



POST CONFLICT EDUCATION: AN EXAMINATION OF THE LOW ENROLMENT OF
CHILDREN, GENDER INEQUALITY, AND THE SUBSEQUENT
IMPACTS IN YAMBIO COUNTY IN THE REPUBLIC OF SOUTH SUDAN

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Gibson Francis Waru Mark

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This Thesis by Gibson Francis Waru Mark has been approved by the committee members below, who recommend it be accepted by the faculty of Unicaf University in partial fulfillment of requirements for the degree of:

Doctorate of Education (EdD)

Thesis Committee:

Dr Martha Memory Kamwendo, Supervisor

Dr Olga Novokhatskaya, Chair

Dr Evgenia Theodotou, External examiner

Dr Peter Mitchell, Internal examiner

Abstract

POST CONFLICT EDUCATION: AN EXAMINATION OF THE LOW ENROLMENT OF CHILDREN, GENDER INEQUALITY, AND THE SUBSEQUENT IMPACTS IN YAMBIO COUNTY IN THE REPUBLIC OF SOUTH SUDAN

Gibson Francis Waru Mark

Unicaf University in Malawi

This research focused on Children's enrolment and gender inequality in primary schools in a post-conflict situation in Yambio County. Generally, some researchers have reported low enrolment of boys and girls in primary schools in South Sudan (Berenger et al., 2015; Ministry of General Education and Instruction, Juba, Republic of South Sudan, 2017; Clugston, 2018; Ajak, 2019; UNESCO Institute for Statistics, 2015). Therefore, this study is aimed to understand the reasons for the low enrolment of children in schools, gender inequality in enrolment and its effects on livelihood and female teachers' representation in primary schools, especially in rural areas, and establish solutions for improvement. The effects of the ongoing conflict on enrolment have also been examined.

A mixed methods research approach (Bracio & Szaruki, 2020; Dawadi & Giri, 2021) was employed to collect and analyse the findings of this study, in order to have an in-depth understanding of the phenomenon. The ethnographic case study and parallel convergent research designs were applied alongside the purposive sampling strategy (Reis et al., 2017; Shagrir, 2017). The liberal and radical feminist theories (Kivunja, 2018; Eyayu & Mihrete, 2018) and the social

capital theory (Mikiewicz, 2021) were used as the world views to understand the educational issues in the primary schools, and parents or communities' contribution toward learning in Yambio County.

This research involved questionnaires for thirty-two student respondents and interviews conducted with thirty-eight participants, comprising of students from primary five to primary eight, teachers, parents, and community leaders both in the urban and rural areas. The results of the research uncovered that the low enrolment rate was due to cultural norms, distance to school, high cost of schooling, and the conflict, to mention a few.

This research was helpful to education stakeholders to help them formulate education policies aiming at improving enrolment of children in schools, and the promotion of gender equity based on its recommendations. However, there is need for more research in order to understand the role of the community in removing barriers to children's enrolment, especially girls, and encouraging them to enrol in school.

Declaration

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

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Dedication

This work is dedicated to my family members and mentors.

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List of Abbreviations:

ACAPS: Assessment Capacity Projects.

CSRF: Conflict Sensitive Resource Facility.

EFA: Education for All.

Ha: Alternative hypothesis.

SPSS: Special Package for Social Sciences.

UNICEF: United Nations International Children Education Fund.

UNESCO: United Nations Educational, Cultural and Scientific Organisation.

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CHAPTER 1: INTRODUCTION

This research focuses on children's enrolment in a post-conflict situation, gender inequality and its impacts in primary schools both in the urban and rural settings of Yambio County. Previous research on education in Sub-Saharan Africa and in South Sudan indicate that most parents do not send children to school, because they do not envisage any good returns to their education, especially girls, whose schooling is considered to be of less importance, since they would soon join the families of their husbands (The Global Partnership to End Child Marriage, 2018; Ajak, 2019; World Bank Group, 2019; King & Winthrop, 2015). Therefore, in order to collect rich data on all the issues impacting on the enrolment of girls and boys in primary schools in Yambio County, the subsequent effects of the low enrolment of children and gender inequality in enrolment on the communities in the areas of the study, this research will comprise of participants such as teachers, students, community leaders, and parents from the selected primary schools. The rationale behind the diversification of the sources of the data is that they should be interviewed in order to provide enough information on the phenomenon of the study, and to establish the problematics of enrolment in the selected research sites. This would provide a comprehensive basis for policy formulation for improvement, based on the recommendations that will be drawn from the results of the research.

It is worth mentioning that South Sudanese have been experiencing conflict right from the eve of the joint independence with the Arabs from the British Colonial rule in Sudan, beginning with the Torit insurgency in 1955, through the Anyanya I Movement from 1965 – 1972 down to the struggle for the independence of South Sudan from 1983 – 2005 (Seri-Hersch, 2017; Duany et al., 2021; Haider, 2021). This was followed by the internal post-independence disagreement and split within the leadership of the ruling party of Sudan Peoples' Liberation

Movement (SPLM), from 2013 to the time of the writing of this dissertation (Rudicova, 2017; Haider, 2021). These disturbances had caused South Sudanese to lag in education to the extent that even at the time of the writing of this dissertation, about seventy five percent of girls were not enrolled in basic education due to diverse reasons (Haider, 2021) which are worth researching.

On the other hand, it has been reported that the statistics of adolescents reduced between the years following the 2013 conflict which erupted within the ruling party (Olayemi et al., 2021). This instability has contributed to the fact that the number of children in schools in South Sudan is the least compared to that of other countries in the region and beyond (Ibreck et al., 2021). This is coupled with the fact that several years following the Peace Accord which was signed in 2005 in Naivasha, Kenya, which brought the twenty-two years of the struggle for freedom to an end (Biel & Ojok, 2018; Rudicova, 2017), the number of children who had never been to school was sixty-three per cent, out of which eighty percent was for female adults (Pemunta & Nkongho, 2014). It is further supported by the World Bank Group (2019), the Economic Commission for Africa (2018) and Ajak (2019) that there many people with either low educational background or no education in South Sudan, among both genders following the independence, a factor which depicts back to both the colonial period and the joint independence of Sudan, and this has greatly contributed to the higher rate of out-of-school children in the country compared to those in school (South Sudan Education Cluster, 2018).

This alarming inability to read and write is relatively high, compared to that of Sub-Saharan Africa, whose rates of illiteracy for children is below fifty percent according to Asongu & Odiambo (2020) and King & Winthrop (2015). In most cases in Africa, reports indicate that marriages and pregnancies before the age of eighteen obstruct the enrolment of girls in schools,

hence rendering them more vulnerable compared to boys (Leiber, 2017; UNESCO Institute for Statistics, 2015). On the same token, similar barriers to girls' enrolment prevail in South Sudan, though the United Nation's charter on Education for All, specifically the Dakar Framework of Action and the Millennium Development Goals (Ajak, 2019; Avis, 2020) focus on equal education for all children without discrimination, especially for girls, as well as the elimination of gender gaps in education.

Though the national statistics reveal that there had been increase in enrolment throughout the years from 2014 to 2019 in table 1 yet looking critically at the increase in the light of the projection of the population at 4% annually, enrolment is still low (Education Cluster, 2018). Table 1 will exhibit trends in students' enrolment from 2014 to 2019, segregated by gender. A particular attention could also be paid to the Global partnership for Education (2018) report in which it was asserted that about two million boys and girls are not in school in the Republic of South Sudan, and out of this number, seventy five percent are girls. This is coupled with the fact that disabled children, those who have been displaced, and those in the villages have not been able to get education.

Furthermore, report by UNICEF in South Sudan indicates that:

72%, South Sudan has the highest rate of primary-school-age children out of school in conflict zones across 22 countries ... South Sudan has the second highest rate of out-of-school children, at 60 percent, behind Niger (68%). Further to that, 76 percent of girls in South Sudan are missing out on an education because of the conflict and food crisis ... In the past five years, reports from education cluster members reveal that around 2,808,299 children aged 3-18 years, 51% boys, and 49 % girls; have lost access to education. The total number of people estimated to be in need of emergency education assistance in 2019

is over two million, an increase of 66.5 % as compared to 2018 (South Sudan Education Cluster, 2018, p. 9-10).

The above assertions justify the claim that the enrolment of children had been and is still problematic in South Sudan. This claim justifies the need for research on the enrolment of children in schools in Yambio County in South Sudan, to establish the causes of the subsequent low school attendance and gender disparity, and the subsequent effects on the communities.

In fact, calculating the years from 1955 when the first conflict erupted between Northern and Southern Sudanese up to 2020 (the period of this research), there are sixty five years, out of which South Sudanese people have spent forty seven years fighting for independence and against inequality and injustice in the Sudan, as well as in South Sudan, and since then, they have experienced peace between the conflicts only for twenty years intermittently (Rudicova, 2017; Biel & Ojok, 2018).

Therefore, this research investigates educational development between and during conflicts, to establish the causes of retardation in education for children in the young nation, especially in Yambio County. Yambio County is an administrative city in Western Equatoria State in the Republic of South Sudan, and it is the Headquarter of the state, which had been chosen for this research, since little or none is known about the enrolment of boys and girls there, and the subsequent impacts on the communities. Previous researchers on education in South Sudan such as Berenger et al. (2015), Clugston (2018), Mueenuddin et al. (2021), Ajak (2019), Leiber (2017) and Ginsburg et al. (2017) have mostly focused on girls' education either in the villages or in towns in some parts of the country, or some dealt with only one aspect of education without looking at the effects of the low enrolment of children and gender inequality on a

number of aspects such as the South Sudanese communities and livelihood. But this research will examine the enrolment of both boys and girls in some selected primary schools in both the rural and urban settings, and the effects of the low enrolment and gender inequality on the South Sudanese communities and livelihood. The research will be the first of its kind, to be carried out both in the rural and urban areas of a County in South Sudan, in order to have an overall picture of the educational issues prevailing in both settings, in regard to enrolment of children in primary schools.

Besides the introductory Chapter of this dissertation, the remaining part will be divided into five sections. Section one will deal with the statement of the problem, while section two will look at the purpose of the study. Section three will be concerned with the research aims and objectives. In section four, the researcher will present the nature and significance of the study, and section five will be concerned with the research questions and hypotheses.

1.1 The Statement of the Problem

Education for children in South Sudan, particularly in Yambio County had been, and is still challenging, firstly due to the prolonged intermittent conflicts, in which most children were conscripted into the movement at tender ages, and grew into maturity without education; and secondly, due to some underlying causes worth researching (Biel & Ojok, 2018; Ginsburg et al., 2017; Mueenuddin et al., 2021; Adala, 2016; Avis, 2020; Ajak, 2019; Diaz-Valera et al., 2016): and the high rate of illiteracy (World Bank Group, 2019; Ibreck et al., 2021; Ministry of General Education and Instruction, Juba, Republic of South Sudan, 2017; Global Coalition to Protect Education from Attacks, 2018) which has culminated in the production of parents without or

with little education during and after the conflicts, who do not pay attention to their children's education.

The above statement of the problem has led to protracted low enrolment of children in schools, gender inequality in school attendance, and it has also negatively impacted on livelihood and development within the communities of Yambio County, due to lack of employable skills to earn good income.

Children's schooling in this regard has been affected by economic factors due to lack of income, ignorance due to lack of sensitization on the importance of education for children, conflict, and issues related to the unavailability of schools (Ajak, 2019; Tarlea et al., 2021). On the other hand, girls' education is hindered by diverse factors such as school fees, distance to school, health issues and sanitation constraints, cultural norms, teenage marriages and pregnancies, and the lack of regulations safeguarding girls from multiple violence in schools (Ajak, 2019; Gardsbane et al., 2019; Haider, 2021; Plant International, 2018; Edwards, 2015). But though gaps in girls' enrolment in Yambio County is alarming, table 1, yet this research will focus on both girls' and boys' enrolment, so as to collect statistical data to statistically compare and fill the gap(s) which were not filled by previous researchers such as Berenger et al. (2015); Biel & Ojok (2018); Ginsburg et al. (2017); Mueenuddin et al. (2021); Adala (2016); Avis (2020); Ajak (2019); Diaz-Valera et al. (2016) and Ibreck et al (2021) regarding the education of children in South Sudan.

However, it is assumed that stakeholders' intervention and their subsequent involvement in supporting education for children would improve children's enrolment in primary schools, especially for girls (Berenger et al., 2015; Ajak, 2019; Ibreck et al, 2021), but this is yet to be confirmed by this research. It is also worth noting that the problem statement of this dissertation

emerged from the findings of previous research on the education for children in South Sudan as enumerated above, and this, therefore, encouraged the researcher to engage in this study in order to examine whether the issue persists or not.

Generally, as a result of low enrolment of children in schools in Yambio County, coupled with inequality in school attendance, both livelihood and development within the communities are at stake: emerging parents are unable to take proper care of their children both health wise and in the field of education, because most members of the communities who attain maturity are not able to be employed in order to earn a good living as a result of their employable skills. Secondly, this situation forces parents to only prefer giving their daughters in marriage at tender ages, as well as condoning early pregnancies which is generally seen as a normal issue within the communities.

Finally, children have become unruly, even the girls who seemed to be submissive and loyal to their parents are no longer maintaining their worth: an example is the current stance of affairs in which some unruly teenage girls have formed a group called “Nanziri Kumbakuadee” (City Review South Sudan, 2022, p.1), which literally means “Husbands of women are so sweet” This group go on the streets at nights hunting for men for sex. On the 14th of June 2022, about eighteen of them were accused for rapping a certain gentleman until he became unconscious and was rushed to the hospital. Unfortunately, as the man regained consciousness in the hospital, he escaped in order to avoid shame and the whole story ended up there. Up to date these girls still operate at late evenings, moving with sticks, matches and any other domestic weapons within their reach for operations. They mainly use drugs which excite them to behave in such manners.

To sum up, the missing education among girls in Yambio County induces them to practice prostitution, which is even more dangerous to their health, and to be unruly.

The phenomena in this research can be viewed through feminism and gender inequality (Eyayu & Mihrete, 2018), as well as the social capital theory (Mikiewicz, 2021) to understand the concept of gender education and the role of parents in the education of children in the locations of the study. The employment of feminism (Eyayu & Mihrete, 2018) involves investigating the cultural norms embedded in gender roles which results in parents' reluctance to send girls to school (Ajak, 2019; Haider, 2021), while gender inequality (Finger et al., 2019) refers to the imbalance in boys' and girls' enrolment in schools, which comes about as a result of early marriages, teenage pregnancies, gender based violence in school, and lack of safety for girls on their way to, and from school (Jensen, 2021; Feltham, 2020). In brief, the use of the feminist theory will highlight issues of gender gap in education, more specifically, the ways in which women are treated differently from men because of their sexuality (Humlum et al., 2017) and women's adaptive preference (Mitchell, 2018). Whereas the social capital theory will highlight parents' or communities' involvement in the education of their children.

Table 1

Trends in Primary School Enrolment from 2014 to 2019, Segregated by Gender

Year	Gender	Number
2014	Male	522,792
	Female	353,133
2015	Male	640,198
	Female	442,379
2016	Male	681,221
	Female	518,220
2017	Male	744,539

	Female	603,393
2018	Male	866,881
	Female	701,599
2019	Male	1,063,236
	Female	889,830

Derived from: (GESS, 2021).

Table 1 above is important for this research as it clearly delineates the gender gap in enrolment which has already been asserted by previous researchers on children education in the Republic of South Sudan (Ajak, 2019; Gardsbane et al., 2019; Haider, 2021; Plant International, 2018; Edwards, 2015). Secondly, though there is the general tendency that children statistics increases yearly, yet the increase is minimal as the total aggregate is less than two million children in school. When this is further compared to the number of children that had never been to school which is approximately three million children according to Barnaba (2015) and South Sudan Education Cluster (2018), the difference is alarming, and it clearly indicates that there is a problem with education in the country.

1.2 The Purpose of the Study

The purposes underpinning this research are to establish the underlying causes of the low rate of boys' and girls' enrolment in primary schools of the study; the causes of gender inequality in enrolment; show the effects of conflict on enrolment, as well as the effects of gender inequality in enrolment on livelihood and female teachers representation; identify the alternative solutions to the low enrolment; and finally, justify or nullify the hypothesis that community's ignorance is one of the underlying causes of low enrolment of children in primary schools in the location of the study.

1.3 Research Aims and Objectives

This research aims to investigate and explain the underlying factors affecting boys' and girls' enrolment and the subsequent impacts in Yambio County, in the context of intermittent conflicts.

Its specific objectives are:

1. To provide the underlying factors contributing to gender inequality in schooling.
2. To point out the effects of conflict on the enrolment of children.
3. To enumerate the subsequent effects of the low enrolments of boys and girls in the selected urban and rural primary schools.
4. To show the subsequent effects of gender inequality in enrolment on livelihood and the proportion of female teachers in the urban and rural schools in Yambio County; and
5. To recommend action points for increasing children's enrolments in schools, especially that of girls.

1.4 The Nature and Significance of the Study

1.4.1 The Nature of the Study

This study will be carried out based on the mixed research approach, which is the combination of both the qualitative and the quantitative research techniques in one research (Dawadi & Giri, 2021; Bracio & Szaruki, 2020). The numerical and narrative research techniques will be associated with the ethnographic case design which will utilize information from both research methodologies. The ethnographic design is applied in qualitative research and in this case, it examines the relationship between culture and learning; it also involves the study of the way people feel, their beliefs, and the significance of their interconnection (Fusch et al., 2017). As for the case design, it is applicable in a multi-method research technique, and it

includes aspects of both qualitative and quantitative research approaches (Ibid). Despite of the fact that there are several understandings about the case study in research, yet it provides a profound comprehension of an issue of concern to a researcher, because it results in the knowledge which is context based and which is essential for peoples' attitudes about phenomenon: it enables an examiner to dig deep into the reality about an issue (Takahashi & Aruajo, 2019). This design will be used alongside the convergent parallel mixed methods design, in which both the quantitative and qualitative data will be merged in order to produce an inclusive examination of the phenomenon of interest to the researcher (Reis et al., 2017). The later design provides an atmosphere for the comparison of the qualitative and quantitative data (Ibid).

Data will be collected for this dissertation using the interview tools for the qualitative research method, in which questions will be open ended (Rajab et al., 2018). This research design will enable respondents to express themselves freely, in regard to the problems that learners experience in learning. It will also provide the opportunity for the researcher to gather profound information about the issue under study.

Secondly, the questionnaire will be employed for the research technique involving numerical data collection, in which closed ended questions will be used to solicit reliable information from respondents. This design will gather the data that will be used to quantify the frequency of occurrence of the variables of the study, as well as to evaluate the validity of the research assumptions that had been alluded to earlier in this dissertation (Reis et al., 2017; Creswell & Hirose, 2019; Rajab & Arisha, 2018).

Regarding data analysis, this will be conducted using transcription and coding of themes for the qualitative research approach, which will involve narrative analysis of the information obtained as the lived experiences of respondents about the phenomenon of concern (Creswell & Hirose, 2019). The quantitative data will be analysed statistically through excel and SPSS, by summing up the frequencies and using percentages and graphs (Levey et al., 2016). The quantitative data will also be transcribed and codified to produce themes in order to provide in-depth understanding of phenomenon (Almalki, 2016; Rajab & Arisha, 2018).

1.4.2 Significance of the Study

This research will be conducted in order to uncover some of the problems affecting children's enrolment, especially that of girls in primary schools in Yambio County. Discovering the educational challenges prevailing in the location of the study will contribute to the formulation of educational policies to foster education in South Sudan, as it will enable the establishment of mechanisms for enlightening education stakeholders, including parents, to understand the importance of education for children: this strategy will encourage parents to support children's education, especially girls' schooling, by providing equitable access to learning, and quality education for children in both the urban and rural areas of Yambio County, as underlined in the literature review by (Berenger et al., 2015; Ajak, 2019; Mueenuddin et al., 2021).

Based on the emphasis of the social capital theory on building relationships of trust and promoting networking as the key foci in addressing the legacy of poverty (Mikiewicz, 2021), the results of this research will enable the researcher to put in place some recommendations that will facilitate parents' or communities' engagement in the education of their children. Some of the

recommendations of this research will include suggesting the removal of the economic, social, and cultural factors hindering girls' enrolment, such as the high school fees, the long distance to school, the negative cultural norms, and teenage marriages and early pregnancies.

Recommendations will as well be made for the recruitment of trained teachers on gender sensitive basis, coupled with an effective government support to the education sector, to encourage enrolment. Community involvement in the education of their children will also be stressed, and a strict supervision of the education of children by parents. This research will equally engender setting mechanisms for protecting girls on their way to school and from school, as well as when they are in school, or it will foster the establishment of schools closer to, or within communities in order to avoid long travels to school by young girls, both in the urban and rural areas. This, in turn, would promote equity in the enrolment of children in primary schools. Finally, in this research the researcher will endeavour to establish sustainable solutions to the low enrolment of children in primary schools, as well as attempt to close the gender gap in education that leads to gender inequality in enrolment.

To sum up, this research will contribute to the body of literature on the enrolment of children in schools, and gender inequality in education, which is still under-researched in Sub-Saharan Africa, especially in post-conflict Countries (Diaz-Valera et al., 2016) like that of the Republic of South Sudan. This is coupled with the fact that gender disparities in education is of paramount concern in the international declaration of Education for All, and the Millennium Development Goals, which both focus on improving gender parities in education in developing countries (Walker et al., 2019; Stotsky et al., 2016; Plan International, 2018), in order to promote equal contribution towards economic growth and development in developing countries by both the male and female genders.

1.5 The Research Questions and Hypotheses

1.5.1 Research Questions

The following research questions have been developed in order to elicit data from participants:

1. How has the conflict impacted on the enrolment of children in primary schools in Yambio County?
2. What is the enrolment trend of boys and girls in primary schools in Yambio County?
3. What are the causes of gender inequality in the enrolment of children in schools in the areas of the study?
4. How does the gender inequality in enrolment affect livelihood within the communities and female teachers' representation in schools within the research sites?
5. How can the enrolment of children be increased in Primary schools in Yambio County, especially girls' enrolment?

1.5.2 Research Hypotheses

This research has the following three opposing pairs of assumptions:

- Alternative hypothesis 1 (Ha):

Communities' ignorance about the importance of children's education as an element of economic empowerment and development contributes to low enrolment of children in schools in Yambio County, especially girls' enrolment.

- Null hypothesis 1 (Ho 1):

Communities' ignorance about the importance of children's education as an element of economic empowerment and development does not contribute to low enrolment in schools in Yambio County, especially girls' enrolment.

- Alternative hypothesis 2 (Ha 2):

Low enrolment of girls in primary schools impacts negatively on the representation of female teachers in Yambio County.

- Null hypothesis 2 (Ho 2):

Low enrolment of girls in primary schools does not impact negatively on the representation of female teachers in Yambio County.

- Alternative hypothesis 3 (Ha 3):

The absence of female teachers in schools justifies the cultural gender roles within the communities of Yambio County and discourages girls from loving education, as well as hindering parents' concerted efforts for girls' schooling.

- Null hypothesis 3 (Ho 3):

The absence of female teachers in schools does not justify the cultural gender roles within the communities of Yambio County and does not discourage girls from loving education, as well as not hindering parents' concerted efforts for girls' schooling.

This dissertation will comprise five Chapters. In Chapter One, the background information of the research topic will be presented. In the following Chapter, the researcher will deal with the review of literature. Chapter Three will be dedicated to the research methodology. In the next Chapter, the research findings will be presented, discussed, and evaluated. Finally, Chapter Five

will deal with summarizing and concluding the research, as well as providing research implications and recommendations for application and further research.

