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From the Editor

Dear readers of intWOJDE

We present our Volume: 9, Number: 2 issue to our valuable readers.

In this issue, there are two articles. The first article was prepared by Abdullah M. BASAHEL, Mohammad YAMİN, Safaa ALKATHERİ, and entitled "An Empirical Study of Female Education in Saudi Arabia". In this article, the benefits and disadvantages of distance education applications for female students using the video connection method are examined. For the research, female students studying in different departments of the Faculty of Economics and Administration and Computing and Information Technology of the King Abdulaziz University of Saudi Arabia were interviewed.

The second article entitled "Distance Learning Is The Key To Avoid Factors Affecting Girls' Drop Out In Primary Schools: A Study Of White Nile State-Sudan" is written by Elnour Mubarak M. A. Omar and Elhadi Nasr Elhadi Mustafa. This article investigates the reasons for female students to drop out of school. These reasons seem to be economic conditions, academic reasons, and social reasons such as early marriage. In study distance education is recommended for female students to continue their education and to solve education problems.

We hope to stay in touch and wish to meet in our next issue, the 1st of April 2021.

Cordially yours

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AN EMPIRICAL STUDY OF FEMALE EDUCATION IN SAUDI ARABIA

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ABSTRACT

Many countries of our planet have different modes of education for male and female sections of society. Often we find that a many educational institutions are open for both sexes. But there also are many intuitions which only educate either male or female students. Segregation of male and female students is not confined to any specific region or countries but it's a global phenomenon. The Kingdom of Saudi Arabia (KSA) provides a unique face to face way of joint classes for both sexes. The kingdom takes the advantage of networking technology to create an environment to provide a physical classroom for females in their campus and male students in their campus. The male teacher teaches the male section face to face in their classroom while the female section is linked with a live video of the instructor and the screen. The female students can ask questions and teacher can also interact with them. While female section can see the teacher via video link but the male teacher cannot see the female students. This way of teaching exist for many UG and PG classes across Saudi Arabia, as well as some other countries of the world. In this paper we shall analyse the benefits and drawback of this way of teaching for the female counterpart. To conclude our findings, we have conducted thirty interviews of female students in different departments of the faculties of Economics and Administration, and Computing and Information Technology of the King Abdulaziz University of Saudi Arabia.

Keywords: Female Education, Face to Face Class, Co-education, Networking E-learning, Distance Learning, Saudi Arabia.

INTRODUCTION

With the proliferation, accessibility and wider coverage of internet at affordable rates, coupled with the modern technology, especially in the last two decades, we have witnessed phenomenal advancement and improvement in all walks of our lives. In particular, we are now use powerful new ways of learning and teaching methods, which were unimaginable barely twenty odd years ago. The revolution continues and we can expect even more refined ways of imparting and receiving educational instructions. Apart from innovation in the face to face learning, we now several other models like distance and online modes of education in a variety of settings.

Methods and Means of providing education may vary from country to country and region to region, depending on linguistic and geopolitical situations. However, most educational institutions strive for and converge to the same goal of attaining excellence in receiving and imparting education. We can easily find standard ways of determining appropriate and adequate levels of education regardless their modus operandi. For example, for business higher education, international institutions like Association to Advance Collegiate Schools of Business and Principles for Responsible Management Education (PRME). Details of AACSB are provided by Hinnenkamp et al., 2019 and Doh et al. (2018). Information on PRME can be found in a report entitled as EMFD, 2016. Imparting postgraduate education in business are also determined by the Associations of MBAs (Matt Walker, 2018). Accreditation Board for Engineering and Technology (ABET) (Anwar et al. 2018, and Enno "Ed" Koehn, 2013) is an organization which provides accreditation of technical higher education in the field of Computer science and engineering, which provides accreditation to the technical (Computing, Engineering etc.) educational programs. Likewise there are accreditation organizations associated with other disciplines. Membership of these organizations goes a long way to guarantee the standards of education in related fields. All of these organizations have accredited the King Abdulaziz University programs with the existing methods of learning and teaching of both sexes.

