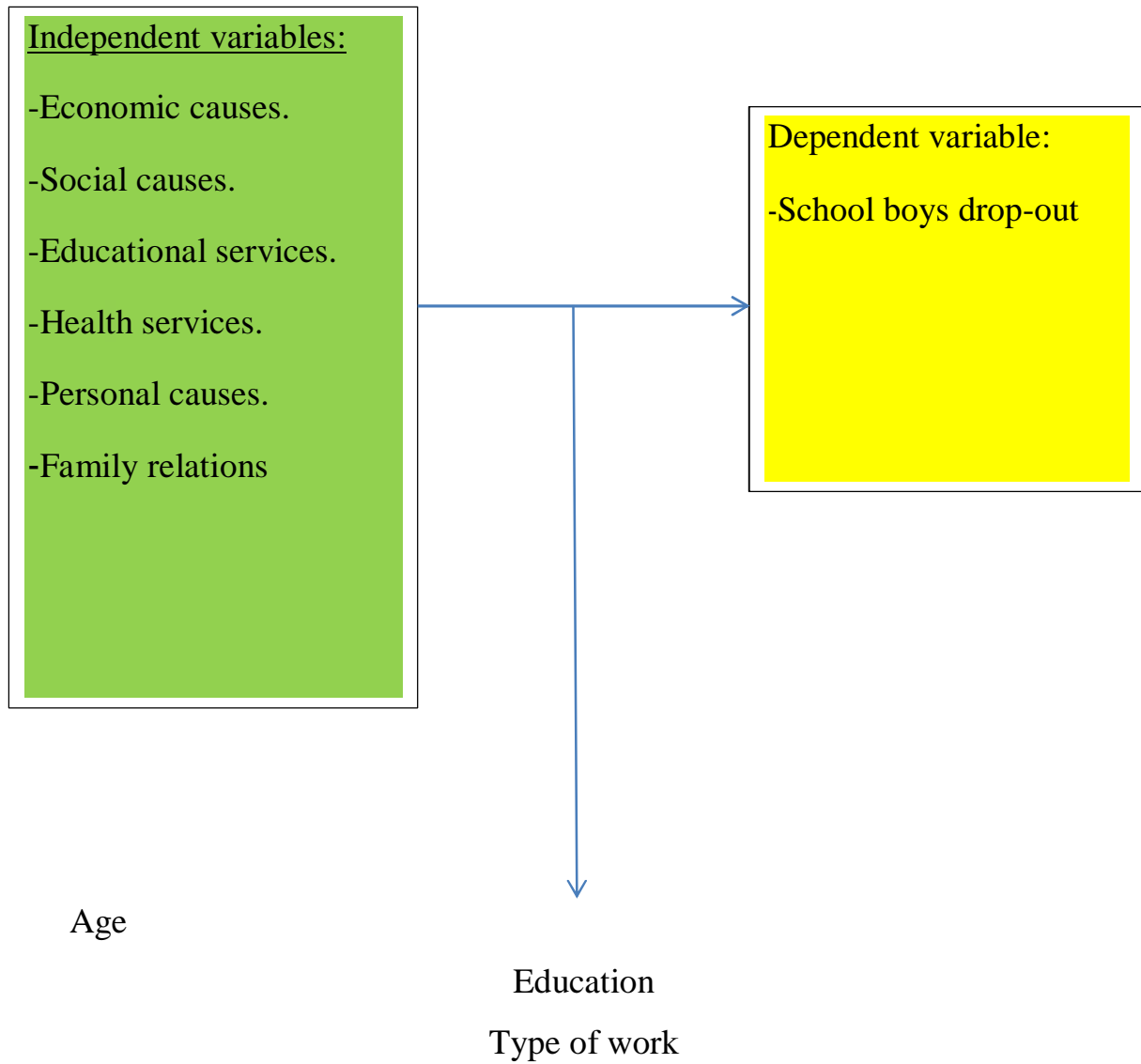
4-There is statistically significant differences between the household head answers according to demographic variables; gender, age & type of work.

5-There is no statistically significant relationship between students' drop-out from school and their teachers.

### **1.5 Research model:**

The following model based upon the variables of the study & the relations between them constructed for achieving the objectives of this study.

**Figure 1.1: The research model.**



## **1.6 Importance of the study:**

In the last decade Sudan had education reevaluation such as (primary education, secondary and university ...etc.) through establishing a lot of the educational institution, education free of charge, curriculums modification etc., the phenomena of school dropout for displaced children is increasing. Therefore, this study will try to highlight the issues related to the phenomena, and to seek the reasons behind the school dropout and the socio-economic factors.

## **1.7 Definitions of the study:**

**Drop out:** this term will be used synonymously with the following terms namely, early school withdrawal, premature school leaving or enrolment loss. (Thirari, 2012). For the purpose of the study will be taken to mean leaving governmental boys schools in the area in any years after having enrolled at any grade at the beginning of that year

**Dropout rate:** this refers to percentage of the boys who withdraw from school prematurely within a given grade (class) year or period. In this study will refer to the percentage of pupils leaving school before completing school. (Thirari, 2012)

**School environment:** for the purpose of this study refer to boys – teachers’ interaction –boys’ participation in non-class activities – teachers qualification which stimulate boys to learn while encouraging them to remain in and work hard to excel. (Mutuku, 2007)

**Socio-economic factors:** in this study, the researcher refer to status of families in which children belong –and can be determined by the parents’ type of work and the level income.

**Internal Displaced Persons (IDPs):** are people who have been forced to flee their homes and communities as a result of – or to avoid the consequences of – armed conflicts, situations of general violence or

breaches of human rights and natural disasters, and who have not crossed an internationally recognized national border. (Norwegian Refugee Council, 2008) For the purpose of the study means the displaced people Who lived Dar Alslam town

### **1.8 Organization of the study:**

**Chapter one: Introduction** research, problems, objectives, , hypotheses, research model, important of the research, definition of the study..

#### **Chapter Two: Literature Review**

Education definition, primary education, the concept of internal displaced children (IDPs), Right of child education, convention on the rights of children education, Sudan& child education, school drop-out & poverty, child labor. General profile of Sudan, Education policy, structure of general education, technical education.

#### **Chapter Three:**

Methodology. Study area. Sample selection method –population of the study –data collection methods-data collection sources research limitation

**Chapter Four:** Results and discussion .

**Chapter Five: Summary of results** conclusions & recommendations.



# **Chapter Two**

## **Literature**

### **Review**

## **Chapter Two**

### **Literature Review**

This chapter will discuss concepts, definitions and previous studies related to the present study. It includes two sections. Section one; about the concepts and definition, Section two; about national and international previous studies

#### **Section one:**

##### **2.1 Concepts and definitions:**

.

##### **2.1.2 Dropout:**

.Chugh (2004) states that dropouts from school are defined as young children, who enroll in the school and for some reasons other than death leave school before completing the grade without transferring to another school.

A person who has abandoned a course of study or who has rejected conventional society to pursue an alternative lifestyle. (oxford dictionaries)

##### **2.1.3 Child labour:**

Child labor refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. (ILO, 2012)

##### **2.1.4 Education Definition:**

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. (Dewey, 1944)

### **2.1.5 Primary education:**

Primary education and elementary education is typically the first stage of formal education, coming after preschool and before secondary education (The first two grades of primary school, Grades 1 and 2, are also part of early childhood education). Primary education usually takes place in a primary school or elementary school. In some countries, primary education is followed by middle school, an educational stage which exists in some countries, and takes place between primary school and high school college. (Powell, 2018)

### **2.1.6 The concept of IDP children:**

Research shows that leaving school early is the outcome of a long process of disengagement from the schools' dropout is preceded by indicators of withdrawal (e.g., poor attendance) or unsuccessful school experiences (e.g., academic or behavioral difficulties) that often begin in elementary school. Overt indicators of disengagement are generally accompanied by feeling of alienation, poor sense of belonging, and a general dislike of school (Kavetuna, 2008/2009).

More than 40% of all primary school-aged children not enrolled in school live in conflict-affected nations, exposing them to a range of threats including rape and sexual violence, as well as other human rights abuses. (Robinson 2011) in Sudan, the survey from IOM 2006 (a sample survey carried out among 6,480 households that can be assumed to be representative)' showed that approx. 13% - of the internally displaced & persons in Khartoum i.e. Alfatah relocation site, came from Darfur. Sixty-six per cent of 826 households from the three Darfur region living in Khartoum, and they had been- internally displaced average of 18 to-21 years (IOM 2006).

The type of problems facing the displaced community in Sudan, especially the urban displaced in and around Khartoum, fall into three

broad categories. The first are daily problems concerning education, health, utilities and public Services, and transportation and communication^ Second, are problems concerning demolitions, forced evictions or relocations, and third, are problems that form the root cause of displacement in the first instance (Doebbler, 1999)

### **2.1.7 Concept of Conflict:**

Conflict is a struggle, between individual or groups, over values or claims to status, power and scarce resources, in which the aims of the conflicting parties are to assert their values or claims over others "Conflict is classified into violent and non-violent ones .Conflict usually seems to have only negative dimension, but it is recognized that conflict may also have has positive dimensions and is an essential part of the process of social changing (Emily and Thomas, 2007).on the other hand Theory has been used to explain diverse human behavior, such as educational practices that either sustain or challenge the status quo, cultural customs regarding the elderly, and criminal behavior. Also conflict theories are perspectives in sociology that emphasize the social, political, or material inequality of a social group, that critique the broad social-political system, or that otherwise detract from structural functionalism and ideological conservatives such as in Darfur. (Emily and Thomas, 2007).

### **2.2 Education in Emergencies:**

In the closing years of the twentieth century, children and adolescents in many countries have been displaced from their homes, or their national education systems have collapsed. Yet it is these children who have even greater need of education than others. Education has the potential to restore a sense of normalcy to their lives, and to help build a stable future for them as individuals.

In Sudan, war has occurred almost constantly since independence: in 1956 causing numerous waves of displacement. The country hosts the largest IDP population in the world: nearly 5. million people are internally displacing due to various conflicts throughout the country- in Darfur, Southern Sudan, the Three Areas (a. collective term for- Abyei, Blue Nile State, and Southern Kordofan) and eastern Sudan. (UN OCHA Sudan, 2008).

It has been argued by (Elizabeth and Rebecca, 2010) that the education in displacement camps can be categorized as:

- Problem that relate to schools themselves, such as poor construction, equipment, lack teaching facilities and illustration materials, congestion and crowding, lack/shortage of school textbooks, and lack of recreational and cultural activities, which is partially attributed to lack of trained teachers who supervise and lead such activities.
- Problems related to the teachers, which include lack of qualified trained staff weak salaries that force teacher to engage in extra- I curricular activities' as an additional source of income and large numbers o f students, which frustrates teachers, and the fact that many teachers come from outside the camp which implies high cost of transportation.
- Despite all these problems, school fees are very high, because each student has to pay enrolment fees identified and determined by the Ministry of Education in addition, to monthly fees. The local authorities and school management also impose additional fees. Other types of fees include the cost of exercise books, school uniforms, etc. Construction of new classes and maintenance of existing ones are also the responsibility of students' parents. The high rate of school dropout as indicated by Agency for Cooperation

in Research and Development (ACORD) (2005) is generally attributed to the inability of families to pay school fees and provide their children with school uniforms.

- Problems related to curriculum (Elizabeth and Rebecca, 2010)

## **2.3 Rights of child Education:**

### **2.3.1 The right of access to education:**

The right of every child to be respected for her/ his inherent dignity and to have her /his universal human rights respected within the education system. To achieve this goal, education must ' be provided in a way that is consistent with, human rights, including equal respect for every child, opportunities for meaningful participation, freedom from all forms of violence, and respect for language, culture and religion (UNICEF/ EFA 2007)

### **2.3.2 The right to quality education:**

The right of every child to education based on equality of opportunity and without discrimination on any grounds. To achieve this goal, education must be available for, accessible to and inclusive of all children (UNICEF *ibid*p.4).

**2.3.3 Convention on the rights of children education:** The Convention on the Rights of the Child entered into force on 2 September 1990 and was the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. The four core principles of the Convention are: non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child

**2.3.4 Sudan and child education right:** The Federal Ministry of General Education is responsible for managing curricula and maintaining statistical records about the children's educational habits. Presently,

approximately nine million children are enrolled in primary education schools in Sudan. Unfortunately, although these numbers seem impressive, as many as fifty percent do not attend classes due to various constraints. One of those differences from other countries where children must legally attend classes is the fact that historically girls are not permitted by their families to go to school. While this is changing in some areas, the numbers are still considerably high for girls that do not participate in classes (University of West Kordofan, 2009).

#### **2.4 Organizational structure of the education system in Sudan:**

In their previous report to Geneva Conference in 2001, The Federal Ministry of Education mentioned that the present educational ladder was introduced in 1992 as part of a comprehensive reform for general education. The philosophy behind this 11 years of schooling in three stages of general education, preschool of two years duration, eight-year basic school and a three-year secondary stage, was to increase the productive age of the learner and to avoid unnecessary loading and cramming of the curriculum according to them. The loss of one year was compensated for by increasing the working days from 180 to 210 throughout the school ladder from preschool to secondary (Ministry of Education Sudan, 2004).

Primary education consists of eight years, followed by three years of secondary education. The former educational ladder 6 + 3 + 3 was changed (Out-of-school children in Sudan)

According to UNESCO Institute for Statistics 2011 (UIS) classification in Sudan, primary school-aged children are from 6-11 years old compared to those under the national education system who are from 6-13 years old. According to Middle East and North Africa region (MENA) 2011 estimated, Sudan has both the largest number and the highest rate of out-

of-school children in the MENA region. Almost a third of children– more than 3 million in all – are not receiving basic education. This report had drawn attention to the various data sources calculating different out-of-school children figures. It is apparent that the administrative and survey data on out-of-school children differ in terms of definitions and methods of measurement. It is hoped that this report will stimulate productive dialogue to improve the quality of national and international education measures. In addition to those who never attended schools, there are many children who do not stay to complete their primary education certificate. Gender inequalities persist, particularly in rural areas and among nomadic communities. A poor rural girl's chance of accessing quality education is 25 per cent lower than that of a well-off urban boy. The 2001 Education Act for the planning and organization of general education has stipulated the right to education for all children of eligible school age without discrimination. Within the policy framework, the MoE seeks to reform the education system to:( Sudan Household Health Survey, 2010)

1. close the gender gap and regional imbalances;
2. expand opportunities for compulsory universal basic education, including access to pre-school education;
3. improve quality and education relevance through an improved national curriculum;
4. improve efficiency of the education system education; and
5. adopt the principle of participation in the financing of education.

## **2.5 Factors Influencing Drop Out and Retention in IDPs Camps:**

According to anecdotal evidence from United Nation High Commissioners for Refugees (UNHCR), a number of children were Suffering from psychological' problems linked 'Conflict and being



displaced and-were being excluded from social activities, including school. Education forALL (EFA Report 2011: p37) While girls tended to outnumber boys in the early grades, they were less, likely to reach' the end of primary school, with girls' enrollment as few as percent in grades 6 through 8 in some Darforian. Irregular attendance increased with each subsequent grand: over 80%of girls in the last two years of primary did not regularly attending school. Citing a heavy load of domestic chore early marriages, and, pregnancies reasons that affected attendance. Adolescent boys were being exploited for labor in the absence of educational opportunities beyond primary

Literacy is an important issue in Sudan. With so many thousands of children who have had no access to education, it is difficult to comprehend how the country will survive and rebuild, and not only is the present generation devoid of educational skills, but in many cases, their mothers and fathers his also been deprived of learning at school. Constant political strife, civil wars, a culture that forbids girls from attending school in favor of getting married, abject poverty, and a lack of educational resources have all led to the calamitous situation for literacy in Sudan (University of West Kordofan 2009).

## **2.6 School Dropout and Poverty:**

Over of 70 countries in the world are affected by conflict. Many children live with conflict, are displaced by it within their own countries and travel across borders and become refugees. They are among the poorest children rich world. Some 50 million people are displaced. One estimate suggests that; 50% of children who do not attend school live in countries in crisis:emerging from conflict. Data on the education of displaced children are weal: but in 1997/8, UNHCR programmers provided education to approximately 650,000 children (UNESCO, 1999)

The main reason why children start work instead of attending school, or leave school before completing their primary education, is attributed to the economic status of their families and their inability to meet the basic costs of food and housing without their child earning something as well (UNICEF, 2005: PP12).

### **2.6.1 Methods on How to Study Factors That Influence dropping out:**

Hunt (2008) looks at dropping out of school. Hunt comments on the methods that one should probably think of using when doing research on the reasons behind dropping out of school. He comments that statistics and the quantitative side are good for highlighting, in numbers and proving that dropping out is an issue; but while this is good it should in a sense be used to enhance the qualitative. For this thesis the statistical evidence that I will be using is not to marry quantitative and qualitative methods but to use these quantitative data statistics (that we will relay in the next section) to show the numerical realities around dropouts and to then enrich the qualitative side which is focused on the factors that lead to dropout. Qualitative research looks at the process of dropping out and the reasons why learners drop out which is more important and would complement the highlighted numbers (Hunt 2008: 1). His various research questions include: "what processes are involved in dropping out of school? ...what processes can work to mitigate against dropping out? ...and where are the gaps in research around dropping out of school?":5). (Hunt, 2008:4). Himself take on dropping out of school is a very interesting one and highlights the importance of looking at school dropouts as a process rather than just an event (Hunt, 2008:5). The point of seeing dropouts as a process rather than an event is about seeing it as a "series of interacting issues and events which vary according to social context, individual circumstance and expectations around education" (Hunt, 2008 The reason that this is a beneficial article for this report

(thesis) is that it would suggest that there is not one particular factor that leads to dropping out in the Philippi area and that the stories that lead to dropping out vary depending on the context and the individuals. This suggests that there are multiple reasons that school children drop out whether it is academic failure or deviant behavior. In the rest of this report I will show how the different categories of people interviewed had similar and varying ideas and experiences related to dropping out Hunt generally looks at various variables or factors that could lead to dropping out such as financial issues, children entering the workforce early to add to the income of the household, migration (moving from place to place and this school to school until one gives up all together), orphan hood, health, teenage pregnancies among other factors (Hunt 2008:5). The variables discussed by Hunt were the grounds that some of the interview questions were based on as we will see in the following chapter attempting to leave room for different variables/ factors to emerge. The point that Hunt is trying to emphasize is that there is a big picture when you look at school dropouts that depends on a lot of things and factors depending on things like context.

