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DECISION-MAKING AMONG SECONDARY SCHOOL  
STUDENTS IN THE SUDAN

By

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Date Thesis Presented: November 4, 1968

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Martin Marial Takpiny

A Thesis

Submitted in Partial Fulfillment of the  
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## ABSTRACT

This study aims at identifying those factors which influence the decision-making of secondary school students in the Sudan. Such decisions relative to choice of future career or academic study have great implications for counseling guidance. The assumption related to this study is that the degree of freedom, or the amount of influence in decision-making among secondary school students will have an effect in the future in determining the type of counseling and guidance program which will most effectively meet individual and national needs in the Sudan.

### Background of the Problem:

In the Sudan the father is both the titular head of the family as well as its authority. This absolute authority of the father may be now changing among the educated elite who may allow their dependents some kind of freedom of action in the family affairs. The tribesmen, however, do not want to depart from their old customs and beliefs. In other words the Sudanese family is, in general, authori-

tarian and this is the situation that a majority of secondary school students find themselves. The student may find himself in a position where his own decision is necessary. The question is how far will he give his decision without the father's authority and influence concerning his educational and vocational choices? For example, there may be pressure from the family that the student should study one of the prestigious occupations. The student's potentialities and interests may not be compatible with the choice of the family and this may put the student in a difficult position.

On the other hand, the family is no longer a place where a child gets special skills under the apprenticeship of the father or one of the relatives. In other words the child may not take up the occupation of his father as it was in the past. The number of occupations is increasing in the Sudan and it may not be easy to choose the field of study or vocation. There are many alternatives offered to the student among which he has to make choices. Thus, there is a need to know the locus of decision-making.

### Objective of the Study:

Specifically, the objective of the study is to find out who helps students in the secondary schools in decision-making concerning educational and vocational choices. The factors that may influence the student's decision-making such as: sex differences, the location of the student's home, and parental educational background are within the scope of this research.

### Statement of the Problem:

(a) Who helps the students in the secondary schools in decision-making concerning their post-secondary education, vocational choices, and personal problems? (b) To what extent do sex difference, student's home location and parental educational background influence the decision-making? (c) From whom do the students get educational and vocational information vital to their decision-making?

### Methodology of the Study:

Field work was carried out by the writer who collected data from a sample of twenty secondary schools in the Sudan by means of a questionnaire constructed and distributed to 700 students, boys

and girls.

Findings of the Study:

The results indicate that the students themselves appear to be mostly responsible for decisions relative to the institutions of their choice and the subject of study. There appears to be a relationship between the students decision-making and sex differences, parents' education and students' home location. Boys and girls are obviously influenced differently in their choices of subject of study in the university in accordance with role expectancy and professional opportunities for each sex in the Sudan. Six per cent of the respondents reported parental influence, and among this minority much of influence had been reported from educated parents. Similarly, among the minority who have reported influence, it has been found that urban youth were significantly influenced differently from rural youth in their decision-making.

The information received by the student vital to his decision-making comes from the principals of the higher institutions of education, headmasters and teachers.

In the area of student's problems, however,

the student gets substantial help from his peer group. The student would seek the peers advice if it is a simple problem, but on a complex problem the students are divided, with some turning to the school authority to solve their problems.

Significance of the Study:

According to the knowledge of the writer, no attempt has been made previously to/<sup>do</sup>this kind of study in the Sudan. The value of this study is that, it indicates that most of the students themselves appear to be mostly responsible for decisions relative to their educational and vocational choices with very little influence from the parents. This finding will be important to future counselors in the secondary schools in the Sudan.

## CHAPTER I

### SIGNIFICANT FACTS ABOUT THE SUDAN

#### Situation:

The Republic of the Sudan is the largest country in Africa. It consists of about one million square miles. It has common borders with the United Arab Republic on the north and Libya on the north-west. The Republics of Chad and Central Africa form the western border, while Congo (Kinshasa), Uganda and Kenya border it on the south. It has an eastern border with Ethiopia and a small strip of the Red Sea to the north-east.

#### Physical Features:

The country can be divided into three broad zones. The northern zone runs southward from the frontier of the United Arab Republic to Khartoum. It is mainly without rain and vegetation. The land away from the Nile River is a desert or semi-desert. The central zone lies between latitudes ten and sixteen degrees north. These are level or rolling plains which provide seasonal grasslands. It is economically and politically the most advanced part of the country.

The southern zone lies south of latitude ten degrees north. It is an extensive savannah with swamps and tropical forests similar to those in East Africa and the Congo. Cultivated land is on a small scale compared to the central zone.

The great plain of the Republic of the Sudan has a rim of highlands in the east formed by the Ethiopian mountains and the Red Sea hills. There are more highlands in the far south and along the Nile-Congo Divide. In the west are the isolated mountain massif of Jebel Marra in Darfour province and the Nuba mountains in the southern Kordofan province.

The Nile is the only river in the country that regularly reaches the sea. The White Nile enters the country at Nimule. After passing through the Sudd, where the evaporation rate is extremely high, it is joined by the Bahr el Ghazal which is fed by numerous tributaries draining the Nile-Congo Divide. From the east it is joined by the Sobat, draining the Ethiopian highlands. At Khartoum it combines with the Blue Nile coming from Ethiopia. The united river runs in a general northward direction to the Egyptian frontier, being joined on the way by the last tributary, the seasonal Atbara. The Gash and Baraka rivers coming from the eastern highlands end in the plains of the

eastern Sudan.

The climate is far from uniform. Conditions vary from the hot desert in the north, where there is rarely any rainfall, through a belt of summer rainfall of varying intensity and duration to an almost equatorial type of climate in the extreme south, where the dry season is very short.

Race and Language:

The Sudanese society is a plural society. Ong defines a plural society in the following words: "It is the disparate character of society, the absence of common social will, and the gulf which separates the different groups for cultural, social, religious and linguistic reasons, that stamps a society as being a plural one."<sup>1</sup> There are 597 tribes in the Sudan, and each of these tribes has its own subculture.

In December, 1965, the population was estimated to be thirteen and a half million based on the estimates of the first census of 1955/56. It is further estimated to be increasing at a rate of 2.6 per cent annually. The census revealed that two-thirds of the population are Arab-speaking Moslems. The Nilotics,

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<sup>1</sup>Ong, S.Ho, Education for Unity in Malaya, (Penang: The Gansh Printing Works, 1952), pp. 25-27.



Nilo-Hamitic and the Sudanic groups are the other one-third of the population and speak a variety of Central African languages. In the Sudan, 115 different languages are spoken. After the independence of the country, Arabic became the national language.

Economy:

The Republic of the Sudan has an economy based on one crop. Cotton is the backbone of the country's economy, cultivated mainly in the Gezira area. The Gezira which is situated south of Khartoum between the White and the Blue Niles, is the basis of the country's prosperity. The 1955/56 census showed 87 per cent of the country's labour force was engaged in agriculture and pastoralism, while only 13 per cent engaged in the provision of the transport and government services. In other words the Sudan is an agricultural country with 78 per cent of the population settled in the rural area; 14 per cent are nomads and 8 per cent of the population resides in the urban areas.

Administration:

The country is divided into provinces, namely the Northern Province, Kassala, Khartoum, Blue Nile, Kordofan, Darfour, Upper Nile, Bahr el Ghazal and the

Equatoria provinces. Each province is divided into local councils, and there are 84 local councils in the republic as a whole. They are <sup>at</sup> different stages of development. A local council is responsible for general order, markets, slaughter houses, streets, roads, social services, general health, elementary education, agriculture, planning and public institutions.<sup>2</sup> These councils come under the supervision of the Ministry of Local Government in Khartoum. However, the aim of the local council is to assure majority rule and to improve the welfare of the people in the area concerned.

#### THE EXISTING EDUCATIONAL SYSTEM

The Ministry of Education is concerned with the major part of education, with the National School Board and some foreign institutions taking part. All the schools follow a unified program now including the South which had a different curriculum before the independence of the country. The educational system is a four-year ladder starting with elementary education through secondary education. After secondary education, higher education takes many channels.

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<sup>2</sup> Sudan Almanac 1967, (Khartoum: Government Printing Press, 1967), p. 81.

Education is almost free now, but not compulsory. There are many problems to be tackled before obligatory education and one of them, for example, would be to settle the scattered and partially nomadic population. The 1955/56 census indicated that 15 per cent of the population is literate. However, the degree of literacy varies widely from the towns to the country side. Literacy is more prevalent among the towns people.

Elementary Education:

The conventional age for a child to enter the elementary school is seven years. Elementary education gives a child the basis of reading, religion, writing and arithmetic. The medium of instruction is Arabic and it was the vernacular before the takeover of the mission schools in the South. There is competitive examination after the fourth year of elementary education in order to go on to intermediate education. The number of students accepted is small compared to all the students who sit for examination. "It is precisely this minority that is more likely to pursue its education further."<sup>3</sup> The pupils who fail

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<sup>3</sup>Akrawi, Matta, "Educational Planning in a Developing Country (Sudan)", International Review of Education, VI, No. 3, (1960), p. 266.

have little chance to obtain education. "As for the rest of the children who will have no further education, it is to be feared that most of them may gradually forget what they have learned and revert to illiteracy."<sup>4</sup> The education they received during the four years is so shallow that the child is unable to go on with self-education even if he has the initiative or if there were somebody to guide him.

Intermediate Education:

The pupils who go to intermediate schools are the successful candidates from elementary schools. Arabic is the medium of instruction and the English language is introduced and taught as a second or third language. Other subjects taught are history, geography, and mathematics. There is no co-education. There are separate intermediate schools for girls even at the secondary level. Boys and girls are prepared to sit for <sup>the</sup> secondary school entrance examination which comes after four years in the intermediate school.

Secondary Education:

The curriculum on the secondary level includes the following syllabi: Arabic, English, religion,

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<sup>4</sup> Loc.cit.

history, geography, mathematics, general science, accounts, commercial subjects, art, cookery and needlework. The duration is four years and the students sit for the Sudan School Certificate which allows entrance to the University of Khartoum, colleges and overseas universities.

Vocational Education:

There are two types of vocational education: one is post-intermediate; and the other is higher for those pupils who graduated from intermediate vocational schools. The duration of the study is three years in the vocational post-intermediate schools and two years in the Senior Trade Schools. The main difference between technical and the trade schools is that in the former about two-thirds of the syllabus is academic or theoretical and only one third is practical, while in the trade schools the opposite is true.