In this article we shall discuss the teaching mode of education in Saudi Arabia in general and the King Abdulaziz University in particular. In Saudi Arabia, tertiary education in most of the institutions reflects the economic, regional, cultural and religious considerations. In classes where female and male are taught together by a male teacher, in majority of cases, the female students receive instructions through video link in a classroom in their campus supervised by a female assistant. In this setup, female students can see the male teacher, ask questions and the teacher can ask the female students questions but cannot see them. This practice has been followed for a considerable period of times and has never been objected by the accreditation organizations of the highest repute.

The questions have been long been raised whether the female students are disadvantaged in this set up. In this study we focused on this question and conducted thirty interviews of the female students from the King Abdulaziz University to arrive at a conclusion to answer the question reasonably satisfactorily. In this article we shall analyse these interviews and conclude our findings.

This research aims to gain insight into the relationship between smartphones and students' attention in classrooms. This chapter further discusses the research method, the sampling method and the data analysis procedure.

LITERATURE REVIEW

Vast improvements in the audio visual, proliferation in internet technology, and innovation in education has led to develop new ways of imparting education. In this section we shall analyse some background about some of the ways and their pros and cons. benefits is a continuous process. The aim is always to bring remarkable improvements in the methodology and manner in which educations is imparted. Indeed we are guided by student feedback, who are at the receiving end of the education. Based on their feedback, we make improvements in education. Last two decades have provided highly sophisticated technology, tools and gadgets which have led to many variations in educational industry. As our focus in this article is on the female education in Saudi Arabia, let us look at some of the socio-cultural details of this nation and the region and increasing demands for perfection, research looks for all possible solutions to make knowledge and education dissemination even more attractive.

Tertiary Education in Saudi Arabia

Given the historical and cultural background, Saudi Arabia places some restrictions on its citizens, men and women alike. One of the visible restrictions is the dress code for male and female folks, aimed at preventing exhibition of some body parts. Many Saudi women prefer to cover their faces although it is not a part of dress code. Saudi Vision 2030 is set to bring many changes to many social and cultural aspects of the Saudi life. For example, now Saudi women can drive vehicles, work with men in offices, banks, businesses and airports. Saudi women can also travel without a guardian and take part in concerts and sports, which are now taking place in Saudi Arabia. Yamin (2015) and Yamin and Aljihani (2016) have studied some aspects of Saudi women.

Saudi Arabia is predominantly a desert country but very rich in oil reserves and minerals, having a unique distinction of the largest exporter of oil and petroleum products to the rest of the planet. Saudi Arabia is a member of G20 as well as that of the group of Gulf Cooperation Countries (GCC). According to (Global Media Watch, 2019), the population of Saudi Arabia has passed the mark of thirty four million. According to (General Authority of Statistics, Saudi Arabia), the population of Saudi Arabia has passed the thirty four million mark. The percentage of the female population is just under 43 where that of males is over 57. According to the Ministry of Education of Saudi Arabia, there are more female graduates than male, despite the fact that the female population in the Kingdom of Saudi Arabia (KSA) is considerably lesser than their male counterpart.

Saudi Arabia has undertaken drastic measures for educating its population, particularly at the tertiary level. Through its scholarship program, the KSA has sponsored hundreds of thousands of its graduates to study abroad (especially in the developed countries) for postgraduate studies. The full sponsorship has particularly been facilitated by providing living expenses of their mahram (guardian), who may be husband, father or brother.

On its turf, Saudi Arabia has undertaken extra ordinary step to create world's largest female university, known as Princess Nourah Bint Abdulrahman University (PNU) (Yamin, 2015), which is located in its capital Riyadh. Currently, there are over fifty two thousand students at PNU, which provides state of art facilities to make it a vibrant and fabulous environment for teaching and learning. In particular, the university has a unique system or mono rail to facilitate smooth movement of staff and students to the different parts of the campus.