Having presented the introductory part of this dissertation, the next Chapter will focus on reviewing the existing literature on boys' and girls' enrolment and the related issues.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Having introduced the study in the previous Chapter, the present Chapter is dedicated to reviewing literature in order to give the reader an overview of the current state of boys' and girls' enrolment and highlight gaps in the research. The purpose of this review is also to construct a theoretical framework for understanding the problem and to interrogate previous studies for methods, and finally, to highlight the contribution of this study to the existing body of knowledge.

In this dissertation, the researcher will examine a plethora of issues which include boys' and girls' enrolments, the educational gaps between them, how children's schooling has been affected during the conflict, and how gender inequality in education has affected female teachers' representation in schools, as well as livelihood within the communities. Stakeholders' perception of education for children, and the suggested solutions to the low enrolment in primary schools will also be examined. The researcher will equally establish the validity of the assumption that community's ignorance affects enrolment of children in primary schools in Yambio County, through the mixed methods research approach. In this context, the literature review will be arranged in six sections including the introduction section; the second section deals with the establishment of a theoretical framework for the study, while the third and fourth sections explore existing knowledge on children's enrolment and specifically girls' enrolment in primary schools in the Republic of South Sudan. The fifth section will examine education in conflict situations; and section six will explore gender inequality in education and its impacts on livelihood and female teachers' representation in schools in order to be well informed about what other researchers have said about the issues of boys' and girls' education in terms of enrolment.

In this research, the knowledge search had been conducted in peer reviewed articles, journals, and reports by world organisations using search terms such as: children's enrolment in primary schools, children's education, girls' enrolment or education, gender disparities or inequalities in education, education in South Sudan, sociocultural barriers to schooling in South Sudan, and education in post- conflict and conflict situations. Due to the scarcity of documents on enrolment in South Sudan, some older publications have been used in this literature review, dating back to 2011. The search for the required information has been conducted through search portals such as the ProQuest central, google scholar advanced, educational resources information centre (ERIC), virtual learning resources centre, the research gate, Microsoft academic, and the full free pdf search engines.

Following this introductory section, the next step will involve discussion on the theoretical perspective(s) for the study.

2.2 Theoretical Framework

According to some researchers such as Muller et al. (2015), Thomas et al. (2017) and Kivunja (2018), theory is defined from the interpretivist perspective as the art of logically describing, explaining, and presenting the observations and experiences made by researchers in regard to a particular issue(s). It is the explanations of the social or natural event(s), behaviours, or phenomena; and it is the systemic collection of related theoretical propositions which are connected to two or more constructs of phenomenon.

Positivists assert that they could build theory from the case study, while interpretivists claim that positivists apply case study only in simple study of phenomenon, but the qualitative researchers explore complex issues through case study, which contribute to theory development

(Bhatta, 2018; Thomas et al., 2017). However, most researchers assume that theory is the world view through which scholars investigate, interpret, and analyse phenomena, and its absence invalidates the credibility of a research (Northcentral University, 2017). Furthermore, Kivunja (2018) asserts that theory informs theoretical framework for analysing, interpreting, and discussing research data within a conceptual framework. The later definition is what constitutes the basis for this theoretical framework because the established theory will be used to analyse, interpret, and discuss the data collected and the results of the research.

In regard to the above definitions and application of theory, the liberal and radical feminist theories will be employed in this research as the theoretical framework for analysing, interpreting, and discussing the data collected on this phenomenon (Kivunja, 2018): the former posits that gender differences emerge from the restricted and unequal distribution of societal privileges and opportunities among men and women such as formal schooling, and that women can individually struggle for the elimination of the gender differences in education, through peaceful means (Eyayu & Mihrete, 2018), or its exponents endeavour to struggle for women's equality with men socially, economically, and politically (Jensen, 2021). An example is the curriculum reform in Malawi, which have contributed to children (boys and girls) participating in the same duties and plays both in school and at home, so as to eliminate the negative cultural norms assigned to girls (Samkange, 2015). According to Cruz (2018), Liberal feminism is concerned with the way in which men meddle with the freedom, social life, and the right of women in society. It emphasises on male domination and chooses to struggle with the patriarchal society against the vices of domination, or to alter the system (Feltham, 2020) through non-formal education (Samkange, 2015). An example is the Ethiopian strategy in which they have used education and training, as the only tools, to foster equity between women and men in an

attempt to alter the male dominated concept aiming at female subordination (Eyayu & Mihrete, 2018).

On the other hand, radical feminism perceives gender inequality at the expense of women: a scenario in which the male gender exploits female sexually, and especially in the reproductive domain. The radical feminists struggle to terminate all forms of inequalities against women, both socially and economically, so as to have a society in which male supremacy is eliminated in all social and economic contexts (Jensen, 2021). In brief, radical feminism focuses on the economic, social, and political empowerment of women within the male dominated society (Lockhart, 2021).

Feminist ideology focuses on the relationship between women and men as well as examining female status politically, socially, and economically (Eyayu & Mihrete, 2018). In fact, studying boys' and girls' enrolment in South Sudan solicits the liberal and radical feminist theories as the world views, because they are embedded in formal and non-formal education respectively. The rationale behind the choice of the above theories is that as some scholars argue that gender differences can be explained through biological differences between men and women, yet social constructionist researchers view gender disparities as socially and culturally constructed and they assume that it can be addressed to ensure gender equality, especially in education (Gaynor, 2018; Kang et al, 2017). Of course, the same scenario prevails in South Sudan, in which almost all causes of gender differences in enrolment are socially and culturally constructed, which can be addressed through changing the mind-set of the male players who are the custodians of the practice within the South Sudanese society.

Based on the above discourses on gender issues, the feminist theory can be justified from the social constructionists and social psychologists' perspectives in endeavouring to alter the

culturally and socially constructed patriarchal norms that dehumanize women in society (Tanrikulu, 2017; Kang et al, 2017; Lindstrome et al., 2018). Women in this sense have become acquainted with the roles that had been assigned to them by the male dominated society (Mitchell, 2018; Viarengo, 2021; Humlum et al., 2017), such that changing women's understanding of the cultural norms solicits a careful technique through education, which is aimed at narrowing the educational gap that exists between the male and female genders (Humlum et al, 2017) in South Sudan.

Therefore, while trying to change the culturally and socially constructed norms of the patriarchal society within the South Sudanese context through feminism, a special attention should be paid to two issues in the process: getting rid of “women adapted preferences”, which is the endeavour to encourage their empowerment (Mitchell, 2018), and closing the gender gap in education (Humlum et al, 2017) which has negatively affected women and girls within the different communities in South Sudan.

Regarding the former (gender adapted preference), it can be deduced that, it is obvious that women and girls are content with their conditions as housewives, caring only for children and only managing house chores, while they consider men as their bread winners. As a result, trying to change these stereotypical assumptions needs a strategy that gradually addresses the root causes of the gender adapted preferences, which can only be through educating both men and women, girls and boys, in order for them to deviate from the cultural norms that hold women captives to depending on men, as well as preferring to perform only special tasks which are different from the ones performed by men or boys (Leiber, 2018).

The later (gender gap in education) applies to the imbalance in education as a result of the cultural believe in which parents envisage only the income from the dowry of their daughters at

the expense of educating them. Therefore, closing this gap in education would empower women economically, thus instituting their prosperity within the male dominated society. The economic empowerment would further enable women to cater for their children's education, especially that of girls (Leiber, 2017; Conflict Sensitive Resource Facility (CSRF), 2018). Achieving this milestone would be an added advantage in the struggle to put women and men on an equal footing in education, and to foster development within the society.

However, the feminist theory has been prone to literary criticism. For instance, Lara (2015) asserts that the feminist theory has been critiqued by some researchers for its rigidity in fighting all forms of sexual exploitation world-wide. Specifically, both the Marxist and radical feminist theorists have been challenged for infringing on the freedom of women to join sex works for livelihood, which according to the exponents of sexual business, is a violation of the right of the female gender in favour of male domination. The argument in this criticism is that as the male dominated governments have constantly failed to provide equal economic opportunities to both the males and females in a country, therefore, women are supposed to be left free to choose whichever way they want to empower themselves economically: either through prostitution or pornography. This argument has mostly been advanced by sexual positivists who would like to continue exploiting women because of gender inequality, and by those women who have benefited from sex works.

On the other hand, Bogaards (2022) asserts that Feminism has developed into several institutions combatting male domination within various societies in the world. These feminist institutions originate from history, sociology, discursiveness, and intellectual choice. The author further claims that the emergency of various feminist institutions has divided the concept of feminism, even though the outcomes of their interventions have been effective in advancing the

feminist movement. But the major concern of Bogaards is whether there could be one institution dealing with the issue of feminism. His response to this question is that it could be possible only if the different feminist institutionalisms fight for common causes such as transforming and empowering women. Secondly, he concludes that even though there are different feminist institutions focussing on change, continuity, structure, gender, and power among men, yet all their interventions contribute towards the growth of the feminist theory.

The argument by Bogaards (2022) makes sense as the say goes that 'all roads lead to Johannesburg'. But though every feminist institution serves the same purpose, yet there are slight differences between them. For instance, the choice of the liberal and radical feminist theories provides platforms for education and training as the major tools for transforming gender and empowering women within the communities of this study.

The second theory that was applied alongside the feminist theories mentioned above to examine parents' or communities' engagement in the education of their children, was the "social capital" theory. Mikiewicz (2021) defines social capital theory as an available source of wealth or a reserve supply that can be relied upon in time of need and which can be obtained through social interaction with people within a community: "the network theory". He further identifies four views of the social capital theory from different viewpoints, namely:

- The principle of communal exchange by James Colman: in this theory the social capital is regarded as the social system that results in strong mutual relationships between community members within a locality. It indicates confidence in persons, links between them, and belongingness, enabling effective interactions.

- The principle of civil society by Robert D. Putnam: in this perspective, the social capital is considered as a communal asset and therefore, it designates the limit of people's engagement in physical exercises for the benefit of everyone.
- The principle of "cultural structuralism" by Pierre Bourdieu: this views the social capital theory as a personal asset in which resources can be obtained through socialising with other people.
- The principle of network: in this regard, the social capital theory is considered as an asset that can be obtained by way of a system of collaboration and cooperation among people, or simply put, due to the bonds that exist between individuals, or collegiality within a community.

Furthermore, Moskoff & Kock (2011) assert that the social capital theory is about acquaintances and not the possession of assets or wealth. It is based on the general trust that exist within a community and the networking and norms that enable the movement of the available sources of wealth or support within the reach of everyone, through the social bonds that form the base for the people to act collectively towards achieving common objectives and goals within the community setting. In this regard, the important aspects of the theory pertain to its being reciprocal and trustworthy. The reciprocal nature of the social capital theory promotes discussions, collegial decision making, and compromise between community members. On the other hand, the social capital theory is believed to facilitate the establishment of strategies and resources that can be mobilised and shared among the people within a community through enabling access to various social settings.

The above definition is in line with the view of Brown (2019) in which he highlights three capital theories: "the financial, human, and capital" theories. But he concludes by emphasising

that the social capital theory is essential for progress and development within a community.

However, Brown points out that the social capital theory was not good for people who would like to expand their opportunities beyond the community level, since the theory does not embrace dependence on external relationships and trust.

Another argument that criticizes the social capital theory is the claim by Claridge (2018) that some researchers have expressed the concern that there are some discrepancies in the theory. He highlights the claim that the theory is ambiguous and variable. On the same token, the definition is also too broad, and it renders diverse understanding of the concept, and as a result, he cautions researchers to conduct literature review of the theory before deciding on its application in research, in order to have a wider understanding about it.

In fact, the arguments by Brown (2019) and Claridge (2018) have enriched the choice of the social capital theory for this research since it is exclusively concerned with examining the interdependency of the communities within the areas of the study, in the quest to understand their contribution towards the education of their children. Secondly, the argument that the social capital theory is not 'a theory' doesn't hold water, since 'theory' is defined as the art of logically describing, explaining, and presenting the observations and experiences made by researchers regarding a particular issue(s) (Thomas et al., 2017; Kivunja, 2018), which is the same procedure being followed in this research.

The social capital theory was introduced into educational research in the years ranging from 1980 up to date (Liou & Chang). In this regard the normative perspective in which "norms, rules, and trust" (Liou & Chang, 2008, p. 109) and the resource perspective which regards the role played by the social resources within the social structure (Ibid) are applied to examine parental or communal support to the education of their children, or to students' performance in schools.

But in this research, the researcher will use the social capital theory within the specified contexts above to investigate only parental or communal engagement in the education of children as a resultant cause of the low enrolment in schools, which had been identified by respondents in the interviews. An example is the shift in educational management in El Salvador, in which the management of education shifted from government based to community based, from 1990 to 2000, and it proved successful because of community involvement (Edwards, 2019).

There are several theories that deal with gender disparities in education such as the critical feminist theory in which, firstly, the exponents study the factors orchestrating a particular phenomenon and its subsequent consequences and opts to resist and address the problem through policy formulation based on the results of the research on women predicaments within the male dominated society (Lockhart, 2021). In this regard, therefore, the practitioners of this theory resort to address, or alter at all costs, all forms of socially gendered imbalances on women within the male dominated sphere of influence (Ibid). This theory could not be applied to this study, simply because of the harsh language used: “at all costs”, which implies the use of every possible means to achieve gender equality, which is impolite to some extent.

Another theory is the “Marxist feminist theory” which aims to study the link between capitalism and reproduction in which women are considered to be exploited by men in the capitalist world in order to generate and amass wealth from women productive and reproductive work (Beier, 2018). This simply delineates the history of producing and reproducing services by women, and it is coupled with the struggle to eliminate the vices of capitalist, racial and male domination in the job market and industry (Armstrong, 2020; Cruz, 2018). This strategy has been applied throughout by researchers in advocating for adult learning so as to inculcate transformational ideas into the minds of adults in order to change them from their status quo. But

the application of adult education plays dual role both to the advantage of the adult women or sectional marginalized persons and the oppressors: it empowers women to obtain relevant skills in order to work for production in the capitalist industries while sustaining the production because of the monetary reward, and empowering the marginalised to be conscious of their ill treatment grace to the advantage of reading and writing a new language (Heinemann & Monzo, 2021; Armstrong, 2020). But Marxist feminism could not be applied in this dissertation because the female predicaments involved do not relate to capitalist principles of production and reproduction as illustrated above. They are more of social imbalance and oppression which have been created by men within the same race or ethnic groups, which can only be handled through radical and liberal feminism (Jensen, 2021). The problems are also partially due to the ignorance of parents about the greater benefits that educating girls is likely to incur within their communities, which would in turn contribute toward development of their localities.

There is also the intersectionality theory which is the relational study of gender, race, and class, especially the study of boys' relations in schools relative to authority control within the society (Feltham, 2020). This theory was introduced into educational research from Marxist feminism by Kimberly Crenshaw in 1991. It is asserted that the theory has developed to include societal inequalities in firms and among different and similar social groups in diverse settings (Atewologun, 2018). Again, the intersectionality theory is not appropriate for studying the phenomena of this study, simply because of the fact that it cannot be used as a lens to view the female educational inequality inherent in this research which is not because of the heterogeneity of the female gender alone, such as sex, race, and class (Ibid), but it is because of the homogenous society which imposes a believe on the opposite sex and gender.

In fact, though all these theories are concerned with changing women experiences within male dominated domains, the exponents do not value education and vocational training as the basis for their struggle against male domination as the liberal and radical feminists' theorists do. The other theorists also employ different approaches for the recognition of the female self, which are not pacific. But the liberal and radical feminist theories are appropriate, since the aim is to close the gender gap in education between boys and girls, and to eliminate the adaptive gender preferences hindering girls' education in terms of enrolment. The education that is applied in the Marxist feminism has the aim of doing more harm to women as it only prepares them for production and reproduction in the capitalist realm. It is also worth noting that the other theories which have not been employed in this dissertation are not and cannot be applied to investigate issues of enrolment and gender inequalities. But this is left to other researchers to pick from the limits of this investigation in order to fill the theoretical gaps which have not been taken care of in this dissertation.

Having established the theoretical framework for this research, the following section focuses on children's enrolment in primary schools in South Sudan.

2.3 Children's Enrolment in Primary Schools in South Sudan

After establishing a theoretical framework for analysing, interpreting, and discussing data in this dissertation, the next step is concerned with researching the existing knowledge on the enrolment of children in primary schools in South Sudan in the following subsections. This section exclusively focuses on issues related with children's enrolment as opposed to girls' enrolment which will be handled in a separate section following this one.

Generally, it is assumed that the enrolment of children has not increased following the outbreak of conflict in 2013. While comparing primary school statistics from 2013 through 2016, Rich (2016) asserts that the statistics decreased by ten percent in 2016 throughout the Republic of South Sudan. Whereas in the report by The Economic Commission for Africa (2018), it is asserted that the enrolment decreased by twenty four percent in 2015, giving rise to an elevated number of Out-of-School Children.

The above arguments justify the grounds for the claim that children's enrolment in primary schools in the Republic of South Sudan is low. Factors affecting the enrolment of children in primary schools in South Sudan seem to be different from barriers to girls' education (Ajak, 2019). These factors will be examined in the next subsection dealing with the causes of low enrolment of children in the primary schools.

2.3.1 The Causes of low enrolment of children in Primary Schools in South Sudan

The Low enrolment of children in primary schools in South Sudan has mostly been influenced by insufficient government and education partners' support to the education sector, lack of parents' or communities' contribution toward children's education, and the educational gaps existing between urban and rural areas, especially during the financial crisis following the outbreak of conflict in 2013 (Rich, 2016; Economic Commission for Africa, 2018). These causes will be enumerated in the following sub-sections.

2.3.1.1 Insufficient Government and Partners' support to the education sector.

Enrolment of children in primary schools is a sensitive facet in children's education which deserves special attention, because it precedes all stages of education such as maintaining

children in school, realizing poor or good performance of children in learning, completion of the primary school cycle, and transition from the primary school level to the secondary level (Tarlea et al., 2021). Therefore, it is necessary to provide sufficient budgeting by the government to the education sector so that the education system functions properly (Sanatani, 2020; Mueenuddin, 2021). Factors leading to the underlying causes of children's low enrolment in all circumstances of education include the lack of giving money to support children or their families on the condition that parents should send all children to school without prejudice. On the other hand, the failure to give meals to children while they are in school also contributes negatively to children enrolment in school. This is coupled with the failure to provide good quality of education and to avail learning and teaching materials for students' normal learning. Also, the failure to provide learning spaces; the failure to establish schools closer to communities; and the inadequate supply of teachers to schools on gender sensitive basis, either by the government or education partners (Tarlea et al., 2021; Avis, 2020) lead to the low enrolment of children. Some researchers also conclude that the high difference between female and male enrolments in primary schools, transition rates, the unavailability of qualified teaching staff, shortage of learning spaces, and the need for quality teaching form the bottlenecks of educational development in South Sudan, which need to be addressed in order to boost education, but more specifically, enrolment in the country (Ajak, 2019; Avis, 2020).

Though the above researchers' focus were geared toward the same themes as the ones of this dissertation, yet they differ in the way they established the causes of low enrolment of children in primary schools in South Sudan, as well as low participation of girls in schooling. Their recommendations also fall short of addressing the issue of poverty and cultural norms as

contributing factors to the low enrolments, and the funding of education by both government and donors.

On the same token, Walker, and colleagues (2019) stress on the importance of financing learning for children in the developing countries. They assert that when requisite education which is equal, affordable to parents, and of good standard is provided in a country, it could reduce poverty among the society, avail opportunities to the majority of the population because of skilled experiences, especially the youth, and it could also promote social cohesion among the communities in a country, as well as advance democratic principles for good national governance and equitable development. They also allude to Nelson Mandela and Julius Nyerere who saw education both as the means of enabling children to exploit their potentialities for a positive livelihood in a country and combatting economic dependency among a population (Walker et al., 2019). The emphasis here is on the provision of cost-free government supported schools to be accessed by all children within a nation, with full support to teachers as well as learners, which is not the case in the Republic of South Sudan. These authors therefore urge the government of backward African countries, including South Sudan, to increase their educational budget in order to achieve the sustainable development goals (SDG 4) (Ibid).

Walker and colleagues (2019) also made some recommendations for the government of South Sudan to follow in order to improve education in the country. These include:

1. The abolition of school fees, so as to enable parents to send all children to school, especially girls.
2. The establishment of policies aiming at providing trained teachers to teach in schools, availing teaching and learning materials in schools in order to facilitate schooling for children, and setting up a system of feedback on school progress to parents.

3. The government to identify gaps in school management and learning, in order to cement them.
4. To gear both government and donor-funding towards improving learning in public schools, so as to enhance and facilitate schooling for the poor, disabled and girls.
5. The creation of favourable conditions that could enable girls to enrol in schools.
6. Increasing government budget as well as donor funding to the education sector, in order to support girls and focus on pre-schools.

Though this dissertation concurs with the above arguments, yet it differs in that the low enrolment of girls' is partly influenced by culture and poverty on the side of parents, and some strategies need to be put forward that would enable them (parents) to value and support education for all children including girls, besides government and donor funding of education.

On the other hand, South Sudan, just like other countries need to conform to a number of issues pertaining to education for children all over the world, which have been summed up in the "Jomtien Declaration and the Dakar Framework of action" (Tikly, 2017, p. 26) which include the goals set up in the framework for achieving universal education by 2015. This is specifically dealing with the way in which education is governed nationally, or with the educational strategies put forward in order to improve learning in form of reforms, and which, if not implemented, may affect children's enrolment negatively in primary schools (Tikly, 2017). However, the Dakar education strategy to make learning reach all children worldwide is defective in the sense that it does not stipulate clearly how the initiative should be successfully implemented by the respective governments: whether through free education, or by using any other concerted support both from within and overseas (Tooley, 2015).

Antoninis (2015) further explores other contributing factors to children enrolment in primary schools in South Sudan: in this regard he emphasises that school fees and poor quality of learning in primary schools worldwide, lack of educational opportunities in the field of skills acquisition by the government or education partners, are among the factors leading to low enrolment of children in schools.

In support to the above claims, it is also argued by some researchers, while focusing on the international support of organizations in galvanizing and coordinating the international endeavour to provide equitable and quality education to children with priority given to countries that have been stricken by poverty and vulnerability, assert that poor standard of learning, lack of support to communities that have been neglected in education, lack of training and recruitment of teachers, and failure to build a firm educational mechanism in poverty and war-torn partner countries would lead to low enrolment of children in primary schools (Tikly, 2017; Avis, 2020; Sanatani, 2020; Ajak, 2019), and that is the case of South Sudan.

Additionally, regarding the nature of education in South Sudan, it can also be assumed that the failure of politicians to assume proper educational responsibilities for children, especially the free learning opportunity supposed to be offered in the country according to the constitution, and the provision of learning spaces, as well as poor financing of education have contributed to poor education system in the country. As a result, some authors propose policy formulation and resource mobilisation by the government of South Sudan in order to salvage the educational crises barring children's enrolment. They further highlight the fact that the government of South Sudan did not pay attention to children's education, and as a result, the government did not allocate enough funds to the education sector (Sanatani, 2020; ` Moro & Talani, 2021; Ajak, 2019; Adala, 2016).