## **2.7 Education of Household Members:**

Research indicates that the educational level of household members is particularly influential in determining whether and for how long children access schooling. (Ersado 2005: p 469) talks of ‘the widely accepted notion that parental education is the most consistent determinant of child education. (And employment decisions)’. Higher parental/household head level of education is associated with increased access to education, higher attendance<sup>1</sup> rates and lower dropout rates (Ainsworth et al, 2005; A1 Samarrai&Peasgood, 1998; Ersado, 2005; Colclough et al., 2003)

## **2.8 School Fees and Indirect Costs of Schooling:**

Research indicates that direct and indirect schooling costs are important factors in whether children enroll in and attend school. While research on this often relates to access per se, there is also some research which indicates that the costs of schooling, including fees, is a central reason for dropping out (Brock & Cammish, 1997: 27; Brown & Park, 2002; Colclough et al, 2000; Hunter & May, 2003; Liu, 2004; Moser, C., 1996; Mukudi, 2004; Rose & Al Samarrai, 2001). Colclough et al (2000) carried out quantitative survey research and qualitative interview-based research with educational stakeholders (community members, parents, teachers, pupils, etc.) in sample communities in Ethiopia and Guinea in order to identify information about the constraints affecting the participation and performance of girls and boys in school, particularly in rural areas. In the field surveys, an inability to pay the direct costs of schooling was found to be one of the most important causes of non-attendance in both countries, with those dropping out most frequently citing a (lack of money to pay for school expenses as an important reason for dropping out. In interviews, parents in Ethiopia often talked about difficulties in paying school fees, especially prior to harvest (when they became due); the ability to buy exercise books, pens and the necessary clothing for school also influenced whether children could enroll or were withdrawn from the first grade (Rose & Al Samarrai, 2001). Some described their children dropping out after enrolment, because they could not meet the direct costs of schooling. Additional costs e.g. registration payments, gaining copies of birth certificates (for registration), textbooks and uniform costs, were all indirect costs many parents in Guinea found difficult to meet (Rose & Al Samarrai, *ibid*). Not only do school fees lead to under enrolment and drop out, they also limit attendance at school (Mukudi, 2004) and lead to temporary withdrawals. Research indicates

children may be locked out of schools if they cannot pay schooling fees (Obasi, 2000; Ackers et al, 2001 cited in Mukudi, 2004). In Boyle ET all's (2002) research in some areas of Uganda and Zambia, the inability to pay school fees meant children withdrawing from school for periods of time, however temporarily.

While many educational systems require children to pay fees to attend school, some countries have adopted fee free systems. While this may ease problems of drop out resulting from schooling costs, indirect costs and quality issues may increase. South Africa has recently introduced a system where schools in the lowest quintile are allowed to become 'fee-free'. By 2005, 3 million pupils at 7,000 primary and secondary schools had already or were in the process of becoming; fee free (Pandor, 2005)

## **2.9 Out-of-school children in Sudan:**

. Middle East and North Africa Out-of-School Children Initiative The challenge facing the education sector in Sudan is not just about getting children to attend school; it is also about keeping them there. Most children drop out before achieving their primary school qualification. The Status of Sudanese Children Report 2011 indicates that only three out of four primary school age children are receiving a formal education (with almost 2 million children not attending schools). The World Bank Education Sector review report indicates a dropout rate of 6 per cent per grade for Grades 1 to 7. Retention is also a challenge. The Sudan Household Health Survey (SHHS 2010) found that once children are enrolled in Grade 1, they have an 82 per cent chance of making it to Grade 8, with variations ranging from 65 per cent for children in the poorest quintile to 94 per cent in the wealthiest. Similarly, analysis of population census data indicates that school attendance peaks at age 11 and then drops during the following 10 years, particularly among girls, when children are needed by families and, in some cases, due to lack of

water and sanitation facilities in schools. These gaps demonstrate that although there is gradual progress made toward Sudanese children realizing their right to education, a few million children remain excluded from this right. The out-of-school children in Sudan face complex and mutually reinforcing patterns of disadvantage and barriers to schooling, mainly linked to income-poverty, exposure to child labor, conflict and natural disasters, location (urban/rural, nomadic) and migration/displacement, gender and disability. The many factors associated with dropping out need to be analyzed and understood.

The out-of-school children at primary school age are mostly, though not exclusively, living in rural areas and from the two poorest wealth quintiles. There are clear disparities in rates of exclusion for primary school-aged children by wealth quintile. The data show a negative correlation between the proportion of out-of-school children and family wealth status. While the proportion of out-of-school children at primary school age stands at 52.4 per cent among the poorest households, it is only 3.6 per cent among the richest households. There is also a gap in rates of school exclusion between urban and rural areas in this dimension. Rural primary school-aged children are more likely to be out-of-school than their urban counterparts as evident.

### **2.10 Decision-Making around Dropping Out:**

The processes by which households make decisions about dropout, taking account of principal-agent considerations and intra-household dynamics, appear under researched. In terms of decision-making strategies, (Al Samarrai & Peasgood 1998: 396) describe them as being determined by an 'interaction of social, cultural and economic factors working through power relations within the household'. They describe

how decision making, is often a negotiated process taking place between members of the household, rather than one individual.

### **2.11 Teaching and Learning:**

There are various aspects of teaching and learning which may be linked to dropping out, the quality of the teaching/learning experience for children in Schools are linked to the learning outcomes of children. Moreover, teaching and learning can influence children's experiences of schooling, their motivations etc. She moves towards dropping out. (Smith, 2003: p 10). A recent research report from the University of Zambia, describes the reality of the classrooms of the Southern Province: Where teachers have not prepared lessons, have no schemes of work, do not mark B- pupils' books consistently and do not determine satisfactory goals for teaching.

Classrooms lack materials and textbooks and little worthwhile learning can be observed. Smith suggests that the classroom practices and lack of resources indicated above have an impact on retention of students. There are various studies which look at the prevalence of teacher absence in Schools (Alcazar et al, 2006; Banerjee & Duflo, 2006), yet little as yet to link this R to drop outs. However, absence rate as an indicator of quality is important to note, particularly as teacher absence usually means limited teaching and learning. Research by Alcazar et al looked at teacher absence in Peru. They noted that B teacher absence was concentrated in poor and rural communities (those most if- disadvantaged in terms of educational attainment). They suggest that poor communities may be less able to hold teachers accountable and/or that working in poor conditions may decrease teacher motivation. In remote areas, transport difficulties may make it more difficult for teachers to arrive at school on

time and remote posts might be less attractive to teachers, leading to decreased motivation. (Hunt, 2008)

## **2.12 Teacher/Student Relationships:**

There are a number of studies, which highlight issues of safety in schools particularly within teacher/student relationships. Few make the direct link between safety and dropping out, probably due to a lack of research linking the two issues. Here corporal punishment and gender violence are looked at. The use of corporal punishment or force is practiced by teachers in many countries (Boyle et al, 2002; Hunt, 2007). In some cases this is illegal e.g. South Africa, in other it is legal but comes with restrictions; Botswana. The direct link between the use of corporal punishment and dropping out has not been explored fully in literature; however, the different relationships have been explored. Dropping out from School. (Boyle et al (2002) suggest that beatings and intimidation 'affect children motivation to attend school' The PROBE report :( 1999: 27) describes a 'gradual discouragement from attending' as a result of the beatings and humiliation from; teachers, and that drop out, is not uncommon after being beaten. Beatings are not just given by teachers, and bullying from fellow pupils could be equally as problematic. Moreover, verbal abuse from teachers as described by Liu (2004) also leads to dissatisfaction with schooling and dropping out.

## **2.13 Social context**

### **2.13.1 Gender:**

As highlighted throughout this study, gender cuts across a wide range of restraints that lead to drop out. This section focuses on the gendered aspects of dropping out with an emphasis on demand-side factors in particular e.g. household contexts, gendered cultural practices etc. While the emphasis in studies of gender and access tends to be around the



education of girls and enabling the retention of girls in school, in some contexts it is boys who are more likely to withdraw early (e.g. South Africa, Jamaica). Often this takes place in communities where in it access is largely equal for both genders, and the move out of school for boys is often seen as a pull to the labor market as we will discuss it in child labor section (Colclough 2000) talk about gendered cultural practices which influence girls and boy's educational chances and experiences. They describe, for example, gendered roles in society which shape, 'the balance of incentives for girls and boys to attend school' For example, in some societies the main leadership roles in public life are taken by men, which could potentially restrict the aspirations of girls; marriage of girls happens at a younger age than boys, limiting the likelihood of continued schooling; and labour market practices can influence both male and female withdrawals differently. Whilst not always the case in many societies there are fewer accepted incentives for girls to continue schooling (Admassie, 2003), which can provide a push towards early withdrawal. Thus while the gendered feature of access is context specific, it often reflects societal perceptions of gendered roles and the role education can play in affirming this.

#### **2.14 Education Interventions To Prevent Dropping Out and Encourage Dropping In:(Susan, 2003)**

In recent years there has been a rise in awareness of the need for non-formal and formal education programmes in emergency situations. Millions of children, youth and adults have benefited from the efforts of education authorities and local and International Humanitarian Agencies. As more emphasis has been put on education, two important issues have emerged:(Susan, 2003)

- 1) A recognition that individuals do not forfeit their right to education during emergencies and that education cannot remain 'outside' the

mainstream humanitarian debate, but must be seen as a priority humanitarian response; and)

2) A broad-based desire and commitment to ensure a minimum level of quality, access and accountability for education in situations of crisis. In response, in 2003 a working group was constituted to facilitate the development of global minimum standards for education in emergencies. The initiative was hosted within the Inter- Agency Network for Education in Emergencies (INEE) an open network of UN agencies, NGOs, donors, practitioners, researchers and individuals from affected populations working together to ensure the right to education in emergencies and post-crisis reconstruction. The network is responsible for gathering and disseminating good practices, tools and research, promoting the right to education for people affected by emergencies through advocacy, and ensuring the regular exchange of information among its members and partners. Good practice around drop outs could occur- in different stages and zones of access, in direct and indirect ways. They could catch children both before they drop out and when drop out has occurred, helping secure some form of continued education. Good practice in this case would be in terms of securing some form of sustained Education for these children.

Internally Displaced Persons IDPs live as second class citizens facing discrimination and difficulties in accessing social services and benefits. This situation also impacts on livelihoods. Khartoum, until 1998, IDPs depended for their living on relief rations provided by NGOs which cover around 70 percent of households needs for food.

The problems that facing internally displaced persons are among the biggest Human rights challenge facing the government of Sudan at the end of the 20th century. At the same time, it is not a new problem. Since independence, Sudan has been plagued by internal conflict, natural

disasters and government policies that have led to the displacement of millions of Sudanese (Doebbler, 1999: p.p 3/28). The types of problems facing the displaced community in Sudan, especially the urban displaced in and around Khartoum, fall into three broad categories. The first; are daily problems concerning education, health, utilities and public services, and transportation and communications. Second, are problems concerning demolitions forced evictions or relocation (Doebbler 28 1999 p3). And third, are problems that from the root cause of displacement in the first instance.

Most displaced communities lack the resources to build schools and to adequately equip them. At the same time the federal and state governments do not provide adequate schools and teachers. As a result, many displaced children go without adequate schooling or find themselves in the areas where there is a nongovernmental organization (NGOs), usually a religious organization, provide education without obligation. While NGOs finance or provide significant opportunities for education, these are not without problem (ibid p.p 4/28, 1999).

## **2.15 Bottlenecks and policies/strategies on supply:**

### **2.15.1 Analytical summary:**

A lack of both institutional capacity and sustained service delivery prevail across the Five Dimensions of Exclusion. On the supply side, the poor quality and inadequate number of schools, the school environment and insufficient teaching and learning materials are considered the main causes of keeping children out of school. Inequitable distribution of educational resources in Sudan affects all the Dimensions of Exclusion for out-of-school children. Limited investment in the education sector has resulted in poor infrastructure, shortage of textbooks and proper seating, inadequate water and sanitation facilities in schools as well as a lack of

properly trained teachers, and teaching and learning materials. The supply-side barriers affecting are mainly related to distance to school and the serious shortage of preschool and primary school facilities, along with the teacher shortage in rural and nomadic areas. The supply-side bottlenecks that mainly affect children the lack of infrastructure, insecurity and mobility of large groups of nomads. To promote education supply, it is suggested that there is an expansion of education infrastructure in rural areas guided by a school mapping exercise, strengthening of Accelerated Learning Program ALP and nomadic education programs, and a free supply of textbooks ensured for all children. (UNICEF, 2011)

### **2.15.2 Bottlenecks on supply:**

‘Supply’ is defined as the availability of essential commodities/inputs: Most services, facilities and practices require a certain amount of essential commodities or inputs to function. (UNICEF, 2011)

The most critical determinants for access to schooling relate to infrastructure, the presence of qualified personnel, the information channels, and/or a combination of these factors. The availability of schools in appropriate locations influences household decision-making in sending children to school. In general, households will favor schools that are closer to their homes, and schools that provide a good learning and social environment for their children. Therefore, supply-side barriers to participation have both access and quality components. Having an adequate number of schools, good school infrastructure, learning and teaching supplies as well as water and sanitation facilities are necessary conditions for ensuring universal access to schooling, although these alone are not sufficient.

The Baseline Survey on Basic Education 2008 is the main source of information used for the analysis of supply related factors. This section also summarizes reasons for no enrolment as per the opinions of teachers. The high actual and opportunity costs of schooling tend to influence family decisions on whether to send children to school or not. Household wealth also has an influence on net primary school attendance. The net primary school attendance ratio was only 50.1 per cent among children from households in the poorest quintile, compared to 96.7 per cent among children from households in the richest quintile. The net primary school attendance ratio was 56.1 per cent among boys belonging to households in the poorest quintile, compared to 96.6 per cent among boys from households in the richest quintile.

### **2.15.3 Unaffordable school fees:**

The commitment of the Government of Sudan to free and compulsory education for all is enshrined in the Interim National Constitution 2005 as well as in various medium and long-term development plans. Basic education is formally free and compulsory. In practice, however, it involves various costs that contribute to many school-age children not participating in education (Cost and Financing of Education in Sudan 2008). It is unclear whether the present dependence on a high level of parental investment is intended as a temporary or transitional measure, or whether a user-pays model will prevail. In either case, costs for schooling discriminate in favor of the wealthiest. It should be noted that some African countries are now offering free secondary as well as genuinely free primary schooling.

In most government schools, orphans, children whose parents died while fighting to defend the country, and the 'poor and vulnerable' were exempt from paying fees. Concessions were also given to 'two or more children from the same family and in some but not all schools, no fees

were payable for ‘children of teachers’. In two instances, ‘those working at the Ministry of Education’ were also mentioned as exempt. The number of those not paying fees or having significant fee reductions varied from ‘negligible’ in a small number of schools visited, up to as high as 50 per cent; the median is 20-25 per cent of all pupils<sup>51</sup> and almost tallies with data of other similar recent studies. Findings of the KAP study<sup>52</sup> on girls’ education suggest that in the majority of the states, even in communities where parents were aware of the importance of education for girls, enrolment levels were still low due to their inability to meet the costs of education. Parents in the poorer states pointed out that the high cost of education coupled with the deteriorating economy had reduced families’ disposable income, making it difficult to provide an education for all the children, regardless of sex.

In all the states of Sudan, education is financed through cost sharing, with the parents bearing the biggest share of the burden. Households have to contribute to a school’s running costs, such as maintenance, water and electricity, and supplementary teacher payments. The World Bank Education Sector Review Report 2010 indicates that the average estimated out-of-pocket spending by households each year on operating costs was SDG15.00 per student in 200-09, higher than the SDG12.00 public spending per student on such costs. (Middle East and North Africa Out-of-School Children Initiative.2008)

#### **2.15.4 Teachers’ working conditions:**

Teachers have the enormous burden of teaching overcrowded classes as well as attending to other administrative duties in the school. With such challenges, the incentives to teach are few. Teachers’ remuneration is fairly low, to the extent that they hardly meet their daily needs. In focus group discussions, teachers revealed that due to the low pay they are forced to engage in other income-generating activities. As a consequence,

the time devoted to lesson planning and assignment grading is not sufficient to ensure high-quality learning outcomes.

The EFA Assessment Report shows that teachers' poor remuneration and motivation results in high teacher turnover as they transit to better paying jobs. Even those who accept teaching as a calling and a vocation find it hard to bear the circumstances.

Teaching, therefore, becomes more of a temporary job from which to leverage into better-paid work. As one teacher from a nomadic school said: "I am doing this job for now but if I get a better paying job, I will certainly move on." According to an education staff member in a partner organization, teachers have been complaining about their low salaries. (Middle East and North Africa Out-of-School Children Initiative.2008)

### **2.16 Lifelong learning:**

Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability.

During the last fifty years, constant scientific and technological innovation and change has had profound effects on how learning is understood. Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace). Instead, learning can be seen as something that takes place on an ongoing basis from our daily interactions with others and with the world around us. It can create and shape shift into the form of formal learning or informal learning, or self-directed learning (Fischer, 2000).

## **2.17 Child labour that is proscribed under international law:**

It falls under three categories:

- The unconditional worst forms of child labour, which are internationally defined as slavery, trafficking, debt bondage and other forms of forced labour, forced recruitment of children for use in armed conflict, prostitution and pornography, and illicit activities.
- Labour performed by a child who is under the minimum age specified for that kind of work (as defined by national legislation, in accordance with accepted international standards), and that is thus likely to impede the child's education and full development.
- Labour that jeopardizes the physical, mental or moral well-being of a child, either because of its nature or because of the conditions in which it is carried out, known as "hazardous work". (ILO, 2012)

## **2.18 Child Labour and Poverty:**

Poverty and economic shocks clearly play an important if not a key role in determining the market for child labour. Child labour in turn contributes to the perpetuation of poverty. For example, recent empirical findings by the World Bank from Brazil demonstrate that early entry into the labour force reduces lifetime earnings by some 13 to 20 per cent, increasing significantly the probability of being poor later in life.