Many researchers (Basahel and Yamin, 2017, Yamin and Matar, 2016, Yamin and Aljihani, 2016, Basahel et al., 2015, Yamin and Al Amri, 2016, Yamin and Alharbi, 2016) have studied socio-cultural, economic, religious and historical aspects of Saudi Arabia.

Non Traditional Methods of Teaching and Learning

With the advent of new technologies facilitated by internet, Web 2.0 and subsequent developments, we now have developed innovative ways and don't have to rely on the old fashioned ways of teaching and learning. Many researchers have discussed traditional and non-traditional ways of Teaching and Learning (T&L) (Deepika Singh, Mukul Kumar, 2018, Senthamarai (2018), Blázquez et al., 2019, and Waite (2011).

The traditional ways of learning and teaching cannot be rejected just because we now have newer ways now. Every method would be effective in some context or circumstance (e.g. lack of resources). However it is often argued that the traditional approach may not provide students with valuable skills and not be suitable for retaining knowledge after exams. Tularam (2018) emphasis on active learning rather than traditional ways of learning. MacDonald (2018) has conducted a review of non-traditional ways of teaching.

Questions have always been raised whether segregation of sexes for educational purposes have positive or negative impact. There are some positive effects (Blue, 2009) of providing education to male and female separately. This study was carried out in the context of school education in the UK. Pahlke et al (2014) have suggested better or at par results for Senior Secondary schooling for boys and girls in single sex educational institutions.

One should not be led to believe that segregation of female is mainly confined to some Asian and African countries. In fact (Wikipedia, 2019), there are far too many single sex higher educational institutions in the US, Europe, and Australia. The list included dozens of colleges in the US, Great Britain, and Australia. The quality of education and the students' performance in the single sex schools has been discussed by many scholars. Here we provide findings of only a few of them.

Teresa (2013) concludes that 'the single-sex education may still be beneficial to women in ways that co-education is not. Women's colleges encourage students to pursue non-traditional career paths, offer more female role models and mentoring opportunities, provide more leadership experiences on campus, and cultivate generally supportive campus environments in which students develop social and academic self-confidence'. A study by Kinzie et al., 2007, after analysing student surveys from more than 26 colleges, found "Women at single-sex institutions were more engaged in effective educational practices and reported higher levels of feelings of support and greater gains in college". Forbes (2009), after analysing surveys of 1000 students and alumnae, found that "women's colleges performed higher, including in the proportion of entrepreneurs produced and leadership training received.". There are numerous other studies which conclude that women in the single sex educational institutions perform well.

METHODOLOGY

We have used well established method of selected female students from the King Abdulaziz University (KAU). The KAU is situated in Jeddah, the port city in the west of the Kingdom of Saudi Arabia (KSA). Jeddah, is the main port city and the business centre of Saudi

Table 1:
General Purpose Questionnaire

Your Name			
Which degree did you study at KAU?			
Are you still a student?			
How many courses did you study from male teacher	UG	Code:	Grade:
	UG	Code:	Grade:
	UG	Code:	Grade:
	PG	Code:	Grade:
	PG	Code:	Grade:
How many courses belonged to each of the faculties	FEA		
	CIT		

Table 2:
Questionnaire

Q	Questions
1	Do you think that this way of teaching female students by male teachers is appropriate?
2	In your view what are the advantages of this way of teaching?
3	In your view what are the disadvantages of this way of teaching?
4	How well were you satisfied with the role played by Teacher Assistant (TA) in your classes?
5	Did you have opportunities to ask questions from your instructor
6	Were you satisfied with response from the instructor
7	What was the point you found most easy to understand in this way of teaching and learning?
8	What was the point you found most difficult to understand in this way of teaching and learning?
9	Do you think that the female students should be taught only by male instructors
10	Do you think that the system needs improvement? If so, what – please elaborate
11	Any more comments?

Arabia. The KAU is the oldest and the 2nd largest university (with enrolment in excess of 150 thousand) of the KSA. In many ways the KSA is a good representative of the universities in KSA.