Higher Education:

Higher education is either on a university level or post-secondary level. There are four universities, the University of Khartoum, Cairo University - Khartoum Branch, the Islamic University, and the University College for Women. There are colleges and institutions run by various ministries to train their staff, such as the Shambat Agriculture Institute, the

Police College and the Military College. The Ministry of Education has teacher training centers for elementary, intermediate and secondary school teachers. The duration of training varies from two years to four years in the Higher Teachers Training Institute (HTTI).

The criterion used for selecting candidates for various schools from elementary through secondary, is a competitive examination. This competitive examination is held at the end of each stage of the educational ladder. The successful candidates are promoted to the next stage. Thus, from the beginning the objective of the students and the teachers is to pass the final examination at the end of each stage, and this objective becomes more pronounced in the secondary schools. The International Commission which reported on the secondary education in the Sudan pointed out that:

Discussion of the educational situation has convinced us that for all concerned, pupils, parents and the general public, the most prominent objective of education is to pass the final Secondary School Certificate Examination in order to proceed to the college ... But the sweeping dominance of the examination and the almost complete absence of other objectives handicap Sudanese education very considerably and make it lopsided.<sup>5</sup>

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<sup>5</sup> Report of the International Commission on Secondary Education in the Sudan, (Khartoum: Publication Bureau, 1957), p. 38.

One of the objectives lacking in the system that can be implied from the statement of the Commission is the absence of education for the individuality, that is to help each individual student realize his capabilities and interests, and to help him capitalize on them. There is little, if any, matching of the student's potentialities and interests with his academic performance. Furthermore, the curriculum, especially at the secondary level, has little vocational emphasis. The question being asked here is: how can it be known explicitly that certain students are to go to vocational schools and others to academic schools? The competitive examination after each ladder of education is used as a criterion to select students for different schools, but this is inadequate. The competitive examination should be supplemented by a student interests and ability assessment.

However, it is appropriate for this thesis to examine, in particular what is currently described as guidance in the schools. In the elementary school through secondary the practice is that one teacher is assigned to each class and he is called a form-master. The form-master, then is concerned with disciplinary problems of the students in that class, gives advice to those members of his class who need it and distri-

butes text books and other school articles to the students (if it is a government school where books are given free of charge to the students). This duty of a form-master is in addition to his usual teaching obligations. Furthermore, one period in the school timetable may be given to the form-master in which the students of his class may discuss any problem or ask him any questions. It appears that there is no special criterion or training upon which a teacher is chosen to be a form-master.

In addition, there is a tutor, especially in boarding schools. A tutor is one of the teachers chosen by the headmaster or the principal to be in charge of students in a dormitory. He is concerned with the administration of the dormitory as well as taking care of the students' problems, discipline, advice, and athletics. He is more in contact with the students than a form-master. A teacher may be a form-master as well as a tutor. These two posts are part of the formal duties of any teacher. Their first aim is to discover the needs of the students and try to fulfil them. The second is to establish some kind of interrelationship among the school staff and third, to serve as a form of indirect communication with the school administration.



This is what is currently described as 'guidance' in the schools in the Sudan. This type of guidance does not cope with the current social changes in the country. The kind of guidance one would aspire to implement is the one defined by Zeran as follows:

Guidance is a developmental process by which an individual is assisted to understand and accept his abilities, aptitudes, interests and attitudes in relation to his aspirations, so that he may increasingly become more capable of making free and wise choices, both as an individual and as a member of a dynamic expanding society.<sup>6</sup>

The diverse geographical and cultural settings in the Sudan is the milieu in which the secondary school student finds himself and in which he must make decisions in one way or the other concerning his educational and vocational choices. In addition, there are subcultures which may exist in the school environment, which may in turn influence the decision-making of the student. The present guidance system may not help the student to make decisions that may aid him in the future concerning the choice of post-secondary studies and the occupation in which he will enter.

To sum up, the Republic of the Sudan is the largest country in Africa with its diverse geographical settings, and rich with different cultures from which

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<sup>6</sup>Zeran, Franklin, Guidance, (New York: American Book Company, 1964), p. 116.

the country could benefit. It is an agricultural country with its economy based on one crop. Its educational system starts from elementary school through secondary school. The Ministry of Education is the main organization responsible for education with a minor part taken over by the National School Board, private and foreign institution.

The form-master and the tutor are responsible for the needs of the students in the school. The tutor is responsible for the welfare of the students in the dormitory, while the form-master takes care of the students in the class. This is what is currently described as 'guidance and counseling' in the secondary schools in the Sudan.

## CHAPTER II

### METHODOLOGY

Specifically, the objective of this study was to find out who helps students in the secondary school in decision-making concerning: (1) the institution they attend, (2) the field of study at that institution, (3) the occupation they go into after secondary school, and (4) their personal problems. In addition, the factors which may influence the decision-making, such as sex, parental educational background, and the location of the student's home were investigated. How the students obtain information about post-secondary education and various occupations that they may follow afterward was also within the scope of the present investigation.

The study has been delimited to the secondary schools. There are two reasons for this delimitation. First, the graduates of the secondary schools are faced with life-long decisions relative to the field of further studies or what kind of occupation to pursue after secondary school education. The locus of decision-making and the amount of influence exerted

by the parents on secondary school students will be important in the future in determining the type of guidance program which most effectively meets individual and national needs in the Sudan. Second, the students in the secondary schools are in the stage of adolescent development, a stage which is marked with anxiety and problems of self-identity.

In order to collect data, field work was carried out in the summer of 1967. With the permission and the assistance of the Ministry of Education, the writer collected data from twenty secondary schools in the Sudan. The data was gathered by a questionnaire constructed and administered by the writer to 700 fourth year students. Their average age was nineteen years old. Out of twenty schools, four secondary schools were private and the rest were run by the government. Table 1, presents the schools and the number of the students taken from each school and each province. Rumbek and Juba schools were removed from the Southern Sudan to Khartoum by the time the data was collected for this thesis. The two schools were taken to Khartoum because of the political unrest in the South.

The sample of the 700 students is representative of all schools in the Sudan. For example, the

TABLE 1  
GEOGRAPHIC AND SEX DISTRIBUTION OF SECONDARY  
SCHOOL STUDENTS

| Province   | School                                            | Girls | Boys | Total |
|------------|---------------------------------------------------|-------|------|-------|
| Northern   | 1. Berber Girls Secondary School                  | 29    | --   | 29    |
|            | 2. Atbara Boys Secondary School                   | --    | 71   | 71    |
| Khartoum   | 3. Wadi Sedna Secondary School                    | --    | 55   | 55    |
|            | 4. Khartoum Govt. Boys Sec. School                | --    | 25   | 25    |
|            | 5. Khartoum Govt. Girls Sec. School               | 35    | --   | 35    |
|            | 6. Unity High School (private)                    | 16    | --   | 16    |
|            | 7. Ahfad Boys Sec. School (Private)               | --    | 30   | 30    |
|            | 8. Sudanese Evangelical High School (Private)     | 11    | --   | 11    |
|            | 9. Sudanese Evangelical Commerical Sec. (Private) | --    | 15   | 15    |
| Kassala    | 10. Kassala Girls Secondary School                | 43    | --   | 43    |
|            | 11. Kassala Boys Secondary School                 | --    | 55   | 55    |
| Blue Nile  | 12. Hantoub Secondary School                      | --    | 60   | 60    |
|            | 13. Wadi Medani Girls Sec. School                 | 27    | --   | 27    |
|            | 14. Kosti Girls Secondary School                  | 30    | --   | 30    |
|            | 15. Kosti Boys Secondary School                   | --    | 30   | 30    |
|            | 16. Khortaggat Secondary School                   | --    | 67   | 67    |
| Kordofan   | 17. El Obeid Girls Sec. School                    | 29    | --   | 29    |
|            | 18. El Obeid Boys Secondary School                | --    | 30   | 30    |
| Bahr el Gh | 19. Rumbek Secondary School                       | --    | 34   | 34    |
| Equatoria  | 20. Juba Commerical Sec. School                   | --    | 8    | 8     |
| Total      |                                                   | 220   | 480  | 700   |

Rumbek and Juba schools used to take students from all over the Southern provinces and so is the case with Hantoub Secondary School which draws its student body mainly from the densely populated area of Gezira. In other words, at least one school was selected from each province except Darfour and Upper Nile provinces. Darfour could not be reached easily because of difficult transportation during the rainy season. The new school in Upper Nile province was not opened at the time the data was collected. Although each school is from diverse geographical region, all the schools follow a unified system of education.

As the figures for the secondary school population for the academic year 1966/67 at the time were not available, the figures for the academic year 1965/66 were used to determine the representativeness of the sample used for this thesis. Table 2 shows the percentage of boys and girls. Even in private education there are more boys in the secondary school than girls as shown by Table 3. However, the 700 students represent 20.3 per cent of all the fourth year students, and for the boys this is 18.3 per cent and for the girls 26.3 per cent. Table 4 shows this more clearly. Table 5 shows religious affiliations of the students. The 700 students of the fourth year

TABLE 2

SECONDARY SCHOOL POPULATION IN THE GOVERNMENT  
SCHOOLS IN THE SUDAN IN 1965/66<sup>a</sup>

| Sex   | First to Third<br>Year <sup>b</sup> | Fourth Year | All Students | Percent |
|-------|-------------------------------------|-------------|--------------|---------|
| Boys  | 8,922                               | 2,161       | 11,083       | 80      |
| Girls | 2,252                               | 522         | 2,774        | 20      |
| Total | 11,174                              | 2,683       | 13,857       | 100     |

<sup>a</sup>Writer's calculations from, Educational Statistics - Academic year 1965/66, (Khartoum: The Bureau of Educational Statistics of Ministry of Education, 1967).

<sup>b</sup>The writer was only interested in the number of the students in first to third year, to determine percentages; but he was interested in the fourth year separately.