However, poverty in itself is not a sufficient explanation of child labour, and it certainly fails to explain some of the unconditional worst forms of child labour. (ILO, 2012)

## **2.19 Child Labour and Human Rights:**

A human rights perspective is necessary for a fuller understanding of child labour, as it focuses on discrimination and exclusion as contributing factors. The most vulnerable groups when it comes to child labour are



often those subject to discrimination and exclusion: girls, ethnic minorities and indigenous and tribal peoples, those of low class or caste, people with disabilities, displaced persons and those living in remote areas.

The United Nations General Assembly Special Session on Children in 2002 endorsed a mainstreaming approach – placing child labour on the development agenda. This implied that a new ambition had to be set for the worldwide movement against child labour. In political terms this means putting child labour on the agenda of finance and planning ministries – after all, the worldwide movement has to convince governments to act to end child labour. Child labour elimination comes down to a set of political choices rather than a technocratic exercise. And everyday realities of instability and crisis challenge attempts at making progress. (ILO, 2012)

## **2.20 Child labour in Africa:**

Child labour in Africa is the employment of children in a manner that deprives them of their childhood, and is harmful to their physical and mental development. Africa has the world's highest incidence rates of child labour. The problem is severe in sub-Saharan Africa where more than 40% of all children aged 5–14 labour for survival, or about 48 million children. Poverty is considered as the primary cause of child labor in Africa. International Labour Organization estimates that agriculture is the largest employer of child labor in Africa. Vast majority are unpaid family workers. (ILO, 2012)

### **2.20.1 Cultural history:**

Africa has a long history of child labour above, colonial Cameroon children weaving in 1919. Children in Africa have worked in farms and at home over a long history. This is not unique to Africa; large number of

children has worked in agriculture and domestic situations in America, Europe and every other human society, throughout history, prior to 1950s. Scholars suggest that this work, especially in rural areas, was a form of schooling and vocational education, where children learned the arts and skills from their parents, and as adults continued to work in the same hereditary occupation. Bass claims this is particularly true in the African context. (Beverly, 2009)

Africa is a highly diverse and culturally continent. In parts of this continent, farming societies adhere to a system of matrilineal lineages and clans, the young train with the adults. The family and kinsfolk provide a cultural routine that help children learn useful practical skills and enables these societies to provide for itself in the next generation. Historically, there were no formal schools; instead, children were informally schooled by working informally with their family and kin from a very early age. Child labor in Africa, as in other parts of the world, was also viewed as a way to instill a sense of responsibility and a way of life in children particularly in rural, subsistence agricultural communities. In rural Pare people of northern Tanzania, for example, five-year-olds would assist adults in tending crops, nine-year-old help carry fodder for animals and responsibilities scaled with age. (Ernest, 2001)

### **2.20.2 Conflict, Politically Fragile and Emergency situation:**

Children caught up in conflict, politically fragile and emergency situations often find difficulties remaining in school and many drop out (Hunt, 2008).

Many children are forced to migrate, disrupting the schooling they had, with different pressures on time (and resources): Migration might take place internally within countries or externally, across the borders. Often these children have difficulties in accessing education in new areas and face problems in terms of language, discrimination, lack of

identification in documentation, etc. (O'Malley, 2007). Access to household assets might be problematic and income restricted; poverty levels may increase; there might be more emphasis on 'survival' rather than remaining in school; and opportunities for potential employment might be low, decreasing the perceived need for education (Sommers; 2005). Financial security might further stretch if deaths of household members occur. Forced recruitment voluntary enlistment of child soldiers prevents children from going to school and pushes many boys, in particular, to drop out. At the same time, research indicates girls face increased pressure to withdraw from school in times crises (Sommers, 2005: p.p 717 309; Sommers, 2002).

Teachers might receive little or no payment, and without new training, unqualified teachers are brought in to fill gaps (Nicolai, 2003).

Internal displacement can jeopardize children's right to education, in both protracted and emergency situations ref. IDP children, like all other children, have the right to education. The right to education is firmly established in human rights law, including the Universal Declaration of Human Rights, International Covenant on Economic, Social, and Cultural Rights, and the Convention on the Rights of the Child, specifying that primary education must be free and compulsory. Guiding Principle 23 stresses that the right to education "shall be made available to internally displaced persons as soon as 5 conditions permit. (Nicolai, 2003)

Some children are able to access schooling in emergency facilities/refugee camps which are often supported by NGOs. However, the often temporary and volatile nature of some camps means that sustained and meaningful access can be problematic, Research by Sommers (2005) in education provision in a refugee community in southern Sudan (Kakuma), indicated issues with quality, as well as high dropout rates and multiple risk factors for children's education. For

example, there was low student attendance, low teacher retention, lack of access to secondary provision, high teacher-student ratios, sack of incentives for education, and gendered practices which pushed girls from school. Indeed, Sommers (ibid: 178) stated, ‘in Kakuma the dropouts dominate’

### **2.21 Livelihoods and food security after Conflict:**

Livelihoods and food security in protracted crisis is a key current issue in humanitarian action, as increasing numbers of people are suffering due to prolonged conflict and/or repeated natural disasters. Most food emergencies are found in these kinds of crises. In addition, the global food, fuel and finance crisis has highlighted inadequacies in the global food system, but also provides opportunities for improving response. (FAO, 2016)

People resort to violence due to a broad spectrum of threats to their human security. This may include threats to their food security or – of equal importance - because they have been dispossessed. Other factors include loss of assets and other threats to their livelihoods, together with economic and/ or political marginalization. The precise contribution of hunger and food insecurity to conflict is difficult to assess. Some of the causes, such as dispossession and lack of access to resources, are directly associated with reduced access to food. (FAO, 2016).

#### **2.21.1 Relationship between conflict and school dropout:**

Exposure to conflict affects children in several ways, ranging from direct killings and injuries, to subtler, yet persistent and irreversible effects on schooling, health, nutrition, future opportunities and well-being. Children’s educational attainment is particularly compromised by exposure to violence. Conflict-affected countries include over 20% of all children of primary school age, but account for around half of all out-of-school children of primary school age(UNESCO, 2014). The livelihood

of young children dropping out of school is also significantly higher in conflict-affected countries than elsewhere in the world: only 65% of children in these countries attend the last primary school grade, in comparison to 86% across low-income countries. Research has highlighted in particular the causal adverse impact of conflict exposure in terms of reducing the number of years children spend in school (Akresh et al, 2017; Chamarbagwala and Moran, 2009; Merrouche, 2006; UNESCO 2016), and restricting grade progression (Akresh and De Walque, 2008; Alderman, Hoddinott and Kinsey, 2006; Justino, Leone and Salardi, 2013; Shemyakina, 2011). These effects have been shown in turn to affect considerably future life prospects of affected children, including access to labourmarket, earnings and health outcomes in adulthood (Justino, 2011), which may aggravate risks associated with the outbreak or renewal of violent conflicts (Justino, Leone and Salardi 2013).

These findings call attention to the importance of reforming education systems in conflict-affected countries. This is, however, a major challenge for countries emerging from years and sometimes decades of armed violence. On the one hand, the destruction of infrastructure, social institutions and markets may create important barriers to the supply of schooling and the creation of enabling environments in which education systems can be rebuilt. On the other hand, changes in economic and social structures within families and communities, alongside persistent insecurity, may create demand-side barriers to children joining schools during and after violent conflicts (Justino, Leone and Salardi 2013).

## **2-21-National Previous Studies**

(Doebbler, 1999) Said that the type of problems facing the displaced community in Sudan, especially the urban displaced in and

around Khartoum, fall into three broad categories. The first are daily problems concerning education, health, utilities and public Services, transportation and communication^ Second, are problems concerning demolitions, forced evictions or relocations, and third, are problems that form the root cause of displacement in the first instance.

The study of (UNICEF) years(2005). The title: Sudan Country Office. The study aimed to make education aright for every citizen and require the state to guarantee access to free basic education without discrimination on the basis of religion, race, ethnicity and gender...etc.

The study used the conceptual and methodological framework CMF. Introduce new models for analysis of five Dimension-children from pre primary - lower secondary –children who are attending primary or lower secondary school but are at risk of dropping out - administrative data from the population Sudan House Hold Health Survey (SHHS).

The study found s that the main reason why children start work instead of attending school, or leave school before completing their primary education, is attributed to the economic status of their families and their inability to meet the basic costs of food and housing without their child earning something as well

## **2-22-International Previous Studies**

Colclough (2000) The emphasis in studies of gender tends to be around the education of girls and enabling the retention of girls in school, in some contexts it is boys who are more likely to withdraw early (e.g. South Africa, Jamaica). Often this takes place in communities where in it access is largely equal for both genders, and the move out of school for boys is often seen as a pull to the labor market.

Gendered cultural practices which influence girls and boy's educational chances and experiences. They describe, for example, gendered roles in society which shape, 'the balance of incentives for girls and boys to attend school' For example, in some societies the main leadership roles in public life are taken by men, which could potentially restrict the aspirations of girls; marriage of girls happens at a younger age than boys. Limiting the livelihood of continued schooling; and labour market practices can influence both male and female withdrawals differently.

(Hunt, 2008:4). The study aimed to improve quality and education relevance through improving national curriculum. The study used the descriptive method with a sample of primary school students /house hold /teachers. The study found that the school dropouts as a process rather than just an event (Hunt, 2008:5). The point of seeing dropouts as a process rather than an event is about seeing it as a "series of interacting issues and events which vary according to social context, individual circumstance and expectations around education" (Hunt, 2008 The reason that this is a beneficial article for this report (thesis) is that it would suggest that there is not one particular factor that leads to dropping out in the Philippi area and that the stories that lead to dropping out vary depending on the context and the individuals. This suggests that there are multiple reasons that school children drop out whether it is academic failure or deviant behavior. In the rest of this report I will show how the different categories of people interviewed had similar avenues of displacement.

(Middle East and North Africa Out-of-School Children Initiative.2008)

In focus group discussions, teachers revealed that due to the low pay they are forced to engage in other income-generating activities. As a

consequence, the time devoted to lesson planning and assignment grading is not sufficient to ensure high-quality learning outcomes.

Africa has the world's highest incidence rates of child labour. The problem is severe in sub-Saharan Africa where more than 40% of all children aged 5–14 labour for survival, or about 48 million children. Poverty is considered as the primary cause of child labor in Africa. International Labour Organization estimates that agriculture is the largest employer of child labor in Africa. Vast majority are unpaid family workers. (ILO, 2012)



# **Chapter Three**

## **Methodology**

## **Chapter Three**

### **Methodology**

This chapter is concerned with describing the study area, ethical clearance letters, research methodology - sample selection techniques; population of the study' the data collection method and tools, the questionnaires used in this study, data analysis and statistical process and studies limitation.

#### **3.1 Study area:**

Dar Al salaam locality is located in West Omdurman State. It's total area about 24 square Kilometers & its population size is proximately 65800 citizens. It is administratively divided into five sections. Each section contains ten blocks. Each block is inhabited by about 2000 families. These families are characterized by low standard of living, their main activities either marginal trade or manual laboring. The inhabitants were descended from a variety of tribes & ethnic groups, such as Darhamid, Reziegat, Kbbabeech, Kawahla, Hasaniya, Dawaleb&Zagaw

#### **3.2 Ethical clearance consideration.**

Several visits were carried out to get the commitments of the following authorities:

a-local Dar Alslam committee.

b-: Dar Al salaam schools' administrations (Ministry of Education).

c-Head Masters and school teachers in ten primary governmental schools for boys.

#### **3.3 Research Methodology:**

A social descriptive survey method was used to study the effects on family member's children drop-out of school caused by livelihood

constraints by collecting data related to the variables of this study. Using Questionnaires, interviews, and focus observation are some of the methods used for collecting data.

### 3.4 Sample selection:

Despite all difficulties in displace area, but with the assistance of schools' administrators & the guidance of the local committee's members who possess professional knowledge & authority & influence a stratified random-sample of size 103 is being chosen from the students who dropped out from Dar Alsalam east schools during the period 2014-2016 for each of the first two categories; the droppers & the droppers' heads household.

Table No. (3/1): shows number of students who dropped out from at Dar Al salaam east schools during the period 2014-2016.

Ser. No.	Ac. Year Block	2014		2015		2016		Total
		Enroll	Drop-out	Enroll	Drop-out	enroll	Drop-out	
1	1	400	105	500	112	600	90	307
2	2	500	11	630	91	700	76	269
3	3	350	99	700	102	800	90	291
4	4	450	99	600	98	500	93	290
5	5	458	103	660	89	700	75	267
6	6	300	107	508	101	500	80	288
7	23	501	85	590	97	610	91	273
8	24	499	111	500	98	710	100	309
9	25	399	97	588	94	405	96	287
10	32	3087	109	569	82	511	93	284
	Total	4165	1026	5845	964	6036	875	2865

Source: Dar Al salaam schools' administrations.

As for the teachers' category a full-coverage survey was applied. The whole sample of teachers was (100) in 10 governmental basic schools.

### Sample Selection Methods:

From table 3.1 N=2856

Level of confidence=95%

Level of precision=9.5%

$$n_0 = (Z^2 p q) / (e^2) = ((1.96)^2 * 0.5 * 0.5) / ((0.095)^2) = 106$$

$$n = n_0 / (1 + ((n_0 - 1) / N)) = 106 / (1 + (106 - 1) / 2865) = 103$$

Table No. (3.2): shows the calculation of the stratified random sample size (proportional).

Year	number of dropped out	% of dropped out from the population	% of dropped out from the sample	Sample size
2014	1026	36%	36%	37
2015	964	34%	34%	35
2016	875	30%	30%	31
Total	2865	100%	100%	103

Source: Collected data for the study, 2017.

### 3.5: Population of the study:

A pre-survey was conducted in April (2017). The purpose of which was to acquaint the researcher with the study area, as well as to find households who had boys who drop out from school. The researcher had got information about these households from local committees'.

This study included drop out boys' student in Dar Alslam East Governmental boys' basic schools during the period (2014-2016) as shown in table (3.1). The sample also included 100 teachers from ten schools and the house hold head members.

The main survey was conducted in May (2017) to collect the needed data. Three Comprehensive questionnaires were designed by the researcher to collect data from the selected respondents (teachers –parent and the dropout boys).

Tools used by the researcher were direct individual interview as well as close observation.

ii-A three days' workshop was addressed to (10) university graduates' girls who were living in Dar al Salam. The objective of this work shop was to train them how to fill the questionnaire successfully by positive interaction with the respondents.

### **3.6 Data collection methods:**

Both quantitative and qualitative methods are used to collect both primary and secondary data on family members. Qualitative methods are to be used in this study through interviews & observations, while quantitative methods are to be focused on through the questionnaire.

#### **3.6.1 Data collection sources:**

##### **3.6.1.1 Primary sources**

###### **1- The questionnaires of the study:**

Before addressing the questionnaires to respondents a team of experts' staff were asked to examine the predictive validity, content, concurrent and construct validity and a objectivity, reliability and ease of application. (appendix no (1) content list name of experts' staff)

A. The first questionnaire was designed for the school boys drop- out from their schools. It contains (10) questions and 6 themes. The goal was to identify the reasons behinds boys' drop-out from their school.

B. The second questionnaire was designed for the household heads. It contains (14) questions and 6 themes. The main objective from these questions is to clarify the socio- economic conditions of the boys' families.

C. The third questionnaire was designed for the teachers. It contains 18 questions. The goals from these questions was to identify the teachers' personal data & their extra activities beyond teaching duties.

## **2- Interviews with the heads of schools:**

Interviews were organized with the heads of schools to obtain direct information concerning the educational problems as regards pupils teachers & school facilities.

## **3-Observations:**

Observations were the remarks of the researcher taken while he was visiting the schools and the households.

### **3.6.1.2 Secondary sources:**

The secondary sources include books and relevant references such as, previous studies, reports ex Sudan Country Report on –Out –school Children (2011), MSc & PhD researches, scientific papers written on the same topic.

## **3.7 Research Model:**

The research model contains seven variables one is the dependent variable & the others are the independent variables.

## **3.8 Full Survey:**

A full survey was adopted for collecting data about the teachers.

Table No. (3/3) shows the number of questionnaires according to executed processes.

Table No (3/3): explains the total numbers of distributed, received & entered questionnaires.

Process \ Questionnaire	Distributed	Received	Entered
Droppers	105	103	103
Droppers head household	105	103	103
Teachers	100	100	100

Source: Collected data for the study,2017.

### **3.9 Research limitations:**

Many problems encountered the conduction of this study include the following:

- 1- lack of security in some parts of Dar Alslam East. So the researcher suffered a lot during contacts with the local Communities.
- 2- Improper understanding of respondents for most questions because the community of this area come from many tribes so the researcher had to clarify and explain the questions many times.
- 3- Difficulties in collecting information from schools though formal letters were addressed to the head masters.
- 4- Transportation problems faced the researcher because of rough & impassable roads.

# **Chapter Four**

## **Results And**

### **Discussion**



## Chapter Four

### Data Analysis

This chapter deals with the analysis of the data collected from the field of the study, it contains the following three sections: section one about boys drop out from schools, section two about their families, & section three about teachers and schools' environment.

#### 4.1 Section One:

##### 4.1.1 The droppers' demographic data:

Table (4.1): Frequency distribution of the droppers according to age.

Age	Frequency	Percent
bet 7-9	5	4.9
bet 10-12	46	44.7
more than 13	52	50.5
Total	103	100.0

Source: Collected data for the study,2017.

Table 4.1 illustrated that (50%) of them were in age group more than 13.while(5%) of them were between 7 & 9 years. Boys within age 13-15years need to paid more attention .

Table (4.2):Frequency disturbation the class when boys left schools.

School leave	Frequency	Percent
first class	6	5.8
2nd class	12	11.7
3rd class	5	4.9
4th class	12	11.7
5th class	19	18.4
6th class	17	16.5
7th class	4	3.9
8th class	28	27.2
Total	103	100.0

Source: Collected data for the study,2017.

From the table 4.2 t (27.2%) of boys left the school at class 8. While 3.9%left school at class1and class7respectivly.

Table 4.3: About who had paid the school fees.