Both government and Partners' supports to the education sector of a country are of vital importance, since most countries, especially in the developing world entirely depend on both national and foreign assistances in form of financing and donations to foster children's education (Sanatani, 2020). Of course, education is an alleviating tool that boosts the economic empowerment of citizens in order to foster development, but in the case of South Sudan this is not possible, due to the deteriorating situation of the country's economy. Furthermore, in an attempt to investigate school management in South Sudan, Ibreck and colleagues (2021) assert that teachers strive to execute their duties of imparting knowledge to children through hardships, financial scarcity, and volatile conditions which demonstrate that education is underfunded by the government. The authors also highlight the fact that the national envelop for the education sector in South Sudan ranges from five to seven percent of the Gross Development Product (GDP), and that both government and donor funding of education has not been sufficient and beneficial to teachers in terms of salaries and incentives so as to encourage teaching especially in government primary schools in South Sudan, and to promote learning for children (Ibid).

This is further supported by Haider (2021) while examining education in conflict situations in South Sudan: the author raises the issues of insufficient financing to the education sector by both the government and donors. But concludes that the overall issue affecting the financing of education is the strategy of fragmenting areas of support into spheres in which a partner undertakes to implement a particular programme in one part of the country, while the same service goes missing in some parts of the same country (Ibreck et al., 2021).

However, some researchers argue that war is always triggered by lack of education in a country, and that is the case of South Sudan with the rate of illiteracy of eighty percent among women and seventy percent among men (Ibreck et al., 2020). It is equally asserted that education

is one of the social issues that leads to peaceful coexistence among people in a country, and when it is weakened by the inability to make it accessible to all, this may incite conflict as the majority of the redundant youth are prone to join any aggressive movement due to a lack of employment and ignorance (Agwanda & Asal, 2020; Ajak, 2019; Tikly, 2017; Ibreck et al., 2021). It is also assumed that the high rate of illiteracy that prevails in South Sudan stemmed from the Islamized and Arabized education system which was enforced on Southern Sudanese by the Islamic government of Sudan, that led to the struggle for equality and justice, and which culminated in the independence of South Sudan in 2011 (Seri-Hersch, 2017; Clugston, 2018; Agwanda & Asal, 2020). In this education system, attempts were continually being made to teach Islam and Arabic language to Southerners in order to turn them into Muslims and adopt Arab culture through language acquisition. Linked to the above claims, these researchers have the same believe that the causes of children's low enrolment in primary schools in South Sudan stem from low funding by the government, poorly coordinated educational mechanism, insecurity due to war, abduction and conscription of children by either the military or rebels, and weak educational policies and measures (Agwanda & Asal, 2020; Seri-Hersch, 2017).

There is also the claim that the Girls' Education South Sudan programme has positively impacted on children's enrolment in primary schools, through retention and school participation in South Sudan in spite of the current conflict in the country: the payment of cash donations to schools and the cash assistances to girls or their families, have contributed positively to the full functioning of schools; increasing enrolment and improving children's participation in learning during the last three years from 2014 (Crawfurd, 2016). In this quantitative research on the impact of the donations and financial assistances to schools, Crawfurd (2016) discusses the benefits of the achievements due to the financial donations and support which are viewed as

important factors that could lead to a reduction in the rate of illiteracy all over the country. But at the same time, the author also highlights the fact that the financial assistances to teachers, girls and schools have contributed positively towards the education sector by improving the enrolment of children in primary schools in South Sudan as well as improving gender parity in education.

Similarly, applying a quantitative research approach in their article, some scholars discuss the rebuilding process of education in South Sudan after the war for independence, which was embedded in the government and partners' readiness to provide schooling to returnee children, the restoration and reestablishment of the organisation of primary school system, and provision of alternative learning opportunities to matured citizens who failed to get formal education during the war, thus improving learning opportunities and the standard of education for children (Sanatani, 2020; Walker et al., 2019). Sanatani (2020) also asserts that the improvement of the standard of learning as well as learning opportunities was done through the 'Go to School Campaign', and the South Sudan Interactive Radio Instruction programme. Generally, the areas of involvement include tracking learners' statistics, reducing gender disparities, and providing access to learning for all children. The author also stressed on providing educational opportunities for those who missed it because of interferences due to the conflicts that prevailed following the independence of South Sudan in 2011. But it is also worth noting that despite the assertions demonstrating improvement in the education of children grace to the financial assistances, yet Clugston (2018) claims that the school attendance is still low, especially that of girls.

In fact, the above efforts by the government and partners to increase enrolment in primary schools could be sustainable, if it included institutionalised awareness raising to parents on the importance of education for children, as an important mobilization tool in endeavouring to

reduce gender inequality in education and to improve enrolment in primary schools. Secondly, though researchers have emphasized on increment in the education budget in South Sudan, as well as donor funding, little has been done so far, and this alone solicits regular research to ensure whether learning is improving after the conflicts (Olayemi et al., 2021; Chuang et al., 2020). Thirdly, it has been asserted that most recommendations have not been implemented by the government of South Sudan in the education sector (Government of South Sudan, Ministry of Environment and Forestry, 2018).

Therefore, in spite of the resolutions and recommendations made by previous researchers regarding the education of children in South Sudan, it is appropriate to conduct further investigations, examinations, and reviews in order to ascertain whether there have been some changes in the education of children in the country in the following years. Of course, it is obvious that the above educational constraints barring children enrolment in primary schools in this new nation can only be overcome with effective financial contribution to the education sector by both the government and partner organisations supporting education in the Country. However, the communities could also provide an alternative solution in case of a financial crisis as the current one: this could be through parents or guardians' support to the education of their children, probably through engaging in in-come generating activities, the simplest of which is farming for education, though at a small scale. Then, what about the lack of parents and communities' contribution to the education sector?

2.3.1.2 Lack of Parents' or Community's Contribution to the education sector.

Lack of communities' support to the education sector contributes to low enrolment of children in primary schools. The notion of communities' support to the education of their

children had been discussed by many researchers in terms of “community participation” in endeavouring to improve educational accessibility, promoting quality education, and guaranteeing security for children in the Republic of South Sudan (Ginsburg et al., 2017) amidst the ongoing political and armed tensions and confrontations that emerged after the independence; or in situations in which parents and children joined hands to mobilize financial resources in order to support learning for children (Aquila, 2021); or the instance in which the poverty laden citizens in South Sudan struggled to foster schooling for their children in the country at a time when the well to do families were sending their children to schools in foreign countries due to poor quality of education (Duany et al., 2021). Yet to some extent, Aquila (2021) and Duany et al. (2021) assert that despite the financial crises during the liberation movement, parents managed to shoulder the full responsibilities of financing the education of their children in the liberated areas before 2005 when the Comprehensive Peace Agreement was signed. In this regard, parents supported the education of their children both in cash and in kind.

An example of community involvement in children’s education has been highlighted by Brandt in his qualitative research on eight case studies on constructing learning spaces in the Democratic Republic of Congo in intermittent conflict situations (2015). In this paradigm, the researcher unveils the problems encountered during the construction, such as the abandonment of the work due to unbearable pressures, the destruction of the least available facilities by the soldiers, or the obstruction of construction of schools by the military (Brandt, 2015). The author further explores the vulnerability of parents in constructing the learning spaces which was vital to quality education and improvement in enrolment. He goes on to assert that the building of schools for children should be supported by parents’ contribution to the education of their children through community support financially, community construction of schools using

locally available building materials, and community support in kind to teachers in both conflict and post-conflict situations, in order to improve children's enrolment (Ibid). Finally, it is asserted that parents in the Democratic Republic of Congo contributed in kind towards the education of their children, in time of conflict (Brandt, 2015) and this contributed to the continuity of learning in the areas that were hard to reach, and which were controlled by the rebels.

Further arguments to support the need for communities' intervention in the education of children, as well as capacitating them has been made by Brossard and colleagues (2019). They argue that it is necessary to engage parents in fostering education for their children through playing supervisory roles and in controlling children's learning, in addition to mobilizing resources to support the financial demands related to school needs and requirements. This is basically concerned with parental ownership of the learning of their children, and more specifically, this may be relevant for countries which have been at war for some time, or that are emerging from war like the Republic of South Sudan.

In South Sudan, parents' support to the education sector, in order to promote education for their children has been encouraged by both the government and donors, so as to foster efficient and effective learning during the economic crisis which had even been worsened by the conflicts (Haider, 2021). This author asserts that the parental ownership of the education of children is an initiative to support government and partners' efforts towards education in South Sudan, which had been triggered by the current economic crisis due to the conflict that erupted in 2013, and which has in turn drained all the economic resources of the country: the ownership has generally been in the areas of governing and managing schools, and it has mostly involved only parents who had been in the Parents' and Teachers' Associations (PTAs) (Ibid). But in conclusion, the authors assert that the strategy of parents' involvement in the educational

management and administration has not been successful, since government and partners' funding towards cash assistances to girls and their families, or to schools have been insufficient, inconsistent, and/ or irregular. This poses a big problem because parental participation depends on it without sustainability (Haider, 2021). But to some extent, Bjerkan (2021) asserts in his research that the Parents' and Teachers Association in Maiwut County had been trained by the Adventist Development Agency (ADRA) Organisation to enlighten their colleagues on awareness sessions, to enrol all their children in school. This scenario is unique to Maiwut County, and is rare in most research, and especially in Yambio County.

Similar to the above literature concerning parental involvement in the schooling of their children between the conflicts, Ginsburg et al. (2017) while examining the success of a project that was sponsored by the United States Agency for International Development (USAID), assert that the educational crisis of South Sudanese emerged from the disregard of education for Southerners by the colonial powers, in addition to the power domination which followed the independence of Sudan, until South Sudan became independent: the situation had been worsened again by the fact that even after the independence of South Sudan, there had been little attention paid to the education sector by the government. This chasm in educational service delivery throughout the ages has prompted parents to intervene in school management and governance, so as to foster learning for their children during the wars until independence (Ginsburg et al., 2017; Aquila, 2021). Not only that, but parents also resorted to mobilizing financial resources so as to settle the expenses of their children's learning (Duany et al., 2021; Aquila, 2021). But one thing to note is that even though it has been asserted by Aquila (2021) that after the independence of Sudan and during the war for independence, South Sudanese had been engaged together with their children in farming for schooling, yet this was evidence only in two locations: Yei and

Wau. So, in most parts of the Country parents did not engage deeply in managing the education of their children (supervising their school attendance, paying school fees, providing school requirements, and catering for their welfare in schools).

However, the types of community contributions towards the education of their children which have been enumerated in the above literature differ slightly from the one anticipated in this dissertation: here there is a call for all parents' involvement in the education of their children as opposed to a category of parents: the Teachers and Parents Associations (PTAs). This could be inclusive and sustainable, if parents could revert to the once vibrant idea of mobilizing resources for children's education, which stopped right after the independence of the Republic of South Sudan in 2011 (Aquila, 2021). So, if there were some strategies laid down for the sustainability of parental support towards the education at this crucial moment, especially in regard to the financial constraint which is inherent in the rural areas during conflicts and more specifically at this moment of dire economic crisis, then parents' involvement in the education of their children could be helpful and meaningful. For instance, since children assist their parents in farming works, why could parents not jointly work with them (children), and cultivate a small portion of land exclusively for supporting their children's enrolment and meeting other learning expenses? In fact, engaging in this activity in order to foster children's education could enable poor families to enrol all their children in school, as well as support teachers when the government is unable to do so. This initiative needs to be inculcated into the minds of parents through awareness raising and at special leadership occasions.

Indeed, Axford et al. (2019) define "parents' engagement" as parental or communal support to the education of children to achieve good performance in schools because of a positive involvement in educating children. One strategy to ensure success in children's education

because of parental participation can be manifested at their respective learning institutions, at the homes of individual learners, through teacher parent relations, or communal intervention in supporting children. Therefore, Besides the gaps in parents' involvement in the education of their children which have been mentioned above, there are some situations in which parents, or the community are supposed to intervene, such as the ones highlighted by Axford and colleagues (2019) regarding parents involving in the education of their children in a London based report in which they emphasised on the following interventions:

- Helping children to practice and revise their works at home, especially their writing and speaking skills as well as their ability to study mathematics. This involvement has a significant impact on learners, and it is essential for achieving better academic results through positive interactions with children.
- Supporting children to regularly attend school and remain there until completion is such a good practice which creates mutual relationship between parents and children, as well as creating a tripartite relationship between parents, teachers, and students for positive end results. Moreover, in this practice, parents undertake to provide scholastic learning materials to foster smooth education for their children.

In Axford and colleagues' literature on community support towards the schooling of children, parents' involvement in the education of their children is inclusive rather than embracing only governance, administration, and managerial responsibilities at the school level. But it extends to the family level to support the children educationally, in the light of a dire emergence situation as that of South Sudan. In a nutshell, according to the parental social capital theory, parental participation in the education of their children is a wide discipline that considers a few sensitive precepts that need to be communicated to parents so that they are familiar with

their prerogatives regarding the education of children. Of course, parental responsibilities regarding children's learning are the most missing elements among South Sudanese communities, and these need to be instituted just like awareness raising and the alternative education, in order to engage parents in progressive and successful education for children. Similar to the literature on parents' participation in the education service delivery delineated by Axford and colleagues above, is the example of Tanzania, specifically within the Maasai Community which will be explained shortly.

However, though the parental engagement explained by Axford et al. (2019) is beneficial towards children's education, yet there are challenges pertaining to unequal economic attainment among parents of different social classes. These differences pose breakage in the social networks which could enable parents to contribute equitably to the education of their children.

Applying the qualitative research approach to understand the logic behind engaging children in basic education by the Maasai in Tanzania, Gimbo and colleagues declare them as an example of a positive African community that understands the economic value of education for their children, because the education policies have been clearly explained to them, and because partners support education for children within their community: this contributes to the fact that the Maasai Community is aware of the returns to education (Gimbo et al, 2015). In addition to these factors, the Maasai Community, together with the government, play important roles in ensuring that children are enrolled in school. They support schooling for their children through the construction of learning spaces and local shelters to accommodate teachers; local chiefs undertake to control and ensure that all children are sent to school within the community; the Ministry of education abolishes school fees; the government establishes boarding schools; parents compel children to go to school, with the exception of girls, who are maintained at home

in fear of the fact that they would be spoiled in school, thus losing their value of fetching the required dowries, which is a norm in their cultural tradition. The researchers conclude by asserting that in spite of the efforts exerted by the government, partners and the Community to engage children in basic education, yet some children hailing from poor families do not enrol in school, due to financial and cultural constraints (Ibid).

The gap to be filled here include establishing a sustainable support strategy for the rural poor families, which would enable them to enrol their children in school despite various financial circumstances. Secondly, the example of the Maasai community of good collaboration with both the government and partners is exemplary and could be adopted by South Sudanese to solve the enrolment problem in the country.

Similarly, the United States Agency for International Development donated funds to the 'Room to Learn Project' to support school-based communities' contribution to increase children's enrolment in primary schools in South Sudan: this initiative was intersected by the current war, and it made only little progress (Ginsburg et al., 2017). In this journal, the authors assert that the rationale behind this initiative was to supplement government's financing of the education sector, since education was being underfinanced in addition to the fact that the colonial powers did little in education in South Sudan (Ibid). In conclusion, the researchers recommended more research on the extent of community contribution to the education sector in South Sudan (Ibid), a factor that warrants this research including the use of the social capital theory.

Again, this kind of support is good because it enables the communities to massively register their children in school and to remain there. But the only problem is that it is school based, and as a result, the gap in the literature is that both the government and donors should consider home based support to communities, so that they could sustain their economic empowerment to enrol

children in primary schools. This is coupled with the fact that all the orientations made by partners to encourage parents' support or involvement in the education of children in the republic of South Sudan had been in the administrative perspective (Ibreck et al., 2021; Haider, 2021; Bjerkan, 2021). The intended support in this dissertation involves the mobilization of financial support as it had been the case following the joint independence with Sudan, and during the struggle for the independence of South Sudan (Aquila, 2021; Duany, et al., 2021).

Having seen literature on parents or community's contribution to the education sector, the next step is to present how the existing knowledge on the educational gaps in enrolment between the urban and rural areas influence low enrolment in primary schools in South Sudan.

2.3.1.3 The educational gaps between urban and rural areas in South Sudan.

Education is essential for developing a society to attain its full potentialities through skills relevant for livelihood. It is a lifelong and a cross cutting discipline that cuts across the political, economic, ideological, and cultural aspects (Sanatani, 2020; Ibreck et al., 2021). As a result, some researchers emphasize on the need for adult education as another opportunity for those who missed education due to certain circumstances such as conflict and many others. But in fact, educational gaps exist between the children of the urban rich, women and girls, and the children of the rural poor, in which the last two categories have been marginalized in educational services: unequal educational service delivery in terms of the construction of learning spaces, teacher deployment, and the distribution of school materials, thus affecting the enrolment of children in rural schools (Moro & Talani, 2021). Furthermore, it is asserted that despite of the fact that about seventy six percent of school aged children are in the villages in the Republic of South Sudan, yet both the government and donors have not focused on improving access to

school for the rural children, so as to reduce the rate of illiteracy in the villages, as well as in the entire country (Noveli, 2016). It is also believed that people in the villages depend on subsistence farming, giving them little resources to enable them to send their children to learn in towns, where primary schools are available: this is coupled with the fact that the rate of poverty is also high in the rural areas in addition to the lack of enlightenment on the importance of education for children among peasants (Ibid). Again, according to Haider (2021), most educational services do not reach the villages and as a result, children in those areas have always missed the chance of being enrolled either due to scarcity of schools, lack of teachers, or lack of teaching and learning materials.

In fact, despite the emphasis on the importance of education for children as an important facet of development, the researchers could make some viable suggestions aiming at addressing the educational gaps existing between the urban rich, women, and the rural poor, including strategies for promoting and sustaining adult literacy and numeracy both in the urban and rural areas, which could enable parents and guardians to value education for children, thus improving enrolment in primary schools in those locations. Secondly, the researchers have not proposed a sustainable solution to the educational gap existing between the urban and rural areas, which could probably be an institutionalised enlightenment of parents or the communities on the importance of education and advocacy for communities' involvement in the education of their children. This involvement could be both school based, in which parents could involve in school governance and administration, and home based, where they could be engaged in mobilizing resources to support the education of their children during a financial crisis as the current one in the Republic of South Sudan.

While investigating the socioeconomic issues pertaining to the differences between schooling in towns versus education in the villages, Moro & Tolani, (2021) and the Global Partnership to End Child Marriage (2018) establish the reasons why children in the villages have little chances of being enrolled in schools, and assert that poverty strikes villagers more than citizens in towns, and as a result, children are likely to miss education because of the relatively high costs incurred therein. This is also supported by UNESCO Institute for Statistics (2015) in its quest for investigating the extent to which the EFA strategy has been implemented in the world, especially in Sub-Saharan Africa, and establishing the reason why the initiative has not been successful in some countries in the developing world: mostly the rural communities are poor and ignorant about the importance of education for their children. Wolfenden et al (2013) on their part support this claim, by attributing the lack of female teachers in rural settings to the lack of educated women in the rural areas who could be recruited to serve as examples to girls in village schools. A similar remark has also been made by Mogga (2018) in which he concludes that in Sub-Saharan Africa, the most impoverished women and girls are found in the villages, where they only engage in farming for survival other than hinging on education of some kind or acquire skills that could be copied by their children for livelihood.

While investigating the effects of cash assistances and accommodation to encourage primary school teachers to teach in rural settings in Malawi, Mwenda and colleagues discovered that the policy did not work successfully: they applied the “theory of three Cs: characteristics, condition, and compensation” (Mwenda et al., 2018, p. 123) which aimed at improving teachers’ wellbeing in order to work in village schools. In the closing remarks of this research, the authors recommend the government to increase the cash assistances based on the distance of the village from town, and to encourage the employment of persons willing to teach in the villages in order

to improve enrolment, which is similar to the case of rural areas in South Sudan, where teachers are lacking in the village schools, especially female ones.

In the above research, the researchers could consider giving scholarships and training to primary school leavers in the rural areas to be trained and recruited as village teachers, so as to improve children's enrolment in village schools instead of engaging teachers from town, which is still problematic, especially in a situation of financial crisis as that of South Sudan. Secondly the presence of village teachers from the community would reduce the burden of moving teachers from town to village schools, and even the burden of considering accommodation for them (teachers from towns).

Research conducted to contrast educational affordability in a Sub-Saharan rural area versus that of the urban setting, revealed that children in the villages, or those in foster families do not benefit much from family educational assistances: authentic kinsfolks intervene more in the schooling of their offspring compared to those of foster families; but those in towns and the suburban areas have more advantages as their parents intervene highly in the schooling of their offspring, more than those in the villages, due to financial constraints (Kuranchie, et al. 2017). Simply put, it is argued that educated relatives assist their children in school more than those with little or no education, and that children whose relatives intervened in their schooling performed better than those who did not get any assistance from their family members (Ibid).

Though these researchers have made good suggestions to inform policies on educating the various communities in Sub-Saharan Africa on the measures of supporting the schooling of their children, yet they could have been specific as to what needs to be done to enable parents intervene actively in their children's learning, such as empowering and sensitising caretakers and parents economically to support children's learning. On the other hand, instituting the initiative

of farming for education in the rural areas could be of added advantage as it could empower parents in the villages to financially support the education of their children, especially in time of financial crisis.

On the other hand, schooling is problematic in the villages compared to towns, simply because of the in-availability of schools in the rural areas, which is contrary to the urban settings where there are many schools. This has led to far distances of schools from the communities because of the scarcity of established learning institutions in the villages (Haider, 2021). In addition to that, this researcher has also asserted that learning has been completely difficult for children in the villages during the closure of learning centres in South Sudan, due to the fear of the spread of the corona virus: learning has been conducted only through the media on the radios, but parents in the villages lacked both radios and money to buy dry cells to operate their radios, due to the failure in financing education nationally (Ibid), and also because most children in the rural areas cannot cope up with the system of attending to courses on the radio.

The Global Partnership to End Child Marriage (2018) also asserts that accessing learning is a major problem in the developing countries, especially in the villages, due to several factors affecting access to education. This is coupled with the issue of the absence of female teachers in village schools, simply because the few that are in towns refuse to be posted to the villages, because of the hardships related to village life. Not only that, but it is also assumed that women and girls in the villages are susceptible to the highest rate of gender-based violence, a situation which renders them (women and girls) more vulnerable than their counter parts in towns (CSRF, 2018).

In regard to the above literature on the educational gaps between people living in towns and villages, it could be necessary that the government and partners should promote self-reliance

among rural communities, so that they could be able to sustain the education of their children. There is also need for enlightenment to the communities on the value of education, which is among the main reasons why parents do not consider education as important for their children. Having examined the existing literature on children's enrolment in primary schools, it is equally important to review literature on the causes of low enrolment of girls in schooling in South Sudan, because in most cases, the barriers seem to differ from those encountered by boys.

2.4 Girls' Enrolment in Primary Schools in South Sudan

In this section the focus will be on examining the existing literature on gender inequality in enrolment in primary schools in South Sudan and in some African countries, including reviewing some global perspectives and initiatives on girls' enrolment. The review will focus on the causes of low enrolment of girls in primary schools and the subsequent effects of the gender inequality in enrolment on South Sudanese Communities.

Generally, it has been claimed that enrolment reduced between 2013 and 2015 from forty two percent to thirty five percent (UNICEF, 2015). It has also been established by Clugston (2018) that despite the introduction of financial assistance to girls by the Girls' Education South Sudan programme (GESS), which seemed to have improved girls' enrolment from 2014 to 2018, yet there is a significant number of girls, about sixty three percent that has not been enrolled in school. These assertions and others justify the claim that girls' enrolment in primary schools in South Sudan, has been, and is still problematic. Thomas (2021) as well emphasizes on the importance of schooling and the need to support girls' education so as to ensure that there is equity in development in South Sudan instead of giving adolescent girls in marriage to older men because of money.