We had chosen 30 students who received instructions from male teachers through video link, while sitting in a classroom in the female campus under the supervision of a female assistant teacher. We provided the interviewee with eleven questions in advance, along with a consent form and assurance from us to treat their information as sensitive and confidential. This was to ascertain that we get well thought-out answers. Survey questions were also made available in Arabic to ensure complete understanding of them. We then gathered all responses in a grid and then analyses one by one manually. Since the sample wasn't too big, we thought manual way of analysing would give us more insight into the results.

The Survey Questionnaires

Table 1 shows the general purpose questionnaire and Table 2 the questionnaire to the interviewees in advance.

Table 3:
Responses to Q2

Response	Measure
There are no advantages	4
Teacher explained the information in an excellent way	14
The exams would be easier	12
The assignments would be simpler	5
Good to know opinions of male students	2

The Responses

All of the respondents said yes to Q1. Answers to Q2 were varied as shown in Table 2, where four respondents said there were no advantages, fourteen said the teacher explained in a superior manner, twelve thought the assessments would be easier, another five said assignments would be simpler, and two thought it was a good idea to know the views of their male counterpart. In response to Q3, majority of respondents said it was difficult to communicate either because of the lack of the body language, the poor audio quality or shyness. Three girls said it was difficult to maintain discipline. In response to Q4, fifteen students acknowledged satisfaction, seven dissatisfaction and six of them were neutral. In response to Q5, all but one student answered in affirmative and the remaining one said 'sometimes'. Answering Q6, 27 students said yes and the remaining three said 'sometimes'.

Table 4:
Responses to Q3

Response	Measure
Difficult to communicate with the teacher	11
Poor audio, difficult to understand without body language	16
It doesn't have any disadvantages	4
Some girls do not talk as they are shy	4
Teacher can't see the body language of girls	3

Table 5:
Responses to Q7

Response	Measure
Charts	4
Knowing the main and important points in each lesson	4
Knowing the main and important points in each lesson	8
Theoretical content	6
Practical content	2
Different things from different teachers	8

Table 6:
Responses to Q8

Response	Measure
Practical courses	14
Nothing	12
Theoretical concepts	3
If it contains a lot of discussion	1

Table 7:
Responses to Q 9

Response	Measure
It depends on who has more experience	4
Yes because the communication would be easier	4
Yes because of the assignments etc.	8
Yes if the course is practical	6
Yes	2
No	8

Table 8:
Responses to Q 10

Response	Measure
No	3
Yes: Make the communication face to face	2
Yes: The microphone should be near the teacher	16
Yes: The accent of teacher should be clear	2
Yes: Make the system more interactive	2
Yes: Install large screens see body language of teacher	11
Yes: Use smart technologies	13

Table 9:
Responses to Q 11

Response	Measure
No comments	12
Have separate male and female sections	8
Provide online lectures at home	7
Make it face to face with male teachers	4
Provide the lecture recordings on blackboard	2
Need a tool to let the teacher know who didn't understand	1
Replace male by female teachers	1

Responses to Q7, advantages of having male instructor through video link were scattered and so were the disadvantages as shown in Tables 5 and 6. Similarly on the question (Q8) whether the female students should be taught only by female teachers varied as shown in Table 7. Responses to Q10 and Q11 concentrated on various improvements, mainly in the audio visual area as shown in Tables 8 and 9. We shall now analyse these responses in the new section

ANALYSIS AND SUMMARY OF THE RESPONSES

From the forgoing discussion, that none of the interviewee objected for being taught by a male teacher through video-link with the male students being in front of the teacher. As seen in Table 3, students have expressed various positives of being taught by male teachers. Some of the students even thought that the assessments set by male teachers are easier. As for the drawbacks of this way of teaching, the interviewees have provided different reasons for disadvantages. An overwhelming concern has been the poor quality of the audio visual systems used. Indeed, poor systems can falter even the best systems. Not only this, poor quality of systems create ripples and affect the outcome overall. Many