Payer of school fees	Frequency	Percent
Father	19	18.4
Mother	11	10.7
Brother	8	7.8
Sister	7	6.8
Others	1	1.0
None	8	7.8
father & mother	8	7.8
father & mother & sister	3	2.9
father & brother	4	3.9
father & mother & brother	5	4.9
mother & brother	2	1.9
father& brother & sister	16	15.5
father, mother, brother& sister	11	10.7
Total	103	100.0

Source: Collected data for the study,2017.

From the Table 4.3 it can show the following:

(18.4) boys' fathers paid the school fees, , (7.8%) brothers, non, fathers and mothers.s

These families are characterized by low standard of living, their main activities either marginal trade or small handicraft or manual laboring. The inhabitants are descended from a variety of tribes and ethnic groups such as, Darhamid. Dar Alslam residents left their living locations where they produce, and have their economic assets and came to this area as displaced and vulnerable group needs particular attention.

Table (4.4): Frequency distribution of boys according to whether they work or not after school.

Answer	Frequency	Percent
Yes	79	76.7
Not work	24	23.3
Total	103	100.0

Source: Collected data for the study,2017.

Table (4. 4) (76.7%) of the boys work after school & the remaining (23%) do not work. Their family saw them as the productive members .so to supported family financial ,item of earn money .Boys work had negative effect boys education.Resulted in low schooling performance .

Table (4.5) Frequency distribution of boys according to type of work after school.

Work	Frequency	Percent
cart boy	17	21.5
varnish laborer	24	30.4
Dirdaga	12	15.2
restaurant worker	6	7.6
cart & dirdaga	5	6.3
cart & varnish	9	11.4
varnish & dirdaga	6	7.6
Total	79	100

Source: Collected data for the study,2017.

The result of table (4.5) illustrated that (30.4%) of the boys work as varnish laborer, (11.4%) cart & varnish. This finding agreed with Abdul Rahman, (2015) who reported that many children started work instead of attending school, or leave school, or before completing their primary education which was attributed to the economic status of their families and their inability to meet the basic costs of food and housing without their child earning something as well.

Table (4.6): The cause of immigration

Cause	Frequency	Percent
Drought and desertification	61	16.7%
War	61	16.7%
Tribal conflict	37	10.1%
The existence of opportunities to work	130	35.6%
Other	76	20.9%
Total	365	100%

Source: Collected data for the study,2017.

The above table is represented the cause of immigration of the respondents, and show that (35.6%). The existence of opportunities to work, , and (10.1%) Tribal conflict.

Conflict affect access of education by preventing the opening of the schools threatening children security while travelling to school and attending school.

Being displaced person means facing many problems that can be divided into three categories: firstly, the daily problems concerning education, house hold utilities, public services, transportation and communication. Secondly the problems concerning demolitions forced evictions or relocation (Doebbler 28 1999p3), and thirdly the problems that originated from the root cause of displacement in the first instance.

All house hold respondent had left their original rural societies for various reasons (war, conflict ,drought, etc.) came for seeking better opportunity for living ,but unfortunately found themselves living in complex economic society which depend on cash capital and very difficult to satisfy their basic need mainly (education –health services –food).

Table (4.7): The monthly income of the family.

Monthly income	Frequency	Percent
Low (less than 1000 SDG per month)	179	49%
Middle (1001 - 2000 SGD per month)	145	39.7%
High (more than 2001 per/month)	41	11.3%
Total	365	100%

Source: Collected data for the study,2017.

The above table is represented the monthly income of the family of the respondents, and shows that (49.0%) Low (less than 1000 SDG per month), and (11.3%) High (more than 2001 per/month). the study show they earn low income per month do not satisfy their basic need.most of this area displaced moved to Khartoum state recentlyto search for job or search for opportunity work for living ,but unfortunatlyfound them self living in comlex economic society .This led to disturbed boys educationconflict .

The ranking of item importance is done according to the relative weight of each item.

Table (4. 8): Family economic status.

Ser . No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t-value	Sig. level	Answer	Ranking according to importance
1	Family income is sufficient for living needs.	23	17	2	28	33	3.3	0.66	1.914	0.058	positive	1
2	Family has many income sources .	16	31	6	42	8	2.95	0.59	-0.383	0.703	negative	4
3	Family provides regular school fees.	13	29	15	29	17	3.08	0.62	0.598	0.551	positive	2
4	Family provides regular money for books & clothes .	12	31	12	44	4	2.97	0.59	-0.253	0.801	negative	5
5	I'm not participating in family work after school.	12	27	12	42	10	3.11	0.62	0.877	0.383	positive	3
	Overall scale											

Source: conducted by the researcher, questionnaire's data,2017

Table 4.8 shows that item No.1,3, & 5 are positive, items No. 2 & 4 are negative.

With regard to the ranking of items according to their importance it is obvious that the items concerned with sufficiency of income & provision of regular school fees comes first, then comes participation in family work, & lastly comes family income sources & provision of money for books & clothes.

From the finding the livelihood constraints can be considered as causes, effects and affect related to economic and social poverty which have various effects on many development sectors especially primary schoolboys' dropout. In this particular study the main objective was to investigate the effects of the family livelihood constraints on school boys drop-out.

Table (4.9): explains the items relative importance for the social theme.

Ser. No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t- value	Sig. level	Answer	Ranking according to importance
1	My parents do not care about my education.	16	31	6	28	22	3.09	0.62	0.618	0.538	positive	1
2	My parents do not ignore my construction & they Follow me up continuously	19	31	13	35	4	2.77	0.55	-1.91	0.059	negative	8
3	There are so many educated persons in my family.	13	30	28	22	10	2.86	0.57	-1.16	0.245	negative	6
4	The cultural level of my family is high.	14	27	33	21	8	2.83	0.57	-1.55	0.123	negative	7
5	I don't spend my time with friends who like absenteeism & run-away from school	14	17	33	35	4	2.98	0.59	-0.17	0.858	negative	3
6	I don't feel that my appearance is not acceptable & it is inferior to other students' appearances.	11	21	38	29	4	2.94	0.59	-0.57	0.57	negative	4
7	The customs & social customs of my family encourage male's education.	11	20	27	38	7	3.1	0.62	0.876	0.383	positive	2
8	Customs & social traditions of my family encourage female's education.	14	29	23	28	9	2.89	0.58	-0.9	0.37	negative	5
	Overall scale											

Source: conducted by the researcher, questionnaire's data,2017.

From table 4.9 the items No. 2 ,3,4,5,6&8 are negative, & items No. 1 & 7are positive.



With regard to the ranking of items according to their importance it is obvious that the items concerned with care of parents towards education, male education & spend of time with bad friends comes first, then comes the leaker's appearance, female education & educated family members, & lastly come family cultural level & instruction & follow-up.

Table (4.10): explains the items relative importance for the educational services theme as reported by dropper.

Ser. No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t- value	Sig. level	Answer	Ranking according to importance
1	The educated curriculums are appropriate.	3	4	10	53	33	4.06	0.81	11.7	0.000	positive	1
2	The applied teaching methods are appropriate	2	5	13	71	12	3.83	0.77	11.03	0.000	positive	2
3	The teachers are cooperative with students.	2	3	21	58	19	3.86	0.77	10.7	0.000	positive	3
4	The school infrastructures are good.	10	12	27	42	11	3.32	0.66	2.89	0.005	positive	8
5	The school internal environment is acceptable & all services are provided.	7	10	22	51	13	3.51	0.70	4.94	0.000	positive	6
6	The students cooperate with each other.	2	14	15	55	17	3.69	0.74	7.2	0.000	positive	4
7	The individual differences between students are taken into consideration.	6	11	18	52	16	3.59	0.72	5.66	0.000	positive	5
8	The school administration helps poor students by exemptions from fees.	12	9	13	55	14	3.49	0.70	4.15	0.000	positive	7
	Overall scale											

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.10 shows that all the sentences are positive.

With regard to the ranking of items according to their importance it is obvious that the items concerned with education curriculum, teaching methods & teachers' cooperation comes first, then comes students' cooperation, differences between students & the school internal environment, & lastly come the school administration & the school infrastructure.

Table (4.11): explains the items relative importance for the health services theme.

Ser. No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t- value	Sig. level	Answer	Ranking according to importance
1	I feel sick at longer intervals.	5	6	7	60	25	3.91	0.78	9.34	0.000	positive	1
2	I don't have chronic illness.	4	3	19	71	6	3.7	0.74	8.97	0.000	positive	2
3	In case of sickness the family pays the medication cost.	8	14	13	58	10	3.47	0.69	4.33	0.000	positive	3
4	There are health services close to my place of residence.	4	20	18	51	10	3.42	0.68	4.09	0.000	positive	5
5	With regard to ventilation the house is healthy.	6	18	24	49	6	3.3	0.66	3.00	0.002	positive	7
6	With regard to toilet The house is healthy.	4	15	29	47	8	3.39	0.68	4.09	0.000	positive	6
7	With regard to The environment around the house it is healthy because there are no garbage cans.	5	13	25	51	9	3.45	0.69	4.59	0.000	positive	4
8	My feeding is good because I take enough meals.	12	10	31	39	11	3.26	0.65	3.26	0.022	positive	8
	Overall scale											

2015Source: conducted by the researcher, questionnaire's data,2017.

Table 4.11 shows that all the items are positive.

With regard to the ranking of items according to their importance it is obvious that the items concerned with sickness intervals, chronic illness & payment of medication cost comes first, then comes environment around the house, health services & house toilet, & lastly comes house ventilation& quality of feeding.

Table (4.12): explains the items relative importance for the personal causes theme.

Ser. No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t- value	Sig. level	Answer	Ranking according to importance
1	I have a strong & balanced personality.	3	3	6	36	55	4.33	0.87	14.4	0.000	positive	1
2	My physical abilities are high & I don't feel any physical limitations.	6	3	9	48	37	4.04	0.81	10.06	0.000	positive	2
3	I can construct good social relations inside the school.	9	2	15	38	39	3.93	0.79	8.00	0.000	positive	3
4	My mental capabilities enable me to understand school lessons.	6	6	10	54	36	3.96	0.79	8.85	0.000	positive	4
5	I have high motivation towards learning.	5	10	16	36	36	3.85	0.77	7.54	0.000	positive	6
6	There are no discomforts from teachers to students.	7	10	9	42	35	3.85	0.77	7.27	0.000	positive	7
7	There are no discomforts from students to students.	3	9	14	41	36	3.95	0.79	9.18	0.000	positive	5
8	I have stable emotions, I don't become angry easily.	10	11	16	38	28	3.61	0.72	4.91	0.000	positive	8
	Overall scale											

Source: conducted by the researcher, questionnaire's data,2017.

The results of table 4.12 illustrates that the entire items are positive.

With regard to the ranking of items according to their importance it is obvious that the items s concerned with leaker's personality, physical ability & construction of social relations comes first, then comes mental capabilities, discomforts from students & motivation towards learning, & lastly comes discomforts from teachers & stability of emotions.

Table (4.13): shows the sentences relative importance for the family relations theme.

Ser. No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t-value	Sig. level	Answer	Ranking according to importance
1	There are no money handicaps due to insufficient income that disturbs family life.	32	10	13	26	22	2.96	0.59	-1.16	0.245	negative	6
2	There are no quarrels between father & mother.	30	15	18	35	5	2.71	0.54	-3.82	0.044	negative	8
3	The behavior of one or both my parents is not an ill-treatment.	29	15	25	28	8	2.74	0.55	-2.14	0.034	negative	7
4	The behavior of one or both my parents is not extremely pampering towards me.	15	12	30	39	7	3.11	0.62	27.1	0.000	positive	4
5	None of my parents is absent because of separation or polygamy.	9	9	42	37	6	3.21	0.64	32.7	0.000	positive	3
6	None of my parents is absent because of other causes.	12	17	39	26	9	3.03	0.61	27.5	0.000	positive	5
7	I regularly maintain religious teachings particularly praying.	6	13	31	38	15	3.42	0.68	32.3	0.000	positive	1
8	I go sometimes with family members to visit our relative	12	12	29	37	13	3.26	0.65	28.06	0.000	positive	2
	Overall scale											

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.13 shows that all the items s4,5,6,7 &8 are positive & items s 1,2, & 3 are positive.

With regard to the ranking of items according to their importance, it is obvious that the items s concerned with maintenance of religious teachings, visits to relatives & parents' absence comes first, then comes pampering by parents & money handicaps, & lastly comes parents' treatment & parents' quarrels.

### **1/3- Summary of the answers for the open question addressed to droppers:**

(The open question: what are your motivations for leaving the school?)

Table No. (4.14): Shows the relative importance of the causes for dropout.

Ser. No.	Cause	Number of confirmed	%	rank
1	Academic performance of school.	40	38	2
2	Parents do not care about education.	31	30.1	3
3	Far distance of school from home.	12	11.7	8
4	Separation of parents.	22	21.4	5
5	Polygamy.	11	10.7	9
6	Academic performance of student.	25	24.3	4
7	Provisions of food, drink, residence are not comfortable.	13	12.6	7
8	Feel sick at short time intervals.	11	10.7	10
9	Drug abuse.	3	2.9	14
10	Practice of absenteeism & run away from school with friends.	21	20.4	6
11	Appearance is improper & it is inferior to other students.	4	3.9	13
12	Discomforts from students.	8	7.8	12
13	School infrastructure is not comfortable.	9	8.7	11
14	Absence of one of parents.	68	66	1

Source: conducted by the researcher, questionnaire's data, 2017.



Table 4.14 shows that causes with high importance are absence of one of parents is most (66%) appearance is improper & it is inferior to other students & drug abuse (3.9%) .

.This report to some extent agreed with (Hunt 2008;5) who suggest that there was no one particular factor that leads to dropping out in the Philippi area. However, there are multiple reasons that school children drop out whether it is academic failure or deviant behavior.

From the analysis and data collected from respondents (teachers –parents and drop out boys) It can be concluded that there search results agree with (Hunt 2008;5) as regards problems boys dropout, that they have to be looked at as a process rather than an event, & to be seen as a "series of interacting issue and events which vary according to social context ,individual circumstances, and expectations around education.

#### 4.2- The heads household data:

Table (4.15): Frequency distribution of the household according to locality.

Locality	Frequency	Percent
Um bada	103	100.0

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.15 shows that all the sample units belong to Umbada locality.and they lived not far from their schools

Table (4.16): Frequency distribution pupil relation to the head of household.

relation to the head of household	Frequency	Percent
father	62	60.2
mother	17	16.5
brother	13	12.6
other	11	10.7
Total	103	100.0

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.16) illustrated that (60.2%) the heads household are fathers, others (11%). Those who lived with their mothers indicated a bad relationship between the parent. It can be concluded that social factors are a strong reason for not boys attending school.

Table (4.17): Frequency distribution of the household according to social status.

social status	Frequency	Percent
married	17	16.5
single	31	30.1
widow	30	29.1
divorced	25	24.3
Total	103	100.0

Source: conducted by the researcher, questionnaire's data, 2017.

Table 4.17 illustrated that (30.1%) of the household heads were single, (16.5%), married. Most of the household heads are mature enough to decide whether to send their children to school or not.

Table (4.18): explains the distribution of the household head according to age.

Age	Frequency	Percent
20-less than 30	38	36.9
30-less than 40	47	45.6
40- less than 50	13	12.6
more than 50	5	4.9
Total	103	100.0

Source: conducted by the researcher, questionnaire's data, 2017.

Table 4.19 illustrated that; (37%) their ages between 20-30 of the sample units, (4.9%) are more than 50. The household head had a direct effect for boys dropping out from their schools.

Table (4.19): Frequency distribution of the house hold head according to level of education.

level of education	Frequency	Percent
Illiterate	34	33.0
Basic	25	24.3
Elementary	12	11.7
Intermediate	11	10.7
Secondary	11	10.7
Khalwa	10	9.7
Total	103	100.0

Source: conducted by the researcher, questionnaire's data,2017.

table 4.20 illustrated that the illiterate (33.0%)basic ,Khalwa (9.7%).– This show that uneducated house hold –affected accessto boys education.The education level of house hold members (parents ) influnce determing wther or how long children access school .Higher parental /house hold head education level is associated with increased children accessto education ,higher attendance rate and lower dropout .

#### 4/2/2-Theheadhousehold'sanalysis& relative importance of questionnaires' items:

Table (4.20): Frequency distribution of economic theme.

Ser. No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t-value	Sig. level	Answer	Ranking according to importance
1	Family income is sufficient for living needs	0.0	13	6	6	78	4.44	0.89	13.7	0.000	positive	1
2	Family has other income sources in addition to mine	6	9	6	72	10	3.68	0.74	7.2	0.000	positive	3
3	Provide regular school fees to my children	0.0	10	23	51	19	3.76	0.75	8.99	0.000	positive	2
4	Provide regular money for books & clothes to my children	3	9	50	39	2	3.27	0.65	3.58	0.001	positive	5
5	My children do not work after school	2	15	40	38	8	3.33	0.67	3.86	0.000	positive	4
6	I don't resort to borrow from others	3	25	46	27	2	3.00	0.60	0.00	1.000	positive	7
7	I don't receive charities or subsidies or support from any donor	2	31	30	36	4	3.08	0.62	0.942	0.348	positive	6
8	Provide electricity to family house	2	38	32	29	2	2.91	0.58	-0.98	0.326	negative	8
9	Provide refrigerator to family house	13	30	29	29	2	2.77	0.55	-2.14	0.034	negative	9
10	Provide television to family house	18	37	30	17	1	2.47	0.49	-5.3	0.000	negative	10
11	Provide mobiles to family members	36	29	15	20	3	2.27	0.45	-6.08	0.000	negative	11
	Overall scale											

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.20 shows that items No.1,2,3,4,5,6 & 7 are positive, while items No. 8,9,10 & 11 are negative.

With regard to the ranking of sentences according to their importance it is obvious that the items concerned with family's income sufficiency, regular school fees, family's income sources & children work after school comes first, then comes provision of regular money for necessities, receive of subsidies & charities & support, borrowing from others & provision of electricity, & lastly comes provision refrigerator, provision television & provision mobiles.

In this case the economic states effected and affected related to poverty and had various effects on many development sectors especially child development mainly primary education .It found that poor house holds faced difficulties to keep their boys in the school .

Table (4.21): ): Frequency disturbution for the social theme.