While conducting research in order to assess the implementation of schooling for girls all over the globe, King & Winthrop (2015) discovered that about eighty countries out of one hundred and twenty have not succeeded in implementing girls' education, and the Republic of South Sudan is one of them. Some researchers consider girls' education as one of the best things that both the governments, partners, and parents of children should highly value and give it a priority, so as to bring effective change in the lives of children nationally, and in order to foster development as a result of the education given to them, especially girl children (Walker et al., 2019). It is also believed that education for girls provides them with leadership qualities in order to be on the same page with men, to empower them intellectually and economically and above all, to enable them to manage the education of their children for a better future (Kwauk & Braga, 2017). Furthermore, the provision of education for girls enables a country to have healthy mothers who will in turn bear healthy children (Gordon et al., 2019). Finally, it is argued that education stakeholders should consider closing the gender gaps existing in education in their respective countries, and to make educational reforms on gender sensitive basis (Clayton et al., 2021).

While exploring the link between education, war, and security in South Sudan, Haider (2021) highlights the fact that girls' enrolment is challenging as about seventy five percent have not been registered in primary schools, due to several factors hindering access to schooling for them. This claim coincides with what has been mentioned earlier. Some of the reasons hindering girls' enrolment will be highlighted in the following sections. Haider further asserts that the standard of education in this new nation has been greatly affected by political, religious, and linguistic issues since in Sudan hitherto (2021). Seemingly, the crux of the problem in access, leading to low enrolment of girls in primary schools emanates from the political instability of South Sudan:

politicians have given less consideration to the education sector, and as a result, many abled citizens, including politicians send their children to study either in the neighbouring countries or abroad (Haider, 2021).

Endeavouring to examine the problems affecting girls' enrolment in primary schools in South Sudan, Ajak (2019) asserts that despite the fact that women outnumber men as indicated in the population headcount of 2008, yet they are the least in education and about ninety percent have little or no education. In regard to these women predicaments in the education sector, the author recommended that girls' educational policies should be reviewed; parents should be enlightened about the importance of education for their daughters; there should be good collaboration between the education stakeholders in order to better coordinate educational issues nationally and regionally; mentoring should be instituted in primary schools in South Sudan; there should be friendship with nations that are encouraging schooling for girls so as to copy what works well from them; and that schools should be constructed closer to children in the rural areas (Ajak, 2019).

On the other hand, girls' education is affected more by parental attitude towards their daughters: in this regard, every effort to strengthen, or to avail educational opportunities for girls is overlooked upon by parents, because they do not envisage any education for girls rather than having them married, in order to make families (Gordon et al., 2019; The Global Partnership to End Child Marriage, 2018). Gordon and colleagues further enumerate several factors leading to the negligence of female learning such as school-based constraints, insecurity, elevated school fees, the unfavourable behaviours of male teachers, and the presence of biased syllabus and prospectus, to mention but a few.

But contrarily to the above assertion, research by Plant International (2018) confirms that parents had a positive feeling about girls' participation in schooling: it is reported that parents said they recognized the fact that girls should have equal opportunities to learning as well as boys. But the report negates the truthfulness of this claim by parents, and said that on the ground, statistics showed the contrary: it is concluded that only sixteen percent of women in the country are able to read and write out of the total population of twelve million people or more (Ibid). Moro & Tolani (2021) have also given positive remarks about the support that partners give to the education sector in South Sudan; and claim that it had influenced learning positively, especially the financial assistance that had been given to girls and teachers, the curriculum that had been developed, and the support to peacebuilding.

The above literature review on girls' enrolment in primary schools in South Sudan forms the basis for this dissertation, because the objective is to investigate the same issues in order to confirm whether there had been improvement or change due to previous recommendations or not. But still, there are slight differences in the recommendations of this research from the former ones: the idea of examining whether there are institutionalised services for the enlightenment of both parents and children on the importance of education for children, and parental or community economic empowerment in order to enable them pay school costs for their children, especially girls. An additional issue is to look at the role that adult education could play in children's enrolment, especially for girls, if it were institutionalised and maintained smoothly as well as the other sectors that had been enumerated above.

In fact, several factors contribute to low enrolment of girls in primary schools in conflict affected countries in Africa, especially in South Sudan, among which there are the effects of conflict, cultural norms, girl child marriage and early pregnancy, lack of protection of girls in

schools against sexual harassment and violence (International Bank for Reconstruction and Development, 2012; Haider, 2021; Adala, 2016), and the lack of learning spaces (Haider, 2021). These factors will be explored further in the following sections under the causes of gender inequality in enrolment.

2.4.1 The Causes of Gender Inequality in Enrolment

Following the literature review on girls' enrolment in South Sudan, this section deals with the examination of the causes of gender inequality in enrolment of children in school in the whole country. The various literature that had been reviewed on gender inequality revealed that there are at least eight factors influencing gender imbalances in enrolment in South Sudan, which include, but are not limited to:

- lack of female teachers to serve as exemplary to girls in schools, since they shy out regarding specific female experiences such as menstruation on which they had never been advised or taught.
- financial constraints in which poor families are unable to pay for the schooling of their children, and subsequently, they (parents) single out only girls to remain at home in favour of boys or some boys; and the government's failure to avail educational services in the whole country to accommodate children from poor families.
- lack of adult education and vocational training for young fathers and mothers, to enable them take proper care of their children's education through supervision and control during schooling.
- cultural norms in which the different genders have been assigned different gender roles in various activities including education.

- lack of proper sanitation services which makes girls to shy out of school, and the protection issues in schools which generally exposes them to unfavourable treatments by either the male teachers, or their male colleagues.
- government's failure to implement laws enacted on children's education, especially the ones put forward to promote girls' schooling in the light of the predicaments inflicted on them by the patriarchy within the society.
- lack of sensitisation of parents on the importance of education for children, with special attention paid to girls, who have been victimized in education because of stereotypical assumptions.
- the mixing of older boys and girls in the same school, which has exposed young girls to be insecure in schools; and
- lack of learning spaces within the proximity of the families for safe travels to learning institutions (Berenger et al., 2015; Noveli et al., 2016; Haider, 2021; Gordon et al., 2019; Agwanda & Asal, 2020; Sanatani, 2020; Ajak, 2019; UNICEF South Sudan, 2021). These factors will be examined in detail in this section.

Gender inequality has been conceptualised in the literature reviewed as an imbalanced acquisition of knowledge between the male and female, or unequal representation of the genders in school due to the factors enumerated in this section, which have subsequently resulted in unequal representation of the females in the offices, and also in the business sector, due to incompetence's (Berenger et al., 2015; Noveli et al., 2016; Hagen-Zanker, 2017; Gordon et al., 2019). The conceptualized gender assumptions is referred to as women adapted choices engendered by the inequality that exists between genders in education, a condition that has subjugated women to permanent poverty in Sub-Saharan Africa, which needs to be addressed

through cementing the broken links in schooling in order to ensure equality in learning for boys and girls (Ganguli et al., 2014; Mitchell, 2018; Bertocchi & Bazzano, 2019). The gender preference is further amplified by Vleuten et al. (2016), applying the gender role theory while trying to assess how girls and boys choose disciplines in school; they assert that the selections are done in accordance to gender preference where boys who believe in the cultural values would choose to study economics, sciences and mathematics. These subjects generally provide high opportunity for more income, whereas girls would simply prefer to focus on more social and people-oriented subjects generally known as soft skills. According to this claim, the expectation is that boys and girls with culturally gendered ideology have desires for culturally oriented skills and will therefore choose more traditional gender-stereotypical educational subjects.

The literature on the above-mentioned factors that influence girls' enrolment, giving way to gender inequality in education are going to be examined in the following sub-sections.

2.4.1.1 Lack of Female Teachers as Role Models in Primary Schools.

In a study to assess the accessibility of the female learners to schooling in the developing countries, Gordon et al. (2019) assert that the presence of female teachers is necessary in schools because they act as role models for young women, and this is important for changing the mind set of parents about girls' education. It is further asserted that in Sierra Leone, the presence of female teachers is very important to parents as it allows them to send their daughters to schools because they assume that the schools' environments are safe for them. However, in some countries, the presence of female teachers is even discouraged because it poses a threat to discipline in schools. An example is "Fiji", where the government policy is that more male teachers should be trained each year due to the believe that they would be well-placed to

maintain discipline in schools, and this augments gender inequality in the teaching profession, fostering cultural norms.

Therefore, the absence of females in the teaching profession is one of the leading factors towards gender inequity in enrolment of girls in schools in the developing countries including the Republic of South Sudan. Generally, this leads to poor female educational achievements in schools, as a result of the failure to maintain female instructors that have been posted to teach in the primary schools, especially in the villages, due to unfavourable conditions there, such as accommodation, and so on and so forth. But on the other hand, Haider (2021) and Mogga (2018) stress on the lack of trained female teachers recruited and deployed to teach in some primary schools, especially in the villages, so as to attract massive girls' enrolment in learning: in this regard, the authors are highlighting the fact that there is the presence of untrained female teachers in some schools in South Sudan. Though there is no consensus on the exact statistics of female teachers in primary schools in the country, current research indicates that the percentage of female teachers in primary schools stood at sixteen percent only in 2013 (Rich, 2016), while the World Bank Group (2019) concludes that female teachers' statistics ranged only between five and seven percent. Generally, these statistics indicate that there were few female teachers in the schools, who could serve as role models to girls in order to encourage them to enrol massively in schools.

In fact, the phenomenon of lack of female teachers prevails in the entire country, instead of the presence of female cadres in the teaching profession who could be exemplary to girls in primary schools in order to counsel them on the importance and benefits of education, and especially on issues of gender based violence which is usually un attended to, because it is considered as a normative concept within the South Sudanese society (Gordon et al., 2019). The

smaller number of female teachers in primary schools in South Sudan is therefore discouraging to female enrolment, and the government of South Sudan has been advised following the research carried out by Ajak (2019), to consider recruiting trained female teachers to fill this gap in the teaching profession. This claim has also been supported by Haider (2021) when she asserts that the inequality in female enrolment in South Sudan contributes to the presence of only few mistresses in primary schools in the whole country, which in turn leads to the disparity in the enrolment of girls, or inequality in gender parity in education. This is similar in most Sub-Saharan Africa, as compared to the research by Edwards (2015) in Papua New Guinea, in which he argues that gender inequality in education is influenced by the minimum representation of girls in schools, limited number of women on the teaching staff, a high proportion of girls abandoning school, a low proportion of women representation in deciding matters, and urban and rural differences.

It is also concluded in the Global Partnership for Education that the unavailability of mistresses in primary schools discourages parents from enrolling their children in schools, especially girls, since they (mistresses) act as exemplary for girls, and this is a crucial issue in schools in Sub-Saharan Africa (2019), and South Sudan is not an exception.

Using the triangulation methodology and the cross-sectional theory, UNICEF (2015) in its report assessing the status of women and children in South Sudan, confirms the low enrolment of girls in schools in the country, and continues to assert that besides being as an example to female learners in primary schools in South Sudan, the presence of women in the teaching staff could be beneficial to girls in many ways: in improving livelihood skills for girls, and in providing health security for them in regard to gender based violence.

The gaps in these literature, since the absence of women in the teaching staff in primary schools is an outstanding issue in the Republic of South Sudan, especially in the villages, are that the ministry of education, the state governments, and partners could either consider according scholarships to girls in various localities, so that they could be trained as teachers in order to teach in schools in the villages or in places they come from; or the government should provide good and attractive salaries and incentives to teachers, so that it could enable and attract both male and female teachers to teach everywhere in the country. Community involvement in the education of their children could also be extended to include assistance in kind, in action, and in cash, in order to host and support teachers being posted from the towns, so as to maintain them for quality teaching, thus improving enrolment in the rural areas. This strategy should be included in the strategic plan, so that education partners could also engage in supporting the initiative of encouraging equitable representation of gender in the teaching profession in primary schools in South Sudan.

Having explored literature on the role of female teachers as role models for improving girls' enrolment in primary schools, then, how does the financial constraints affect gender equity in education in the Republic of South Sudan?

2.4.1.2 Financial Constraints.

While examining the coverage of quality of education delivery in the commonwealth nations, Gordon and colleagues (2019) touched on the fringes of gender inequality in education and concluded that despite the fact that there were various reasons contributing to the gender gaps in learning, the most important one was the financial cost of schooling. Conducting further examination of the relationship between schooling and gender, Gordon et al., (2019) identifies

the following educational issues affecting gender equality in schooling in Sub-Saharan Africa: high and unaffordable costs of learning; and lack of financial assistance to girls or their families to encourage their attendance in school. This is coupled with the lack of the provision of food for children in schools (World Food Programme, 2020); and the fact that schools are not constructed within communities in order to provide safety for girls and reduce the distance covered to school (World Bank Group, 2019; Ajak, 2019). Family financial positions also matter in children's enrolment in schools, especially for girls, since most parents are not able to enrol all their children in school, but preferably decide to enrol only boys and ignore girls (The Technical Assistant Team at the Clearinghouse for Military Family Readiness at Penn State, 2020). In a similar way, Justino (2014) emphasizes the need for solving the financial dependency of parents among other issues, in order to improve educational services that would ensure equity. In this regard, efforts to eliminate the barriers to girls' enrolment demanded that the education system was designed to be implemented alongside the economic and peace policies. He concluded that economic interventions are essential to reducing poverty and increasing food security. However, he concludes that it promotes child labour in peasant communities.

In an attempt to identify issues contributing to low participation of girls in schooling in South Sudan, Ajak (2019) asserts that families with meagre financial resources in towns and their peripheries find it hard to send all their children to school. He further claims that though schooling is free and obligatory in the country, still there is the persistence of high charges in various schools which parents cannot afford. The reasons for charging parents highly in primary schools have already been explained in chapter 2.4.1.6 above, and because of that, females are withheld at home, and only the males are allowed to go to school.

Furthermore, this is evident in the UNICEF (2015) findings that once a family was poor to the highest extent, a girl's chance of schooling was affected, since the learning cost is high, coupled with the fact that the materials for schooling are also costly, which are beyond parents' affordability. This is also supported by Haider (2021) as she affirms that despite of the tuition free schooling declared in South Sudan, yet indirect school charges such as contributions towards school development programmes in the school, examination paper fees, uniforms, and materials are levied on parents as conditions for learning for their children. There is also transport cost to school especially in the urban settings.

Yet, in research by Adala (2016) while highlighting the constraints to girls' education in South Sudan, he found out that about sixty percent of the total population are living below the poverty line. This poverty situation further complicates the possibility to send children to school, especially girls, as parents cannot afford the high costs of schooling.

On his part, Mogga (2018) confirms this argument, using the conservative and progressive approaches to the feminist theory in examining the dimension and nature in which education is organized in Uganda, Rwanda, and South Sudan, by comparing and interpreting written documents on schooling in the three countries. He concludes that the outcome of this study unveils that regarding the causes of gender differences in learning, girls' enrolment in primary schools in South Sudan is problematic because schools have not been constructed closer to the communities, so as to lessen travelling distances and costs for girls. He also asserts that among the three countries studied, South Sudan has not made a breakthrough in addressing the gender disparities in education; and argues that the "social differences in education cannot be altered through education or within the system of education without changing the sexual division of labour both in the home stead and in the labour market. It is further assumed that in most cases

in Sub-Saharan Africa, including the Commonwealth countries, girls are restrained from attending school due to the high rate of poverty that prevails in this part of the continent (Gordon et al., 2019; UNICEF, 2015). It is further asserted that financial crises seem to be an overarching phenomenon in Africa which contributes to low educational attainment for girls, and gender imbalance in enrolment (Ibreck, 2021; Asongu & Odiambo, 2020): in this regard, the financial hardships of parents in Sub-Saharan Africa do not match with the high school fees that are demanded by various schools to meet the expenses of schooling for children, thus depriving girls from being enrolled in school due to the cultural norms (Gordon et al., 2019). There are as well, the invisible and visible charges of education for girls that need to be addressed to ensure equity in schooling for children (the Global Partnership to End Child Marriage, 2018).

In addition to the above literature on the causes of gender inequality in education, there is also the inability of parents to provide teaching and learning school materials to their daughters in order to be enrolled in primary schools, and especially textbooks to facilitate learning (Avis, 2020; UNICEF, 2015).

In the qualitative research focusing on the strategies to reopen schools in some four countries including South Sudan after the long pause due to COVID-19, in which most female learners have been deprived of education, Mueenuddin et al. (2021) enumerate the educational constraints involved in operating schools during the pandemic and conclude that there had been poor response to education, especially for girls during the aforesaid period. In the perspective of these authors, they assumed that in order to ensure that schools re-open and function smoothly in South Sudan and Ethiopia, and to cover the needs of children, including that of girls, the following three points should be considered:

- The research showed congruence in the recommendations across the four countries: Kenya, Rwanda, Ethiopia, and South Sudan regarding the need for some steps to be taken by the governments to alleviate girls' predicaments in learning, and to re-integrate them into the formal education system.
- The study emphasised on increasing the financing of the education sector to enable learners living with disabilities to access educational opportunities in Rwanda and Ethiopia. It suggested that health centres should be provided, and health education be adapted into the curricula for learners with both sight and hearing impairment.
- Whereas in Ethiopia and South Sudan, there was emphases on increased support for child refugees and Internally Displaced Persons as a priority. In both countries, it was noticed that child refugees and Internally Displaced Persons have not received enough assistance during COVID-19 and therefore, they needed special attention to cover the gaps in learning and the lack of access to educational opportunities.

Here, point number one which deals with the solution to the crisis of girls' education is our point of focus, because it engulfs the need for financial support from whichever source, to support girls' enrolment during the reopening of schools in the four countries following the pandemic.

While assessing the impact of financial assistances to girls in schools, assisting teachers that were not on the government payrolls, and giving assistance to schools by the Girls' Education South Sudan programme, it was discovered that the project boosted girls' enrolment as indicated in schools that received the cash assistances in the years from 2014 to 2017, by five to nine percent (Crawfurd, 2016; Crawfurd, 2017). But it is further claimed that despite the financial assistances that have been accorded to girls, which were supposed to alleviate all the

educational predicaments of women and girls: such as giving them the opportunity to be employed, have a voice, reduce exploitation, minimize poverty, and acquire skills (Hagen-Zanker et al, 2017) for livelihood; yet despite these supports to the education sector, not much progress has been realized in gender equality in education in South Sudan, due to the fact that there were some discrepancies in the distribution of the cash assistances to girls, teachers and schools (Crawfurd, 2016).

In regard to the above literature reviewed on the financial constraints influencing gender inequality in education in South Sudan, the ministry of education could consider raising the issue during the national budgeting, or the education sector strategic planning process, so that an increase in the budget from the current four percent to twenty percent, or more could be discussed and approved by the legislature, to ensure that all educational services are rendered such as: constructing schools closer to communities to provide access to school for children and facilitate schooling for girls; training and recruiting female teachers to act as role models for girls in schools; providing scholastic materials including textbooks to provide quality education; increasing teachers' salaries to maintain them in schools; providing incentives to teachers in schools in hard to reach areas so as to encourage them to love teaching in the villages; constructing houses that could accommodate teachers coming from other locations to teach in localities where they are non-residents; and the sensitization of parents on the importance of education for children so as to enable them to send all children to school, especially girls.

Parents could also be mobilized to contribute both in cash and in kind towards the education of their children, through sensitization. Contrary to Mogga's (2018) assertion, using the same feminist theory, but from the perspective of Eliminating gender differences in education (Humlum et al., 2017), social inequality can only be addressed through education or the

education system, by framing the curriculum of schools in South Sudan to reflect, as well as inculcate positive cultural norms into the minds of boys and girls, so as to change the negative mind-set that has caused gender disparities in enrolment in the past. Finally, parents could be economically empowered to assume the responsibilities of their children's education, through sensitization and orientation on farming for education, or conducting any income generating activities to enable them to settle the cost of learning for their children.

Using the liberal and radical feminist theories as the lenses to analyse the above literature, what is worth noting is that, even though laws and policies have been put in place to force parents to send both male and female learners to primary schools, yet these laws and policies are not being implemented at all, and as a result, the perpetrators of gender based violence are not punished (Ibreck et al., 2020). The same is applied to Head teachers when they ask parents to pay money for developmental activities in the school, an activity which infringes the free education policy (Ibid) and the possibilities of fostering equitable provision of education for both genders, because of the lack of implementation of educational policies.

Other factors leading to gender inequality in education include the lack of adult education and vocational training. These issues are going to be examined in the following sub-section.

2.4.1.3 Lack of Adult Education and Vocational Training.

Some scholars assume that adult education and vocational training have not been availed to parents in South Sudan as an alternative educational opportunity, so as to prepare them to support their children's education, because the school timetables are not liable to change in order to suit new circumstances such as adult learning and vocational skills. As a result, parents have not been able to advise their daughters to go to school: schooling is therefore not attractive to

girls, because of a lack of encouragement from parents due to ignorance (Ayeni et al., 2020; Berenger et al., 2015). Not only that, but vocational trainings have not even been provided to the youth who did not go to school, so as to empower them economically, and to prepare them to be responsible parents to care for the education of their children, including girls (Ibid).

Some researchers assert that in most cases, educated parents, mostly in the urban areas are able and more willing to send their children to school and care for their learning and performance (Kuranchi et al., 2017; The Technical Assistant Team at the Clearinghouse for Military Readiness at Penn State, 2020; Axford et al., 2019). The reason behind this claim is that literate parents understand the benefits of education, since they act as examples to their children, who subsequently aspire to become like their fathers or mothers. On the same token, Clugston (2018) highlights that the high rate of persons with little or no education in South Sudan is responsible for low enrolment of girls in primary schools.

Within the Organisation of Economic Cooperation and Development (OECD), where the literacy rate had been scaled up to around ninety percent and above, it is claimed that educated parents impact the schooling of their children through monitoring of activities, revisions with children at home, sending them to school, and supporting their learning in the least possible ways that could foster their education (the Technical Assistant Team at the Clearinghouse for Military Family Readiness at Penn State, 2020; Axford et al., 2019).

In addition to the justifications of the high rate of illiteracy as an issue of concern to children enrolment, especially that of girls, Pemunta and colleagues (2014) also confirm that women with little or no education in South Sudan account for eighty percent, making them more vulnerable in regard to obtaining jobs or contributing towards their family livelihoods. It is further asserted that one of the major issues within the South Sudanese Communities is the lack

of skills education in order to empower adults economically: life skills training would enable men and women to acquire relevant experiences that would make them self-sufficient, and able to assume the educational responsibilities of their children, as well as overcome poverty (Ayeni et al., 2020).