students think that the absence of the body language makes it hard for the students to express themselves clearly. Indeed body language is very important in making a point. However, in an interactive lecturing session, most of the students are not that active in deliberations which would involve body language. But in tutorial class, student-teacher discussions are intense and so the body language does matter. A few interviewees think that shyness comes in the way of their expressions with the male teacher. Shyness is something which partly is because of poor speaking skills in front of the audience. For someone asking a question through audio systems, not being watched, shyness doesn't make a lot of sense. Question 4 deals with Teaching Assistants which are all female for the female students. Table 5 shows that only half of the interviewee have expressed their satisfaction with the female assistants. When asked about the opportunities to ask questions and measuring the satisfaction levels of the answer, we do not find anything unusual. Responses to most easy to understand in this way of teaching and learning are also along the familiar lines and there is nothing extraordinary point to take home. However, as to the difficulties in understanding, just under half expressed practical content was hard to understand by not having the instructor around. Here it should be clarified that the students' labs are conducted by female tutors. So what they mean by practical content is the contents of applied nature which comes in the lecturing.

When asked whether the female students should be taught by only female teachers, we received various responses. Eight of them said no and two of them said yes without giving any reasons. Four of the students preferred experience over gender of the teacher. Four said yes for the communication reasons, eight for receiving assignment help and six for the reason of practical content. When asked about the areas of improvements in the system of teaching this way, different reasons were given as shown in Table 8. Most of these reasons are about improving audio-visual systems and peripherals. When asked for their comments on any issues, as can be seen in Table 9, a number of interesting points were made. Seven students suggested to provide online lectures at home (so that they don't have to come to the class), two of them suggested to provide recordings on Blackboard (the learning management systems of the university). Eight students reiterated to have separate classes for male and female, four wanted to be visible by male teachers and twelve of them offered no comments. Interesting enough, only two students suggested to record lectures and upload them on Blackboard. This feature is now prevalent in many universities of the developed countries but is mostly lacking in developing countries.

CONCLUSION AND FUTURE WORK

Saudi Arabia has all kinds of teaching methods which any other country has. Most of the universities have separate campuses for male and female students. We have conducted our study based on interviews of 30 female students drawn from 10 different cohorts at the King Abdulaziz University, which is the second largest and a good representative, of Saudi Arabian educational system. For many undergraduate students of science, social science and technology classes, female students occasionally (mainly due to shortage skills) are taught by male teachers via video link which we have described earlier in this paper. In this research we have studied impact of such teaching on female students. The responses of the thirty female students from ten different classes were gathered by interviewing them. As can be seen in the foregoing discussion, the interviewees have expressed a number of interesting points. Some of them have shown concern of visibility of the teachers. We believe it's a poor management of the audio-visual systems by the teachers. Ideally, in such an environment, the teacher should exhibit himself as well as the presentation board (slide presentation) concurrently. Interviewees have expressed dissatisfaction because of different reasons. Prominent of them are poor quality of the audio-visual systems and body language. Indeed the body language plays a significant role mostly if the discussion takes place. In a lecturing environment, although clarification are sought by students but the

occurrence of discussion may not be sizable. Poor audio visual systems is a genuine concern. We did not find something extra ordinary in the list of other concerns. On the other hand, majority of interviewees seem to be satisfied by the system. However improvements must take place. Based on our analysis, we recommend that the following measures should be taken by the management.

1. Conduct an audit of the audio visual systems involved in this way of remote teaching
2. Lectures should be recorded and be made available on Blackboard
3. Practical classes of all students should be conducted face to face.
4. Teachers involved in this way of teaching should be provided adequate training.