Ser. No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t-value	Sig. level	Answer	Ranking according to importance
1	I don't feel indifference towards educating my kids.	0.0	12	18	49	24	3.82	0.76	9.07	0.000	positive	1
2	Follow-up my children continuously	2	6	35	35	25	3.72	0.74	7.68	0.000	positive	2
3	So many educated within the family members	4	14	27	48	10	3.44	0.69	4.63	0.000	positive	3
4	High cultural level for family members	9	17	37	33	7	3.11	0.62	1.12	0.263	positive	4
	Overall scale											

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.21 illustrates that all items are positive.

With regard to the ranking of items according to their importance it is obvious that the items concerned with feelings towards educating kids comes first, then comes follow-up of children& the educated family's members, & lastly comes family's cultural level.

Table (4.22): ): Frequency distribution for the educational services theme.

Ser. No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t-value	Sig. level	Answer	Ranking according to importance
1	Educated curriculum is appropriate.	0.0	5	6	14	78	4.6	0.92	20.1	0.000	positive	1
2	Teaching methods are appropriate.	0.0	7	10	67	19	3.95	0.79	12.9	0.000	positive	2
3	Teachers are cooperative with students.	3	8	26	37	29	3.78	0.76	7.7	0.000	positive	3
4	School infrastructures are good.	1	13	49	36	4	3.28	0.66	3.7	0.000	positive	5
5	School internal environment is acceptable & all services are provided.	4	14	36	35	14	3.39	0.68	3.98	0.000	positive	4
6	Students cooperate with each other.	4	29	43	24	3	2.93	0.59	-0.77	0.439	negative	6
7	Individual differences between students are taken into consideration.	7	36	33	23	4	2.81	0.56	-1.89	0.061	negative	7
	Overall scale											

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.22 that items No.1,2,3,4& 5 are positive, items No. 6 & are negative.

With regard to the ranking of items according to their importance it is obvious that the items s concerned with educated curriculum, teaching methods & teachers' cooperation comes first, then comes school internal environment & school infrastructures, & lastly comes student's cooperation & individual differences between students.

In the Sudan children and their families struggle to obtain basic needs mainly primary education. Displaced person attention must address the most pressing problems facing education.

Table (4.23): Frequency distribution for the health services theme.

Ser. No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t-value	Sig. level	Answer	Ranking according to importance
1	Become sick at longer periods.	1	9	6	16	71	4.42	0.88	14.4	0.000	positive	1
2	I don't have chronic illness.	0.0	4	15	69	15	3.92	0.78	14.03	0.000	positive	2
3	I don't have permanent disability.	2	9	36	38	18	3.59	0.72	6.36	0.000	positive	3
4	In case of sickness the family pays medication cost.	0.0	20	42	36	5	3.25	0.65	3.10	0.002	positive	4
5	The family takes me to the hospital instead of giving me traditional drugs.	3	26	46	24	4	3.00	0.60	3.00	1.000	positive	5
	Overall scale											

Source: conducted by the researcher, questionnaire's data, 2017.

Table 4.23 illustrates that all items are positive. With regard to the ranking of items according to their importance it is obvious that the items concerned with educated curriculum, teaching methods & teachers' cooperation comes first, then comes school internal environment & school infrastructures, & lastly comes student's cooperation & individual differences between students.



Table (4.24): ): Frequency distribution for the personal causes theme.

Ser. No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t-value	Sig. level	Answer	Ranking according to importance
1	I have a strong & balanced personality.	1	4	12	21	65	4.40	0.88	15.66	0.000	positive	1
2	My physical abilities are high & I don't feel any physical limitations.	0.0	4	17	76	6	3.81	0.76	14.03	0.000	positive	2
3	I can construct good social relations inside the school.	1	6	44	48	4	3.46	0.69	6.64	0.000	positive	3
4	My mental capabilities enable me to understand school lessons.	1	26	37	33	6	3.16	0.63	1.84	0.068	positive	4
	Overall scale											

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.24 shows that all items are positive.

With regard to the ranking of items according to their importance it is obvious that the items concerned with personality comes first, then comes physical abilities &, construction of good social relations,& lastly comes mental capabilities.

Table (4.25): ): Frequency distribution for the family relations theme.

Ser. No.	Item	Totally not agree	Not agree	No view	Agree	Totally agree	Average	Relative importance	t-value	Sig. level		Ranking according to importance
1	No money handicaps due to insufficient income that disturb family life.	2	4	12	6	79	4.51	0.90	15.7	0.000	positive	1
2	No quarrels between father & mother.	0.0	3	6	78	16	4.03	0.81	18.3	0.000	positive	2
3	The behavior of one or both my parents is not extreme pampering.	0.0	2	51	44	6	3.52	0.70	8.3	0.000	positive	3
4	Absence of one of my parents is not due to other causes not to separation or polygamy.	6	54	32	18	2	2.66	0.53	-3.82	0.000	negative	4
5	Maintain religious teachings as praying.	27	28	35	11	2	2.34	0.47	-6.31	0.000	negative	5
	Overall scale											

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.25 shows that items No.1,2& 3 are positive, & items No. 4& 5 are negative.

With regard to the ranking of items according to their importance it is obvious that the items concerned with money handicaps & parents' quarrels comes first, then comes pampering behavior& parents' absence,& lastly comes maintenance of religious teachings.

According to information reported by the households, 48% of respondents were daily paid labour and 52% of their income per month was less than one million, which regarded as the lowest income. Therefore, in this case where cash and income are critical household resource, its member had to work to insure at least minimal family welfare, particularly children education. From Sudan Country Report on Out of school children 2014 at household level, family economic status and wealth affect the schooling decision for sending children to school, also it is reported that children from poor family are less access to education than children from wealthy.

### 4.3- The teachers' data:

#### 4.3.1- The teachers' demographic data:

Table (4.26): Frequency distribution of sample according to gender.

Gender	Frequency	Percent
Male	46	44.7
Female	57	55.3
Total	103	100.0

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.26 shows that almost (55.3%) of the sample units were females & the remaining (44.7%) were males, which is consistent with the actual situation.

Teachers were chosen because they were part of school's environment and their perception regarding dropouts was significant and should be fed into the policy recommendations. Also They have close interaction with the boys due to their time spend in the school during classes and extra curriculum activities.

Table (4.27): Frequency distribution of sample units according to place of residence.

Place of residence	Frequency	Percent
Dar al Salam	60	58.3
Not Dar al Salam	43	41.7
Total	103	100.0

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.27 illustrates that the majority of the sample units (58.3%) were residence of Dar Al Salam & the remaining (41.7%) from other places.

Teachers should be encouraged to work in the study area or similar other areas. The time spent by student at school made close interaction to their

time spent in the school during classing and extra curricular activities. High number of teacher living near to school should create strong good relation boys and teachers as well as parents

Table (4.28): Frequency distribution years of residency in Dar Alsalam .

Residence years	Frequency	Percent
less than 3 years	4	3.9
from 3 to less than 4 years	36	35.0
4 & more years	63	61.2
Total	103	100.0

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.28 shows that the (61.2 %) of the sample were residents in Dar Al salaam area for more than 4 years, 4% were less than 3 years. Live in near school had very good thing –live in poor countries may be less able to hold teachers accountable .Working in poor conditions may decrease teachers motivation.

Table (4.29): Frequency distribution of sample according to experience years.

Experience years	Frequency	Percent
5 years & less	44	42.7
6 to 10 years & less	8	7.8
10 years & more	51	49.5
Total	103	100.0

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.29 shows that (49 .5%) of the sample units have long experience 10 years & more, only 8% have medium experience. Long years training make teacher qualified .They are various aspects of teaching and learning which will be linked to dropping out ,the quality of teaching –learning experience are linking to the learning out comes of children .

Table (4.30): Frequency distribution of sample according to training courses.

Training attendance	Frequency	Percent
Yes	61	59.2
No	42	40.8
Total	103	100.0

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.30 illustrated that t (60%) of the sample were trained & the remaining (40%) are non-trained. In spite of half of teacher were qualified and had long experience but some student leave their school according to their academic level.

### 4.3.2- Summary of the output of teachers' questionnaire:

Table (4.31): Frequency distribution & percentages of alternatives of teachers' variables.

Variable	choices	Frequency	%
Teachers' shortage	Yes	33	32
	No	77	68
Teachers' shortage according to subjects	English	2	1.9
	Arabic	4	3.9
	Math.	3	2.9
	Geog. & Hist.	3	2.9
	Sciences	4	3.9
	Others	17	16.5
	None	70	68
Students' hours spent at school	(2-6) hrs.	23	22.3
	More than 6 hrs.	80	77.7
Other activities at school	Committees	26	25.2
	Cultural	37	35.9
	Sports	32	31.1
	Others	2	1.9
	None	6	5.8
Extra support for teachers	Yes	73	70.9
	No	30	29.1
Social involvement of teachers	Yes	77	74.8
	No	26	25.2
Parents' participation	Yes	89	86.4
	No	14	13.6
Issues raised by parents	Non-payment of fees	50	48.5
	Student's Absence	22	21.4
	Declining academic level	7	6.8
	Others	11	10.7
	None	13	12.6
Educational leakage	Major	89	86.4
	Minor	14	13.6
Percentage of educational leakage	Less than 10%	47	45.6
	More than 10% & less than 20%	38	36.9
	More than 20%	4	3.9
	None	14	13.6
	Lessons' leakage	Specific lessons	61
	All lessons	29	28.2
	None	13	12.6
School administration efforts	Improvement	84	81.6
	No improvement	19	18.4
Reasons for drop-out	Inferior school infrastructure	50	48.5
	Administration ill-treatment	11	10.7
	High school fees	14	13.6
	No school meals	8	7.8

	None	20	19.4
Support of charity organizations	Yes	81	78.6
	No	22	21.4
Type of support	Money	25	24.3
	School equipment	32	31.1
	School uniform	33	22.3
	Others	1	1.0
	None	22	21.4
School fees	Enforced	91	88.3
	Not enforced	12	11.7
School fees decrement	Yes	91	88.3
	No	12	11.7
Type of decrement	Installments	16	15.5
	Free	72	69.9
	Parents' exchange by work	3	2.9
	None	12	11.7
Teachers' additional work	Teaching	46	44.7
	Trading	34	33.0
	Others	15	14.6
	None	8	7.8

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.31 that almost about (68%) of the sample units confirmed that there is no shortage in teachers & in certain subjects at their schools, (78%) of the sample units confirmed that more than 6 hrs. is the average time spent by a student at With regards to the reasons for drop-out (48.5%) of the sample units referred it to Inferior school infrastructure .Moreover,UNCIF (2011) report in Sudan, describe teacher's workingcondition as follows: enormous burden of teaching over crowded classes as well as attending to other administrative duties in the school. With such challenges, the incentives to teach are few. Teachers 'remuneration is fairly low, to the extent that they hardly meet their daily need. Therefore, due to the low pay teachers were forced to find other solutions.

Teachers revealed that due to the low pay they are forced to engage in other income-generating activities. Consequently, the time devoted to lesson planning and assignment grading is not sufficient to ensure high-quality learning outcomes.



#### 4/4- Test of the research hypotheses:

This study includes the following hypotheses:

- 1- There is statistically significant relationship between students' drop-out & each of the following variables; economic causes, social causes, educational services, health services, personal causes & family relations.
- 2- There is statistically significant differences between causes of students' drop-out due to demographic variables;, age & type of work.

#### 4/4/1-The droppers' data:

#### 4/4/1/1-Test of the first hypothesis:

Table (4.32): explains the correlation between variables of the study model.

Variables		Drop-out	Economic causes	Social causes	Educational services	Health services	Personal causes	Family relations
Drop-out	Spearman Correlation	1	-.180	-.126	.449**	.166	.276**	-.210
	Sig. (2-tailed)		.069	.205	.000	.094	.005	.033
	N	103	103	103	103	103	103	103
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Source: conducted by the researcher, questionnaire's data,2017.

Table (4/32) shows that there is a negative statistically significant relationship between drop-out & family relations ( $\alpha=0.05, r=-0.210, sig.=0.033$ ).& a positive statistically significant relationship between drop-out& educational services ( $\alpha=0.05, r=0.449, sig.=0.000$ )& personal causes( $\alpha=0.05, r=0.276, sig.=0.005$ ), & positive statistically insignificant relationship between drop-out & health services( $\alpha=0.05, r=0.166, sig.=0.094$ ),& a negative insignificant relationship between drop-out& economic causes ( $\alpha=0.05, r=-0.180, sig.=0.069$ ), social causes( $\alpha=0.05, r=-0.126, sig.=0.205$ ).

A chi – square test is being undertaken to determine whether there is a statistical relationship between the dependent variables & the independent variables.

Table (4.33): Cross- tabulation of the economic causes & drop- out variables for the droppers.

Ec. causes	disagree	agree	total
School leave			
2 <sup>nd</sup> & 3 <sup>rd</sup> class	8	10	18
4 <sup>th</sup> & 5 <sup>th</sup> class	9	8	17
6 <sup>th</sup> & 7 <sup>th</sup> class	23	13	36
8 <sup>th</sup> & 9 <sup>th</sup> class	21	11	32
total	61	42	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.34): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi-square	2.773	3	0.428

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/34) shows that there is no statistically significant relationship between drop-out & economic causes variables ( $\alpha=0.05$ ,  $\chi^2 =2.773$ , sig.=0.428).

Table (4.35): Cross- tabulation of the social causes & drop- out variables.

social causes	disagree	agree	total
School leave			
2 <sup>nd</sup> & 3 <sup>rd</sup> class	7	11	18
4 <sup>th</sup> & 5 <sup>th</sup> class	8	9	17
6 <sup>th</sup> & 7 <sup>th</sup> class	21	15	36
8 <sup>th</sup> & 9 <sup>th</sup> class	19	13	32
total	55	48	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.36): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi- square	2.609	3	0.456

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/36) shows that there is no statistically significant relationship between drop-out & social causes variables ( $\alpha=0.05$ ,  $\chi^2 =2.609$ , sig.=0.456).

Table (4.37): Cross- tabulation of the education & drop- out variables.

education	disagree	agree	total
School leave			
2 <sup>nd</sup> & 3 <sup>rd</sup> class	11	7	18
4 <sup>th</sup> & 5 <sup>th</sup> class	7	10	17
6 <sup>th</sup> & 7 <sup>th</sup> class	6	30	36
8 <sup>th</sup> & 9 <sup>th</sup> class	5	27	32
total	29	74	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.38): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi- square	15.922	3	0.001

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/38) shows that there is statistically significant relationship between drop-out & education variables ( $\alpha=0.05$ ,  $\chi^2 =15.922$ , sig.=0.001).

Table (4.39): Cross- tabulation of health & drop- out variables.

health	disagree	agree	total
School leave			
2 <sup>nd</sup> & 3 <sup>rd</sup> class	11	7	18
4 <sup>th</sup> & 5 <sup>th</sup> class	5	12	17
6 <sup>th</sup> & 7 <sup>th</sup> class	15	21	36
8 <sup>th</sup> & 9 <sup>th</sup> class	11	21	32
total	42	61	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.40): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi-square	4.546	3	0.208

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/40) shows that there is no statistically significant relationship between drop-out & health variables ( $\alpha=0.05$ ,  $\chi^2 =4.546$ , sig.=0.208).

Table (4.41): Cross- tabulation of the personal causes & drop- out variables.

personal causes	disagree	agree	total
School leave			
2 <sup>nd</sup> & 3 <sup>rd</sup> class	6	12	18
4 <sup>th</sup> & 5 <sup>th</sup> class	5	12	17
6 <sup>th</sup> & 7 <sup>th</sup> class	9	27	36
8 <sup>th</sup> & 9 <sup>th</sup> class	5	27	32
total	25	78	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.42): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi-square	0.561	3	0.905

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/42) shows that there is no statistically significant relationship between drop-out & personal causes variables ( $\alpha=0.05$ ,  $\chi^2 =-0.561$ , sig.=0.905).

Table (4.43): Cross- tabulation of the family relations & drop- out variables.

Family relations \ School leave	disagree	agree	total
2 <sup>nd</sup> & 3 <sup>rd</sup> class	6	12	18
4 <sup>th</sup> & 5 <sup>th</sup> class	6	11	17
6 <sup>th</sup> & 7 <sup>th</sup> class	22	14	36
8 <sup>th</sup> & 9 <sup>th</sup> class	17	15	32
total	51	52	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.44): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi- square	5.364	3	0.147

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/44) shows that there is no statistically significant relationship between drop-out & family relations variables ( $\alpha=0.05$ ,  $\chi^2 =5.364$ , sig.=0.147).

Also a regression analysis is being undertaken to determine the relative importance of the independent variables from the views of droppers.

Table (4.45): explains the summary of the regression model.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.525 <sup>a</sup>	.275	.230	1.970

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.46): explains the ANOVA table for the regression model.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regressi on	141.470	6	23.578	6.077	.000 <sup>b</sup>
Residual	372.452	96	3.880		
Total	513.922	102			

Source: conducted by the researcher, questionnaire's data,2017.

a. Dependent Variable: dropout

b. Predictors: (Constant), family rel., health, economic, personal relations, social, & educational services.

c. Predictor: (constant)

Table (4.47): explains the coefficients for the regression model.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.066	2.139		.031	.976
Economic causes	-.069	.038	-.169	-1.824	.071
Social causes	-.030	.033	-.083	-.900	.370
Educational services	.189	.043	.425	4.408	.000
Health services	.016	.042	.035	.382	.703
Personal causes	.039	.033	.111	1.188	.238
Family relations	-.012	.032	-.034	-.364	.717

Source: conducted by the researcher, questionnaire's data,2017.

Tables No. (4.45), (4.46) & (4.47) above that the adjusted ( $R^2$ ) is equal to 0.23 which means that 23% of the variance in the dependent variable is expressed by the independent variables. This model is statistically significant ( $\alpha=0.05$ ,  $F=6.077$ ,  $sig.=0.040$ ). The ranking of the variables according to their relative importance for the droppers is as follows; educational services, economic causes, personal causes, social services, health services, & lastly family relations.

#### 4/4/1/2- Test of the second hypothesis:

Table (4.48): explains the statistical significance for differences in variables according to age.