TABLE 3

SECONDARY SCHOOL POPULATION IN THE NON-  
GOVERNMENT SCHOOLS IN THE SUDAN 1965/66<sup>a</sup>

| Sex   | First to Third<br>Year <sup>b</sup> | Fourth Year | All Students | Percent |
|-------|-------------------------------------|-------------|--------------|---------|
| Boys  | 5,508                               | 449         | 5,957        | 77      |
| Girls | 1,440                               | 314         | 1,754        | 23      |
| Total | 6,948                               | 763         | 7,711        | 100     |

<sup>a, b</sup>See footnotes to Table 2.

TABLE 4

FOURTH YEAR STUDENTS 1965/66 AND THE SAMPLE OF  
FOURTH YEAR 1966/67

| Sex   | All Fourth Year<br>1965/66 | Sample of Fourth Year<br>1966/67 | Percent |
|-------|----------------------------|----------------------------------|---------|
| Boys  | 2,610                      | 480                              | 18.3    |
| Girls | 836                        | 220                              | 26.3    |
| Total | 3,446                      | 700                              | 20.3    |

TABLE 5

RELIGIOUS AFFILIATIONS OF THE STUDENTS

| Sect       | Boys |     | Girls |     | All Students |     |
|------------|------|-----|-------|-----|--------------|-----|
|            | No.  | %   | No.   | %   | No.          | %   |
| Moslams    | 433  | 90  | 207   | 94  | 640          | 91  |
| Christians | 46   | 10  | 13    | 6   | 59           | 8   |
| Other      | 1    | 0   | 0     | 0   | 1            | 1   |
| Total      | 480  | 100 | 220   | 100 | 700          | 100 |



were selected by random sampling. One third of the fourth year students was taken from each school. The questionnaire was distributed to the whole class where the students were few in the class, such as Juba Commercial Secondary and Sudanese Evangelical High School for Girls. For instance, in a class of 150 students of the fourth year, fifty students would be selected by taking every third name on the lists as arranged in alphabetical order. The selected students were asked to go to one room where the questionnaire was distributed to them.

The questionnaire was in English. In every school, however, one of the teachers was present during the time the students were filling the questionnaire to explain in Arabic any word or phrase that was not clear to them. The purpose of the research was explained to the students. The students were told that the information they would give would help to improve future school activities. They were also informed that the information would not be used against them by the school authorities in any way. The questionnaire was anonymous. In addition, a letter was sent to each school by the Ministry of Education explaining to the headmasters or the principals the purpose of the research.

There was no pilot study carried out of the study. This was **due** to emergency conditions of the June 1967 War.

Definitions:

**Parents:** Adult authority figures with whom the child lives, whether they are biological parents or not.

**Peers:** The small group of intimate friends.

**Problem:** Any doubtful or perplexing situation in the school which may need student's decision to react, in connection with his social relationship with the students and his subjects.

**Population:** All the students of the fourth year or all the students of the secondary schools in the Sudan.

**Urban:** Any settlement with a population of 600 or over is considered as urban. Katire<sup>1</sup> a town with population of 699 was the 'urban small' listed according to the 1955/56 census.

**Rural:** Any settlement with less than 600 people.

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<sup>1</sup> \_\_\_\_\_, First Population Census of the Sudan 1955/56, Town Planner's Supplement, (Khartoum: 1960), Vol. 1, p. 206.

## CHAPTER III

### RESULTS

#### Locus of Decision-Making:

It is the objective of this study to find out who helps students in the Sudanese secondary schools in decision-making concerning: (1) the institutions these students plan to attend, (2) the field of study at these institutions which may become the future occupation after secondary education, and (3) their personal problems.

It appears that the students are not helped by anybody to decide which institution he or she may attend after secondary school education. It appears that the student himself makes the decision regarding the institution; 83 per cent indicated that they made the decision by themselves. Table 6 summarizes the responses of the students to question nine in the appendix A. Only 10.4 per cent of the girls and 7 per cent boys respectively, stated that their parents made the decision for them to attend a certain institution after secondary education. In this respect the peers' influence is very insignificant although it was expected that peer group influence would be substantial.

TABLE 6  
LOCUS OF DECISION-MAKING

| Decision Influenced<br>By         | Boys |     | Girls |       | All Students |     |
|-----------------------------------|------|-----|-------|-------|--------------|-----|
|                                   | No.  | %   | No.   | %     | No.          | %   |
| Self (c) <sup>1</sup>             | 400  | 83  | 183   | 83.0  | 583          | 83  |
| Parents (a)                       | 32   | 7   | 23    | 10.4  | 55           | 8   |
| Relatives (b)                     | 9    | 2   | 3     | 1.3   | 12           | 2   |
| Acquaintances (d)                 | 16   | 3   | 4     | 2.0   | 20           | 3   |
| Peers (e)                         | 5    | 1   | 3     | 1.3   | 8            | 1   |
| Others (including no<br>response) | 18   | 4   | 4     | 2.0   | 22           | 3   |
| Total                             | 480  | 100 | 220   | 100.0 | 700          | 100 |

<sup>1</sup>The actual form of the question and potential responses indicated in the parentheses are found in Appendix A, question nine, page 70.

Furthermore, the student is responsible to make his own decision about the field of study/which may become his future occupation. It was found that 81 per cent (N = 387) and 78 per cent (N = 171) of boys and girls respectively reported that the choice to study a certain subject has been their own.

Reasons for Choice:

However, asking the students the reasons for their choices, with the intention of finding out who is really helping them in one way or the other in their

choices of the subjects, it was found that there was little influence from other sources than their own decisions. Table 7 indicates the responses of the students to question thirteen in the appendix A, of which 80.4 per cent of all the students stated that the subject they had chosen was based on personal preferences. Furthermore, Table 7 reveals important sex difference, that is five per cent of boys and one per cent of the girls chose a subject on a basis of prestige. It is because girls and boys prepare for different adult roles with girls preparing for home and family while boys would be the titular heads of the families and they seek prestigious occupations. In addition, less than one per cent of boys would like to be like their fathers while one per cent of girls wanted to be like their fathers. Although the number is small, it may shed light on the fact that most of the girls are from literate parents and the father may be either a doctor, a lawyer, or a businessman.

Other Factors That May Influence Student's Locus of Decision-Making:

On the other hand, there are factors which influence the students' decisions. These factors are sex, the parental educational background, and the

TABLE 7  
REASONS FOR THE STUDENT'S CHOICE

| Reasons                         | Boys |       | Girls |     | All Students |       |
|---------------------------------|------|-------|-------|-----|--------------|-------|
|                                 | No.  | %     | No.   | %   | No.          | %     |
| Personal Pref. (e) <sup>1</sup> | 374  | 78.0  | 189   | 86  | 563          | 80.4  |
| High salary (c)                 | 31   | 6.4   | 12    | 5   | 43           | 6.1   |
| Prestige (d)                    | 26   | 5.4   | 2     | 1   | 29           | 4.1   |
| Important Acquaintances (b)     | 21   | 4.3   | 8     | 4   | 28           | 4.0   |
| To be like father (a)           | 4    | 0.9   | 2     | 1   | 6            | 1.0   |
| Others (including no response)  | 24   | 5.0   | 7     | 3   | 31           | 4.4   |
| Total                           | 480  | 100.0 | 220   | 100 | 700          | 100.0 |

<sup>1</sup>The actual form of the question and potential responses indicated in the parentheses are found in Appendix A, question thirteen, page 71.

location of the student's home. Using the Chi Square test, at significant level of .01, it has been found that boys and girls are significantly influenced differently to choose a subject of study in the university. In addition, parental educational background significantly influenced the students decision to study a subject; that is those students whose parents are educated are influenced differently from students with parents with no educational background. Statistically, it has been found that the location of the

student's residence has a significant effect on student's decision-making to choose a subject of study for a future career. In other words urban residents are influenced differently from the rural and vice-versa. Nevertheless, there is no significant influence of sex, parental educational background, and residence location on student's decision to choose an institution for further studies.

Source of Information:

Students obtain most of their information about post-secondary education and occupation from the principals of different institutions of higher education. Table 8 which summarizes responses of the students to question ten in the appendix A, illustrates that 28.2 per cent of the students are informed by the principals of higher institutions of education. Teachers are also another source from which the students get their information as 23 per cent of boys and 14.5 per cent of girls indicated. All the sources from the school (principals, teachers, headmaster or mistress, and the form-master or mistress) provides 67.7 per cent of educational and vocational information to the students.

However, taking girls separately (Table 8), 25 per cent of them reported parental information while

TABLE 8  
SOURCE OF POST-SECONDARY EDUCATIONAL INFORMATION

| Source of Information       | Boys       |            | Girls      |              | All Students |             |
|-----------------------------|------------|------------|------------|--------------|--------------|-------------|
|                             | No.        | %          | No.        | %            | No.          | %           |
| Principals (d) <sup>1</sup> | 128        | 27         | 70         | 32.0         | 198          | 28.2        |
| Teachers (e)                | 109        | 23         | 32         | 14.5         | 141          | 20.1        |
| Parents (a)                 | 58         | 12         | 55         | 25.0         | 113          | 16.1        |
| Headmaster or mistress(b)   | 51         | 11         | 21         | 9.5          | 72           | 10.2        |
| Form-master or mistress(c)  | 45         | 9          | 20         | 9.0          | 65           | 9.2         |
| Others-including no one     | 89         | 18         | 22         | 10.0         | 111          | 16.0        |
| <b>Total</b>                | <b>480</b> | <b>100</b> | <b>220</b> | <b>100.0</b> | <b>700</b>   | <b>99.8</b> |

<sup>1</sup>The actual form of the question and potential responses indicated in the parentheses are found in Appendix A, question ten, page 70.

only 12 per cent of boys reported that they got their information from the parents. The fact that more girls reported parental help in getting educational information is a further indication that most of the girls come from literate parents or families. It is interesting to note that 16 per cent of the students are neither informed by the school authority, the principals nor the parents, but other sources. The other sources included the fact that the student did not get any information from anybody, as some of the respondents indicated on their questionnaires.



### PERSONAL PROBLEMS

This research has found that only one per cent of all the students had been influenced by their peer group in their choice of a subject of study in the post-secondary education. It is in the area of a student's personal problems that there is a very considerable peer group influence. The student does not depend wholly on his own decision in solving his personal problems. The student may simply seek catharsis or advice from his peer group. Table 9 which presents the students' responses to question fourteen in the questionnaire, shows that the student turns to his best friends or peers to help him with his problems. After the peers is the form-master or mistress as the person from whom the student seeks assistance. Only 12.1 per cent of the students indicated the parents helped them with their problems. Taking boys and girls separately, 20 per cent of the girls reported that they had been given help by the parents; only 8.5 per cent of boys indicated parental help. Furthermore, 21 per cent of girls as compared to 14.3 per cent of boys reported that the form-master or mistress had been their source of advice whenever they were in some kind of trouble.