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DISTANCE LEARNING IS THE KEY TO AVOID FACTORS AFFECTING GIRLS' DROP OUT IN PRIMARY SCHOOLS: A STUDY OF WHITE NILE STATE-SUDAN

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ABSTRACT

This study states why primary school (level 8) girls drop out specifically among villagers girls in White Nile State – Sudan. Eastern White Nile State, rural areas in Algrashi locality have been chosen as a case study. To stop this phenomenon, the government of Sudan must promote distance learning to avoid the drop out of girls in primary school. The main objective of the present study is to find out and highlight the causes contributing to the problem and to provide some recommendations to avoid the female drop out in the primary stage specifically final grade (level 8). The study underpinning on a qualitative research method, using a semi-structured interviewing technique. The study finds out that there are some reasons why girls drop out, such as economic circumstances, academic reasons, and societal reasons such as early marriage. Therefore, the study points out that distance learning is the key to avoid the drop out of girls at the primary level without the need to attend classes. According to Algrashi locality culture, we can provide distance learning to girls to attend their classes from their home in order to avoid far distance walking and to avoid getting married at the early stage of their life.

Keywords: Primary education, Drop out, Girls' education, White Nile state.

INTRODUCTION

It is no doubt that education is a cornerstone and strong component for achieving human development and prosperity. Of course, primary education develops the capacity to learn, to read and apply what has learned, to acquire information, and further to think critically. It is also the backbone to all different levels of education that develop humankind for instance scientists, teachers, doctors, etc. offers skills and puts you in the right direction, no matter how small or poor you are (Fadul & Khalda 2018). The education of women is a fertilize scope of discrimination against women, particularly in the third world and the Sudan community is no exception. Definitely, education is the privilege of girls in any corner of the world and it is the way to shifting both the life of the girls as well as their entire community. No doubt, that, girls without education are difficult to build up their maximum capacity and to play an important and beneficial role in their families, social, neighborhood, and the world as a whole. The most crucial technics and accessible to enable girls inside the family and inside society is a good education level. Likewise, teaching girls has falling advantages. Therefore, teaching girls can shield their families and themselves from any kind of social diseases, Sudan is one of the African countries that has been progressing in primary education enrollment since it was the Millennium targeted over 15 years ago by the United Nations. Offering basic education for girls is a potential factor that encourages and provides them with tremendous power by enabling them to choose their own way of life. According to a UNICEF report (1996), there are many women and men not attending

school. This study is focused on the primary or basic (level 8), the definition of drop out means leaving school before graduation. (Price 2007; Chugh 2011) point out that leaving school at an early age such as children, who enroll in the school and for such reasons, they leave school before completing the grade and that can be seen clearly in grade 8 in Sudan educational system.

DROP OUT STATUS IN PRIMARY LEVEL-SUDAN

Drop out rate is a challenge in achieving progressing in primary education enrollment (education for all) by the United Nations by 2015. The dropout rate of girls in a primary school in different years is different as been decreased according to statistical reports by the ministry of education, Unesco, World Bank, and Unicef whereas, still there is a dropout in this educational stage.

Table1:
Percentage of drop out

Years	Percentage
2015	24.15
2014	10.6
2013	20.6
2012	20.1

The above table shows percentage of primary school drop out –Sudan.

Within the white Nile state context, drop out is a major challenge that has not been highlighted and sufficiently discussed in Sudan as general and specifically in White Nile state - countryside. In fact that girls' dropout in primary school has been marginalized and ignored in terms of researches as well as in official policies in Sudan. The table above shows that fluctuates of girls and boys drop among Sudanese states in primary school therefore girls' drop out in primary school seems to be problematic and must be highlighted, Kathleen (2018).

The present study attempts to investigate the causes behind why the girls" leaving primary school in rural areas in White Nile State in Sudan. The choice of rural areas is not random but as a result of the high numbers of girls dropping out of school, and that can be seen clearly in villages. So, the main objective of the present paper is to examine the extent to which social factors influence girls to drop out in primary school in White Nile State. To examine the extent to which economic factors influence girls drop out in primary school in White Nile State. To examine the extent to which school factors influence girls to drop out in primary school in White Nile State. Therefore, the findings of this study will invigorate the leaderships reformulate policies towards primary education in Sudan entirely and White Nile state as an exceptional case.