Ibreck et al. (2021) posit that literacy rates range from 40.26 % among men to 28.86 % among women, and as a result, there is need for both the government and donors to increase investing in education and assist teachers and students to realize good performance and efficient service delivery in South Sudan. Similarly, Avis (2020) asserts that there is a high rate of illiteracy in South Sudan due to the poor economic status of the citizens, and lack of learning spaces and materials. Whereas Ayeni et al (2020) claim that in 2018 the statistics of educated South Sudanese stood at 34.52 % only. The researchers claim that this discrepancy in education comes about as a result of fragmenting financing of education by donors and partners, making it difficult to focus on sensitive components of education, such as vocational training and life skills (Ibid). This claim has been, as well, justified in research by ACAPS (2015), Government of South Sudan, Ministry of Environment and Forestry (2018), Ellsberg & Contrera (2017) and the Economic Commission for Africa (2018), that there was a high rate of illiteracy within the South Sudanese Communities, and highest among women, which contributes to the low enrolment of children in schools, especially for girls. Thomas (2021) as well emphasizes on the need to execute an initiative that would empower women in the villages to gain teaching skills in order to teach in village schools, hence improving girls' enrolment in the countryside, to act as exemplary and counsellors to female learners. The need for mothers' auto-sufficiency and economic excellence has also been emphasized by Thomas (Ibid), when he confirmed the fact that his research revealed the inability of the country to capacitate women, especially to have trained

teachers among them for gender balance in the teaching profession. Bjerkan (2021) also concludes in his research in Maiwut in South Sudan on the community's preparedness to overcome the hurdles of the conflict, that the females in the county were among the most vulnerable individuals that needed support for recovery.

In fact, education is central to a person's ability to respond to opportunities and challenges that one encounters in life, because it equips young people with relevant skills for livelihood and competitiveness within the society (Walker et al., 2021; Moro & Tolani, 2021), such that parents can fully take care of their families, including the provision of equitable education to their children. It is also argued that the absence of skills for livelihood and a lack of education for the youth pose a threat to their chances of leading a better life, and this leads them to doing only causal works for survival (Price & Ornert, 2017). Berenger (2015) as well explored the extent to which children were being exploited for labour force and found out that most women and girls were poor and lacking education to the extent that they could not effectively shoulder the learning of their children, especially girls. He suggested that since the education programme for adult was lagging, the government should provide special programme for women to enable them to be literate, so as to help their children revise their homework after schooling (Kwauk & Braga, 2017). It is also assumed that once war has come to an end, there is need for the integration of the youth in nation building, which involves providing life skills to them, so that they can actively participate in the development of the country, in order to provide equitable education to their children (bid).

In order to accomplish the objectives of goals 3 and 4 of the education for all strategies, the government of South Sudan established the Alternative Education Systems and the Technical and Vocational Education and Training, to address the literacy gaps and to equip the learners

with experiences or skills that would enable them to contribute towards the development of the country (Tikly, 2017; Government of the Republic of South Sudan, 2015). Basic Adult Literacy was also initiated in order to get rid of the illiteracy syndrome that had struck the country because of the civil war, but all these efforts did not achieve the intended objectives, due to lack of financing by both the government and partners and the renewed fighting that subsequently broke out in the following years (Ibid). This assertion has been supported by Noveli and colleagues (2016) when they argue that the education systems intended to provide second chances to the adults as well as life skills for livelihood, have not successfully picked up due to funding constraints.

In the above literature, the gaps include the lack of institutionalised adult education systems and vocational training programmes: in this regard, the government should institutionalize adult education through the alternative education systems which has been set up to assist children and adults who missed schooling due to conflict, and promote or provide enough vocational training to the out of school youth who are posing threats to the society in terms of insecurity. In fact, all the programmes such as adult education, basic adult literacy, life skills training, and vocational training should have established centres with permanent and well-paid tutors, and with continuous and sustainable funding by the government with minimum support from education partners. Vocational skills would empower parents to economically support schooling for their children as well as the life skills training, while adult literacy would enable them to follow up the schooling or attendance and performances of their children on daily basis. But as poverty prevails among adults in South Sudan, there is the need to re-establish the above-mentioned institutions so as to empower parents to assume full responsibilities of the

education of their children, especially girls. Cultural factors also influence inequality in enrolment, which will be examined in the next sub-section.

2.4.1.4 Cultural Norms.

The period preceding adulthood is a crucial moment for girls in which they are more vulnerable to issues impeding their enrolment in primary schools, such as being impregnated or forced to marry at early ages and being violated sexually without action taken against the perpetrators, simply because the actions are considered to be culturally legitimate (The Global Partnership in Education, 2019). A striking factor influencing gender inequality in primary schools in South Sudan is highlighted by Leiber (2017), in his article in which he explores how society, politics, and the economy incite opposition between female privileges and cultural norms in the country. This has resulted in the imbalance in gender equality in enrolment in this new nation, which is attributed to the cultural fragility of the country and the economic crisis it faces due to the current conflict. Leiber further asserts that schooling is not usually prioritized for girls in South Sudan, partly because of the chores they have at home, which boys do not have; and partly because teenage girls fetch high income to parents from dowries, which subsequently leads them (parents) to withhold their daughters at home and force them to marry at the ages below eighteen years. This concept of girls' predicament in education has also been supported by Gordon and colleagues (2019) when they assert that a lack of proper management of girls menstrual hygiene in schools is one of the factors affecting girls learning in South Sudan; this vulnerability of girls in the field of education, therefore prevents them from schooling and as a result parents prioritize giving them in marriage to suitors at early ages.

The same concept has been unveiled by Salem (2018) while exploring the hurdles that girls undergo in war affected areas, where teenage marriages are common ground. In recent years, the enrolment rate of children in formal education has increased, particularly amongst girls at the primary level in urban areas. But this surge in girls' participation in schooling has been both supported and challenged by (CSRF) (2018) that, to some extent, regardless of the increase in girls' enrolment in schools, yet schooling is still problematic for female learners, due to cultural influence and financial constraints. The argument here is that though there has been little increase in girls' statistics in schools, they still face many problems regarding access and retention in primary schools in South Sudan. These bottle-necks include the refusal of some parents to educate their daughters, as some of them, especially within the agro-pastoralist communities, fear that schooling would expose them to early pregnancies or becoming disobedient to parents. However, in some communities, young women play important roles in house chores including fetching water, collecting firewood, washing garments, cooking, careering for babies, and assisting their parents in the farms for food production as well as keeping animals. Hence, sending young women to school would derogate parents of labour, causing an increased burden on mothers. The desire to marry off teenage girls to suitors also affects learning for females.

This further indicates that in South Sudan, parents refuse to enrol their daughters in school, lest they become pregnant, thus disrupting the possibility of bringing high dowries or bride prices to them (parents). In the same research, it is asserted that most educational bills that have been passed to encourage girls' enrolment in schools have been turned down by parents in favour of the traditional laws that are being implemented in place of the enacted laws (Ibid). This is confirmed in the report by The Global Partnership to End Child Marriage (2018) in which it is

concluded that teenage marriages are common on the African continent, a phenomenon which should be addressed by increasing government funding of education to twenty percent or more, from the national budget, and at the same time focusing on girls in order to foster their schooling.

Also applying the feminist theory in research which endeavours to assist in solving girls' issues, and empowering them, Plant International (2018) asserts that young girls globally, and particularly in South Sudan, have been affected by early marriage, a practice which detracts them (girls) from being enrolled in schools. The above assertions justify the claim that female children have the enthusiasm to learn, but culture and its implications does not favour such aspirations, and that once teenagers become mothers at such tender ages, educational opportunities are as well doomed for their children, especially daughters (Plan international, 2018).

In addition to the above effects of the negative cultural norms on girls' education in South Sudan, some more highlights have been made in the cross sectional mixed methods research by UNICEF (2015), in which an investigation was carried out on the plight of women and children, and it has been established that in spite of the rampant girl child marriage in the country, the curriculum and the printed textbooks portray women negatively within the South Sudanese communities, and the socially portrayed gender roles have facilitated women submission to the patriarchal description of roles for women, to which they have succumbed without resistance.

Furthermore, in a report published by Gordon et al. (2019), there is the claim that men are the absolute controllers of most households in Sub-Saharan Commonwealth nations, such that the fate of women depend on what they decide upon: in this regard, most girls are not allowed to enrol in schools due to the customary laws which resemble that of the Republic of South Sudan. In this regard, girls are seen as beasts of burden, and it is preferred that they stay at home just to accomplish the home management that boys cannot do. As a result of the above

conceptualization of girls' roles within the society, parents with poor economic and educational backgrounds think that educating girls is a waste of resources, therefore preferring teenage marriages for their daughters instead of sending them to school (Ibid). These justifications support the claim by Tull (2020) that both pregnancies and marriages at the ages below eighteen hamper girls' education in the country.

In South Sudan, the communities or parents do not value the education of their daughters simply because of the belief that the place of a woman is in the kitchen and she is good only for childbearing and managing the homestead: hence the roles girls play at home bar them from being enrolled in school, which are not the case for boys (Leiber, 2017; Gordon et al., 2019). This is coupled with the fact that marriage from the ages ranging from twelve to seventeen fetches high dowries to the parents, and as a result, girls are forced to marry at tender ages, for economic gains (Leiber, 2017; Ajak, 2019).

In fact, the above assertions indicate the fact that parents miscalculate the income that a girl is supposed to bring to the family if she were educated and employed in order to earn a good salary, and they (parents) only focus on the little money that she is likely to bring at the time of her marriage (Leiber, 2017; Tull, 2020).

In the above literature reviews, the researchers were expected to consider proposing solutions to the predicaments to girls' education in regard to cultural norms. In this regard, the ministry of education could propose regulations that would discourage the negative cultural norms such as teen and forced marriages, including regulating early pregnancies, and submit the propositions to the legislature to be deliberated and passed as laws for punishing the promoters of the offensive norms, which could subsequently favour girls' enrolment in primary schools. Secondly, the solution does not lie only in the positive portrayal of the female gender in the

curriculum as claimed by Gordon and colleagues (2019), but more awareness should be designed to sensitize parents, boys, and girls on equal tasks for children. Regarding the fact that house chores have been left to girls, the ministry of education could as well propose training of primary school children (boys and girls) to equally perform duties at home without setting some tasks only for girls, so that when they reach adulthood, the kitchen would no longer be the only place for a woman in the home stead. These two propositions could address girls' educational predicaments pacifically and could as well close the gender gap in education, and endeavour to eliminate the current adaptive gender preferences, which are paramount contributing factors to women underdevelopment in Yambio County in particular, and in South Sudan in general. Finally, parents need consecutive enlightenment on the importance of education for their children including girls, as well as explaining to them the positive returns of education, so as to discourage early marriage and promote schooling for girls. However, the issue of the curriculum is equally important, and it needs to be addressed by the Ministry of General Education, so that printed textbooks do not portray a negative image of girls or women within the South Sudanese Society.

After having examined cultural norms as the contributing factors to gender inequality in enrolment in South Sudan, the next step is to look at the lack of proper sanitation services and protection of girls in schools in the following sub-section.

2.4.1.5 Lack of Proper Sanitation Services and Protection of Girls in Primary Schools.

Generally, there is shortage of wash facilities in primary schools, and the least available ones have not been provided separately for girls in most cases; this is coupled with the fact that teachers are not trained to offer health education to children in primary schools, especially girls,

a condition that could enable them to enrol in schools (Salem, 2018; Edwards, 2015). In addition, girls are not protected on their way to, and while they are in school (The Global Partnership to End Child Marriage, 2018). Above all, village schools are the most affected by the lack of sufficient and separate sanitation facilities for girls and the lack of protection on their way to, and from school (Mogga, 2018). On the other hand, girls are also prone to insecurity while going to school, and even when they are in school. This dire security concerns are further worsened by the fact that there are no female teachers to whom the girls could confide their predicaments and secrets in schools (The Global Partnership to End Child Marriage, 2018) so as to be counselled and guided in regard to their menstruation periods and other female issues arising.

Another type of inequality in South Sudan is when girls are discriminated upon just because of their sex and gender by both teachers and colleagues, especially in schools, in which they are harassed and looked down upon. These acts on girls incite humiliating situations to girls and it refrains them from enrolling in learning (Global Partnership for Education, 2019; Salem, 2018). This exposes girls to the likelihood of contracting sexual transmitted diseases such as Human Immuno-Deficiency Virus and the Acquired Immuno-Deficiency Syndrome (Ibid). This claim has been also supported by Kwauk et al (2017) and Tull (2020) when they emphasized on the possibility of girls contracting diseases through the subsequent sexual harassment due to the contact from the gender-based violence.

On the same token, UNICEF South Sudan (2021) makes a similar claim when it highlights the absence of health facilities and services at the learning centres, making it difficult for girls' safety in schools due to a lack of protection of their privacies and missing hygienic care. It is further emphasized in the report that the insufficiency of health services in schools

couples with the absence of safety for girls both on their way to the learning centres and within the school compounds.

It is also assumed that the issues of gender inequality in education in South Sudan, which might greatly affect girls enrolment in schools include women's inaccessibility to health services which affects their sexual reproductive health: particularly lack of medicines, qualified medical personnel to render the least available health services, and even a lack of health centres in which health services could be offered to women and girls, not to mention the unavailability of both health centres and services in primary schools in the country (Leiber, 2017; Salem, 2018). The health-related challenges are further highlighted by Salem (2018), that there is always the lack of health services for girls during their menstruation periods, as well as the lack of separate washrooms exclusively for girls in order to respect their privacy. This is coupled with the fact that water points are far from the communities or schools, and girls encounter harassment while travelling on far distances to fetch water (Ibid).

Though Gardsbane et al. (2019) claims that the United States Agency for International Development (USAID) has put counselling services in place for gender-based violence survivors in South Sudan, yet the authors conclude that the services are not available throughout the country, not to mention in schools: so, school girls do not benefit from the least available health and counselling services that had been established in some places for handling incidences of gender-based violence and response. They also conclude that it is not easy to handle the effects of gender-based violence and the related health hazards it entails (Gardsbane et al., 2019; Salem, 2018), and the same might continue to affect schoolgirls due to the lack of health centres, personnel, and services.

Of course, the availability of water and good health services is vital to the welfare of women and girls, because it provides an avenue for good health, but this is doomed by destruction due to the conflict, leaving damaged health facilities within the communities and in schools (Avis, 2020). Even while examining the strategies available for youth and school children in Maiwut County in South Sudan, to respond to the hazardous conditions in the nascent country, Bjerkan (2021) identifies the facts that the shortages of health services and medicines were highlighted by the community, so as to offer treatment to girls both within the community and in schools. In fact, the provision of medical services, potable drinking water within communities and in schools is essential for girls' schooling, because their health problems can be handled smoothly when those services are available (Avis, 2020).

Girls also undergo further mistreatments from the soldiers involved in a conflict, in that they are harassed either on their way to school, or even in school and within the communities: this insecurity even ends up in a situation of forced marriage and un expected and un-wanted pregnancies, therefore posing a threat to parents in sending their daughters to school (Global Coalition to Protect Education from Attacks, 2018). In addition, girls also experience violence from boys in school, as well as from men within the communities and those behaviours pose threats to girls' learning globally, and in South Sudan in particular (Plan International, 2018).

Additionally, it is claimed that girls experience deficiency in nutrition and they are exposed to human immunodeficiency Virus and acquired immunodeficiency syndrome, and that only schooling can reduce the threats and restraints involved during the stage of girls' development, because it serves as a strong defensive facet and encouragement to girls in deciding on their fate: schooling improves economic growth and lifestyle; it reduces teenage marriages, hasty gravidity, and fecundity; it provides an improvement to their well-being and

diet; it raises aspirations of girls higher than usual; it strengthens girls' ability to participate in the socio-economic issues and to work in the offices; and it would render them critical thinkers (The Global Partnership for Education, 2019; Haider, 2021).

However, the United States Agency for International Development has ever been a close partner of the Republic of South Sudan and had been attempting to identify the hazards of gender-based violence in the nascent nation. As a result, research has been conducted by Gardsbane (2019) under the auspices of this organisation, and the outcome had been that some intervention strategies had been laid down for the management of gender-based violence in some communities within the country, and in schools. This research has also focused on the favourable conditions necessary for schooling for girls, with special attention paid to the strategy of empowering both women and girls to alleviate the effects of gender-based violence.

The gaps in the above literature on sanitation and protection of girls in primary schools include the fact that sanitation issues in primary schools need to be planned in collaboration with education partners, so that health facilities are established in schools with the involvement of parents, to ensure that every school becomes friendly to girls, in which their privacies are respected and handled properly. This could be coupled with the programme of training female teachers to counsel girls on health issues and to respond to their reproductive health problems in schools, and training matured girls to locally prepare sanitary pads for use during their menstruation periods. This is the reason behind the request for increase in the financing of education in the Republic of South Sudan, so as to cater for the missing educational services.

Following this section is the fact that the government has not always implemented the various laws that have been passed to safeguard children's learning in South Sudan, especially

regarding girls' education, and this challenge is going to be presented in the following sub-section.

2.4.1.6 Government's Failure to Implement laws Enacted on Children's Education.

Firstly, to implement a policy in a specific field is to put what had been agreed upon as a strategy into action by those involved in a particular field, such as education, which is generally known in this case as "education policy implementation" (Viennet & Pont, 2017, p. 8). It is equally important to highlight the need of implementing such strategic ideals laid forward for improving and promoting equality and quality of education in a country like South Sudan, which is hit by several financial constraints as far as revenue collection and management are concerned (African Development Bank Group, 2018). But According to Viennet & Pont (2017) the requisite processes in policy implementation involve measures that are put down for action. These measures are affected by a plethora of issues such as the fact of not focusing on implementation during the strategic planning, on the execution strategies of the actions to be employed; the failure to recognise the fact that the expected reforms need the involvement of implementers at all levels of the system; the absence of a proper coordinating mechanism for the execution of the action points, or the established initiatives; inadequate allocation of funds to finance the implementation of the established activities; the failure to consider the capabilities of the implementers including their response mechanism to the expected change(s); and the necessity to review the measures for implementing the reforms in order to adjust them to the modern governing and management strategies.

In the same vein, the implementation of the education policy of free and compulsory education introduced by the government of South Sudan in primary schools, and other

regulations supposed to improve girls' enrolment have always been problematic in that head teachers still charge high school fees from parents, or impose other unaffordable charges on learning, because they lack money for services, especially for teaching materials like chalks and attendance registers, making schooling inaccessible to children from poor families, especially girls (Ajack, 2019; Avis, 2020).

Finally, the imbalance in women's education in South Sudan is caused by the paucity of their economic empowerment, and the failure of the government to implement all the laws which have been enacted to reduce gender differences in education, such as the child education Act which was passed in 2012 (Leiber, 2017; Conflict Sensitive Resource Facility, 2018; Walker et al., 2019) which could have regulated children's education, especially that of girls, and which would have improved the enrolment of both genders in schools. The child education Act has not been implemented simply because of a lack of proper planning, including funding and the capacity building of teachers and law enforcement personnel (Viennet & Pont, 2017) to enable the success of the policy that had been put in place for the improvement in girls' enrolment. This is compatible with the claim by Ajack (2019) that there is no esteem for education for girls in South Sudan, and that culturally, girls are not privileged to learn due to the norms that South Sudanese cherish, which makes the enacted laws to be of less importance simply because of the connection with girls' schooling which is impertinent within the communities of the country.

On the other hand, Noveli et al. (2016) have conducted research regarding the difficulties faced in educating children in South Sudan, and while endeavouring to implement the educational policies that have been put in place for the improvement of education service delivery system, which has so far caused stagnation in female learners' enrolment, they discovered that despite the formulation of education policies that embraces the global education

strategies, without paying attention to the magnitude of inequality in education engendered by war and the subsequent impact on cattle keepers and the youth, the policies pertain to educating girls and the vulnerable groups in South Sudan. Though some remedial principles have been put in place through the Alternative Education System skills training, there have not been good mechanisms for implementing these policies. They assumed that poor financing of the education sector constitutes one of the major factors contributing to failure in the implementation of the educational policies that have been developed so far. In this regard, they claim that the education budget was only five percent in the years from 2014 to 2015. These authors further argue that the poor funding of education in South Sudan is far less in comparison to the money spent on security, and this has greatly affected teachers' remuneration.

This assertion is further supported by Ibreck et al (2021) while trying to investigate the nature of school management and administration in South Sudan. In their research, they discovered that despite the educational policies that had been set up to foster education in the nascent country, yet there are diverse constraints in implementing the strategies set for achieving the goals, and these constraints hinder the realization of those policies, as well as rendering them invalid or unexecuted.

It is also argued that South Sudan has a compatible education strategic plan, conforming to that of the globe, especially the Education for All children initiative (EFA), but the scarcity of financial resources has hampered its effective implementation (Tarlea et al., 2021). This is coupled with the fact that with the persistence of conflict, partners' support towards education has been reduced, because all donor supports are primarily geared towards humanitarian assistance instead of education. Bertocchi & Bazzano (2019) also support this argument when they affirm that several policies have not been implemented due to some customary and cultural issues barring the

implementation, especially when the policies are related with girls' education. Kuyok (2019) as well underlines the issue of lack of implementation of a fundamental educational policy document which concerns the curriculum of the nascent country, due to the existing economic crisis leading to the shortage in adequately financing educational programmes, as well as implementing the educational policies that had been established in the country.

In the above literature the researchers were expected to suggest strategies to address government's failure to implement laws enacted to improve education for children in South Sudan, especially for girls. The ministry of education could liaise with the legislature and the ministry of local government to ensure the implementation of the enacted laws at all levels of the government. There is also the need to mobilize financial resources for the implementation of government policies, so as to ensure development at all levels in the country. This should be aided by instilling political willingness into the governance of the republic of South Sudan, in order to expedite the implementation of the enacted laws. There is also need for the provision of service money in form of capitation grants, but in time, to schools before the beginning of the academic year, and prior to the starting of every school term, in order to facilitate the provision of necessary teaching and learning materials to teachers and pupils, so as to fully implement the free education Act. Finally, there is need to establish implementation mechanism(s) to ensure the execution of all formulated educational policies, in order to conform to the education for all initiatives.

The act of not sensitizing parents on the importance of education is another factor influencing gender inequalities in education in South Sudan, which is going to be handled in the next sub-section.

2.4.1.7 Lack of Sensitization of Parents on the importance of Education for Children.

A major factor influencing gender inequality in education in South Sudan is that parents are not adequately sensitized on the importance of education for children, especially girls, in order for them (parents) to be engaged in enrolling children in schools regardless of their gender. Generally, the inability of disseminating information to parents and education stakeholders about the importance of education for children, especially girls is detrimental to their education (Gordon et al., 2019), as parents remain ignorant about the value of education and do not enrol all their children in school as expected. For instance, Edwards (2015) underlines the importance of explaining the significance of educating parents, teachers, and education stakeholders on the importance of children's education, especially enrolling girls in schools, in Papua New Guinea. Similarly, Lacko (2011) highlights the need to educate women and girls on the necessity and benefits of educating girls, especially in the rural areas of South Sudan, in order to address the patriarchal domination which is rampant within the South Sudanese society. Additionally, some researchers point out that both women and girls should be educated on their rights; and they conclude by underlining the fact that the sensitization of parents would enable them to abandon or deviate from the cultural believes that girls are the sources of income, and that their place is only in the kitchen (Lacko, 2011; Berenger et al., 2015). It is highlighted by Conflict Sensitive Resource Facility (2018) that awareness to parents may increase the chances of girls in schooling as their parents are informed about the advantage of educating daughters, which include gaining more from them compared to the bride prices, but yet this must be handled seriously in South Sudan.