Variables		Sum of Squares	df	Mean Square	F	Sig.
Economic causes	Between Groups	133.446	2	66.723	2.250	.111
	Within Groups	2965.428	100	29.654		
	Total	3098.874	102			
Social causes	Between Groups	102.222	2	51.111	1.331	.269
	Within Groups	3841.331	100	38.413		
	Total	3943.553	102			
Educational services	Between Groups	63.147	2	31.573	1.251	.291
	Within Groups	2524.562	100	25.246		
	Total	2587.709	102			
Health services	Between Groups	74.742	2	37.371	1.618	.203
	Within Groups	2309.083	100	23.091		
	Total	2383.825	102			
Personal causes	Between Groups	256.526	2	128.263	3.348	.039
	Within Groups	3831.105	100	38.311		
	Total	4087.631	102			
Family relations	Between Groups	156.989	2	78.494	1.907	.154
	Within Groups	4116.351	100	41.164		
	Total	4273.340	102			

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.48 illustrated that there are no statistically significant differences due to age in five out of these six variables, taken consecutively ( $\alpha=0.05$ ,  $t=2.250$ .sig. 0.111), ( $\alpha=0.05$ ,  $t=1.331$ .sig. 0.269), ( $\alpha=0.05$ ,  $t=1.251$ .sig. 0.291), ( $\alpha=0.05$ ,  $t=1.618$ .sig. 0.203), ( $\alpha=0.05$ ,  $t=1.907$ .sig. 0.154), hence they disagree with this study hypothesis, the only exception is the variable personal causes ( $\alpha=0.05$ ,  $t=3.348$ .sig. 0.039) that agrees with this hypothesis.

Table (4.49): explains the statistical significance for differences in variables according to education.

Variables		Sum of Squares	df	Mean Square	F	Sig.
Economic causes	Between Groups	182.161	7	26.023	1.016	.428
	Within Groups	1818.599	71	25.614		
	Total	2000.759	78			
Social causes	Between Groups	357.745	7	51.106	1.359	.236
	Within Groups	2669.470	71	37.598		
	Total	3027.215	78			
Educational services	Between Groups	246.665	7	35.238	1.676	.129
	Within Groups	1492.677	71	21.024		
	Total	1739.342	78			
Health services	Between Groups	329.516	7	47.074	2.105	.054
	Within Groups	1587.522	71	22.359		
	Total	1917.038	78			
Personal causes	Between Groups	220.127	7	31.447	.782	.605
	Within Groups	2855.341	71	40.216		
	Total	3075.468	78			
Family relations	Between Groups	196.589	7	28.084	.690	.680
	Within Groups	2888.271	71	40.680		
	Total	3084.861	78			

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.49 that there are no statistically significant differences in these variables due to education, taken consecutively, ( $\alpha=0.05$ ,  $t=1.016$ .sig. 0.428), ( $\alpha=0.05$ ,  $t=1.359$ .sig. 0.236), ( $\alpha=0.05$ ,  $t=1.676$ .sig. 0.129), ( $\alpha=0.05$ ,  $t=2.105$ .sig. 0.054), ( $\alpha=0.05$ ,  $t=0.782$ .sig. 0.605), ( $\alpha=0.05$ ,  $t=0.690$ .sig. 0.680). This result disagrees with the study hypothesis.



#### 4.4.2 The heads household's data:

##### 4.4.2.1 Test of the first hypothesis:

Table (4.50): explains the correlation between variables.

Variables		Drop-out	Economic causes	Social causes	Educational services	Health services	Personal causes	Family relations
Drop-out	Spearman	1	-.152	-.158	-.292**	-.032	-.083	-.076
	Sig. (2-tailed)		.125	.110	.003	.751	.407	.446

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.50 shows that there is a negative statistically significant relationship between drop-out& educational services ( $\alpha=0.05$ ,  $r=-0.292$ ,  $\text{sig.}=0.003$ ), & a negative insignificant relationship between drop-out& economic causes ( $\alpha=0.05$ ,  $r=-0.152$ ,  $\text{sig.}=0.125$ ), social causes ( $\alpha=0.05$ ,  $r=-0.158$ ,  $\text{sig.}=0.110$ ), health services ( $\alpha=0.05$ ,  $r=-0.032$ ,  $\text{sig.}=0.751$ ), personal causes ( $\alpha=0.05$ ,  $r=-0.083$ ,  $\text{sig.}=0.407$ ) & family relations ( $\alpha=0.05$ ,  $r=-0.076$ ,  $\text{sig.}=0.446$ ).

These results do not agree with the research hypothesis except the relationship between drop-out & educational services (for leakers & sponsors) & personal causes & family relations (for droppers), but they show that there is a reverse relationship between students' drop-out and all the remaining variables. Also the results for both droppers & heads household are not similar.

A chi – square test is being undertaken to determine whether there is a statistical relationship between the dependent variables & the independent variables.

Table (4.51): Cross- tabulation of the economic causes & drop- out variables for the heads households.

Ec. causes School leave	disagree	Agree	total
2 <sup>nd</sup> & 3 <sup>rd</sup> class	7	11	18
4 <sup>th</sup> & 5 <sup>th</sup> class	11	6	17
6 <sup>th</sup> & 7 <sup>th</sup> class	14	22	36
8 <sup>th</sup> & 9 <sup>th</sup> class	9	23	32
total	41	52	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.52): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi-square	6.240	3	0.100

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/52) shows that there is no statistically significant relationship between drop-out & economic causes variables ( $\alpha=0.05$ ,  $\chi^2 =2.773$ , sig.=0.428).

Table (4.53): Cross- tabulation of the social causes & drop- out variables.

social causes School leave	disagree	Agree	total
2 <sup>nd</sup> & 3 <sup>rd</sup> class	7	11	18
4 <sup>th</sup> & 5 <sup>th</sup> class	6	11	17
6 <sup>th</sup> & 7 <sup>th</sup> class	9	27	36
8 <sup>th</sup> & 9 <sup>th</sup> class	9	23	32
total	31	72	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.54): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi- square	1.383	3	0.709

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/55) shows that there is no statistically significant relationship between drop-out & social causes variables ( $\alpha=0.05$ ,  $\chi^2 =1.383$ , sig.=0.709).

Table (4.55): Cross- tabulation of the education & drop- out variables.

education	disagree	Agree	total
School leave			
2 <sup>nd</sup> & 3 <sup>rd</sup> class	13	5	18
4 <sup>th</sup> & 5 <sup>th</sup> class	9	8	17
6 <sup>th</sup> & 7 <sup>th</sup> class	14	22	36
8 <sup>th</sup> & 9 <sup>th</sup> class	7	25	32
total	43	60	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.56): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi- square	3.710	3	0.294

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/56) shows that there is no statistically significant relationship between drop-out & education variables ( $\alpha=0.05$ ,  $\chi^2 =3.710$ , sig.=0.294).

Table (4.57): Cross- tabulation of health & drop- out variables.

health	disagree	Agree	total
School leave			
2 <sup>nd</sup> & 3 <sup>rd</sup> class	8	10	18
4 <sup>th</sup> & 5 <sup>th</sup> class	6	11	17
6 <sup>th</sup> & 7 <sup>th</sup> class	14	22	36
8 <sup>th</sup> & 9 <sup>th</sup> class	8	24	32
total	36	67	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.58): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi- square	2.354	3	0.502

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/58) shows that there is no statistically significant relationship between drop-out & health variables ( $\alpha=0.05$ ,  $\chi^2 =2.354$ , sig.=0.502).

Table (4.59): Cross- tabulation of the personal causes & drop- out variables.

personal causes	disagree	agree	total
School leave			
2 <sup>nd</sup> & 3 <sup>rd</sup> class	9	9	18
4 <sup>th</sup> & 5 <sup>th</sup> class	9	8	17
6 <sup>th</sup> & 7 <sup>th</sup> class	22	14	36
8 <sup>th</sup> & 9 <sup>th</sup> class	19	13	32
total	59	44	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.60): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi- square	0.794	3	0.851

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/60) shows that there is no statistically significant relationship between drop-out & personal causes variables ( $\alpha=0.05$ ,  $\chi^2 =-0.794$ , sig.=0.851).

Table (4.61): Cross- tabulation of the family relations & drop- out variables.

Family relations \ School leave	disagree	Agree	total
2 <sup>nd</sup> & 3 <sup>rd</sup> class	10	8	18
4 <sup>th</sup> & 5 <sup>th</sup> class	8	9	17
6 <sup>th</sup> & 7 <sup>th</sup> class	18	18	36
8 <sup>th</sup> & 9 <sup>th</sup> class	11	21	32
total	47	56	103

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.62): Chi-square test.

Test	Value	d.f	Sig.
Pearson chi-square	2.640	3	0.451

. Source: conducted by the researcher, questionnaire's data,2017.

Table (4/62) shows that there is no statistically significant relationship between drop-out & family relations variables ( $\alpha=0.05$ ,  $\chi^2 =2.640$ , sig.=0.451).

A regression analysis is being undertaken to determine the relative importance of the independent variables from the views of heads household.

Table (4.63): explains the summary of the regression model.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.355 <sup>a</sup>	.126	.072	2.16275

Source: conducted by the researcher, questionnaire's data,2017.

Table (4.64): explains the ANOVA table for the regression model.

Model	Sum of Squares	d.f	Mean Square	F	Sig.
Regression	64.882	6	10.814	2.312	.040 <sup>b</sup>
Residual	449.040	96	4.677		
Total	513.922	102			

Source: conducted by the researcher, questionnaire's data,2017.

a. Dependent Variable: drop-out

b. Predictors: (Constant), family relations, personal causes, social, economic, educational, health services.

c. Predictor: (constant)

Table (4.65): explains the coefficients of the regression model.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	8.249	2.076		3.974	.000
	Economic causes	-.036-	.049	-.085	-.739	.462
	Social causes	-.064-	.093	-.082	-.683	.496
	Educational services	-.205-	.071	-.356	-2.893	.005
	Health services	.198	.106	.265	1.878	.063
	Personal causes	-.138-	.126	-.127	-1.098	.275
	Family relations	.079	.132	.073	.602	.549

a. Dependent Variable drop-out.

Source: conducted by the researcher, questionnaire's data,2017.

Tables no. (4.63), (4.64) & (4.65) above that the adjusted ( $R^2$ ) is equal to 0.072 which means 7.2% of the variance in the dependent variable is expressed by the independent variables. This model is statistically

significant ( $\alpha=0.05$ ,  $F=2.312$ , sig. =0.040). The ranking of the variables according to their relative importance for the heads household is as follows; educational services, health services, personal causes, economic causes, social services, & lastly family relations. It is clear that the ranking is not similar for the droppers & their heads household.

#### 4.4.2.2 Test of the second hypothesis:

Table (4.66): explains the statistical significance for differences in variables according to gender.

Gender	Gender	N	Mean	T	df	Sig. (2-tailed)
Economic causes	Male	84	34.7619	-1.115-	101	.267
	Female	19	36.2632			
Social causes	Male	84	14.0119	-.770-	101	.443
	Female	19	14.5789			
Educational services	Male	84	24.5238	-1.337-	101	.184
	Female	19	25.8421			
Health services	Male	84	18.0595	-.958-	101	.340
	Female	19	18.7895			
Personal causes	Male	84	14.8095	-.463-	101	.645
	Female	19	15.0526			
Family relations	Male	84	14.6190	-1.224-	101	.224
	Female	19	15.2632			

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.67 that there are no statistically significant differences in these variables due to gender, taken consecutively, ( $\alpha=0.05$ ,  $t=1.197$ .sig. 0.234), ( $\alpha=0.05$ ,  $t=0.248$ .sig. 0.804), ( $\alpha=0.05$ ,  $t=0.268$ .sig. 0.790), ( $\alpha=0.05$ ,  $t=0.899$ .sig. 0.371), ( $\alpha=0.05$ ,  $t=0.893$ .sig. 0.437), ( $\alpha=0.05$ ,  $t=0.930$ .sig. 0.355). This result disagrees with the study hypothesis.

Table (4.67): explains the statistical significance for differences in variables according to age.

Age		Sum of Squares	df	Mean Square	F	Sig.
Economic causes	Between Groups	186.843	3	62.281	2.298	.082
	Within Groups	2683.001	99	27.101		
	Total	2869.845	102			
Social causes	Between Groups	29.653	3	9.884	1.186	.319
	Within Groups	824.949	99	8.333		
	Total	854.602	102			
Educational services	Between Groups	61.477	3	20.492	1.364	.258
	Within Groups	1486.931	99	15.020		
	Total	1548.408	102			
Health services	Between Groups	17.072	3	5.691	.627	.599
	Within Groups	899.045	99	9.081		
	Total	916.117	102			
Personal causes	Between Groups	2.211	3	.737	.169	.917
	Within Groups	430.605	99	4.350		
	Total	432.816	102			
Family relations	Between Groups	14.904	3	4.968	1.157	.330
	Within Groups	425.018	99	4.293		
	Total	439.922	102			

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.67 that there are no statistically significant differences in these variables due to gender, taken consecutively, ( $\alpha=0.05$ ,  $t=2.298$ .sig. 0.082), ( $\alpha=0.05$ ,  $t=1.186$ .sig. 0.319), ( $\alpha=0.05$ ,  $t=1.364$ .sig. 0.258), ( $\alpha=0.05$ ,  $t=0.627$ .sig. 0.599), ( $\alpha=0.05$ ,  $t=0.169$ .sig. 0.917), ( $\alpha=0.05$ ,  $t=1.157$ .sig. 0.330). This result disagrees with the study hypothesis.



Table (4.68): explains the statistical significance for differences in variables according to education

Education		Sum of Squares	df	Mean Square	F	Sig.
Economic causes	Between Groups	427.002	5	85.400	3.391	.007
	Within Groups	2442.843	97	25.184		
	Total	2869.845	102			
Social causes	Between Groups	111.167	5	22.233	2.901	.017
	Within Groups	743.434	97	7.664		
	Total	854.602	102			
Educational services	Between Groups	38.194	5	7.639	.491	.783
	Within Groups	1510.214	97	15.569		
	Total	1548.408	102			
Health services	Between Groups	30.970	5	6.194	.679	.641
	Within Groups	885.147	97	9.125		
	Total	916.117	102			
Personal causes	Between Groups	10.093	5	2.019	.463	.803
	Within Groups	422.723	97	4.358		
	Total	432.816	102			
Family relations	Between Groups	17.646	5	3.529	.811	.545
	Within Groups	422.276	97	4.353		
	Total	439.922	102			

Source: conducted by the researcher, questionnaire's data,2017.

Table 4.68 that there are statistically significant differences due to education in two variables, economic & social causes, taken consecutively, taken consecutively ( $\alpha=0.05$ ,  $t=3.391$ .sig. 0.007), ( $\alpha=0.05$ ,  $t=2.901$ .sig. 0.017), this result agrees with the study hypothesis.

& there are statistically insignificant differences in the remaining variables, taken consecutively ( $\alpha=0.05$ ,  $t=0.491$ .sig. 0.783), ( $\alpha=0.05$ ,  $t=0.679$ .sig. 0.641), ( $\alpha=0.05$ ,  $t=0.463$ .sig. 0.803), ( $\alpha=0.05$ ,  $t=0.811$ .sig. 0.545), this result disagrees with the study hypothesis.

**Chapter five**  
**Summary of Results**  
**Conclusions &**  
**Recommendations**

## Chapter Five

### Result Conclusions & Recommendations

#### 5.1 Conclusions:

The main objectives of the study were to investigate the effect of the socio-economic constraints on boys' primary school dropout.

This study considered the problem of (the effects of socio-economic constraints on primary school boys dropout) in three aspects ;- practical – theoretical-(implication) of reason behind dropping of school .

Methodologically both quantitative and qualitative methods were used to collect both primary and secondary data from three categories of respondents (school teachers -head of the house hold- boys dropout.

Head of the house of the dropper 60,2% of them were father.

The social characteristic of them 30,1% were single.

47% of them their ages ranged between (31 --40) years old.

Education of them: 33% were illiterate and 42,3 % had basic level

About the monthly income of the family of the respondents and it show that fifty-two percentage illustrated that their income was Low (less than 1000 SDG per month), and forty-one illustrated that were Middle (1001 - 2000 SGD per month).

50.5% of boys left their school when they were more than (13) years old,

44.7% left their school in age between 10-12 year,

but only 4.9% had left in age between 7-9 years.

27.2% left the school at class 8, 18.4 % left at class 5,

16.5% left at class 6.).

76. % of boys reported that they work after the schooling days,

30.4% of the them work as varnish laborer,

21,5 % of them as cart boy,.

76,7% percent of boys illustrated that they work after left their school.

30% of the boys work as varnish laborer,.

These results do not agree with the research hypothesis except the relationship between drop-out & educational services (for leakers & sponsors) & personal causes & family relations (for droppers), but they show that there is a reverse relationship between students' drop-out and all the remaining variables. Also the results for both droppers & heads household are not similar

The following points includes some of these results:

- There is significant positive statistical relationship between boys' dropout and educational services.

- There is positive insignificant statistical relationship between boys' dropout and health services & personal causes.

- There is negative insignificant statistical relationship between boys' dropout and economic causes, social causes & family relations.

- The relative importance of the research variables from the points of view of droppers ranked from top to low as follows: educational services, personal causes, health services, family relations, social causes, & lastly economic causes.

- There is significant statistical difference between the droppers due to age.

- There is significant negative statistical relationship between boys' dropout and educational services.

- There is insignificant positive statistical relationship between boys' dropout and family relations and health services.

- There is insignificant negative statistical relationship between boys' dropout and economic causes, social causes & personal causes.

- The relative importance of the research variables from the points of view of household heads ranked from top to low as follows: health

services, family relations, social causes, economic causes, personal causes, & lastly educational services.

-There is significant statistical difference between the household heads as regards economic causes & social causes due to education.

From the findings of the study it can be concluded that –economic and social poverty, absence of one of parents, lack of parent awareness about education value , low academic level of boys' parents, deterioration of school environment, disability of paying school fees, and child labour were found to be the main reasons of boys dropout from school. Certainly further research is necessary to disentangle the multiple variables involved in this study.