TABLE 9  
SOURCE OF HELP FOR MINOR PROBLEMS

| Help From                         | Boys |       | Girls |     | All Students |       |
|-----------------------------------|------|-------|-------|-----|--------------|-------|
|                                   | No.  | %     | No.   | %   | No.          | %     |
| Peers (b) <sup>1</sup>            | 204  | 42.5  | 76    | 35  | 280          | 40.0  |
| Form-master or<br>mistress (c)    | 69   | 14.3  | 47    | 21  | 116          | 17.1  |
| Self (e)                          | 80   | 16.6  | 28    | 13  | 108          | 15.0  |
| Parents (a)                       | 41   | 8.5   | 44    | 20  | 85           | 12.1  |
| Staff (g)                         | 38   | 7.9   | 12    | 5   | 50           | 7.0   |
| Headmaster or<br>mistress (f)     | 17   | 3.5   | 7     | 3   | 24           | 3.4   |
| Relatives                         | 18   | 3.7   | 6     | 3   | 24           | 3.4   |
| Others (including<br>no response) | 13   | 3.0   | 0     | 0   | 13           | 2.0   |
| Total                             | 480  | 100.0 | 220   | 100 | 700          | 100.0 |

<sup>1</sup>The actual form of the question and potential responses indicated in the parentheses are found in Appendix A, question fourteen, page 72.

Even in cases where the student may get involved in major problems, the peers' influence is still dominant. A major problem may call for disciplinary action against the student and if the student and his peers do not agree with the authority decision, it may lead to a dispute between the students and the school authority. Table 10 which indicates the res-

ponses of the students to question fifteen in Appendix A shows that 28 per cent of the respondents would seek their peers' opinion while another 28 per cent would approach the headmaster or mistress to aid them when they are faced with a major problem. The student would seek the peers' advice if it is a simple problem, but on a complex problem the students are divided, with some turning to the school authority to solve their problems. When comparing the boys and the girls, 30 per cent of the boys indicated the school authority as the source to whom they sought help and 23 per cent of the girls did so. Usually, boys are more adventurous than girls and thus are likely to be involved in major problems. Furthermore, girls would seek teachers and parents advice more frequently than boys would.

TABLE 10

SOURCE OF HELP FOR MAJOR PROBLEMS

| Advice from                    | Boys |     | Girls |     | All Students |     |
|--------------------------------|------|-----|-------|-----|--------------|-----|
|                                | No.  | %   | No.   | %   | No.          | %   |
| Peers (a) <sup>1</sup>         | 133  | 28  | 60    | 27  | 193          | 28  |
| Headmaster or mistress(e)      | 144  | 30  | 51    | 23  | 195          | 28  |
| Form-master or mistress (d)    | 83   | 17  | 42    | 19  | 125          | 18  |
| Teachers (g)                   | 29   | 6   | 26    | 12  | 55           | 8   |
| Self (c)                       | 39   | 8   | 11    | 5   | 50           | 7   |
| Parents (f)                    | 18   | 4   | 19    | 9   | 37           | 5   |
| Relatives (b)                  | 20   | 4   | 8     | 4   | 28           | 4   |
| Others (including no response) | 14   | 3   | 3     | 1   | 17           | 2   |
| Total                          | 480  | 100 | 220   | 100 | 700          | 100 |

<sup>1</sup>The actual form of the question and potential responses indicated in the parentheses are found in Appendix A, question fifteen, page 72.

Adolescent Stage:

The secondary school students are in the adolescent stage of development, a stage which is marked by anxiety and a search for self-identity in American culture. This research, however, has found little in connection with anxiety and self-identity among the Sudanese secondary school students. The students' statements which were their responses to the open-ended questions designed to bring out their anxiety and self-identity were grouped under general categories, which Table 11 presents. The problems the students complained of can be further grouped into very broad categories: School-centered problems, home-centered problems, and community-centered problems. In spite of this grouping, there is no sharp line drawn between them because they are interrelated. For example, politics which is community-centered may be partly responsible for the unfriendly attitude that is reported by the students between themselves and their teachers. It is interesting to note that the percentage of the girls who complained about politics is high when compared to that of boys. However, boys complained of physical punishment while physical punishment does not exist in the girls' secondary schools. Another area where there is sex difference is the feeling of unfriendliness among the students.

Eight per cent of boys as contrasted with two per cent of girls reported unfriendly attitudes of fellow students. It may be that girls are more tolerant than boys. Boys are sometimes engaged in competitive games and that may be one of the causes of the unfriendliness. Furthermore, there are sex differences concerning examinations, financial problems and worry about the future as Table 11 reveals. As only a small percentage of girls complained about financial problems, it appears that most of the girls come from well-to-do families. Over one per cent of boys express their anxiety for their future, and this reflects the fact that boys and girls are reared for different role expectancies. Girls are reared to be dependent mothers and they care little about the future because they are going to be looked after by their husbands. Thus, a girl expects to pass from a dependent position upon her parents to another dependent role with her future husband. Furthermore, Table 11 reveals that 11 per cent of the students reported regulations in the school and four per cent of all the students reported "no freedom" in the school as disturbing factors. The sum of these two items shows that 15 per cent of all the students complained about adult dominance.

Students also express what makes them happy

TABLE 11  
FACTORS THAT DISTURBED THE STUDENTS  
IN THE SUDAN

| Categories                         | Boys                   |              | Girls                  |            | All Students |             |
|------------------------------------|------------------------|--------------|------------------------|------------|--------------|-------------|
|                                    | No.                    | %            | No.                    | %          | No.          | %           |
| <u>School-Centered Problems</u>    |                        |              |                        |            |              |             |
| No interest in some subjects       | 83                     | 21.0         | 35                     | 19         | 118          | 20.1        |
| Regulations                        | 50                     | 12.4         | 14                     | 8          | 64           | 11.0        |
| Bad food                           | 36                     | 9.0          | 22                     | 12         | 58           | 10.0        |
| Unfriendly teachers                | 31                     | 8.0          | 13                     | 7          | 44           | 7.0         |
| Physical punishment                | 35                     | 9.0          | 0                      | 0          | 35           | 6.0         |
| Unfriendly students                | 34                     | 8.4          | 4                      | 2          | 38           | 6.4         |
| Examinations                       | 12                     | 3.0          | 17                     | 9          | 29           | 5.0         |
| No freedom                         | 20                     | 5.0          | 5                      | 3          | 25           | 4.0         |
| <u>Home-Centered Problems</u>      |                        |              |                        |            |              |             |
| Family problems                    | 17                     | 4.2          | 3                      | 2          | 20           | 3.4         |
| Financial problems                 | 24                     | 6.0          | 2                      | 1          | 26           | 4.4         |
| Worry about future                 | 5                      | 1.2          | 1                      | 0          | 6            | 1.0         |
| <u>Community-centered Problems</u> |                        |              |                        |            |              |             |
| Politics                           | 22                     | 5.4          | 51                     | 28         | 73           | 12.4        |
| Transportation                     | 22                     | 5.4          | 13                     | 7          | 35           | 6.0         |
| Others                             | 10                     | 2.0          | 4                      | 2          | 14           | 2.3         |
| <b>Total</b>                       | <b>401<sup>a</sup></b> | <b>100.0</b> | <b>184<sup>a</sup></b> | <b>100</b> | <b>585</b>   | <b>99.0</b> |

<sup>a</sup>Out of 480 boys and 220 girls, 401 and 184 boys and girls respectively responded to open-ended questions.

in the school. Table 12 which presents the students responses to question twenty two in the questionnaire in the Appendix A, shows that 56 per cent of all the students indicated school activities which make them happy. The school activities include, for instance, games, subjects of interest and societies. Some of the statements about things that make secondary students happy or unhappy in the school are listed in the Appendix B. It is interesting to note that there is little difference between the boys and the girls relative to school-centered sources of happiness, except that girls appear to be influenced in this regard more by fellow students and less by teachers than do the boys.

TABLE 12  
FACTORS THAT MAKE THE STUDENT HAPPY  
IN THE SCHOOL

| Categories        | Boys             |     | Girls            |       | All Students |     |
|-------------------|------------------|-----|------------------|-------|--------------|-----|
|                   | No.              | %   | No.              | %     | No.          | %   |
| School activities | 226              | 57  | 104              | 56.0  | 330          | 56  |
| Friendly students | 86               | 21  | 52               | 28.0  | 138          | 24  |
| Friendly teachers | 66               | 16  | 16               | 9.0   | 82           | 14  |
| Others            | 23               | 6   | 12               | 6.0   | 35           | 6   |
| Total             | 401 <sup>a</sup> | 100 | 184 <sup>a</sup> | 100.0 | 585          | 100 |

<sup>a</sup>See footnotes to Table 11.

However, some of the results reported in this chapter are further discussed fully in the following chapter.



## CHAPTER IV

### DISCUSSION OF THE RESULTS

#### Influence on Decision-Making:

As a result of this study it appears that in the Sudan the student makes his own decision regarding his choice of an institution for post-secondary school studies as well as the field of study which may become his future career. There is little influence from external sources in student's decision-making, as will be explained below.

According to this research, the majority of the students surveyed prefer to go to the University of Khartoum. It was found that 76 per cent (N = 169) of the girls and 59 per cent (N = 281) of the boys chose the University of Khartoum. Boys have chances to go to other institutions which are not co-educational such as the Military College, the Police College and the Institute of Forestry. Of all the students, both male and female, 64 per cent (N = 448) indicated the University of Khartoum as their first choice. There seem to be at least three reasons that make the student solely responsible for the choice

with little influence from other people. First, illiterate parents and relatives know little about the different institutions and the fields of study offered by them. What the parents want is any suitable education for their children in order that they may obtain good jobs. Second, the educated people, on the other hand tend to leave the choices to their children. Gordon explains this by saying that "families differ with respect to how they perceive and value education for their children. Those high on the status continuum value education for itself, those lower down value it as a ladder for vocational climbing ..."<sup>1</sup> While Gordon made that statement regarding the American society, the author believes the statement applies to the Sudanese society. The third reason is that just to go to college, that is the University of Khartoum, has become a status symbol in the Sudan. It is, as a consequence, the main objective of the students, parents, teachers and the general public. This goal has been put in the minds of children since their elementary school days where they were taught that to be promoted to the next class or school was through the channel of competitive

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<sup>1</sup>Gordon, Ira, The Teacher as a Guidance Worker, (New York: Harper and Brothers Publishers, 1956), p. 91.

examination. This desire to succeed in the examination becomes strong when it is associated with the opportunity for admission to the University of Khartoum as the one preferred institution to attend. With no great pressure from the parents or relatives to attend any other, the student makes his own decision within this frame of reference.