It is also argued that parents do not consider female children's schooling as important due to lack of awareness to them on the subsequent importance of sending girls to school (The

Global Partnership to End Child Marriage, 2018). This has made both parents and the communities to ignore girls' education on several fronts, especially in regard to providing safe learning environments for girls' schooling, as well as encouraging them to access schools (Ibid). An example of the success of conducting awareness to the communities or families on the importance of education for children, especially girls' schooling has been highlighted by Gimbo et al. (2015), when they concluded that households in Tanzania were able to seriously consider schooling for their adolescents, because of the enlightenments they got from the government and education partners. In the same vein, Ajak (2019), while endeavouring to delineate issues affecting girls' schooling in this new born country (South Sudan), underlines the absence of enlightenment to parents as the most alarming issue affecting girls in schooling, among other factors. He further asserts that lack of enlightenment to girls on the importance of education to them has rendered them more vulnerable in that they assume schooling to be only for boys, because the nature in which God created boys is fit for learning, since it is associated with responsibility which is a masculine attribute (Ibid). Adalla (2019) while trying to identify issues hampering female children from learning in Terekaka, in South Sudan also supports the assertion that lack of enlightenment to female children on the importance of schooling has left majority of them not enrolled in school.

In a report by Plan International (2018), it is asserted that besides the lack of awareness to both parents and children on the importance of education for children, especially for girls, female children have not developed interest in learning, and their parents as well have not embraced education for them as an important tool for empowerment and development within the communities.

The gap here is that the researchers could have considered institutionalising awareness raising within various communities, in order to sensitize parents and children including girls on the importance of education in shaping a brighter future for them and engaging the government, education partners, and stakeholders in planning awareness sessions in sequences, beginning from the time children are on holidays, so that parents could be reminded to massively enrol all children in school at the beginning of every new academic year. The current system of sensitization is quite insufficient, and it does not even reach all parents as resources are meagre to assist with the coverage of the whole country with educational awareness to parents and children. In this regard, the right mode of awareness raising would have been at the community levels throughout the country, so that the message could reach every parent and every child. But the current sensitization strategy is only based on meeting with a few parents in urban schools or in holding rallies in towns on the ‘Back to School’ initiative, which is not enough for the sensitization of the entire nation on the importance of education for children, including girls.

Mixing older boys with young girls in the same school and in one class is another factor that affects girls’ enrolment in schools in South Sudan, which is going to be discussed in the next sub-section.

2.4.1.8 The Mixing of Older Boys and Girls in the same School.

Finally, the act of mixing adolescent girls between the ages of twelve and above with adult boys in the same class, due to late entry in school because of the conflicts destabilizes girls’ education as the older boys tend to be a threat to young girls: the boys abuse the girls sexually and sometimes tease them, making them shy away from school and remain at home, or sometimes get pregnant at tender ages (Hagen – Zanker et al., 2017). This assertion is further

supported by UNICEF (2015) in the mixed methods research in which an assessment of the condition of children and women was conducted in South Sudan, using the cross-sectional theory: in this study, it is concluded that the enrolment age limit in primary schools is thirty years. Reasons behind this phenomenon is the inefficiency or even the absence of effective education system that could accommodate adult learners in a separate institution instead of merging them together with young or teenage female learners (Ibid).

In the qualitative research to assess how the management of the education sectors in Kenya and South Sudan promote peaceful coexistence and recovery, Noveli et al (2016) found out that most of the learners were above primary school age. This was a bottle neck to the normalcy of girls' schooling, especially the young ones, which was mainly caused by the lack of learning programme for older learners who are also yearning for the knowledge which they missed at childhood due to conflict.

Mixing teenage female students with boys aged beyond the age of eighteen in the same schools or classrooms is detrimental to their education as well as demoralizing to them. This practice exposes teenage girls to some hazardous effects as a result of the bad behaviour, which is generally gender based violence perpetrated by the aged boys (Noveli et al., 2016). The direct consequences of boys teasing girls and abusing them sexually are that the female learner may abandon school because of shyness, or she may become pregnant and stop schooling. For the male learner, he may try to escape the responsibility for the pregnancy, and as a result, he would run away hence stopping learning as well.

Mixing teenage girls in the same school or class with older boys is alarming as it contributes to low enrolment of girls in primary schools, and alternatives need to be sought for the entry of older boys in primary schools. This could be facilitated by institutionalizing the

Alternative Education System, which is currently operational, but not actively, due to the less remunerations given to tutors involved in teaching adolescents after the conflicts. Specifically, the salary structure needs to be equal to that of primary school teachers for effective teaching, so that the older boys and girls could enrol massively in the alternative education programme because of quality teaching and availability of the programme.

After having looked at the existing literature on the causes of gender inequalities in both the African and South Sudanese contexts, the next step is to examine the effects of gender inequality in enrolment on the communities of South Sudan.

2.4.2 The Effects of Gender inequality in Enrolment on South Sudanese Communities.

One of the main effects of gender inequality in education on the South Sudanese Communities is the domination of the female sexes by men, as highlighted by CSRF (2015) research, in which extracts of some important documents on gender issues in South Sudan were analysed, and the result indicated that the South Sudanese society still maintained the tradition of patriarchy in which men dominated women despite the twenty five percent and the equal rights offered to the female gender by both the peace accords and the national constitution respectively. In this regard, the female gender perpetually suffers from inequality in the various fields, especially in the villages, as well as in towns, including girls in schools due to lack of implementation of Acts stipulating gender proportion in the country (CSRF, 2018; Berenger et al., 2015).

Another effect of gender inequality in education on the South Sudanese communities is that it has contributed to the lack of female teachers in schools across the country (the Global Partnership for Education, 2019). This is coupled with the fact that there are few educated

women to serve in the offices within the South Sudanese Society as a result of the inequality, and as such the women are economically poor compared to men (Leiber, 2017). Furthermore, Mogga (2018), while examining the dimension and nature in which education is organized in Uganda, Rwanda, and South Sudan, concludes that South Sudan is the least on the list in improving gender equality in schooling, compared to the other two sister countries in the region. These factors further complicate the likeliness of girls enrolling in schools in South Sudan due to the fact that there are no women prospering in the labour market, so as to draw the attention of girls to schooling.

In regard to the effects of gender inequality on the South Sudanese communities, it seems to be under-researched, and there is not enough information on how the communities suffer as a result of the educational gaps between the genders. Therefore, there is need for more research in this area in order to ascertain the subsequent effects of the missing education on the entire South Sudanese Society.

However, in this dissertation, two effects will be examined in relation to the unequal provision of education in the Republic of South Sudan, which will follow in the next section.

2.4.2.1 Negative Transition of Girls to Adulthood.

Teenage marriage is common in developing countries, including South Sudan, and once a girl is married at a tender age, she no longer stands the chance to continue schooling (Wodon et al., 2018). As a result of the early breakage in schooling, most girls that get married at tender ages become mothers and grow into adulthood without lucrative professions that could make them financially supportive to their families, because of the missed education due to teen marriage (Ibid). Secondly, young girls recognizing their uniqueness through self-quest for

personality and skills attainment, strive to prosper economically through selling petty items as a result of the missing opportunity in the field of education for economic empowerment (Haider, 2021). However, contrarily to some assertions by certain scholars in the research by the CSRF (2018), it is argued that regardless of the female subjugation to the patriarchal norms, yet they become the supporters of their children after the demise of their husbands in the battle, and as a result, they become the responsible persons in the families, playing the roles from which they had once been culturally banned. Generally, this poses a gap in child development in South Sudan, which includes educating children, since the single mother parents of children lack financial resources and employable skills to care for their children's schooling.

Another aspect of the negative transition of girls to adulthood has been highlighted in a report by Plan International (2018), in which it is asserted that young females have been prevented from accessing schools and as a result, the majority of them, including women, are uneducated and some have subsequently resorted to prostitution for survival.

In regard to the above literature, it is necessary to think about the women predicaments resulting from the lack of education and some empowerment strategies should be suggested to involve survivors of this situation in vocational training of some kind, which could offer them positive transition to adulthood, through economic empowerment.

Lack of women economic empowerment is another sensitive element in women excellence within a community, which also stems from gender inequality in education in South Sudan. Therefore, this issue will constitute the body of literature in the following section.

2.4.2.2 The Lack of Economic Empowerment of Women

It is argued that early marriage affects women's economic empowerment, subsequently affecting girls' schooling due to poverty, and endeavouring to end it necessitates finding solutions to the above challenges to girls' enrolment in schools (Hagen-Zanker et al., 2017; The Global Partnership to End Girls' Marriage, 2018). Furthermore, it is believed that teen marriage impacts negatively on women's abilities to generate income, because they lack skills for income generating activities (The Global Partnership to End Girls' Marriage, 2018). Educating girls is essential for livelihood as they become equipped, through schooling, with skills that will enable them to fare well economically, thus strengthening the family living standards, as well as ensuring that children's welfare is valued, including the fate of girls in learning (Salem, 2018). Therefore, not enrolling girls in school brings about economic imbalance within a society, which would hamper development nationwide. Of course, it is asserted by some scholars that adolescent females, as well as women in the Republic of South Sudan encounter many constraints preventing them from schooling and subsequently from contributing toward the economic development of the country, since most of them, about seventy five percent have never been to school (Haider, 2021; Bjerkan, 2021; The Global Partnership to End Child Marriage; World Bank Group, 2019; Ajak, 2019; Plan international, 2018). However, Ajack (2019) asserts that girls' educational predicaments, which lead to their retardation in education and skills training for livelihood, originated from their adapted preferences in which they consider themselves as not being eligible to go to school, since schooling is a male task which is irrelevant for them.

It has also been claimed by Berenger (2015) that the lack of female financial assertiveness is a significant cause of poverty for the female gender in Sub-Saharan Africa, due

to the lack of schooling or skills acquisition for livelihood. Therefore, the disparities between girls and boys in education is a big challenge for female financial excellence and stability in the South Sudanese society. This is supported by Leiber (2017) in his article in which he asserts that the imbalance between the genders in the new nation emerges as the result of the educational gap between boys and girls, cultural and economic factors, finally leading to a lack of economic empowerment.

The above-mentioned arguments are actually the conditions on the ground, but they could be addressed by proposing alternative solutions that could enable women to fill the existing education gap, and this can only be through institutionalizing institutions that can promote girls' schooling: such as the alternative education system and awareness raising nationwide, that this dissertation aims at proposing as a solution to the gender gap in education in South Sudan.

Having looked at the effects of low enrolment of girls on South Sudanese Communities, what could be the suggested solutions?

2.4.3 Suggested Solutions to the Low Enrolment of Girls in Primary Schools

Suggested solutions to the low enrolment of girls in primary schools in South Sudan are actually proposed remedies to girls' predicaments in the education sector in the country. In the literature reviewed in this dissertation, the authors suggested the following: the provision of financial assistances to girls, schools or their families, educating mothers or parents, the government and partners providing educational services, and raising awareness to both parents and children which are going to be further elaborated in the following sub sections.

2.4.3.1 Financial Assistance to Girls, their schools, or to their Families.

Cash assistances to girls, their schools or to their families play a major role in improving girls' enrolment in primary schools as it has been identified by Hagen-Zanker et al. (2017) in a quantitative review of the influence of financial support to women and girls, in which the authors found the correlation to be significant. The authors also assert that the financial assistance enabled the female learners to enrol in schools and become educated in order to get employment as a result of the skills acquired; it also promoted full participation of females in schooling. To some extent, the participation in schooling minimized the use of girls in labour, and as a result, female partners were able to decide on pertinent issues, to have the right to choose, and therefore, lessening gender-based violence on girls and women as they become literate. In conclusion, the authors claim that giving cash assistances to girls or their families empowered women economically (Hagen-Zanker et al., 2017).

Similarly, in a quantitative research giving the latest information about the 'Girls' Education South Sudan' project (Crawford, 2017) the author examines the impact of financial assistance to girls and, or, their families on girls' schooling, and the findings indicated that their enrolment has increased as a result of the support: he further asserts that enrolment in South Sudan increased by twenty one percent, compared to the two preceding years (Ibid).

On the other hand, in a mixed method research aiming at assessing the effects of financial assistance to girls on enrolment through the 'Girls' Education South Sudan Cash Transfers' programme (Clugston, 2018), which was a project targeting to eradicate the factors impeding girls' schooling and support gender equality in schools in South Sudan, the author asserts that the money transferred to girls' schools or directly to them, increased their statistics in schools from 2014 to 2018. It is also claimed that this money was helpful in many ways to the girls because it

enabled them to purchase items necessary for their education and even to pay their school requirements, thus improving enrolment (Clugston, 2018; Hagen-Zanker, 2017).

However, some scholars such as Hagen-Zanker et al. (2017) further argue that though financial assistances have been given to girls, their schools or families, yet only boys have benefited from these supports, because of the unchangeable influence of cultural norms which have prevented girls from benefiting from the assistance that was intended for them, or due to unforeseen constraints by education providers in South Sudan Haider (2021). One of the adverse educational issues that has been highlighted above is the cultural factor which is inherent in the South Sudanese society, and which contributes negatively to women economic empowerment and development. This justification supports the assertion in this dissertation that girls' enrolment had been and is still problematic in the new nation. But to sum up, Kwauk & Braga (2017) also emphasise that educating young females can result in a reduction in the educational gap between men and women. They conclude by insisting on both young females, as well as women, to acquire vocational skills, so as to be empowered economically, for livelihood and development.

However, this dissertation differs from the literature reviewed above in that it advocates for the sustainability of such financial programmes, and this should be by empowering parents financially through income generating activities or farming for education. Secondly, this research also advocates for institutionalised awareness raising, which would be helpful in sensitising parents on the importance of education for children, especially girls, to fully benefit from such programmes of assisting them financially as stated above.

But educating mothers is another solution to improving girls' enrolment in primary schools, which will be examined in the following section.

2.4.3.2 Educating Mothers.

Educating mothers in order to improve girls' access to primary schools has been stressed by Berenger (2015) as the most feasible way forward for improving children's enrolment in schools, especially that of the female learners (Ibid). On the other hand, sensitizing women on the importance of education, providing non-formal education and literacy to women both in the urban and rural areas, and educating them on their rights would be an added advantage to improving girls' enrolment (Salem, 2018; Lacko, 2011; Abuya et al., 2018). Considering the importance of educated mothers in fostering education for their sons and daughters, some scholars confirm a similar concept that children are likely to be influenced by their mothers' level of education, to perceive the positive outcomes of schooling (Abuya et al., 2018), so as to enrol massively in primary schools. This assertion underlines the fact that illiterate mothers are liable to underestimate the importance of education for their children, especially girls, resulting to low enrolment of girls in schools, a factor that can only be overcome by providing some education to girls in order for them to be responsible and caring parents.

On the same token, educating women has a positive bearing on girls' enrolment in schools, because educated mothers highly value education for their children, especially daughters: thus, pending the marriage of their daughters to a later age, probably after completion of schooling (Wodon et al., 2018). Educating women does not only enhance girls' enrolment in school, but educated mothers are also empowered to get better jobs and earn good income that would permit them to pay the school fees for their children's education, including girls (Abuya et al., 2018; Wodon et al., 2018). Wodon et al. (2018) further assert that the more parents are educated, the more they are liable to think about higher future achievements for their children in the field of schooling, as well as in the job market. On the other hand, educating girls to become

experienced and skilled mothers has a positive bearing on women's contribution towards the development of a country or a community. This group of researchers equally emphasize on the enlightening of families both in the urban and rural areas, so as to foster education for their children, especially daughters (Ibid), in order for them to be future leaders or designers of the economic development and promoters of social cohesion in their country.

Another interesting aspect of educating girls as future mothers is that they would become decision makers within their communities and be able to escape gender-based violence, since they will, at this moment endeavour to fight against it with iron hands. Education in this sense acts as a liberator to women, besides being the promoter of excellence in the economic arena (Salem, 2018).

To sum up, it is assumed that the “social capital” or in this case the “family social capital” theory (Kuranchi, 2017, p. 208), involves empowering young human beings with the ability to perform certain tasks, possess relevant skills, and attain different levels of socio-economic progress and development. This theory is relevant and compatible with women economic empowerment, which can only be gotten through the provision of appropriate and requisite education to children.

This literature conforms to the objectives of this dissertation, because it emphasizes on educating parents, especially mothers, in order for them to foster development and to care about the education of their children, especially daughters. But the education envisaged for both parents and future mothers is the institutionalised alternative education system, so as to accommodate learners and sustain the programme.

The Provision of educational services would further enhance girls' enrolment in primary schools as will be presented in the following sub-section.

2.4.3.3 Provision of Educational Services.

Other highlights of a number of exemplary plans which have been employed by countries like Malawi and Burkina Faso, which have yielded positive results in increasing girls' enrolment, include but are not limited to: constructing learning spaces, training and managing teachers, conducting orientation on gender issues, and motivating and mobilizing the communities to invest in girls' education (The Global Partnership to End Girls' Marriage, 2018).

For instance, (King & Winthrop, 2015) recommend that the third world countries and partners should focus on gender equality in education and formulate policies that promote girls' education for development. It is also worth mentioning that in South Sudan, many services such as those enumerated above and more, are missing in the education sector. Such services include empowering teachers with teaching skills for efficient and effective service delivery. In addition to that, it is assumed that managing the welfare of girls through supporting them socially and financially, so that they could love their professions, and educating parents to be literate in order to be economically independent and employed in order to care for their children's schooling (Sanatani, 2020; Kwauk & Braga, 2017) would provide favourable ground for girl child education as well as bridging the gender gaps in learning in order to ensure parity in education all over the nation (Leiber, 2017; Kwauk & Braga, 2017; Berenger, 2015; Clugston, 2018). Constructing learning spaces within communities to reduce the distance to schools for children, especially girls, or separating female learners from the male ones (Ajak, 2019; World Bank Group, 2019); and recruiting and posting teachers to every learning institution on gender sensitive basis (Haider, 2021), or managing the health issues of girls in schools (Kwauk & Braga, 2017; Leiber, 2017) can also contribute highly to girls' enrolment in schools.

In conclusion of this literature review, the researchers have highlighted many variables influencing low enrolment of girls in primary schools in South Sudan, as well as the subsequent impacts of the low enrolment on the South Sudanese communities. The variables include poverty, illiteracy, low budget of education by the government, the presence of few female teachers in schools to act as role models and counsellors to girls, inclusion of older boys in the same school with young girls, poor teacher development and management, distance to schools, the insufficiency of donor funding, and educating mothers. But since not much has been done to salvage the educational situation in this new nation, there is need to try enhancing some of the strategies which had been suggested by various researchers, which had also been implemented by the education sector in South Sudan, including partners, but have not yielded practical results. This would imply considering the institutionalization of key strategies such as the sensitization of parents on the importance of girls education so that they could send all children to school including girls; the provision of adult literacy to enable parents to control the learning of their children, especially girls; empowering women economically, in order to enable them to financially and materially support their daughters' schooling; and the mobilization of parents support towards the education of their children, especially in conflict affected areas.

Having examined literature on girls' enrolment in primary schools, the next step is to examine the existing knowledge on education in conflict situations.

2.5 Education in Conflict Situations.

Following the review of knowledge on the educational issues of girls in the previous subsection, this section is dedicated to review education in conflict situations as warring had been a piecemeal for South Sudanese even after the independence of the country from the Northern

adversaries (Noveli, 2016). The intermittent conflicts have also affected education in South Sudan throughout its course (Ajak, 2019; Noveli, 216). The researcher equally investigated the effects of conflict on schools, on educational human resources, most probably teachers; the effects of conflict on learners, the population and the funding of education, and the fact that girls' education is affected more by conflict than that of boys, so as to understand how war affects the enrolment of children in schools in South Sudan, especially girls' enrolment.

2.5.1 Effects of Conflict on Infrastructure

Basically, the conflict had caused tremendous shortages of learning spaces in South Sudan due to its destructive effects on the available learning spaces (Adalla, 2016). For instance, while exploring the ways in which the conflict had affected children's schooling in the Republic of South Sudan, which had been continually at war even before the first joint independence from the British and Egyptian Condominium rule in 1956 (Seri-Hersch 2017). Equally, (Global Coalition to Protect Education from Attacks, 2018; Moro & Talani, 2021) highlight the devastation of learning spaces by soldiers as the direct effect of conflict on education since the beginning of the war in 2013. It is also estimated that about eight hundred learning spaces have been destroyed and about one hundred and fifty others have been occupied by government soldiers within the same range of the above-mentioned period (Global Coalition to Protect Education from Attacks, 2018; Moro & Talani, 2021). Some learning spaces were exclusively utilized by the military as army garrisons, a factor which served as a big impediment to learning (Haider, 2021).

Another devastative effects of conflict on learning spaces in war times is the targeting of schools by the military for various reasons, especially village schools (Sanatani, 2020). These

factors have greatly hindered learning during the conflict as schools were not accessible at those moments, and this is coupled with the fact that the practice has escalated during the years from 2013 up to date (Ministry of General Education & Instruction, Juba, Republic of South Sudan, 2017). It has also been asserted by Tarlea (2020) that more than forty percent of learning spaces were not operational in 2017 alone, while approximately, one third of those which were operational had been attacked by the military.

A similar scenario of conflict affecting education service delivery occurred in the Democratic Republic of Congo, where the military occupied schools and the rebels obstructed the construction of schools in the rural areas, but community involvement by constructing learning spaces with local materials and raising money to pay incentives to teachers during the conflict impacted positively on enrolment despite of the hurdles (Brandt, 2015).

In fact, the effects of war on learning spaces in South Sudan is aggravated by the fact that the country faces financial crisis in which allocating money for the construction of schools is problematic, and as a result, it is difficult to reconstruct schools that had been destroyed by the army during the conflict (Avis, 2020). Again, it is obvious that the current learning institutions are of bad qualities, and deploying teachers there is also problematic, this is coupled with the lack of mobility as well as housing arrangements to accommodate teachers in the new locations to which they had been transferred (Ministry of General Education & Instruction, Juba, Republic of South Sudan, 2017; Noveli, 2016).

Gaps in the above literature include suggesting solutions to the identified effects of conflict on learning spaces, which negatively affected children's enrolment due to the devastation, and the army settlements in school premises. This could include negotiations with the commanders of the military or rebel groups in a territory, to value education for children, and

to allow the operationalization of schools within their spheres of influence as what happened in the Democratic Republic of Congo. On the other hand, communities affected by conflict could unite and mobilize resources to promote education in the hard times.

Having seen the effects of conflict on the infrastructure, the next step is to assess the effects of conflict on human resources in the field of education in South Sudan, which is going to be detailed in the next section.

2.5.2 Effects of Conflict on Human Resources

In reality, war has equally contributed to a lack of training for teachers in South Sudan: from 2012 to 2015, only 47% of teachers had some training (Noveli, 2016). War is therefore a striking factor that affects the economy of a country, which subsequently impacts negatively on teachers' remuneration, hence contributing to poor quality of education as trained teachers abandon the teaching profession, and in turn, this impacts negatively on enrolment due to poverty or the lack of good payments to teachers (Noveli et al., 2016; Ibreck et al, 2021). Lack of proper teacher management can be cited as the resultant factor following the conflict in South Sudan in addition to the lack of sustainability of donor funding (Noveli et al., 2016). Researchers have unveiled the unavailability of trained teachers in schools in South Sudan, the recruitment of untrained teachers, and corruptible educational management system as factors impacting negatively on enrolment due to the conflict (Avis, 2020). Another factor contributing to low enrolment in schools in South Sudan during the war is attacks on teachers in time of conflict, as has been highlighted in the Global Coalition to Protect Education (2018) report.

One major effect of war on the human resources in schools is that most teachers are forced to join the military, whether by government soldiers or the rebels, because they both lack sufficient fighters (Salem, 2018).

In fact, it is unpatriotic to destroy or occupy schools during instability, and this seems to stem from the prevailing ignorance about the importance of education for children. As a result, there is need for massive sensitization of the South Sudanese Communities to this regard, so that whenever there is any political unrest, such institutions as schools should not be targeted. This can only be done through intensifying sensitization of the entire communities about the importance of education for their children, especially girls, through the institutionalisation of educational awareness in the education sector.