Lastly the most critical determinants for access to schooling relate to school infrastructure, the presence of qualified personnel, the information channels, and/or a combination of these factors. The availability of schools in appropriate locations influences households' decision-making in sending children to school. In general, households will prefer schools that are closer to their homes, and schools that provide a good learning and good social environment for their children

## **5.2 Recommendations:**

Based on the findings, the study proposes the following recommendations:

### **5.2.1 Addressed to teachers:**

- Provision of programme meals to primary school (particularly breakfast )
- Involving in training courses

### **5.2.2 Addressed to parents:**

- Encourage parents to participate in the income generating activities.
- Parents and their children must be encouraged to be aware about the problems of dropout and the consequences of child labour (moral deterioration ,beggary pickpocket ting ,prostitution and drug abuse . ) .
- Parents must be sensitized regarding the investment on primary education
- Encourage parents and their children to be involvement and participate in school activities.

### **5.2.3 Addressed to Ministry of Education**

- Implement the policy that called for compulsory and fee-free primary education .
- Support them with materials and textbooks
- Encourage establishing vocational training centers for primary student.
- Reducing and gradually eliminate the high school fees of primary education social care towards the families by governmental and non- governmental organizations as well as providing suitable school environment to attract pupils and teachers should be considered.

- Improve teachers' remuneration policies.
- Improve and scale up the enrolment to remove the socio-cultural barriers to school participation.
- Labour legislation should be implemented effectively to prohibit child labour .
- Improve the school environment (curriculum development, instructional technological materials, etc.)—It is necessary to invest in school structures including classrooms, libraries, , and providing safe water supply to all schools.

**Further studys;-**

- To address the poverty –education issue ,NGOs and public partnership must be establish through fostering greater confidence of government on NGOs working in the education sector .
- Its necessary to invest in school structure including long life learningclass room .



# References

## References

1. ACORD (Agency for Cooperation in Research and Development). (2005 ). placement as a Conflict Condition: The Case of Khartoum and Juba. Unpublished report, ACORD, Khartoum.
2. Admassie, A. (2003) Child labour and schooling in the context of a subsistence rural economy: can they be compatible? *International Journal of Educational Development*, 23(2): 167-185.
3. Ainsworth, M. K. Beegle and G. Koda (2005). The Impact of Adult Mortality and Parental Deaths on Primary Schooling in North-Western Tanzania. *The Journal of Development Studies*, 41(3): 412-439.
4. Akresh, R. and D. de Walque. (2008). “Armed Conflict and Schooling: Evidence from the 1994 Rwandan Genocide,” IZA Discussion Paper No. 3516. [www.academicroom.com](http://www.academicroom.com)
5. Akresh, R., Verwimp, P. and Bundervoet, T. (2007). “Civil War, Crop Failure and Child Stunting in Rwanda”, Policy Research Working Paper Series 4208, The World Bank.
6. Al Samarrai, S. and Peasgood, T. (1998). Educational attainments and household characteristics in Tanzania. *Economics of Education Review*, 17(4): 395-417.
7. Alcazar, L. Rogers, F.H., Chaudhury, N., Hammer, J., Kremer, M. and Muralidharan, K. (2006) Why Are Teachers Absent? Probing Service Delivery in Peruvian Primary Schools. Washington, DC: World Bank.
8. Alderman, H., Hoddinott, J. and Kinsey, B. (2006). “Long Term Consequences of Early Childhood Malnutrition”, *Oxford Economic Papers*, 58 (3): 450-474.

9. Banerjee & Duflo (2006) Addressing Absence. Bureau for Research in Economic Analysis of Development (BREAD) Policy Paper, No. 8
10. Beverly Grier (Ed: Hugh Hindman) (2009). The World of Child Labor. M.E. Sharpe. pp. 173–177. [ISBN 978-0-7656-1707-1](#).
11. Boyle, S., Brock, A., Mace, J. and Sibbons, M. (2002). Reaching the poor: the 'costs' of sending children to school. Synthesis report. London: DFID.
12. Brock, C. and Cammish, N. (1997) .Factor Affecting Female Participation in Education in Seven Developing Countries, Education Research Paper No. 9, London: DFID.
13. Brown, P.H. and Park A. (2002). Education and poverty in rural China. *Economics of Education Review*, 21: 523-541.
14. Chamarbagwala, R. and Morán, H. E. (2009). “The Human Capital Consequences of Civil War: Evidence from Guatemala”, HiCN Working Paper no. 59, Households in Conflict Network ([www.hicn.org](http://www.hicn.org)).
15. Chambers and Conway, 1991
16. Chugh, S. (2004): Why Children dropout? Case study of a Metropolitan Slum in Delhi Book well Publication : New Delhi.
17. Colclough, C., Rose, P and Tembon, M. (2000). Gender Inequalities in primary schooling: the roles of poverty and adverse cultural practice. *International journal of Educational Development*, 20:5 - 27
18. Colclough, C., Rose, P. and Tembon, M. (2003). Gender Inequalities in Primary Schooling: The Roles of Poverty and Adverse Cultural practices. *International Journal of Educational Development*, 20: 5-27.

19. Commission of the European Communities: "Adult learning: It is never too late to learn". COM(2006) 614 final. Brussels, 23.10.2006.
20. Convention on the Rights of the Child". (1990) Office of the High Commissioner for Human Rights. Archived from the original on 13 January 2015.
21. Dar Alsalam Committee of Community Development. (1995). livelihood constraint in Dar Alsalam Area.
22. Dewey, John (1944) *Democracy and Education*. The Free Press. pp. 1–4. ISBN 978-0-684-83631-7.
23. Doebbler, C. The Human Rights of Internally Displaced Persons in Sudan Report 1999
24. ED/EFA/ UNESCO (1999), Education in Situations of Emergency and Crisis. UNESCO. Paris
25. Elizabeth Ferris and Rebecca Winthrop. (2010). Education and Displacement: Assessing Conditions for Refugees and Internally Displaced Persons affected by Conflict.
26. Emily Pia and Thomas Diez. (2007). Conflict and Human Rights: A Theoretical Framework University of Birmingham
27. Ernest Harsch, (2001), Child labour rooted in Africa's poverty, *Africa Recovery*. 15 (3): 14–15.
28. Ersado, L. (2005) Child Labor and Schooling Decisions in Urban and Rural Areas: Comparative Evidence from Nepal, Peru, and Zimbabwe. *World Development*, 33(3): 455-480.
29. FAO, 2016 peace and food security, <https://www.odi.org/programmes/humanitarian-policy-group/livelihoods-food-security-crises> 29/12/2016

30. Fischer, Gerhard (2000). "Lifelong Learning - More than Training" in Journal of Interactive Learning Research, Volume 11 issue 3/4 pp 265–294.
31. Hunt and May, 2008 CREATE PATHWAYS TO ACCESS Research Monograph No 16).
32. Hunt and May. (2008). Creative Phath ways to access research Monograph No. (16)
33. Hunt, F. (2007). Schooling Citizens: A study of policy in practice in south Africa. Unpolished PhD thesis. Brighton: University of Sussex.
34. Hunter, N. and May, J. (2003) Poverty, Shocks and School Disruption Episodes Among Adolescents in South Africa. CSDS Working Paper, No. 35.
35. ILO .2010. Facts on Child Labor, , Geneva. 2011.
36. International Labour Organisation "Child labour in Africa" ,(2012) , ILO
37. International Organization for Migration (IOM), 27 September 2006. IDP Intentions Survey North Sudan 2006 p.viii
38. Justino, P. (2011). “Violent Conflict and Human Capital Accumulation”, CRPD Working Paper 8, Centre for Research on Peace and Development, University of Leuven ([www.kuleuven.be/crpd](http://www.kuleuven.be/crpd)). Also IDS Working Paper 379.
39. Justino, P., Leone, M. and Salardi, P. (2013). “Short and Long-Term Impact of Violence on Education: The Case of Timor Leste”, World Bank Economic Review, in press.
40. Kavetuna ,Namibia college of open learning NAMACOL 2008/2009). An exploratory study on Joel Kavetuna, factors contributing to drop- out of learners at Namibia College of Open Learning (NAMCOL)2008/2009.

- 41.Liu, F. (2004) Basic education in China's rural areas: a legal obligation or an individual choice? *International Journal of Educational Development*, 24: 5-21.
- 42.Malmohogskola,. 2011, Livelihood definition, . Oxford Reference Online. Oxford University Press Manchester.March org/events/2009/poverty - social development /WG3A-
- 43.Merrouche, O. (2006). “The Human Capital Cost of Landmine Contamination in Cambodia,” HiCN Working Paper 25.
- 44.Middle East and North Africa Out-of-School Children Initiative. (2008). *The Baseline Survey on Basic Education in Sudan*.
- 45.MoES.(2003). *Dropout in Sudan*
- 46.MoES.(2004). *Dropout in Sudan*
- 47.Moser, C. (1996). *Confronting Crisis: A Comparative Study of Household Responses to Poverty and Vulnerability in Four Poor Urban Communities*. Environmentally Sustainable Development Studies and Monograph Series No. 8. Washington, DC: World Bank.
- 48.Mukudi, E. (2004). *The Effects of User-Fee Policy on Attendance Rates among Kenyan Elementary School Children*. *International Review of Education*, 50(5/6): 447- 461.
- 49.Mutuku, F. M. (2007). *Causes of School Dropouts in Kasikeu Division secondary schools in Kibwezi District*. Unpublished M.ED Thesis. University of Nairobi.
- 50.Ngotho, H.M. (2003). *A survey on the impact of cost sharing policy in Education on the dropout rates of public secondary school students in Nyandama district, central Kenya*. Unpublished Med thesis. UON
- 51.Norwegian Refugee Council. (2008). *Internal Displaced Persons*

52. Oxford Dictionary of English". Oxford University Press – via [www.oxfordreference.com](http://www.oxfordreference.com).
53. Pandor, N. (2005) Speech by Naledi Pandor, MP, Minister of Education, introducing the debate on the education budget, vote 15, National Assembly, South Africa, 19 May 2005. Available at: <http://www.kzneducation.gov.za/news/2006/19-05-2006.pdf>. Accessed on August 2007.
54. Powell, Jen; Moser-Jurling, Jennifer. (2018). "What Is Primary Education?". learn.org.
55. Rose, P. and Al Samarraï, S. (2001) Household Constraints on Schooling by Gender: Empirical Evidence from Ethiopia. *Comparative Education Review*, 45(1): 36-63.
56. Shemyakina, O. (2011). "The Effect of Armed Conflict on Accumulation of Schooling: Results from Tajikistan", *Journal of Development Economics* 95 (2); 186-200.
57. Smith, R.L. (2003) School dissatisfaction - Africa's growing problem. *International Journal on School Disaffection*, 1(1): 7-12
58. Sommers, M. (2005) *Islands of Education: Schooling, Civil War and the Southern Sudanese (1983-2004)*. Paris: IIEP.
59. Strategic Direction: National Association for the Education of Young Children" (PDF). [naeyc.org](http://naeyc.org). Retrieved 12 July 2018.
60. Sudan Household Health Survey (SHHS). (2010), Ministry of Health and Central Bureau of Statistics.
61. Susan Nicolai. (2003). *Education in Emergencies: A tool kit for starting and managing education in emergencies*. Save the Children
62. Thirari Laban Michubu. (2012). *A Study Of The Causes Of Dropout In Public Primary Schools In Ndoleli Division, Igembe North District, Kenya*

63. UN OCHA Sudan. (2008). Humanitarian Needs Overview
64. UNESCO (2016). The Quantitative Impact of Conflict on Education. Background paper for Education for All Global Monitoring Report 2011, UNESCO Institute for Statistics.
65. UNESCO childrenl 2ED/EFA/AEU UNESCO (1999), Education in Situations of Emergency and Crisis. UNESCO. Paris UNICEF, 2005: P7
66. UNESCO. (2014). Education for All: Findings from the Global Initiative on Out-of-School Children (UIS/UNICEF, 2014), Montreal: UNESCO Institute for Statistics (UIS). Retrieved from <http://www.allinschool.org>
67. UNICEF SUDAN. (2014). Sudan Country Report On Out –of – School Children
68. UNICEF, THE STATE OF THE WORLD'S CHILDREN , 2012
69. UNICEF.(2011). Monitoring of Results for Equity Systems
70. University of West Kordofan 2009 [http ;\\www.uwkorgofan .net](http://www.uwkorgofan.net) /primary – education –in Sudan ,PhD.



# Appendix

**Appendix (1)**

**Sudan University of Science and Technology**

**Faculty of Agricultural Studies**

**Department of Agricultural Extension and Agricultural Development**

**Teacher Questionnaire**

**1. Do you live in Dar Al Salaam?**

Yes ( ) No ( )

**2. If yes how many years:**

2 - 3 ( ) 3-4 ( ) more ( )

**3. Years of experience?**

1-5 years ( ) 6-10 years ( ) more ( )

**4. Have you participated in training courses?**

Yes ( ) No ( )

If yes?

**5. What are the subjects have you trained? .....**

**6. Do you teach them now?**

Yes ( ) No ( )

**7. Do you have a shortage of teachers of some materials?**

Yes ( ) No ( )

**If yes? What is it?.....**

**8. How many hours do students spend in school?**

1-2 hours ( ) 4-6 hours ( ) 6-8 hours ( )

**9. Are there non-classroom activities?**

Yes ( ) No ( )

If yes?

Associations ( ) Cultural ( ) sports ( ) Other

.....

**10. Is there additional material support for teachers?**

Yes ( )      No ( )

**11. Do you participate socially?**

Sometimes ( )      I have nothing to do with them ( )

**12. Does it involve the parents or the family of the child in solving their educational issues?**

Yes ( )      No ( )

**If yes? Like**

Non-payment of fees ( )      Absence of student from school ( )

Student level ( )      Other .....

**13. Do you think there is a great educational drop in the school?**

Yes ( )      No ( )

**If yes, to what extent is school dropout rate estimated?**

10% ( )      20%( )      more ( )

**Is this dropout partially or whole?**

partially ( )      whole ( )

**14. Is the school administration making any effort to reduce the dropout rate?**

Yes ( )      No ( )

**If yes, what do you think of the motive for the leak:**

School environment is unattractive ( )      School management treatment ( )

School fees High ( )      No school meals ( )

**15. Are there any voluntary organizations or charities that support the education of children in the region?**

Yes ( )      No ( )

**If yes? What type of support is provided?**

Physical Support ( )      School Tools ( )      School Uniforms ( )

**16. Does the school have tuition fees?**

Yes (    )                      No (    )

**If yes? Does it fit the financial capabilities of families?**

Fit for it is paid by installment (    )            does not fit because it is high (    )  
)

**17. Do you have any kind of fee reduction for the family more than one child in school?**

Installment (    )            Exemption some of the student (    ) one of the  
parents should do some for the school (    )

**18. Do you have any additional work?**

Teaching (            )                      Business (            )            Other Business  
.....

## Appendix (2)

**Sudan University of Science and Technology**

**Faculty of Agricultural Studies**

**Department of Agricultural Extension and Agricultural Development**

### **dropper Questionnaire**

#### **Section 1: Personal Data:**

Please tick ( ) in your compatible location and status

##### **1. Gender:**

Male ( )      Female ( )

##### **2. Age:**

between 5-7 years ( )    between 8-14 years ( )    More than 15  
years ( )

##### **3. When did you dropout school:**

after the first class( ) after the 2<sup>nd</sup> class ( ) after the 3<sup>th</sup>class ( )  
after the 4<sup>th</sup>class ( ) after the 5<sup>th</sup> class ( )after the 6<sup>th</sup> class( )  
after the 7<sup>th</sup> class ( ) after the 8<sup>th</sup> class ( )

##### **4. Who was responsible for the expenses of your education:**

Father ( ) Mother ( ) Brother ( ) Sister ( ) no one ( )

Others Specify .....

##### **5. Did you work after school:**

Yes ( )    No ( )

##### **6. Type of work:**

Cart boy ( )    Varnish labour ( )    Dirdaga( )    Restaurant  
worker ( )

## Section Two: Questions

(Please tick (√) in the appropriate box before each paragraph of the questionnaire below)

<b>First : economic</b>						
No .	Sentence	Totally agree	agree	Natural	Disagree	Totally disagree
	Family income is sufficient to meet our living needs					
	The family has many sources of income					
	The family provides me regularly fees					
	The family provides me regularly money for books and clothes					
	Iam not participating in the family work of the family after school					
<b>Second : social</b>						
	My Parents do not ignore to my construction and follow me up constantly					
	There are somanyeducation person of in my family					
	The cultural level of my family high					
	I do not spend my time with friend who like absenteeism and run away from school					
	I do not feel that my appearance is not acceptable and its inferior to others student's appearance					

	The customs and social customs of my family encourage male education					
	The social norms and traditions of my family promote the education of females					
<b>Third : Teaching Services</b>						
	The education Curriculum are appropriate					
	The applied teaching methods are appropriate					
	The teachers are cooperative with students					
	New school buildings					
	The environment within the school infrastructure are good .					
	The students cooperate with each other					
	Individual differences between students are taken into consideration.					
	The school administration helps poor pupils					
<b>Fourth ***** : Health Services</b>						
	I feel sick at longer at longer intervals					
	I do not have chronic diseases					
	I do not suffer from permanent disabilities					
	In case of sickness family pays the medication.					

	There are health services near the place of residence					
	Healthy home of ventilation					
	Healthy home hand toilets and waste disposal					
	Environment around the house is healthy with no waste dumps close to it					
	The nutrition is good because I take enough meals					
Fifth: personal causes them						
	I have a strong and balanced personality					
	My physical abilities are high and I do not feel any limitations .					
	I can construct good social relationships inside the school.					
	I have a mental ability that makes me able to understand school lessons					
	I have high motivation to wards learning.					
	There is no discomfort from teachers to pupils					
	There is no harassment by the pupils towards each other					
	I enjoy a kind of emotional I do not get angry easily.					
Sixth : Family relations						
	There are no money handcars due insufficient income that disturb our family life					



	There are no quarrels between father and mother					
	The behavior of one or both parents is not harsh					
	The behavior of one or both parents is not externally pampering towards me .					
	Lack of absence of a parent					
	Maintain the religious teaching pampering to wards me					
	I sometimes go with family members to visit relatives					

**What are the reasons for leaving school?**

1. Academic performance in school ( )
2. Parents do not care about education ( )
3. Far distance of school from me ( )
4. Separation of parent ( )
5. polygamy ( )
6. Academic performance of students ( )
7. Provision of food, drink and residence are not comfortable( )
8. Feel sick at school time intervals requent( )
9. drug abuse( )
10. The participation of absenteeism and run away from school with friends ( )
11. Appearance is improper ( )
12. Harassment of some students ( )
- 13 School infrastructure is not uncomfortable ( )
14. Absence of one of parent ( )

### Appendix (3)

**Sudan University of Science and Technology**

**Faculty of Agricultural Studies**

**Department of Agricultural Extension and Agricultural Development**

#### **Households Questionnaire**

##### **Section 1: Personal Data:**

Please tick ( ) the place that corresponds to your status

**Local:** .....

**Head of household:** father ( ) mother ( ) brother ( )

Other Specify .....