The above may be contrasted with the situation in United States of America and Britain for comparative purposes. There, it has been found, parental influence in a student's decision for academic and vocational choices is substantial as compared to Sudanese youth who reported very little parental influence. In the United States, students and parents discuss educational and vocational planning together,<sup>2,3</sup> and as such the student's decision is apt to be influenced in one way or the other. In addition, a father or a mother might have graduated from a particular college and the child may want to attend that college, too.<sup>4</sup> Solomon expresses the point more ex-

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<sup>2</sup>McDaniel, B. Henry, Guidance in the Modern School, (New York: Holt, Rinehart & Winston, 1966), p.293.

<sup>3</sup>Byrne, H. Richard, The School Counselor, (Boston: Houghton Mifflin Company, 1963), p. 99.

<sup>4</sup>Jones, J. Arthur, Principles of Guidance, (New York: McGraw-Hill Book Company, Inc., 1951), 4th ed., p. 364.

plicitly by saying that, "... the sources most likely to be of importance in most decisions of American adolescents are parents, peers, impulses and values."<sup>5</sup> It is one's self (impulses) which is important in making educational and vocational choices among the Sudanese youths. The reason may be that the majority of parents in the Sudan are illiterate, and they know little, if any, about the worlds of education and work to help their children.

OTHER FACTORS THAT MAY INFLUENCE STUDENT'S  
DECISION-MAKING

Sex Differences:

Boys and girls are obviously influenced differently in their choice of subject of study in the university in accordance with role expectancy and professional opportunities for each sex in the Sudan. Table 13 shows sex discrepancies regarding subject matter preferences. This is very obvious in the choice of the Faculty of Engineering. Even if girls had the ability and interests, they are not encouraged to study engineering in the Sudan as it is exclusively intended for boys. Another faculty in which there is

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<sup>5</sup>Solomon, Daniel, "Influence on the Decision of Adolescents", Human Relations, Vol. 16, (1963), p. 45.

TABLE 13

DISTRIBUTION OF SUBJECT MATTER CHOICE ACCORDING TO SEX DIFFERENCES

| Sex   | Chosen Subject                   |                  |               |                   |                |                    |                          |  |  |  |
|-------|----------------------------------|------------------|---------------|-------------------|----------------|--------------------|--------------------------|--|--|--|
|       | Econ. & Social Studies<br>No., % | Engin.<br>No., % | Law<br>No., % | Science<br>No., % | Arts<br>No., % | Medicine<br>No., % | Total<br>No., %          |  |  |  |
| Boys  | 130<br>27.0                      | 60<br>12.1       | 66<br>13.9    | 112<br>23.8       | 41<br>8.6      | 65<br>13.6         | 474<br>100               |  |  |  |
| Girls | 68<br>31.0                       | 7<br>3.0         | 39<br>18.0    | 36<br>17.0        | 50<br>23.0     | 17<br>8.0          | 217<br>100.0             |  |  |  |
| Both  | 198<br>28.1                      | 67<br>10.0       | 105<br>15.2   | 148<br>21.4       | 91<br>13.1     | 82<br>12.0         | 691 <sup>a</sup><br>99.8 |  |  |  |

$X^2$  47.24

df 5

Significant at .01 level.

<sup>a</sup>Responses which do not fit under the above faculties or categories have been dropped not to bias Chi Square test.

significant differences is the Faculty of Arts (Arabic, English, geography and history) where 23 per cent of the girls would like to attend. The reason may be that, generally girls prefer arts subjects. However, what is more important is whether the students have chosen the appropriate faculty. The choice of the subject has been mainly from their own decisions and some may be unrealistic. The student has to understand and accept himself before being able to make wise decisions. Parson, as quoted by Calia, said that choice of vocation consists of three phases of which the first one is a clear understanding of oneself, one's aptitudes, interests, ambitions, resources, limitations and their causes.<sup>6</sup> What Parson infers is that there should be a counselor to help the student understand his capabilities and limitations. It should be remembered that no "guidance program" as such exists in the Sudan to help the students at the present time. Calia suggests that, "it is not what the student selects out of the myriad of stimuli to which he is exposed that is important, but it is what he does with them after he has made his selec-

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<sup>6</sup>Calia, F. Vincent, "Vocational Guidance: After the Fall", The Personnel and Guidance Journal, Vol. 45, No. 4, (December 1966), p. 321.

tion that is highly significant."<sup>7</sup>

Parental Influence:

At this point it is better to see whether boys or girls are receptive to influence in their decision-making. Table 14 illustrates an important relationship, between sex difference and the influence on decision-making. To begin with, 81 per cent of boys and 78 per cent of girls reported that the decision was solely their own. In this case girls slightly lag behind boys in an independent decision-making. Solomon stated that girls appear to be generally more receptive to influence, whatever is its source.<sup>8</sup> Furthermore, girls indicated moderate influence from parents and peers. Taking into consideration all the students the external effect in decision-making is distributed almost equally among the sources as Table 14 indicates. Thus, the source which is important in youth decisions concerning the subject for further studies is one's self.

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<sup>7</sup>Ibid., p. 323.

<sup>8</sup>Solomon, op.cit., p. 51.

TABLE 14  
 RELATIONSHIP BETWEEN SEX DIFFERENCES AND PARENTAL INFLUENCE IN DECISION-MAKING  
 ABOUT THE CHOICE OF SUBJECT OF STUDY

| Sex   | Source of Influence on Student's Decision |              |                  |                  |             |               |            |              |            |                | Total<br>% |                |           |             |
|-------|-------------------------------------------|--------------|------------------|------------------|-------------|---------------|------------|--------------|------------|----------------|------------|----------------|-----------|-------------|
|       | Parents<br>No.                            | Peers<br>No. | Relatives<br>No. | Neighbors<br>No. | Self<br>No. | Others<br>No. | Total<br>% | Parents<br>% | Peers<br>% | Relatives<br>% |            | Neighbors<br>% | Self<br>% | Others<br>% |
| Boys  | 19                                        | 4            | 14               | 3                | 28          | 6             | 20         | 4            | 387        | 81             | 12         | 2              | 480       | 100         |
| Girls | 19                                        | 9            | 15               | 7                | 7           | 3             | 5          | 2            | 171        | 78             | 3          | 1              | 220       | 100         |
| Both  | 38                                        | 5.4          | 29               | 4.0              | 35          | 5.0           | 25         | 3.5          | 558        | 80.0           | 15         | 2.1            | 700       | 100.0       |



Educational Background of Parents:

Father's Education: In terms of decision-making relative to choice of field of study, fathers who have had some educational experience are more likely to exert influence than those who have not. Table 15 shows that 83 per cent of the students with non-educated fathers made their own decisions while 80 per cent of students with educated fathers reported that their decisions were not influenced by them. The rest of the students who reported external influence in their decisions were influenced differently. Eight per cent reported some influence from their educated fathers. Thus the father's education manifests itself in the student's choices of subject of study but less than one might predict in an authoritarian culture.

Mother's Education: Even the level of mother's education has a relationship with student choices in one way or the other. Table 16 demonstrates that 82.4 per cent of students of non-educated mothers made their own decisions while 78 per cent from literate mothers made independent decisions. Fifteen per cent of educated mothers influenced the decisions of their children while only three per cent of students reported their illiterate mothers had helped them. The rela-

TABLE 15

FATHER'S EDUCATIONAL BACKGROUND AND ITS RELATIONSHIP TO STUDENT'S DECISION-MAKING TO STUDY A SUBJECT IN THE UNIVERSITY

| Father's Level of Education | Source of Influence on Student's Decision |           |           |         |               |             |               |             |          |        | Total            |     |
|-----------------------------|-------------------------------------------|-----------|-----------|---------|---------------|-------------|---------------|-------------|----------|--------|------------------|-----|
|                             | Parents No.                               | Parents % | Peers No. | Peers % | Relatives No. | Relatives % | Neighbors No. | Neighbors % | Self No. | Self % | No.              | %   |
| No education                | 6                                         | 2         | 8         | 3       | 16            | 6           | 16            | 6           | 235      | 83     | 281              | 100 |
| Elem. Educ. & Above         | 32                                        | 8         | 21        | 5       | 19            | 5           | 9             | 2           | 323      | 80     | 404              | 100 |
| Both                        | 38                                        | 6         | 29        | 4       | 35            | 4           | 25            | 4           | 558      | 81     | 685 <sup>a</sup> | 100 |

$X^2$  18.21

df 4

Significant at .01 level

<sup>a</sup>See footnotes to Table 13.

tionship of mother's education to student's decision-making is that educated mothers exert influence on their children who need some help in their decision-making, while students with illiterate mothers seek advice from outside the home.

However, there are various ways by which parental education manifests itself in a child's decision. For instance, a student from an illiterate family is motivated in a

TABLE 16

MOTHER'S EDUCATION AND ITS RELATIONSHIP TO  
STUDENT'S DECISION-MAKING TO CHOOSE  
A SUBJECT OF STUDY

| Mother's Level<br>of Education | Source of Influence on Student's Decision |      |           |     |                      |     |      |      |                  |       |
|--------------------------------|-------------------------------------------|------|-----------|-----|----------------------|-----|------|------|------------------|-------|
|                                | Parents                                   |      | Relatives |     | Neighbors<br>& Peers |     | Self |      | Total            |       |
|                                | No.                                       | %    | No.       | %   | No.                  | %   | No.  | %    | No.              | %     |
| No education                   | 16                                        | 3.0  | 29        | 5.3 | 50                   | 9.2 | 446  | 82.4 | 541              | 99.9  |
| Elem. Educ. &<br>Above         | 22                                        | 15.0 | 6         | 4.0 | 4                    | 3.0 | 112  | 78.0 | 144              | 100.0 |
| Both                           | 38                                        | 6.0  | 35        | 5.0 | 54                   | 8.0 | 558  | 81.0 | 685 <sup>a</sup> | 100.0 |

$$X^2 = 37.76$$

$$df = 3$$

significant at .01 level

<sup>a</sup>See footnotes to Table 13.

different way; that is, the student perceives education as a means of climbing the socio-economic ladder. Apparently the family is no longer able to train the child for the work he may enter. Usually the education of the parents works as a source of aspiration. The child aspires to be like his father, if the father is well up on the socio-

economic ladder, or to be better than his father.