What about the effects of conflict on learners, the population, and the funding of education in South Sudan, how have these been affected by conflict?

2.5.3 Effects of Conflict on learners, the Population, and Funding of Education

Basically, Hider (2021), Ibreck et al. (2021) and Sanatani (2020) highlight the fact that the most felt impact of conflict on education are that children lack protection, since they are kidnapped and recruited into the army as their parents flee with them for safety to places where there are no schools and where there is a lack of teachers, not to mention trained or qualified teachers. Girls are also kidnapped and forced to marry at early ages (below 18), and the majority are exploited as labourers, while only a few are in school and the rest are out of school, because of lack of equitable educational services in the country (Global Coalition to Protect Education from Attacks, 2018; Adala, 2016).

In an attempt to examine issues faced by young females in war situations, Salem (2018) highlights the lack of enough information in literature on girls' education and in their transition to womanhood: he discovers four shifts in his review that young girls undergo in conflict situations: the first shift is from the domicile to the learning centre, while the second one is the curriculum shift in which they move from one country with a different curriculum to another due to fleeing. The third shift is from education to employment, and finally, the fourth shift is from girlhood to marriage life and childbearing where they end up as housekeepers, caring only for children (Ibid).

It is also assumed that the rate of literacy has been reduced among adults in South Sudan, because of the civil war, and as a result, most women and men in the entire country have little or no education (Avis, 2020; Ibreck et al., 2021). South Sudanese who can read and write are very few, and at least sixty percent among men and women can't read and write, with the highest among women, ranging between seventy and eighty percent (Government of South Sudan, Ministry of Environment and Forestry, 2018; Ibreck et al, 2021). But, above all, the rate of little or no education is said to be high in the villages where schooling is highly affected by conflict, ignorance, lack of education, and poverty (Winrock International, 2016).

It is further argued that a missing education is a threat to economic stability which can consequently prolong conflict as a result of the financial crisis on the communities (Ajack, 2019; Justino, 2014). Furthermore, a number of issues have been raised regarding the implementation of the Dakar education for all initiative by 2015: these issues range from the effects of war on education, the lack of government commitment in advancing education for adults, and the low government budgeting of education in war-torn countries (Ibreck et al, 2021; Salem, 2018).

All of the above-mentioned impacts of conflict on education in South Sudan, form the basis for the low enrolment of children in primary schools, and the imbalance in education between girls and boys. In the above literature, the research implications include exploring the effects of conflict on the education of children in Yambio County, budget constraints, and communities' ignorance about the importance of education for all children, in order to strategize for sustainable alternatives to increase children's enrolment in schools. In fact, despite the highlights mentioned above, there is need for more research in order to prove whether the above assertions have currently been improved or not. Another gap in the above literature on girls' enrolment in schools during the war, include finding sustainable solutions to the highlighted predicaments to girls' schooling, which would include strong discussions with the warring leaders to embrace education for children. But how can girls' education be compared to that of boys in Conflict Situations?

2.5.4 Girls' Education Is Affected More by Conflict than That of Boys

Besides the general factors that affect children's enrolment in primary schools in time of conflict, such as the abduction and conscription of children into the military, a lack of support to teachers in terms of salaries or incentives, and the displacement of teachers (Noveli, et al., 2016), girls undergo further predicaments which include: forced marriage to soldiers or combatants, sexual abuse and gender based violence, unwanted pregnancies, the contraction of sexually transmitted diseases such as the deadly immunodeficiency virus or acquired immunodeficiency syndrome, keeping girls at home to care for their siblings or help their mothers with house chores, or even work in order to win bread for their families, and a lack of protection due to the unavailability of schools closer to communities (Global Coalition to Protect Education from Attacks, 2018; The Global Partnership for Education, 2019; Salem, 2018).

There have always been minimum endeavours to support education for children, especially girls, by education partners in collaboration with the government and sometimes with the rebel groups, but in rare cases, through the implementation of education in emergency in government or rebel held areas (Barat et al., 2013). But only a few rebel groups pay attention to the education of children, especially girls, within the rebel held territories (Ibid).

However, the argument in this dissertation is that besides the education in emergency strategy, which has always been implemented in conflict situations, there is need for both the communities and the participants to a conflict to understand the importance of education for children, especially girls, and to enter into negotiations in order to maintain and support education for both boys and girls within their spheres of influence. This should actually be the welfare that the warring parties should be promoting and protecting in time of conflict, since education is an important facet for the development of a country in a post-conflict situation.

Having examined literature on the effects of conflict on learners, the population, and funding of education, the next step is to explore the post-conflict education.

2.5.5 Post-Conflict Education

While examining the conditions of young people after critical moments and war situations, researchers investigate both the positive and negative aspects and effects of education on children approaching maturity, and argue that when education is implemented positively, it can empower them (children) through skills acquisition for livelihood in difficult moments and war times, in order to salvage their missed education during a political unrest as that of South Sudan (Walker et al., 2019). Research indicates that there is a positive connection between conflict and education, and that it could reduce the effects of conflict on a community: as a

result, there is emphasis on finding avenues for increasing the financial allocation to educational institutions during and after conflicts, since it is essential in empowering youth and adults in post-conflict settings, in order for them to be resilient (Tarlea et al., 2021).

On the other hand, education can cement the educational inequalities between the rich and the poor, as well as the gender gaps in schooling, and it can also promote democracy in a country following a conflict, and finally it can promote social cohesion among citizens, as well as cause change and progress (Ibid) in a country after conflict. It is also assumed that learning can make citizens recover quickly from the evils caused by war, as they obtain relevant qualifications that would enable them to earn better income and lead a good life (Avis, 2020).

It is also asserted that as failure to provide education for the youth can cause them to join violent conflict, countries should usually allocate enough resources out of their national budgets to the education sector, in order to arrest any resultant adverse situation, due to lack of education (Noveli et al., 2016). As a result, it is also argued that the education sector in South Sudan should increase the budget of education from the current four percent to twenty percent or more, so as to match with that of other countries, and to support education for girls and recruit more female teachers, so as to promote gender equality in education (Noveli et al., 2016; Walker et al., 2019).

Exploring the problematics of education service delivery in Sudan before the independence of South Sudan, researchers assert that the education system by then was affiliated to the Arab language and Islamic religion, regardless of the cultural diversity of the Sudanese people, especially Southern Sudanese, which subsequently led to the long civil war for the liberation of Southern Sudanese (Sanatani, 2020; Seri-Hersch, 2017). The researchers rely mostly on the literature on the history of the Sudanese conflict, focusing on the unequal education service delivery as triggering the conflict between Northern and Southern Sudanese

(Sanatani, 2020). As a result, there emerged two education systems in Sudan during the civil conflict: the Arabized and Islamized education system which was forced on Southern Sudanese against their will, and the Southern Sudanese education system which emerged during the conflict and it aimed at developing an education system with a secular curriculum, which was being developed in the rebel held territories (Duany et al., 2021). The 'Arabized system of education' was the philosophy of imposing Arabic language as the medium of instruction in schools in Sudan, which aimed at changing Southerners from using English language as the official language in Southern Sudan which had been introduced by the missionaries. Whereas the 'Islamized system of education' referred to the compulsory teaching of Islamic religion in schools across the country. These strategies were aimed at turning Sudan into an Arab and Islamic country in Africa (Sanatani, 2020).

Examining the linkages between educational administration, lack of equality, war and the incorporation of peace in South Sudan, and examining the relationships between the differences in educational policies and the changing economy contributing to tensions in South Sudan amid conflicts, three major recommendations for handling education in South Sudan have been identified, which include: the promotion of fairness in education through equal distribution of educational opportunities and resources, recognizing the diversity of South Sudanese, and representativeness (Noveli et al., 2016). However, the most interesting factor in post-conflict education is the issue of mixing adults and children in the same class in primary schools in South Sudan.

On the other hand, the provision of education and its implementation may impact positively on the maintenance of peace after war, and it is implied that the rules and techniques of maintaining peace is embedded in education, which in turn necessitates reformation in order

to transform a society after conflict. It is also believed that the Millennium Development Goal and the Global Education for All Initiative will not be accomplished until children in war-torn areas successfully access education, because education is an important facet for developing human beings and for eradicating poverty (Walker et al., 2019; Sanatani, 2020). In fact, education is pivotal to the reconstruction of a country after conflict, because it promotes peaceful coexistence and stability among citizens if it is provided equitably: for education can either trigger or mitigate tensions and wars; education has both advantages and disadvantages and it can foster both peace and war, depending on the ideology and policy adopted by the national education providers (Sanatani, 2020). The author concludes that the bottle neck for education after conflict is a lack of developmental initiatives that can empower the youth in form of vocational training in South Sudan.

Firstly, the issue to consider in this regard is to question whether it is fair to think of the acquisition of vocational skills only as being an alternative to basic and formal education for children, or should it be also thought of as an empowerment to support future children in accessing education. Secondly, as the authors hint on the educational challenges Southern Sudanese had in Sudan, which have greatly contributed to the high rate of illiteracy among Southerners, therefore, there is need for suggesting measures to salvage the education of Southern Sudanese. Thirdly, there is need to look at most of the issues raised in the above literature, ranging from the effects of the current conflict on education in Yambio County, looking at the budget allocated to education in South Sudan, and examining whether there is gender equality in education in the areas of the study, but through children's enrolment and female teachers' representation in primary Schools in Yambio County, which has not been researched at all. Fourthly, though this dissertation shares the same commonalities with the

views above, yet the difference is in striving to establish local strategies to support education for children in time of economic crisis, which will in turn, emphasize on girl child education in order to boost female representation in the teaching profession.

In the above literature, there is need to suggest ways for maintaining sustainable adult education in order to equip parents and guardians to enrol all children in school, and to closely supervise the education of their children. The fifth point that should have been considered in the literature regarding the important factor of education funding is to assess the community's contribution towards the education of their children, in the light of the financial crisis as it is the case currently in South Sudan, due to the current war. Therefore, there is need to examine how donors' supports in education, especially in terms of school materials, and parents' contribution in form of school fees or cost sharing, or parent contribution need to be sustained through effective community engagement in children's education.

The final issue that needs to be examined in this dissertation is to conclude this Chapter in the following section.

2.6 Conclusion

In this Chapter, the researcher chose the liberal and radical feminist theories, specifically focussing on closing the gender gap in education, as well as endeavouring to get rid of the adapted gender preferences that has obstructed women's active participation in education. The social capital theory was also used, focussing on parental or communal engagement in the education of children, as the lens through which the issues of education in South Sudan could be viewed, and then proceeded with the literature search on the enrolment of children separately from that of girls, so as to fully understand the different factors leading to low enrolment of

children, especially that of girls. This was inclusive of highlights of suggested solutions to the low enrolments: the literature reviews indicated that the causes of low enrolment of children in general, were different from that of girls in particular. Then the review continued on education in conflict and post-conflict situations, which aimed at examining the effects of conflict on infrastructure, human resources, learners, the population, and the funding of education. The literature review also highlighted the fact that there was nothing in the literature to indicate that gender differences were innate which means that they can be redressed since they are socially constructed, especially during the conflict. Hence, the present study has to find ways to redress them through closing the gender gap in education which is existing between the genders. Generally, the review was conducted on gender inequality in education in South Sudan, basically exploring literature on factors underlying gender inequality in enrolment, and its subsequent impact on the South Sudanese communities.

Finally, the literature highlighted poor funding of education by the government, lack of sensitisation to parents on the importance of education for children, especially girls, lack of protection of girls from sexual violence, lack of financial empowerment for mothers, the influence of cultural norms on the education of boys and girls, negative impact of gender inequality in enrolment on livelihood, the negative impact of conflict on education, lack of community involvement in the education of children, lack of effective adult education and vocational training to parents so as to empower them to cater for the education of their children, the absence of female teachers as role models to girls, insecurity as the major causes of low enrolment and gender in-equality in education, high cost of learning for children, and lack of positive implementation of education policies and laws regarding children's education, thus

warranting the need for more research in order to find solutions to the educational barriers affecting girls education in South Sudan.

But the literature review indicated relevant approaches and recommendations to solve the issues arising in children's enrolment, especially that of girls in primary schools in the republic of South Sudan. But it seems these approaches and recommendations have not had effective results on the educational outcomes. As a result, there is need to improve the strategies to some extent so as to specifically reach a successful end result in the field of improved and equal enrolment for both genders.

In brief, it can be concluded that the literature review has been instrumental to this study as it has provided the researcher with the opportunity to understand the educational issues that had once prevailed on enrolment of children in relation to gender equality in South Sudan, between the conflicts, and more specifically, concerning what previous researchers have investigated, what they found, what they suggested as solutions, and what has been the response of the government regarding the implementation of the recommendations? Finally, the literature review has been, in this regard, the basis for the problem statement of this study.

Following this Chapter on literature search, the next Chapter will focus on the research methodology that will be employed to collect, analyse, and interpret data in this dissertation.

CHAPTER 3: RESEARCH METHODOLOGY AND DATA COLLECTION

3.1 Introduction to the Section

Generally, education for children in South Sudan, particularly girls' schooling in Yambio County had been, and is still challenging, firstly due to the prolonged intermittent conflicts, in which most children had been conscripted into the army at tender ages, and they grew into maturity without education (Diaz-Valera et al., 2016) that could empower them to care for the schooling of their children, especially girls.

It is also worth mentioning that the educational gaps between boys and girls had been due to some underlying causes that are worth researching such as the poor financing of the education sector by the government of South Sudan, which has led to poor remuneration of the teaching staff, scarcity of learning spaces, especially in the rural areas, the presence of few and untrained teachers in schools, and the scarcity of teaching and learning materials in primary schools in the whole country, which had contributed negatively to the low enrolment of children, especially that of girls (Ajak, 2019; Sanatani, 2020). This is coupled with the presence of only few female teachers to act as role models for girls in primary schools and to counsel them on issues pertaining to girls' wellbeing and privacy in schools.

The high rate of illiteracy among both adults and children in the whole country (World Bank Group, 2019; Ajak, 2019) has suddenly culminated in the presence of illiterate and economically poor parents during and after the conflicts, who are unable to encourage their children to enrol massively in schools, especially their daughters (World Bank Group, 2019) due to ignorance, illiteracy and the subsequent poverty which had resulted from the lack of education that had persisted among the communities in Yambio county. It is also worth mentioning that though gaps in girls' education in Yambio County is alarming, yet this research will focus on both girls'

and boys' enrolment, so as to collect statistical data to statistically compare and substantiate the gap(s) which had been identified by previous researchers such as Ajak (2019), Haider (2021), King & Winthrop (2015) and Plant International (2018) in order to find alternative ways of addressing them.

As a result of the above statement of the problem, the purposes underpinning this research are to examine the factors leading to the low enrolment of children in schools in Yambio County, the underlying causes of gender inequality in the enrolment of children, especially that of girls, its effects on the livelihood of the South Sudanese communities in the county, and find alternative solutions to the low enrolment of children and gender inequality in the selected schools. Therefore, this mixed methods research will explore the effects of Communities' ignorance about the importance of children's education on the enrolment of children in schools, especially for girls, using both the qualitative and quantitative research approaches in order to obtain valid and reliable results (Reis et al., 2017).

Before moving further, it is necessary to define the methodological terminology that has been cited in the title of this Chapter, 'research methodology'. Research methodology refers to the art of conducting a study on a phenomenon. Almalki (2016) defines it as the scientific process, including the philosophical assumptions involved in carrying out an investigation on a problem with the aim of solving it. It is the combination of the procedures and the responsibilities that the participants in a scientific study undertake to describe the steps they will probably follow, or utilize, when they have decided on the appropriate and effective measures that can be employed in order to address the issue that had been identified, and the rationale underpinning their decision. In the same vein, Khaldi (2017) asserts that methodology is employed to delineate the various features involved in conducting an investigation. These pertain to the techniques for

gathering information as well as analysing it in order to obtain the end result(s) for theory building (Ibid). Furthermore, Almalki has as well, admonished research practitioners that they should not confuse research methodology with research method, since these are two different terminologies in the conduct of a scientific study: as the former had been explained as referring to the techniques and approaches researchers employ in order to address an issue in a study, the later refers to the instrument(s) that are used by a researcher during the conduct of research on a given problem (2016). Generally, these instruments include those involved in data collection for data analysis, data presentation and data interpretation.

Following the literature review to understand what other researchers had written about the enrolment of children in primary schools in a general perspective, in this Chapter the researcher will present the research methodology and design which will be employed in this dissertation for data collection, data analysis, and data interpretation. Therefore, besides the introduction section, the Chapter will comprise eight sub-sections: the second section will focus on the research approach and design, while in the third section the researcher will establish the population and the sample of the research study. In section four, the materials or instrumentation of research tools will be presented. In section five, the operational variables will be defined. In section six the researcher will present the research procedures and ethical assurances; in section seven, data collection and analysis will be conducted, and finally in section eight, a brief highlight of the summation of the activities will be given.

3.2 Research Approach and Design

The mixed methods research approach was employed in this dissertation. This terminology refers to the combination of both narrative and numerical research techniques in the same study

(Dawadi & Giri, 2021; Bracio & Szaruki, 2020). It is argued that most of the modern research are conducted using the multi-methods strategy of examining a problem in research, because it generates sufficient information which in turn facilitate and offer profound understanding of the problem(s). It is within this context that the researcher decided to employ the multi-methods research approach in this dissertation, with the intension of converging and complementing the results in the same research, a technique that has been applauded by most contemporary researchers, and which is common ground in modern research (Reis et al, 2017; Bracio & Szaruki, 2020) as will be enumerated bellow.

In an attempt to narrate the history of the multiple methods in research, Creswell & Hirose (2019) argue that the mixed methods research techniques originated from different schools of thought and from different disciplines, including education in the United States of America and Great Britain. They assert that the philosophical schools include the pragmatic school of thought, the critical realist philosophy, and the dialectic pluralist paradigm which are philosophies of higher learning that advocated for the use of both narrative and numerical research approaches in the same research as an alternative to overcome the burden of the frailty of one research approach over the other (Bracio & Szaruki, 2020). This research approach (the multi-methods technique) has been appreciated by some researchers for the credibility of its results, and because it provides rich information and comprehension of the results of an investigation and based on the multiple information gathering and interpretation strategies involved in both data collection and interpretation of the research findings (Creswell & Hirose, 2019; Bracio & Szaruki, 2020; Almalki, 2016). This research technique is also assumed to be the newest and famous study approach that has been developed within the years from the 1980s to the 1990s (Creswell & Hirose, 2019) and it is still being developed further.

As the say goes that there is no perfect situation in the world, this method has some defects that researchers need to be aware of. That is, besides the claim that the numerical and statistical research techniques or the multi-methods research has the advantage of giving credibility and reliability to the results of a research, there are some disadvantages of these techniques. For instance, Almalki (2016) claims that the multi-methods investigation of phenomenon is beneficial because it provides different levels of data collection and analysis that facilitate the implementation of the methodology, and as a result the non-numerical information is made acceptable to the category of researchers who only believe in the numerical approach to research. It also provides flexible atmosphere to researchers in responding to their inquiry on phenomenon (Ibid). In the same vein, Reis et al. (2017) assert in their findings that the multi-methods research offers complementary information to researchers to converge, initiate, and develop the findings of their research. Similarly, Bracio & Szaruki (2020) on their part claim that the multi-methods research techniques provide the opportunity to compare the outcomes of an examination on an issue, as well as providing a deeper understanding of phenomenon, because of the convergence technique applied in the process of the study. They also conclude that the choice of the research designs in the multi-methods research approach rests with the researcher. On their part, Dawadi and Giri (2021) argue that the inferential rigour of the multi-methods research techniques fortifies the findings of a research than if it were conducted using only a mono-method research approach.

It has been claimed by Bracio & Szaruki (2020) that the disadvantages of the multi-method research approach are that in most cases it is` costly to collect and analyse information, and the time necessary to examine phenomenon is usually long. Another bottle neck of the multi-

methods research approach highlighted by Dawadi & Giri (2021) lies in the endeavour to integrate the information collected using the two opposing research techniques.

In this multi-purpose research technique, the qualitative research approach was utilized alongside the quantitative research technique. This narrative research technique mainly deals with collecting lived experiences of the problem faced by respondents and their feelings on the issue, using words to construe the responses that had been given by interviewees, and examine respondents' perceptions regarding the phenomenon of concern to the researcher (Mohajan, 2018; Rahman, 2016). The non-numerical research approach is appropriate for this dissertation because it is useful in studying human culture, experiences, feelings, and behaviour. It also allows for an in-depth collection of information on the phenomenon of interest to the researcher (Bracio & Szaruki, 2020), a strategy which is requisite and appropriate for studying educational issues for both children and girls, which both have cultural and behavioural underlying causes within a community as that of Yambio County.

The qualitative research approach which stems from the interpretivist paradigm holds the belief that there are several truths which lay at the level of social interaction with people, probably how a community views an issue. This concept contradicts the claim by positivists' philosophy that there is only one truth which can be obtained through numbers (Rajab & Arisha, 2018). The non-numerical research approach was developed in order to facilitate the examination and comprehension of the social construction of a problem, with the intention of finding durable solutions to it (Mohajan, 2018).

In spite of the advantages of the non-numerical approach to examine phenomenon, it has some defects such as: the lack of generalizability; its proneness to bias because of the fact that the researcher is the sole data collector and interviewer, an act which gives room for researcher

bias in information gathering on the topic of research, and which is likely to render the results of a dissertation invalid or untrustworthy. This is coupled with the fact that it incurs many expenses, and it takes a longer period of time for the researcher to complete the study (Rajab & Arisha, 2018). But grace to the application of the mixed methods approach and triangulation of data sources, the results of this research will be generalizable, valid, and reliable (Dawadi & Giri, 2021; Fusch et al., 2017).

The second design of the mixed methods research approach which was used alongside with the qualitative research technique was the “quantitative” research design, which stems from the positivist paradigm. In this research technique, it is believed that there is only one truth which can be obtained scientifically through data collected and presented numerically (Rajab & Arisha, 2018). Basically, this method deals with examining whether assumptions about a problem(s) are true or false, or generally, examining the rules, assumptions and techniques put forward about an issue or as the reason(s) why something happened (Creswell & Hirose, 2019). The convergent research design that was adopted by the researcher also facilitated faster and easier data collection and analysis (Ibid).

In this dissertation, therefore, the researcher gathered statistical information or data from respondents which could be numerically presented and analysed (Rahman, 2016; Almalki et al., 2016), and used them to understand the breadth of the problem and to inform policy on the low enrolment of children in primary schools in Yambio County in particular, and in South Sudan at large. The researcher also employed the parallel convergent mixed methods research design for data collection, analysis, and interpretation, because the design facilitates faster concurrent collection of information on the topic, and permits the mixing of the qualitative and quantitative data (Creswell & Hirose, 2019), compared to the sequential trend in collecting data, which was

supposed to be collected separately, thus consuming time during the research (Rajab & Arisha, 2018). For the scientific and statistical nature of this research approach, the result(s), as is believed by many researchers, will be valid and reliable compared to the use of only the qualitative research technique (Bracio & Szaruki, 2020). One of the most strengths of this research approach is that the result(s) can be applied to other settings because of the numerical data in addition to the fact that this research used large number of respondents, a factor which promotes representativeness of the population of the study, and flexibility of research methods (Bracio & Szaruki, 2020; Rahman, 2016). Despite the validity, reliability and generalizability of the quantitative research method, yet it is defective in that it does not provide in-depth information about phenomenon, or the researcher cannot look at the issue of interest in a wide angle because of the restrictions of closed ended questions which cannot dig out the realities from respondents' experiences, views and feelings (Creswell & Hirose, 2019). Furthermore, Rajab & Arisha, (2018) assert that despite the advantages of the numerical and statistical research technique, it has some defects which include the following:

- Researcher's theories developed from the data may not reflect local constituencies' understandings.
- It may miss out on phenomena occurring because of the focus on theory testing rather than on theory generation.
- Knowledge produced may be too abstract and general for direct application to specific contexts (p. 9).