METHODOLOGY

The present study adopted a qualitative phenomenological research method. Basically, it explains an in-depth understanding of a certain phenomenon being lived through as described by the participants (Creswell, 2014; Giorgi, 2012). Pertaining to instrumentation interview employed and specifically a sampling method is adopted. Only three out of ten girl's interviews were conducted; 3 interviews were conducted with primary school females who drop out of school on behalf of the researchers because in the rural areas culture is prohibited a male interview a girl. Therefore, according to the researcher distance learning is suitable for this environment. In addition to that, teachers and parents are excluded entirely in this study.

LITERATURE REVIEW

In fact, girls' educational right is a phenomenon that has been disseminating among developing nations all over the world and also Sudan is included specifically among villagers' girls in primary school. Unfortunately, previous studies have shown escalating of this phenomenon. Therefore, some literature review have highlight and showed many reasons for instance financial, economic achievement and early marriage (Kathleen, 2018; Derdar, 2014; Cynthia, et al. 2000; Jonathan 2014). Relating to academic factors, lead girls drop out Ananga (2011) pointed out that to academic and social factors school environment poverty and the opportunity cost of schooling. Some studies find out that there are two or more factors that motivate girls to drop out from primary school such as something related to society (Casey, 2014). The causes of drop outs generally relate to families' lack of resilience to cope with socio-economic combination of two factors ensure that drop out strongly that girls never comeback school. In addition, a study of (Fadul & Khalda, 2018) showed that economic factors were found the main reasons that motivated girls drop out from primary school girls 26.2% who dropped out compared with boys rate and 20.4% due to financial support. In the context of Sudan, although the government has been making tangible efforts to construct and reconstruct more primary schools in rural areas, that affected by civil war. It has been observed that there is so much work should be done, mainly within individual income specificity in the rural areas has been escalating that makes the problem greater for a citizen. In some areas, for instance the absence of simple services that without doubt that influence no girls' academic achievement. Whereas a study of (Erica & Ambrus, 2008) found out that different factors that motivate girls drop out in primary such as marriage is also associated with an increase in use of preventive health services. So, there is another factors that can influence girls drop out in primary which pointed out by study of (Adala 2016), these factors are early marriage, and economic factors such as poverty and civil strife in southern Sudan led to insecurity and stability and lack of motivation. Another problem causing girls' drop out is that some parents are not motivated to send their daughters to school in this situation. In fact, due to poverty and child labor that may lead girls to drop out from school (Devkota & Bagale, 2015). The literature review highlights that early marriage is one of the major factor that causes girls' drop out of primary school in White Nile State beside finical support and early marriage. Some findings pointed out that school climate, teachers and academic achievement are factors motivated and increased girls drop out. Overall, the risk of school drop out due to marriage heightens after girls complete the fifth or sixth grade, (Sekine & Hodgkin, 2017). The causes of females' drop out related to financial circumstances (Derdar, 2014). While, this study conducted in White Nile State – Sudan seeks factors for girls' drop out from school are related to several factors (Kathleen, 2018).

FINDINGS AND DISCUSSION

The root of girls leaving primary school specifically who were in grade eight in White Nile State – Sudan found in this study are related to these factors school environment are related to academic issues such as (syllabuses), deals with females teachers, services inside and due to the lack of interest in education, and early marriage. Therefore, distance learning is going to be the best method to encourage girls to continue their education in White Nile State.

ACADEMIC FACTORS

Three interviewers out of ten who excused participation in this study after highlighted them about everything will be confidential and will be used for academic purposes. Girls who dropped out in grade eight who stated hard schooling environment as the main reason of leaving primary school - grade eight. The girls stated that they found themselves unable to continue schooling because of the miserable environment. In this regard, Gadah a 14 years