Roe expresses the point in the following words:

There is no society of any degree of complexity in which the father's position does not in some way influence the child's socio-economic position, and in this respect position includes occupation. The extent of the influence varies from society to society, and from one group to another within a society, as well as from one family to another. The amount and sort of education one wants or can get, as well as one's occupational choice are directly influenced.<sup>9</sup>

A point of significant interest to be interpolated here is that most of the girls are from literate families, at least one of the parents has some kind of education. To exemplify, 88 per cent (N = 194) of girls have educated fathers while 46 per cent (N = 219) of boys' fathers are educated. In addition 38 per cent (N = 84) of girls' mothers are educated, and only 13 per cent (N = 63) of boys' are educated. Besides, 77 per cent (N = 169) of girls and 42 per cent (N = 201) of boys reside in urban areas. Education of parents and location of residence seem to be playing an important role in the emancipation of girls. The town people are more literate and they allow their daughters to attend schools while in the rural areas emancipation of women is very limited.

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<sup>9</sup>Roe, Anne, The Psychology of Occupation, (New York: John Wiley & Sons, Inc., 1956), pages 105-106.

In summary, the majority of students surveyed reported independent decision-making concerning the subject of study at the university level. However, among the minority group of students who reported external influence in their decisions, and especially from the parents, it was mostly from educated parents.

Influence of Residence of Location:

There appears to be a relationship between the rural or urban residence of a student and his choice of subject. Table 17 indicates that there is practically no difference between the urban and rural residents who reported that they had not been advised by anybody. There is a significant relationship between those who are residing in the urban and rural areas relative to receiving some advice from their parents. The urban residents received more influence from their parents. The rural residents are receptive to external effect in their decisions such as from relatives. This relationship between the location of student's home and his choice of subject can be explained in two ways. First, the rate of literacy is greater in big towns and cities than in villages in the Sudan as may be true of any developing country. The education of the parents in the urban areas may be manifesting itself indirectly in student's decision-

TABLE 17  
RELATIONSHIP BETWEEN STUDENT'S CHOICE OF A  
SUBJECT AND RESIDENCE LOCATION

| Location of Student's Home | Source of Influence on Student's Decision |     |       |     |           |     |           |     |      |      |                  |       |
|----------------------------|-------------------------------------------|-----|-------|-----|-----------|-----|-----------|-----|------|------|------------------|-------|
|                            | Parents                                   |     | Peers |     | Relatives |     | Neighbors |     | Self |      | Total            |       |
|                            | No.                                       | %   | No.   | %   | No.       | %   | No.       | %   | No.  | %    | No.              | %     |
| Urban                      | 32                                        | 9.0 | 15    | 4.0 | 11        | 3.0 | 9         | 2.0 | 297  | 82.0 | 364              | 100.0 |
| Rural                      | 6                                         | 2.0 | 14    | 3.3 | 24        | 7.4 | 16        | 5.0 | 261  | 81.3 | 321              | 100.0 |
| Both                       | 38                                        | 6.0 | 29    | 4.0 | 35        | 5.0 | 25        | 4.0 | 558  | 81.0 | 685 <sup>a</sup> | 100.0 |

$\chi^2$  24.33

df 4

Significant at .01 level

<sup>a</sup>See footnotes to Table 13.

making. Second, a student from a urban area is exposed to many opportunities that suit his purposes. Sewell as he quoted Lipset remarked that urban-reared youth have greater acquaintances with the broad spectrum of occupational possibilities that exist in the cities than do the rural youth.<sup>10</sup>

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<sup>10</sup>Lipset, "Social Mobility and Urbanization", as cited by Sewell, H. William, and Orentein, M. Alan, "Community of Residence and Occupational Choice", The American Journal of Sociology, Vol. 70, (1964-65), p. 551.

In addition, the student from a large community is apt to meet people with whom he can identify himself.

A youth in immediate contact with persons holding high-status positions, or receiving a more or less continuous flow of information concerning their daily activities, will perceive these persons as occupational role models and will feel that occupational positions are reasonable personal goals. All of this is less likely to be the experience of youth from small communities.<sup>11</sup>

Because opportunities are fewer in the rural areas the country youth is likely to be influenced by his relatives and some people residing in big towns and cities who may come into contact with him/one way or another. Thus, location of the student's home has a diverse effect on his decision-making concerning the subject of study in the university which may become his future occupation.

Source of Information:

It is of importance to know how students get their information about post-secondary education and different occupations. It is from information the students receive that they begin to formulate decisions which are vital in their life-long experiences. Thus, the source of information has an essential role in decision-making.

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<sup>11</sup>Ibid., page. 562.

It has been found that students get most of their information about vocational and further education from the principals of different institutions and teachers in the secondary schools (Table 8, p. 27). In addition, 16 per cent (N = 111, Table 8) of students reported that they get information from other sources (including no one) than the ones mentioned above in Table 8.

... occupational guidance must, above all broaden the student's understanding and awareness of the world, rather than simply acquaint him with various specific occupations, because in order for a student to even begin to make a meaningful vocational choice he must become aware of almost infinite possibilities that are opened to him.<sup>12</sup>

The usual practice in the Sudan in connection with admission to the University of Khartoum is that the university sends the secondary schools forms for choice of different faculties. Little information concerning entrance requirements accompanies these forms. Schools near the university may get one of the staff from the university to give a talk about the general life of the university and general rules for admission. Such information, however, is inadequate and students may not benefit from it.

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<sup>12</sup>Lockwood, Ozelma, et.al., "Four Worlds: An Approach to Occupational Guidance", The Personnel Guidance Journal, Vol. 46, No. 7, (March 1968), p. 641.



Other sources of information are the teachers in the schools. Information given to the students may be through occasional talks since teachers are almost in constant touch with the students. This is the type of information that students reported they received. The author believes that such occasional information does not, however, give the student enough knowledge of the occupation he may desire to take up after post-secondary education, because the information received is not organized. McDaniel stated that wise planning requires not only effort but data, and providing this information at the proper time and in an effective way is a function of the school guidance program.<sup>13</sup> What is important is the matching through counseling of student's aptitudes and interests with the future vocational opportunities. In other words the student has to understand himself before making decisions for his life-long work. Of course, self-understanding may be achieved by an analysis and interpretation of cumulative records starting from the first year secondary to fourth year. Through this process of assessment and adjustment by the time the student is in the fourth year some unrealistic notions about himself and the career the student aspires to

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<sup>13</sup>McDaniel, op.cit., p. 294.

follow may have been clarified. McDaniel explicitly illustrates the point by saying that:

... it is necessary, of course, that each student be helped to understand his own abilities, interests and opportunities, and to plan an education in harmony with them. In order to carry out these functions four basic services must be provided: (1) continuous study of the abilities, interests, achievements and development of each student; (2) continuous study of opportunity for work experiences in the community and for entry into the world of work; (3) individual counseling services; (4) techniques for helping young people to make the shift from school to full-time work.<sup>14</sup>

Furthermore, McDaniel stated that many students need help toward self-realization before they are ready to deal adequately with educational planning; and learning about oneself and one's environment is a necessary prerequisite for sensibly planning one's future.<sup>15</sup>

In summary, the information received by the student is vital because it is the basis upon which the student makes decisions. However, the information the students received from some principals seems to be inadequate in terms of their total needs. The students should be informed about further studies and the world of work from the first year secondary through

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<sup>14</sup>Ibid., p. 301.

<sup>15</sup>Ibid., p. 303.

fourth year. It needs a specialist to help match the information received by the students with the student's abilities, interests, personal needs and the needs of the country as a whole.

#### PERSONAL PROBLEMS

However, the writer expected that the students would receive significant help from their peer groups in choosing a subject of study, but only four per cent (Table 14, N = 29) of all students reported that they had received such advice. In the area of student problems, however, the student gets substantial help or influence from his peer group. The peer group may give advice or the student may just talk to a friend to release his feelings relative to his choice alternatives. The reasons are not difficult to find. Students try to keep a problem to themselves unless it becomes so complex that they cannot keep it from the attention of adults. Ammar explains it in this way: "... if restraint and docility are the keynotes of child behaviour towards adults, a free and impulsive life reigns amongst children themselves. Their own problems must be kept to themselves and not communicated whenever possible to their adults, who are not expected to enquire about children's activities."<sup>16</sup>

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<sup>16</sup> Ammar, Hamed, Growing Up in an Egyptian Village, (London: Routledge and Kegan Paul Ltd., 1954), p. 128.

It seems then that youths are free to express opinions within their own circles.

Stage of Adolescent Development:

The adolescent stage is a transitional period between childhood and adulthood. The youth is anxious to be what he thinks he is. It is the time when the student in the secondary school is exposed to many alternatives in making decisions, especially those decisions concerned with his future. This research found that students did not show much anxiety about their future as expected. It may be that the students thought they would all go to the university as this is the wish of almost all the students, parents, and the general public. This perception is unrealistic because the competition for the universities is high and the places are limited so much so that some eligible students are not accepted.

However, the students showed concern with their immediate environment; that is they showed concern for their relationships with themselves and their teachers, lack of interest in some subjects, complaints about strict regulations, financial problems, home problems, politics and other things which are appropriate to counseling situations. These problems can be grouped into three categories: School-centered, home-

centered and community-centered problems. The school-centered problems composed about 70 per cent of all the students complaints. This may be because most of the students are boarders (62 per cent, N = 431) and spend the academic year residing on the school compound.

The author believes, the fact that students are present-oriented rather than the future-oriented is a reflection of adult society in the Sudan. Coleman stated that adolescent subculture apparently gets major characteristics from its general relationship to adult society.<sup>17</sup> It is true of the subculture of Sudanese secondary youth which manifests very strong adult features.