##### **Gender:**

Male ( ) Female ( )

##### **Marital Status:**

Married ( ) Single ( ) Widowed ( ) Divorced ( )

##### **Age:**

20 and less than 30 ( ) 30 and less than 40 ( ) 40 and less than 50 ( )  
50 and over ( )

##### **Academic Qualifications:**

Mother ( ) Basic Primary ( ) Middle Secondary ( ) Other  
.....

##### **The period of time that has passed since the transition to Dar es Salaam:**

Less than 5 years ( ) between 5 and 10 years ( ) more than 10  
years ( )

##### **Cause of Migration:**

Drought and Desertification ( ) War ( ) Tribal Conflict ( )  
Other Job Opportunities ( ) .

**Type of work:**

Employee ( ) worker ( ) daily worker ( ) farmer ( ) trader  
( ) limited trade ( ) disabled ( ) Other Specify .....  
.....

**Monthly income of the family:**

Low (less than 1000 SDG per month) ( ) average ( between 1000  
and 2000 SDG per month) ( ) High (more 2000 SDG per  
month) ( )

**Number of children in the family:**

male ( ) female ( )

**Number of school children:**

**Number of household workers:**

male ( ) female ( )

**Section Two: Questions**

Please tick (√) in the appropriate box in front of each of the paragraphs of  
the questionnaire below

<b>First : economic</b>						
No.	Sentence	Totally agree	agree	Natural	Disagree	Totally disagree
	Family income is in sufficient for living needs					
	Family has other income sources					
	Provide regularly fees to my children					
	Provide regular mony for books and clothing to my children					

	My children do not work after school					
	I do not have to resort to borrowing from others					
	I do not receive charities subsidies, or support from any donor					
	Provide electricity to family house					
	Provide refrigerator to family house					
	Provide TV to family house					
	Provide mobile to family members					
<b>second: social</b>						
	I do not feel different towards my children's education					
	I am not indifferent to my children's education because of poverty					
	I follow up my children continuously.					
	There are a large number of learners in the family					
	High cultural level for family members					
<b>Third : Educational Services</b>						
	Education curriculum is appropriate					
	Teaching methods					

	are appropriate					
	Teaching objectives of education can be achieved					
	Teachers are cooperating with students					
	School infrastructure are good					
	School internal environment acceptable and all services are provide					
	Studant cooperate with each other					
	differences between students are taken into consideration					
<b>Fourth: Health Services</b>						
	I do not sufferhave chronic diseases					
	Ibecome sick at longer periods					
	Idont have permanent disability					
	In cause of sickness the family pay medicationcost					
	The family take me to the hospital instead of giving me traditional drugs					
<b>Fifth : The personal causes</b>						
	I have a strong and balanced personality					

	My physical abilities are high and I don't feel any physical limitation					
	I can construct good social relations inside the school					
	My mental capabilities enable me to understand school lessons					
<b>Sixth: Family relations</b>						
	No money handicaps due to insufficient incomes that disturb my family life					
	No quarrel between father and mother					
	The behavior of one or both my parents is not extreme pampering					
	Absence of one of parents is not due to other causes not secession or polygamy					
	Maintain religious teachings as praying					

## Appendix (4)

بسم الله الرحمن الرحيم

جامعة السودان للعلوم والتكنولوجيا  
كلية الدراسات الزراعية  
قسم الإرشاد الزراعي والتنمية الزراعية

### إستبيان المعلم:

1. هل تقيم في منطقة دار السلام؟  
نعم ( ) لا ( )
2. إذا كان نعم كم عدد السنوات:  
3-2 ( ) 4-3 ( ) أكثر ( )
3. عدد سنوات الخبرة؟  
5-1 سنوات ( ) 10-6 سنوات ( ) أكثر من ذلك ( )
4. هل شاركت في دروات تدويرية؟  
نعم ( ) لا ( )  
إذا كانت الإجابة بنعم؟  
ما هي المواد التي تدربت بها؟.....  
وهل تقوم بتدريسها الآن؟  
نعم ( ) لا ( )
7. هل لديكم نقص في معلمي بعض المواد؟  
نعم ( ) لا ( )  
إذا كانت الإجابة بنعم؟ ما هي؟.....
8. كم عدد الساعات التي يقضيها التلاميذ في المدرسة؟  
2-1 ساعة ( ) 6-4 ساعات ( ) 8-6 ساعات ( )
9. هل هنالك أنشطة غير صفية  
نعم ( ) لا ( )  
إذا كانت نعم؟  
جمعيات ( ) أنشطة ثقافية ( ) رياضية ( ) أخرى.....
10. هل هنالك دعم مادي إضافي لتفاه المعلمين؟  
نعم ( ) لا ( )

11. هل تقوم بمشاركة أهل المنطقة اجتماعياً؟

أحياناً ( ) ليس لي علاقة بهم ( )

12. هل تشرك والدي أو أسرة الطفل في حل قضاياهم التعليمية؟

نعم ( ) لا ( )

إذا كانت الإجابة بنعم؟ مثل

عدم دفع الرسوم ( ) غياب الطالب عن المدرسة ( ) مستوى الطالب ( ) أخرى

.....

13. هل تعتقد أن هنالك تسرباً تربوياً كبيراً في المدرسة؟

نعم ( ) لا ( )

إذا كانت الإجابة بنعم، إلى أي مدى تقدر نسبة التسرب التربوي بالمدرسة؟

10% ( ) 20% ( ) أكثر ( )

وهل هو تسرب جزئى من بعض الحصص أم تسرب كلى؟

جزئى ( ) كلى ( )

14. هل تبذل إدارة المدرسة أي مجهودات في تقليل نسبة التسرب؟

نعم ( ) لا ( )

إذا كانت الإجابة بنعم ما رأيك في الدافع للتسرب:

البيئة المدرسية غير مغرية ( ) معاملة إدارة المدرسة ( )

الرسوم المدرسية عالية ( ) عدم وجود وجبات مدرسية ( )

15. هل توجد أي منظمات طوعية أو جمعيات خيرية تدعم تعليم الأطفال في المنطقة؟

نعم ( ) لا ( )

إذا كانت الإجابة بنعم؟ ما نوع الدعم المقدم؟

دعم مادي ( ) أدوات مدرسية ( ) زي مدرسي ( ) أخرى ( )

16. هل للمدرسة رسوم تعليم؟

نعم ( ) لا ( )

إذا كانت الإجابة بنعم؟ هل تناسب المقدرات المالية للأسر؟

تناسب لأنها تدفع بالتقسيم ( ) لا تناسب لأنها عالية ( )



17. هل لديكم أي نوع من تخفيف الرسوم لدى الأسرة أكثر من طفل واحد في المدرسة؟  
التقسيم ( ) إعفاء بعض الطالبة ( ) قيام ولي الأمر بعمل داخل المدرسة مقابل  
الرسوم ( )

18. هل لديكم أي عمل إضافي  
تدريس ( ) تجارى ( ) أعمال أخرى ( )

## Appendix (5)

استبيان (3) موجة للمتسرب:

القسم الأول: البيانات الشخصية:

الرجاء وضع علامة ( ) في المكان المتوافق وحالتك

- 1.الجنس: ذكر ( ) أنثي ( )
- 2.العمر: ما بين 5-7 سنوات ( ) ما بين 8-14 سنة ( ) أكثر من 15 سنة ( )
- 3.متي تركت المدرسة: بعد الصف الأول ( ) بعد الصف الثاني ( ) بعد الصف الثالث بعد ( ) الصف الرابع ( ) بعد الصف الخامس ( ) بعد الصف السادس ( ) بعد الصف السابع ( ) بعد الصف الثامن ( )
- 4.من كان يتكفل بنفقات تعليمك: الأب ( ) الأم ( ) الأخ ( ) الأخت ( )  
أخري حدد ..... لا احد ( )
- 5.هل كنت تعمل بعد المدرسة: نعم ( ) لا ( )
- 6.نوع العمل: صبي كارو ( ) عامل ورنيش ( ) درادقة ( ) مطعم ( )  
أخرى (حدد) .....
- 7.دخلك اليومي: منخفض ( ) متوسط ( ) مرتفع ( )
- 8.بعد المدرسة عن السكن قريبة ( ) متوسطة البعد ( ) بعيدة ( ) بعيدة جداً ( )  
( )
- 9.طريقة المجيء للمدرسة: على رجلي ( ) على كارو ( ) بالمواصلات العامة ( )  
أخرى حدد .....
- 10.الأداء الأكاديمي في المدرسة: ضعيف ( ) متوسط ( ) جيد ( ) ممتاز ( )  
( )

القسم الثاني: أسئلة الاستبيان:

(يرجى وضع علامة ( ٤ ) في المربع المناسب أمام كل فقرة من فقرات الاستبيان أدناه)

المحور الأول : الاقتصادي					
الفقرة	أوافق بشدة	أوافق	لا رأى	لا أوافق مطلقاً	لا أوافق
1					
2					
3					
4					
5					
المحور الثاني: الاجتماعي					
1					
2					
3					
4					
5					
6					
7					
المحور الثالث : الخدمات التعليمية					
1					
2					
3					
4					
5					
6					
7					
8					
المحور الرابع : الخدمات الصحية					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
المحور الخامس: الأسباب الذاتية					

1	أتمتع بشخصية قوية ومتوازنة				
2	إمكانياتي البدنية عالية ولا أعاني من قصور جسدي				
3	استطيع بناء علاقات اجتماعية ناجحة داخل				
4	أتمتع بإمكانات عقلية تجعلني قادراً على فهم الدروس المدرسية				
5	أشعر بدافعة قوية نحو الدراسة				
6	لا توجد مضايقات من قبل المعلمين تجاه التلاميذ				
7	لا توجد مضايقات من قبل التلاميذ تجاه بعضهم البعض				
8	أتمتع بنوع من الاتزان الانفعالي حيث لا أجنح للغضب بسرعة				
المحور السادس : العلاقات الأسرية					
1	لا توجد معوقات مادية في الحياة الأسرية من ناحية الدخل تسبب في تعكير صفو حياتنا الأسرية				
2	لا توجد شجار أو خلافات بين أبي وأمي				
3	لا يتسم سلوك أحد والدي أو كلاهما بالقسوة نحوي				
4	لا يتسم سلوك أحد والدي أو كلاهما بالتدليل المفرط نحوي				
5	عدم غياب أحد الوالدين				
6	أحافظ على أداء الشعائر الدينية كالصلاة				
7	ذهب أحياناً مع أفراد الأسرة لزيارة الأقارب				
8	ذهب أحياناً مع أفراد الأسرة للأسواق أو الحدائق العامة				

ما هي الأسباب التي دفعتك التي ترك المدرسة ؟

1. الأداء الأكاديمي في المدرسة ( )
2. الوالدين لا يهتمون بالدراسة ( )
3. بعد المدرسة عن السكن ( )
4. انفصال الزوجين ( )
5. تعد الزوجات ( )
6. المستوى الأكاديمي للطالب ( )
7. لعدم توفر المأكل و المشرب و المسكن المريح ( )
8. أتعرض للمرض على فترات متقاربة ( )
9. ممارسة تعاطي المخدرات ( )
10. مشاركة بعض الأصدقاء في الغياب أو الهروب من المدرسة ( )
11. مظهري غير لائق و ادنى مرتبة من التلاميذ ( )
12. مضايقات من بعض التلاميذ ( )
13. البنية داخل المدرسة غير مريحة ( )

## Appendix ( 6 )

استبيان (3) موجة لولي أمر التلميذ:

القسم الأول: البيانات الشخصية:

الرجاء وضع علامة ( ) في المكان المتوافق مع حالتك

المحلية:.....

1. رب الأسرة : أب ( ) أم ( ) أخ ( ) أخرى حدد .....

2. الجنس: ذكر ( ) أنثي ( )

3. الحالة الاجتماعية: متزوج ( ) اعزب ( ) أرمل ( ) مطلق ( )

4. العمر: 20 و أقل من 30 ( ) 30 وأقل من 40 ( ) 40 وأقل من 50 ( ) 50 فأكثر ( )

5. المؤهل العلمي: أمي ( ) أساس ( ) أولية ( ) أوسط ( ) ثانوية ( ) أخرى

.....

6. الفترة الزمنية التي مرت على الانتقال لمنطقة دار السلام :

أقل من 5 سنوات ( ) ما بين 5 و 10 سنوات ( ) أكثر من 10 سنوات ( )

7. سبب الهجرة: الجفاف والتصحر ( ) الحرب ( ) الصراع القبلي ( ) وجود فرص

للعمل ( ) أخرى حدد .....

8. طبيعة العمل الحالي: موظف ( ) عامل ( ) عامل يومية ( ) مزارع ( ) تاجر ( )

( ) تجارة محدودة ( ) معاشي ( ) أخرى حدد .....

9. الدخل الشهري للأسرة:

منخفض (أقل من 1000 جنية شهرياً) ( ) متوسط (بين 1000 و 2000 جنية شهرياً) ( )

( مرتفع ( أكثر من 2000 جنية شهرياً) ( )

10. عدد الأبناء بالأسرة : ذكور ( ) إناث ( )

11. عدد الأطفال بالمدارس: ذكور ( ) إناث ( )

12. عدد العاملين في الأسرة : ذكور ( ) إناث ( )

## القسم الثاني : أسئلة الاستبيان:

(يرجى وضع علامة ( ٤ ) في المربع المناسب أمام كل فقرة من فقرات الاستبيانأدناه )

المحور الأول : الاقتصادي					
الفقرة	أوافق بشدة	أوافق	لا أوافق	لا أوافق مطلقاً	
1					دخل أسرتي يكفي لمقابلة احتياجاتها المعيشية
2					لأسرتي مصادر عديدة للدخل غير مصدري
3					أوفر الرسوم الدراسية بانتظام لأبنائي
4					أفر ثمن الكتب والملابس بانتظام لأبنائي
5					أبنائي لا يعملون بعد الدراسة
6					لا أضطر للجوء للاقتراض من الغير
7					لا أتلقى إعانات أو هبات أو مساعدات من جهات أخرى
8					أوفر الكهرباء بالمنزل
9					أوفر تلاجة بالمنزل
10					أوفر جهاز تلفاز بالمنزل
11					أوفر أجهزة هاتف محمول لأفراد أسرتي
المحور الثاني : الاجتماعي					
1					لا أشعر بدافعية قوية نحو تعليم أبنائي
2					لا أشعر بعدم المبالاة نحو تعليم أبنائي بسبب الفقر
3					أقوم بمتابعة أبنائي باستمرار
4					يوجد عدد كبير من المتعلمين في الأسرة
5					المستوي الثقافي لأفراد الأسرة مرتفع
6					لا أقضي وقت الفراغ في لعب الورق أو الدردشة مع الأصحاب
7					لا أشعر أن مظهري غير لائق و أدني مرتبة من رفاقي في الحي
8					عاداتنا وتقاليدنا الاجتماعية تحض على تعليم الذكور
9					عاداتنا وتقاليدنا الاجتماعية تحض على تعليم الإناث
10					لا اعمل بمبدأ الزواج المبكر لأبنائي
المحور الثالث: الخدمات التعليمية					
1					المناهج التي يتم تدريسها مناسبة
2					طرق وأساليب التدريس مناسبة
3					أهداف التعليم يمكن تحقيقها
4					أساليب التقويم مناسبة
5					الأساتذة متعاونون مع التلاميذ
6					مباني المدرسة جديدة
7					البيئة داخل المدرسة مريحة لتوفير كافة الخدمات
8					التلاميذ يتعاونون فيما بينهم
9					المعلمون يهتمون بالفروق الفنية بين التلاميذ
10					تساعد
11					توجد توافق و انسجام في الأعمار بين التلاميذ
المحور الرابع: الخدمات الصحية					
1					لا أعاني من أمراض مزمنة
2					توجد خدمات صحية قريبة من مكان سكني
3					المنزل صحي من ناحية التهوية
4					المنزل صحي من ناحية المراحيض و التخلص من النفايات
5					البيئة من حول المنزل صحية بعدم وجود مكبات للنفايات قريبة منه
6					التغذية جيدة بين أفراد أسرتي
المحور الخامس : الأسباب الذاتية					

					1	أتمتع بشخصية قوية ومتوازنة
					2	أتمتع بعلاقات اجتماعية ناجحة مع جيراني في الحي
					3	يوجد توافق وانسجام مع أبنائي
					4	لا أضايق أبنائي و أقدم لهم النصح و الإرشاد برفق
					5	لا اجنح للغضب بسرعة
المحور السادس : العلاقات الأسرية						
					1	لا توجد معوقات مادية من ناحية الدخل تتسبب في تعكير صفو حياتي الأسرية
					2	لا يوجد شجار أو خلافات بين أفراد أسرتي
					3	كثرة الغياب عن الأسرة يساعد على التسرب
					4	كثرت الغياب عن الأسرة يساعد على التسرب
					5	عدم الغياب أحد الوالدين بسبب ظروف أخرى غير الانفصال أو تعدد الزوجات
					6	أهتم بقيام أفراد الأسرة بأداة شعائرهم الدينية كالصلاة
					7	أهتم بالترويج للأسرة
					8	أهتم بالترويج عن الأسرة بأخذهم للأسواق أو الحدائق العامة

## Appendix (7)

### قائمة باسماء المحكمين

2. د. سعاد ابراهيم العبيد.
3. أ. بكري ادم محمد صالح.
4. د. اميمة بشير خالد.
5. د. الشفاء علي مير غني.
6. د. محمد ابراهيم محمد.