old (The respondents refused to use their direct name due culture and traditions who quitted school three months ago said: Gadah, is a girl code who was participated in the interview, I left school because academic causes said (according to the syllabus I think there is difficult to be understood whereas there is simple syllabus for instance Math is difficult and science specially Universe & Science was so complicated book. Whereas, some syllabus such as Arabic and religion are simple to gain high marks. Regarding to teachers females some of them are good attract pupils to study but others are cruel and rude towards us, they believed that girls must be punished hard in order to be able to cross grade eight to secondary school. I think school environment needs rehabilitation in terms of classes, furniture a bathrooms regularly and cleanness. In addition to that, the ministry of education should create a new method of learning such as distance learning to suit their culture. This result is found in a study of Adala (2016), these factors are early marriage, and economic factors such as poverty and civil strife, difficulty to meet school needs in a certain time may lead to girls drop out (Devkota & Bagale, 2015). Early marriage is one of the major factors of girls' drop out of school. Huda a girl in the age of 13 who has dropped out recently (level 8) because of academic reasons she said (There are some academic materials which are difficult to be understood whereas there is simple syllabus for instance English, Math is difficult and science especially Universe & Science was so complicated book. Always my marks were very low and felt shy among my colleagues. Over all, all participants agree to attend classes from their home using the new technology. In addition, they are highly motivated to have a training course on how to use the social media networking.

ECONOMIC FACTORS

Sana a 13 years old who had dropped out of level 8 of primary school as a result of academic and economic issues. There are several studies, which highlight issues of economic and academic dropping out of school, particularly within the context of teacher/student relationship. There are a number of issues, which were realized by the participants as motivating reasons to their drop out. For instance, Sana said that they had to leave school because of their weak academic performance: I was doing very bad at school and there was no need to continue. My grades were very weak in terms of Math and Universe & science subject. Always my marks were below the average and I couldn't understand what the teacher of Math said. She told me that one day the teacher of Math beat her too much and I hated her. She also explained that it would be nice if she keep far distance from her teacher, so she was highly motivated to study Math through distance learning.

SOCIAL FACTORS

The present study seeks to the factors that influence girls to drop out in primary school at White Nile State - Sudan. So, there is a connect between girls' early marriage and dropping out of school particularly within the life of villagers and poor families. In light of field data, all the participants who leave school explained they had stopped going to school immediately after they were engaged: Huda, Gadah & Sana said immediately after I got engaged, I stopped going to school because I think it is better to start a new life than the educational life that I got fatigued. Thus, all participants were highly motivated to make use of the distance learning from their home and to continue their life without getting married at the early stage of their life.

CONCLUSION

The findings of this study reveals that the reasons beyond females' drop out of primary school in White Nile State specifically villagers are similar to previous research studies and literature review. This study was founded on narrative stories of villagers' girls who were victims of many reasons societal, economic and educational reasons and each factor can be

categorized into several reasons. It is clear that also no single factor can be completely accounted for drop out girls from primary education. There are various reasons, which interact and make the problem a process rather than a single event. Thus, there are number of factors related to families, schools, and communities that affect whether a female student is likely to drop out or continue. This study has highlights some real roots and reasons beyond female leaving primary school in White Nile State. It is important to summarize that the findings of this study may not apply to other places in Sudan. What has been found in White Nile State is where girls' dropping out of primary school is mainly due to academic, financial or societal factors (early marriage). It was found that the key to avoid this phenomena is to promote distance learning and that will be compatible within the White Nile State environment in Sudan.

RECOMMENDATIONS

To eliminate and eradicate the problems of females drop out in primary school level, the present study highlights these following recommendations: Concerning of rehabilitation of schooling environment regularly to be more attractive and terrific to pupils specifically girls such as toilets. Establish fund enable to assist pupils who are descending from poor families or orphans or headmaster of schools should inform official officers. Highlight parents of early marriage problems and difficulties beside that the importance of girls education. Provide pupils with additional and reinforcement courses in terms of English, Math and science. Teachers should work hard, create interactive environment to pupils, and encourage them to complete their early education levels and guide and mentor them how to go further in education and solve problems in their daily life. The Ministry of Education in Sudan should establish workshops and training to the teachers and students as well about distance learning and how to make use of it. In addition, a strict action must be taken by the Ministry of Education to establish a new method of learning, such as distance learning to suit the cultural environment of some rural areas in some different parts of Sudan.

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