Politics is<sup>a</sup>/widely discussed topic in the Sudan especially in the urban areas. Since youth subculture reflects characteristics of adult society, it appears that secondary school students in the Sudan are affiliated with different political parties especially the Communists Party and the Muslim Brotherhood. Of all the students 12 per cent (N = 73) complained of politics in the schools. Twenty eight per cent (N = 51) of girls and five per cent (N = 22) of

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<sup>17</sup>Coleman, S. James, The Adolescent Society, (Glencoe: The Free Press, 1961), p. 93.

boys complained of politics. The fact that girls complained more of politics may be because they do not want to be disturbed in their school activities. It could be hypothesized that girls are more restricted to their school compound, and may be politics is one of the topics they discuss widely and which end up in arguments and quarrels.

In addition, boys and girls reported unfriendly attitudes among their school-mates. One of the factors which could be responsible for the unfriendly attitudes may be traced to political arguments. The students reported unfriendly attitudes between themselves and their teachers also. Among other things, the unfriendly attitudes may be from judgment of the students' success in the examinations. Coleman stated that: "Teachers are forced by the system which exists, to be judges as well as teachers. Much of the rebellion and conformity, the alienation and the subservience of students can be traced to this role of the teachers."<sup>18</sup>

Another area where students showed unfavorable reactions is with the subjects taught in the school. This is another school-centered problem. Twenty one per cent (N = 83) of boys and 19 per cent (N = 35) of the girls indicated lack of interest in some subjects.

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<sup>18</sup>Ibid., p. 323.

There are students at school who are capable of secondary education, but who are not served by their preparation, dominated as it is by the requirements for admission to the university and other institutions of higher education: Perhaps for such students it is necessary to make a beginning with a greater diversity of studies and activities within the secondary schools.<sup>19</sup> Furthermore, the Commission has this to say in connection with the secondary school program in the Sudan:

The third important function of the secondary school is to ensure the development of the student's total personality, not merely some small fragment of it. This is necessary under any circumstances, but under the conditions prevailing in the Sudan, where a majority of students come from homes lacking adequate educational and cultural stimuli - and in the future more and more students will be drawn from such homes - the school has a special responsibility to provide a rich stimulating environment which will cultivate a variety of interests in them. Interest in arts and crafts, in literature, in music, in gardening, in hobbies of various kinds enriches the personality of the adolescent and prepares him to appreciate national culture and possibly to contribute to its further development.<sup>20</sup>

Perhaps, all these statements lead to one thing, and that is to have a secondary school program that

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<sup>19</sup> \_\_\_\_\_, Report of the International Commission on Secondary Education in the Sudan, Khartoum: Publications Bureau, 1957), p. 9.

<sup>20</sup> Ibid., p. 18.

allows for individual differences. It will be beneficial for the individual as well as the country as a whole if each individual is encouraged to maximize his individual differences in his particular field of interest.

It was expected that students would show eagerness to be independent from parental domination. The students might have been accustomed to a lack of freedom in decision-making and others issues since childhood. Acceptance of adult authority has long been inculcated into their minds. Perhaps it has become a value to observe the social norm of dominance-submission which governs the pattern of relationship between old and young.<sup>21</sup>

However, students reported little conflict with their families, and this cannot be associated with the fact that 62 per cent of the surveyed students were boarders who spent their academic year residing on the school compound. In the United States the teen-age period is characterized by clashes between the youth and his parents. The clashes arise over clothing, dating, parties, money, the automobile, homework, and evening hours. Another trait of youth

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<sup>21</sup>Ammar, op.cit., p. 184.



in the United States is the tendency to show interest in the opposite sex, that is a desire to be admired and favorably considered by the opposite sex. The association of boys and girls together for recreation is common place. The above traits are not found by this research among the Sudanese youth. The little conflict reported is from what the students call "pocket money." This money is to meet the bare necessities of the student.

Since some outstanding adolescence traits such as those mentioned above are not prevalent among Sudanese youth, the writer believes that adolescent behavior is a creation of a cultural milieu. Each culture has factors which either encourage or discourage adolescent behavior. Some of the factors that encourage adolescent behavior are: financial independence of youth-either the youth is given money by affluent, indulgent parents or earns it by working at odd jobs; high industrialization of the country resulting in greater chances of temporary jobs for the adolescent; high stage of technology which makes the family no longer a working unit to earn a living through manual work and this affects adolescents leisure time activities. However, the above mentioned factors are absent in the Sudan except in big cities and then only on a very limited scale.

To summarize, the adolescent stage of development in the Sudan is not as pronounced as it is in the United States of America. Sudanese youth show little eagerness for their emancipation from parental dominance. They are, however concerned with politics and are dissatisfied with some of their subjects. As a matter of fact, some students complaints are a reflection of adult society.

However, in the future research, the responses of the boarders and the day school students should be kept apart. The responses of the boarders may differ from those of the day school students concerning their complaints, how they get educational and vocational information, and to whom they seek help concerning their personal problems.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Summary

The Republic of the Sudan is the largest country in Africa with diverse geographical settings. It is rich with different cultures from which the country could benefit. It is an agricultural country with its agriculture based on cotton cultivated mainly in the Gezira area, which is the most advanced part economically and politically.

The Ministry of Education is responsible for the major part of education, with the National School Board playing a small role. Also there are foreign and private institutions which operate within the frame work of the country's educational system.

To coordinate students' activities in the school, there are the form-master or mistress and the tutor who are responsible for the students affairs. The former is concerned with the student's needs in the classroom while the latter is responsible for the welfare of the students in the dormitory. The duties of these two teachers are what is currently described

as "guidance and counseling", but it appears far from a modern concept of guidance.

The thesis is centered around an investigation of who helps the students in the secondary school in decision-making concerning post-secondary education, occupation choices and personal problems. The assumption related to this study is that the freedom or the amount of influence in the decision-making among secondary school students may have an effect in the future in determining the type of guidance program which will most effectively meet individual and national needs in the Sudan. Also the following questions have been investigated: (a) what are some of the variables that may influence students decision-making? (b) how do the students get information about post-secondary education and various occupations that they may take up after secondary school education?

Field work was carried out by the writer who collected data from a sample of twenty secondary schools in the Sudan by means of a questionnaire constructed and distributed to 700 students.

The results indicate that the students themselves appear to be mostly responsible for decisions relative to the institution of their choice and the subject of study. Going to college has long been

inculcated into students' minds so that it has become a social value. The student is not helped a great deal by anyone else in his choice of subject. This may be for the following reasons: first, the illiterate parents and relatives know little about the world of work and the subjects of study in the different institutions. Second, the educated elite want to let their children study whatever interest them.

There appears to be a relationship between the students decision-making and sex differences, parents' education and students' home location. Boys and girls are obviously influenced differently in their choices of subject of study in the university in accordance with role expectancy and professional opportunities for each sex in the Sudan. Another sex difference is that, among the few students who reported influence in their decision-making especially from parents, girls appear to be more receptive to influence. Furthermore, regardless of parental educational background, the majority of students reported no influence from their parents in their decision-making to choose a subject for the study at the university. Only 6 per cent of the respondents reported parental influence; and among this minority much of influence had been reported from educated parents.

Similarly, among the minority who have reported influence, it has been found that urban youth were significantly influenced differently from rural youth in their decision-making to choose a subject of study. Because opportunities are less in the rural areas, the country youth is likely to be influenced by his relatives and some people residing in the urban areas.

The information received by the student vital to his decision-making comes from the principals of the institutions of higher education. Also teachers are sources of information. This information is considered as inadequate because it does not broaden the student's perspective and also it is not organized. It needs a specialist to help match the information received by the student with his abilities, interests, personal needs and the needs of the country as a whole.

The adolescent stage of development is not as pronounced in the Sudan as in the U.S.A. according to this research. Sudanese youth show little eagerness for their emancipation from parental dominance. Although this research has found that students are largely responsible for their decisions to choose an institution for post-secondary studies and the subject which may become their future career, this free-

dom may be denied them in situations touching on customs, beliefs and marriage.

### Recommendations

This research indicates that the students themselves appear to be most responsible for decisions relative to the institutions of their choice and the subject of study. Their choices may be unrealistic, as is usually the case with adolescent wishes. The students need a specialist to help them to arrive at a decision after the student has considered his capabilities and the institution he chooses and the subject of his study in that institution. This research also indicates that the educational and vocational information vital to student's decision come mainly from principals of the institutions, teachers, headmasters and form-masters. It seems that this information is disorganized and inadequate. It needs a specialist to match through counseling the educational and vocational information with students' potentialities to make proper decisions. This process of matching has to be continuous from the first year through fourth year secondary school.

Furthermore, most of the students' problems

are school-centered problems which may interfere with their school activities in one way or the other. The students need to be helped to solve those school-centered problems and the person who could aid them properly is a school counselor.

Thus, it is suggested that there should be a specialist-counselor in each secondary school to help the students understand themselves before they could make wise decisions and to help them also with their school-centered problems.



APPENDIX A

A QUESTIONNAIRE FOR SECONDARY SCHOOL FOURTH  
YEAR STUDENTS IN THE SUDAN

Age: \_\_\_\_\_

Religion: \_\_\_\_\_

Name of the School: \_\_\_\_\_

Are you a boarder or a day school student? \_\_\_\_\_

Members of the family educated    Level of educ.    Occupation

Elem. Inter. Sec. Uni. Other

- a. Father \_\_\_\_\_
- b. Mother \_\_\_\_\_
- c. Older brother \_\_\_\_\_
- d. Older sister \_\_\_\_\_
- e. Younger brother \_\_\_\_\_
- f. Younger sister \_\_\_\_\_
- g. Myself \_\_\_\_\_

Check with ( ✓ ) the correct answer, and if you think that the possible answer is not given, please write the possible answer on the opposite page of this questionnaire.

1. Where are your parents living?
  - a. \_\_\_\_\_ in a big town.
  - b. \_\_\_\_\_ in rather a big town.
  - c. \_\_\_\_\_ in a small town.

- d. \_\_\_\_\_ in a big village.
  - e. \_\_\_\_\_ in rather big village.
  - f. \_\_\_\_\_ in a small village.
2. How do you feel about the school regulations?
- a. \_\_\_\_\_ very strict.
  - b. \_\_\_\_\_ fairly strict.
  - c. \_\_\_\_\_ not very strict.
  - d. \_\_\_\_\_ no regulations.
3. How do you regard the attitude of your teachers towards you?
- a. \_\_\_\_\_ very friendly.
  - b. \_\_\_\_\_ fairly friendly.
  - c. \_\_\_\_\_ indifferent.
  - d. \_\_\_\_\_ unfriendly.
4. How do your teachers treat you?
- a. \_\_\_\_\_ as a small child.
  - b. \_\_\_\_\_ as somebody who knows nothing.
  - c. \_\_\_\_\_ as somebody who has dignity, and capable of doing something on his/her own.
  - d. \_\_\_\_\_ as somebody who cannot do anything by himself/herself.
5. On the whole during your four years in the secondary school, how happy would you say?

- a. \_\_\_\_ very happy.
  - b. \_\_\_\_ fairly happy.
  - c. \_\_\_\_ not very happy.
  - d. \_\_\_\_ very unhappy.
6. How do you think your personal problems are being handled in the school?
- a. \_\_\_\_ very efficiently.
  - b. \_\_\_\_ rather efficiently.
  - c. \_\_\_\_ the school authority does not feel concern about them.
7. How often does your school use physical punishment?
- a. \_\_\_\_ very often.
  - b. \_\_\_\_ occasionally.
  - c. \_\_\_\_ rarely.
  - d. \_\_\_\_ never.
8. Which institution do you prefer to go to for further studies?
- a. \_\_\_\_ High Teachers Training Institution (HTTI).
  - b. \_\_\_\_ Khartoum Technical Institute (KTI).
  - c. \_\_\_\_ University of Khartoum (U of K).
  - d. \_\_\_\_ Military College (MC).
  - e. \_\_\_\_ Institute of Forestry.
  - f. \_\_\_\_ Police College (PC).
  - g. \_\_\_\_ Institute of Agriculture.

9. Who has advised you to go to the institution you have chosen?

- a. \_\_\_\_\_ my parents.
- b. \_\_\_\_\_ I want to be like my uncle (Or another relative) who has been to that institute, and he is now an important person.
- c. \_\_\_\_\_ I feel like going to that institution because it is good and it has been my dream too.
- d. \_\_\_\_\_ Important people whom I know had been to that institution.
- e. \_\_\_\_\_ some of my friends want to go to that institution and I want to be with them there.

10. From whom did you get your information about the institution you intend to go to after secondary school education?

- a. \_\_\_\_\_ from my parents.
- b. \_\_\_\_\_ the head-master/mistress gave me the information.
- c. \_\_\_\_\_ My form-master/mistress informed me about the institution.
- d. \_\_\_\_\_ I got the information from the principal of the institution.
- e. \_\_\_\_\_ I was informed by one of the teachers in the school.

11. Suppose you are accepted in the University of Khartoum, what are you going to study?
- a. \_\_\_ veterinary science.
  - b. \_\_\_ faculty of economics and social studies.
  - c. \_\_\_ faculty of engineering and architecture.
  - d. \_\_\_ pharmacy.
  - e. \_\_\_ faculty of law.
  - f. \_\_\_ faculty of science.
  - g. \_\_\_ arts.
  - h. \_\_\_ medicine.
12. Who has advised you to study the subject you have chosen above in question 11?
- a. \_\_\_ my parents advised me.
  - b. \_\_\_ one of my best friends is going to study that subject too.
  - c. \_\_\_ one of my relatives advised me.
  - d. \_\_\_ I got my advice from our neighbour who studied that subject.
  - e. \_\_\_ nobody advised me to take that subject.
13. Why do you like to study the subject you have chosen in question (11) above?
- a. \_\_\_ because I should like to be like my father.
  - b. \_\_\_ because important people whom I know studied it.

- c. \_\_\_\_\_ because it is well paid.
- d. \_\_\_\_\_ because those who have studied are respected in my area.
- e. \_\_\_\_\_ because I like it since intermediate school and I have ability to study it.

14. During your four years in the secondary school, to whom did you go for a piece of advice if you were in trouble?

- a. \_\_\_\_\_ parents.
- b. \_\_\_\_\_ my best friends in the school.
- c. \_\_\_\_\_ my form-master/mistress.
- d. \_\_\_\_\_ my relatives.
- e. \_\_\_\_\_ nobody.
- f. \_\_\_\_\_ the headmaster/mistress.
- g. \_\_\_\_\_ one of the staff.

15. If you are in a big trouble in the school to whom should you talk ?

- a. \_\_\_\_\_ my best friends.
- b. \_\_\_\_\_ one of my relatives.
- c. \_\_\_\_\_ nobody.
- d. \_\_\_\_\_ the form-master/mistress.
- e. \_\_\_\_\_ the headmaster/mistress.
- f. \_\_\_\_\_ my parents.
- g. \_\_\_\_\_ one of the teachers.

16. Whom do you think has helped you a lot with your problems during your four years in the secondary school?

- a. \_\_\_\_\_ nobody.
- b. \_\_\_\_\_ one of my friends.
- c. \_\_\_\_\_ one of my relatives.
- d. \_\_\_\_\_ the headmaster/mistress.
- e. \_\_\_\_\_ my parents.
- f. \_\_\_\_\_ the form-master/mistress.

17. Do you think that there should be somebody in the school in whom students should go to when they have problems with their subjects, social problems in the school and choices for further education?

- a. \_\_\_\_\_ yes.
- b. \_\_\_\_\_ no.
- c. \_\_\_\_\_ I do not know.

18. Do you think that it is necessary to have somebody specialized in the school who should help students find information about occupations and further studies?

- a. \_\_\_\_\_ yes.
- b. \_\_\_\_\_ no.

19. Do you think that it is enough to have a form-master/mistress as a person who should help the students with their problems?
- a. \_\_\_ yes.
  - b. \_\_\_ no.
20. With whom do you discuss family problems which disturb you in the school?
- a. \_\_\_ with the headmaster/mistress.
  - b. \_\_\_ with the form-master/mistress.
  - c. \_\_\_ some of my friends in the school.
  - d. \_\_\_ with nobody except members of the family.
  - e. \_\_\_ with the father only.
  - f. \_\_\_ faced the problems alone.
21. List all the things that had made you unhappy in the school in the space provided below.
22. List below the things that had made you very happy in the school.



23. List below the things you would have liked to be included or excluded in the school activities.

24. Write below things that disturb you in the school.

## APPENDIX B

Some of the students' statements to indicate how they felt about things that made them either happy or unhappy in school:

### Unfriendly Students:

- (1) "Presence of bad members of students in the school."
- (2) "Some big boys used to beat me."
- (3) "Some misconduct of my fellow-students toward me or other people."
- (4) "The bad behaviour of some girls."
- (5) "Many enemies among fellow-students."

### Unfriendly Teachers:

- (1) "The things that disturb me in the school are bad manners of some teachers."
- (2) "The bad treatment from the headmaster and some teachers."
- (3) "Absence of co-operation between teachers and pupils at times and interference of political elements in school affairs."
- (4) "Staff treatment specially the form-master. They treat students unfriendly."

- (5) "Teachers who are unfriendly to me."

Financial Problems:

- (1) "Thing which made me unhappy is only lack of money."
- (2) "I always face lack of money because my family is poor."
- (3) "School fees and pocket money are always what disturb me in the school."
- (4) "The lack of money because I smoke. Sometimes when I am in need of money I am forced to borrow money from anyone which makes me feel ashamed."
- (5) "No help from parents."

Politics:<sup>1</sup>

- (1) "Political arguments which force the students to quarrel."
- (2) "Variety of political parties which do not serve anything but make troubles."
- (3) "Things that disturb me in the school is that the Muslims Brothers always interrupt me in my work."
- (4) "I have been charged of conducting communist propaganda among the girls, and for that reason the headmaster hates me and spoke to my father"

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<sup>1</sup> Many of statements about politics are from girls' questionnaire.

and exaggerated everything so my father threatened me. I feel that there are teachers in the school who treat me as an enemy just because I do not belong to their party."

(5) "The main thing that disturbs me in the school is the dispute that exists between communists, socialists and the Muslim Brothers..."

(6) "Few of the pupils in the school do not know anything about communism and said that communism is very good ... they leave <sup>the</sup> Islamic religion, by this reason the pupils always have problems, these problems disturb all the society in the school.

Examinations:

- (1) "Reading all the time to prepare for the examinations."
- (2) "The Certificate Examination and how to be ready for it."
- (3) "The only thing that made me unhappy is that I have sat last year for school Certificate Examination and I have failed."

Regulations:

- (1) "The school regulations sometimes make me unhappy."
- (2) "It acts like a prison no one can get out before a month."

- (3) "I am disturb by some of the school regulations and the treatment of the teachers to us."
- (4) "Some unreasonable rules which prevent you to go out of the school if you want to go."

Future:

- (1) "My future, since I am from a poor family."
- (2) "The number accepted in ~~the~~ university is not quite satisfactory and one is disturbed what he is going to do after the secondary school if he could not be one of those who go to the university or one of the institutes."

Lack of Interest in Some Subjects:

- (1) "The syllabus are useless during our daily life."
- (2) "The rottenness of what I am studying."
- (3) "Nothing made me unhappy except the theoretical syllabus which cannot be applied in practical life."
- (4) "... one comes to school all the time to learn only, but I think the new education included many other things besides the regular subjects."
- (5) "They oblige me to study things I do not like."

No Freedom:

- (1) "... in this school I feel that I am in prison."
- (2) "There is no freedom in the boarding house."

- (3) "There is ~~one~~ thing which makes me unhappy. It is that although I am adult I am treated in such a way that a child would not accept."
- (4) "I am not free to do what I like because at this age I know what is wrong and what is right."

Friendly Students:

- (1) "Things that made me happy in the school are the good characters of the students."
- (2) "The faithful friends I live among."
- (3) "My joining with good friends."
- (4) "The good treatment I have from the students."
- (5) "The good social life between students."

Friendly Teachers:

- (1) "Some teachers advise you like your father."
- (2) "The good treatment of my teachers."
- (3) "The school staff is good one."
- (4) "Kind treatment of the teachers."
- (5) "The friendly treatment of the staff."

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