Furthermore, Rahman (2016) argues that in the numerical and statistical research approach, the researcher cannot ideally explain the relationship between the society and the issue under study. Therefore, in order to address the defects of the numerical research approach, there is need

for the non-numerical research technique to harmonise the shortcomings of the other research method (Dawadi & Giri, 2021).

Therefore, as a result of the above arguments about the defects of the qualitative and quantitative research approaches, the researcher is apt to conclude that the rationale behind the choice of the multiple research techniques for this dissertation are that: first of all there would be inferential fortification in combining the narrative and numerical research approaches to investigate the phenomenon of interest in a single research as this, which will in turn, result in the collection of both textual and numerical data, in order to have richer information about the issue of the study (Dawadi & Giri, 2021). The second point is that the data collected in either research approach would be complemented by a different type of data that had been collected using the other research approach, so as to provide greater depth and breadth of the information gathered, as well as ensure the validity, reliability, and generalizability of the results as opposed to the research being carried out based on only one research technique: qualitative or quantitative (Dawadi & Giri, 2021; Bracio & Szaruki, 2020; Almalki et al., 2016; McKim, 2017).

Another research design which was used alongside the numerical/statistical and interpretive narrative research techniques in this dissertation was the ethnographic case design, which utilised information from both research methodologies (qualitative and quantitative) (Shagrir, 2017). The ethnographic research design is usually applied in qualitative research and in this dissertation, it examined the relationship between culture and the learning of children; it also included the study of the way people felt, their beliefs, and the significance of their interconnectedness within the communities (Mohajan, 2018; Shagrir, 2017). A case research design is an experiential examination of an issue in order to investigate and understand its current status in comparison to the holistic nature, based on a diversity of proofs through research. The exercise of applying a

case design to this study gave a clear perception of the influence of culture on the education of children, especially girls in the communities of the study.

The case design is applicable in a multi-method research technique, and it includes aspects of both qualitative and quantitative research approaches (Fusch et al., 2017; Reis et al., 2017). In this dissertation, the researcher interviewed selected community members, teachers, community leaders, and parents; and administered questionnaire to a few pupils (girls and boys) in three different locations, as the respective case studies in order to establish the problems of children's enrolment, especially that of girls' (Levey, 2016; Takahashi & Aruajo, 2019). The case study research design is appropriate in qualitative study, because it allows triangulation of data sources, leading to the generation of rich information on the phenomenon under study for transferability, compared to phenomenology, narrative and grounded research designs (Reis et al., 2017). This dissertation comprised of three case studies desegregated into case 'A', case 'B', and case 'C', as specified under sampling.

In order to proceed with the examination of the phenomenon in this dissertation, sampling is essential for data collection and analysis. Therefore, in the next section the researcher will present the population and sample of the research study.

3.3 Population and Sample of the Research Study

Following the research approach and design in the previous section, in this one the researcher will focus on the targeted population of this research study, as well as present the sampling criteria for choosing respondents to participate in the research.

In research, "population" refers to the class(es) of people within a community or communities, who are deemed as eligible to give specific rich and in-depth information on the

phenomenon of concern to a researcher (Casteel & Bridier, 2021; Majid, 2018). In this regard, the population of this study comprised of primary school female and male learners in the four selected schools in two payams in Yambio County. The targeted population also consisted of all primary school teachers within the areas of the study, because they could give information about the learning conditions of pupils as well as their (teachers') perception of the importance of education for boys and girls, subsequently leading to the issues of enrolment for these categories of students in the respective primary schools. The research was also interested in community leaders in the locations in which the study was conducted, to understand their perception and support toward the education of children, especially girls within their communities, and subsequently, to get their views regarding solutions for improving enrolment in primary schools. Finally, parents of pupils in the selected schools were also targeted to give information on how they perceived schooling for their children, and how they treated both male and female learners at home in relation to learning within their localities.

Therefore, as the targeted population was vast, only a section of every category of the people intended for the study in the respective primary schools were selected: teachers regardless of sex due to the unavailability of female teachers in most primary schools; learners on gender sensitive basis, but within the age of eighteen and above; community leaders regardless of sex since there were no female community leaders in the sites of the study; and a few parents of learners were also selected on gender sensitive basis.

The study was conducted in two Payams (sub-divisions of a county): Yambio Town Payam, where one private and one government primary schools were selected for the study; and Gangura Payam where two primary schools almost twenty kilometres apart from each other were selected as the sites for the research (Kurchevski & Godnho, 2018). This does not mean that there are

only two Payams in Yambio County: there are five Payams in Yambio County, but only primary schools in two Payams were selected because, firstly, there were no upper classes in the remaining Payams, and secondly, schools were not functional in two Payams due to the prevailing conflict.

On the other hand, sampling refers to the selection of respondents to represent a section of a population to participate in giving information in research, which is further sub-divided into probabilistic sampling dealing mostly with numerical research approach, and non-probabilistic sampling which is applicable in non-numerical research technique (Kurchevski & Godnho, 2018). Rajab & Arisha (2018) define sampling as the selection of a few individuals from the place of a study to be representative of the total population from whom data can be collected for interpretation about an issue of concern. This technique of selecting a portion of the population for study is usually employed in research to overcome the problem of financial shortages that could hinder the success of a research process. It provides a realistic approach for a researcher to realize his objective(s) at little cost and possibly, in a short time frame compared to the use of the entire population for a study. It also offers ample time to the researcher to focus on collecting enough information on a problem and allowing enough time for the analysis of the information collected on phenomenon (Rajab & Arisha, 2018; Majid, 2018).

There are many sampling strategies that can be used in a study, some of which one can mention the following:

- *The convenient/accidental sampling method:* in this technique, the researcher identifies respondents without considering their characteristics or groupings until the sampling limit is achieved (Rajab & Arisha, 2018), then s/he can stop selecting participant for the study.

This strategy was not appropriate for this research as it would enable anybody to participate who might not be eligible, since the intention was to get information exclusively from people who were familiar and responsible for the children, and in this case the sampling required knowledgeable respondents.

- *The snowball/Chain-referral sampling:* this is mostly applicable in situations where it is difficult to identify the population from which to sample respondents for an interview, and in this regard, the researcher identifies only one respondent or a group of respondents and then continues to request the interviewed participants to designate other knowledgeable persons from the community to attend the interview, and the process continues until the saturation limit is attained, where there is the reproduction of the same information, and or suggesting the same participants (Rajab & Arisha, 2018).

This approach was not appropriate for this study as choosing anybody regardless of technicalities would not be meaningful at all: respondents were supposed to be technically selected to obtain appropriate information on the phenomenon of the study.

- *The simple random sampling:* this is applied in a way that anybody or anything that is examined within the sample population stands the chance of being randomly selected for the study through a systematic sampling technique as outlined by Casteel & Bridier (2021). They argue that utilising this sampling strategy allows the researcher to identify the number of participants from the study population, n , as well as the structure of the selection criteria denoted by, N . Using a list of participants, the researcher groups the respondents into K denominations, in which the value of K is equal to N divided by n . In case where the value of N is two hundred and n is twenty, the value of K will be $200/20 = 10$. Therefore, since K is the range of interval for selecting participants, which is replaced

by 10, then the researcher will have to select every tenth person on the list of people given in the location of the study to participate in the interview. Therefore, participant number 10 on the list will stand the chance to be selected followed by number 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190 & 200. This will make the total of 20 persons that will be interviewed from the list.

This technique could not be applied to select participants for this research, simply because the intention was not to get information from anybody who was not related to the children in one way or the other.

- *Stratified random sampling*: this is done by grouping the number of people or things to be studied into units according to some common principles, then select specified samples randomly or systematically from every unit to participate in the study (Rajab & Arisha, 2018).

In fact, the nature of the study did not require this type of selection of respondents, because there was no guarantee of the validity of the information that the randomly selected persons would give if they were not chosen carefully, paying attention to their categories.

- *Clustered random sampling*: in this method the researcher divides the number of people or objects to be studied into statistical subsets, based on a particular criterion, and selects candidates from the subsets randomly to participate in the study (Rajab & Arisha, 2018).

This sampling strategy could not be used in this research as the aim was not to select respondents randomly.

- *Quota non-random sampling*: in this technique, the researcher forms groups within the population to be studied based on the status of the people and selects participants from those groups according to a certain ratio that had been set up through some strategies (Rajab & Arisha, 2018).

Though this approach seems appropriate, yet it could be problematic in the sense that it could not be possible for the researcher to get the respondents into the expected groups for interview or survey:

- *Volunteer sampling*: in this sampling technique, people from a particular population willingly decide to participate as respondents, giving information on a given problem. This is mainly a strategy in which respondents informed to voluntarily take part in a study and those willing are selected for the interview (Casteel & Bridier, 2021).

This strategy was not appropriate because requesting only for volunteers would entail calling for the population to gather in one place to request for those willing to give information on the problem under study, which could in turn draw the attention of the people in the various locations of the study.

But in this research, a section of every category of the population of the study was sampled purposively because the sampling design permitted the generation of rich information in which informants' views, perceptions, and feelings on children's enrolment, especially that of girls in primary schools were obtained (Mohajan, 2018). Secondly, the purposive sampling strategy was suitable for this research, since it permitted the researcher to use his experiences of the phenomenon of the study, coupled with its objectives and aims, in identifying respondents

capable of giving appropriate and adequate information on the problem under investigation (Rajab & Arisha, 2018; Taherdoost, 2016).

In the three rural and urban case studies, respondents included four teachers from every primary school regardless of gender equity, because there were no female teachers in some of the primary schools selected for the study, making the total of sixteen primary school teachers interviewed in the four schools. For the selection of community leaders to participate in the interview, they were selected according to three zones: zone 'A' comprised of two urban primary schools which were closer to each other, and the remaining two rural primary schools formed zones 'B' and 'C' since they were far from each other, making two case studies. Subsequently, two community leaders were chosen from every zone, making the total of six community leaders interviewed in the areas of the four selected primary schools. The participants were chosen purposively to take part in the one-to-one interviews. Equally, eight students were selected on gender sensitive basis from every primary school of the study, making the total of thirty-two learners: sixteen female students and sixteen male ones from grade five to eight, and from the age of eighteen and above, because they were capable of giving consent whether to participate in the study or not, based on their matured understanding of the content and purpose of the study, so that they could give information pertaining to their experiences regarding schooling, leading to issues of enrolment. The rationale here is that due to the intermittent conflicts in South Sudan, primary school learners of both matured and tender ages are mixed up in the same school or classroom, due to late entry into school (Hagen – Zanker et al., 2017, Noveli et al., 2016). Finally, parents were also purposefully selected with the help of Head teachers from the teachers' and parents' association because they could be easily reached: four parents were selected to participate in the interview from every school of the study on gender sensitive basis,

making the total of sixteen parents (eight males and eight females) interviewed to give their views on children's enrolment in primary schools in their localities.

The overall sampling size of the purposive sampling design was seventy participants, and since there is no conventional formula for the scope of the purposive sampling, this number of participants was appropriate for generating rich data and therefore rendering the result of the research credible and trustworthy (Dawadi & Giri, 2021; Etikan et al., 2016). In the dissertation, the diverse sources of the data collected provided an opportunity for triangulation of data sources, in order to ensure dependability and trustworthiness of the results of the study (Dawadi & Giri, 2021).

To sum up, thirty-eight respondents regardless of gender equity participated in the qualitative research interviews, and thirty-two participants of equal gender responded to the quantitative closed ended questionnaire. Both the sample size and the sampling techniques were appropriate for generating rich data, in order to achieve the breadth and depth of data collected for analysis so as to ensure the validity, dependability, trustworthiness, credibility, and reliability of the results of the research (Reis et al., 2017).

Having exhausted this section, in the next section, the materials/instrumentation of research tools will be presented.

3.4 Materials/Instrumentation of Research tools

Following the section on research methodology and design, this section deals with the data collection tools which were used to collect the required information that were analysed and interpreted in this dissertation. Rajab & Arisha (2018) assert that data collection tools refer to the measures, techniques, or the instrumentation used to collect information for analysis and

interpretation in research. Additionally, Collins (2021) claims that study tools relate to the materials used by a researcher to collect information on phenomenon. This researcher cautions his colleagues that the study or investigation materials should be dependable with reliability and validity ensured, so that they can collect relevant information for their studies that would answer their research inquiries.

On the other hand, data collection refers to the methodical gathering of information for research purposes from different informants or respondents (Etikan, 2016). Therefore, data collection tool is generally known as one of the research methods that had been presented above as opposed to research methodology, which are employed to aid in gathering requisite information to be analysed and interpreted in order to answer the questions posed for the study, as well as solving the research problem (Dawadi & Giri, 2021) that had been generated at the beginning of the research process.

The tools which were used for data collection in this mixed methods research include interviews and questionnaire. The in-depth interviews employing unstructured questions were used on a one-to-one basis, in order to explore respondents' perceptions of education for boys and girls in primary schools, and to obtain richer information on the same (Rajab & Arisha, 2018). Rajab & Arisha (2018) define an interview from the perspectives of prominent methodological researchers as a voluntary talk(s) engaging two or more persons, with the aim of extracting information from them for a given purpose such as the investigation of phenomenon in research. These researchers further claim that this research instrument stemmed from the psychological and psychiatric perspectives of the study of phenomenon, and it has become famous and mostly employed by researchers in non-numerical investigations. It is well known to both data collectors and the interviewers for its one-to-one data collection strategy in which it

provides an engagement forum for its participants, as well as allowing the researcher to obtain rich information on the topic under investigation.

Furthermore, Maccoby & Maccoby (1954) assert in Young and Casey (2017) that an interview is a conversation whose purpose is to gather descriptions of the life experiences and perceptions of the interviewee with the aim of interpreting the meanings of the information gotten on the phenomenon of concern to a researcher. It is claimed that Charles Booth was one of the experts in the field of sciences who pioneered to establish a socially based statistical examination of a sample of a population using interviews as a strategy for gathering information (Young & Casey, 2017). This research technique was initiated at the beginning of the nineteenth century, and it developed gradually until today, whence it has become commonly practiced on a one-to-one bases in various disciplines including education (Young & Casey, 2017).

In regard to the above definitions of interviews, the in-depth open ended research tools that were applied in this dissertation were administered individually to participants, and this gave respondents ample time to interact with the interrogator, hence feeling relaxed, willing, and able to share requisite information on the phenomenon of interest to the researcher. In this scenario interviewees were able to share their experiences, feelings, and views on the issues of concern in the study; and as a result, the research interviews yielded rich information on the topic of the research, especially delving into the experiences, feelings, and views of respondents regarding the issue(s) of the research (young & Casey, 2017).

In another development, Rajab & Arisha (2018) and Young & Casey (2017) identify three categories of interviews in research:

- the positivist structured interview which has pre-determined questions in which respondents have to give positive or negative responses with “no” or “yes” answers, which can only yield limited information on phenomenon.
- the interpretivist unstructured interview which does not have pre-determined and restricted set of questions, which comprise the open-ended questions capable of yielding rich information in research, and focused group discussions in which respondents express their views distinctively and openly using their own narrative styles; and
- the final type of interview is the “semi-structured interviews” which have both restricted and open-ended questions in which participants give both “no” and “yes” answers and express themselves as well in narrative forms. This last type of interview is capable of yielding richer data as it comprises both characteristics for qualitative and quantitative research techniques.

But only the open-ended interviews and the structured questionnaire were used for the non-numerical and the numerical research methods in this study, since they were appropriate for yielding rich, reliable, valid, and transferable results. Whereas the questionnaire or structured interviews were used for extracting information for this dissertation, they were also applied on a one-to-one basis to interviewees so as to collect quantitative data in order to numerically compare data on boys’ and girls’ enrolment in primary schools as well as to establish the issues affecting their enrolments respectively (Rajab & Arisha, 2018; Bracio & Szaruki, 2020). Reasons behind the use of the structured interviews are that this technique is reliable, and it renders the results of a study to be valid and applicable to other situations, because of the mathematical or numerical approach to data collection and analysis which involves unbiased and randomized selection of participants strategy, and because of the absence or non-involvement of the researcher in data collection (Rahman, 2016; Creswell & Hirose, 2019). The validity and

applicability of the findings are mostly established when the scores obtained with two different instruments measuring the same concept are highly correlated. It is the degree to which two variables measured separately bear a relationship to one another.

The questions used for the structured interviews which were basically closed ended, were composed of the following: “low, medium, and high” level of questions, which Mohajan (2017) claims that it belongs to the “convergent validity” as expressed in the following passage:

the extent to which scores on a measure share a high, medium or low relationship with scores obtained on a different measure intended to assess the similar construct. It is established when the scores obtained with two different instruments measuring the same concept are highly correlated. It is the degree to which two variables measured separately bear a relationship to one another (p. 18).

In another development, Taherdoost (2020) refers to the “yes” and “no” level of questions, or those involving the “ticking” of one or more preferred option(s) from a given set of alternatives as an attempt to measure face validity using a two-pronged scale used with categorical option of “yes” & “no” options. Furthermore, Sun et al. (2021) refer to this type of option as a combination of extractive questions, yes/no questions, questions with multiple answers, and not answerable questions, “or” multi-hop questions.

Basically, this strategy also involved some questions deserving “several multi-hop” answering techniques that was also adopted by the researcher. Such techniques included the optional questions in which respondents had to choose more than one response to a question from a list of answers, but yet these methods were similar to the “yes” and “no” model of the survey techniques applied in a study (Sun et al., 2021; Yatskar, 2019). The questionnaire or the

interview questions to investigate the phenomenon of the study were not piloted due to time factor and the lockdown due to the outbreak of the pandemic Corona Virus (COVID-19) (Viola, 2020).

Despite the usefulness of the in-depth interviews listed above, there are some shortcomings which include the possibility of respondents' bias due to fear of consequence, the burden of transcribing and analysing the data collected which may take time, the absence of transparency in selecting respondents for the interviews, and a lack of validity and reliability of the research results because of the smaller sample size used in data collection, and the lack of representativeness of the population of the study (UNICEF, 2016; Young & Casey, 2017). The researcher was not forgetful of the fact that the use of structured interviews does not give a clear insight into respondents' perspectives, experiences, and feelings, because of the closed ended questions' format applied for data collection using the quantitative research method (Moss, 2017; Sun et al., 2021).

However, Moss (2017) argues that the survey technique of data collection is questionable in that respondents might not be conversant with the meanings of the questions, and may give inappropriate answers to some of the research tools, resulting in the collection of data which though seemingly appropriate, yet is inappropriate as the informants were even confused with the questions and ready answers: sometimes a respondent may have a different opinion, but is obliged to choose only one of the available answers against his/her will. According to the author, this approach in research does not provide a reliable and valid result of a research, though most researchers claim that this method is reliable and valid compared to the interview technique. He persistently detests the use of questions with stringent answers which means compelling respondents to respond in pre-determined way to research questions.

In this research, therefore, interviewees' bias and the issue of validity and reliability were resolved firstly by the use of triangulation of data sources and methods. Of course, the use of multi-methods technique in research both for collecting and analysing information has been recognized by many researchers, for it renders research results valid, reliable, trusted, credible, and transferable, because of the complementary role that the mixed methods play in research in regard to data collection techniques and data analysis (Dawadi & Giri, 2021), in which the strengths in one method compensates for the weaknesses of the other.

Finally, though the task of transcribing and analysing the data collected was thought to be difficult because of too much information that was obtained from the multi-methods research methodology, yet the outbreak of COVID-19 (Viola, 2020) and the subsequent lockdown that was imposed on movement and public gatherings in South Sudan, provided a favourable opportunity for data analysis to be a normal and routine issue which was handled by the researcher as there was ample time for the exercises (UNICEF, 2016).

Having presented the instrumentation of research tools above, it is also necessary that the next step should focus on the presentation of the operational definition of variables in the following section.

3.5 Operational Definition of Variables

Having discussed the materials/instrumentation of research tools of the study in the previous subsection, in this one the researcher will concentrate on the operational definition of the variables that have been identified for the quantitative research approach. This approach specifically deals with numbers for both data collection and analysis in a study, for a reliable, transferable, and valid results in regard to the phenomenon of concern (Rahman, 2016). Andrade

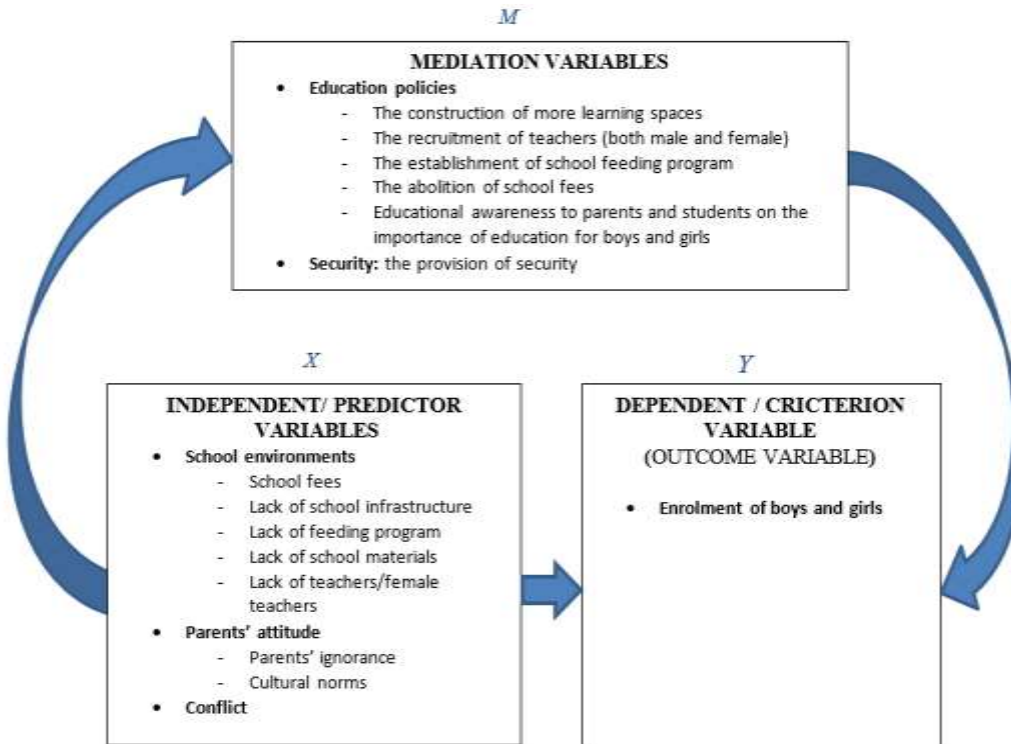
(2021) asserts that a variable refers to the features of a small number of the population of a study that are taken for examination, measurement, description, and interpretation. It is categorised into two classes: the independent variable, including some categories such as the intervening variables, which affects some principles or situations; and the dependent variable which is a situation or principle that is affected by another situation on which it depends. He further claims that these variables are interpreted along their category basis, so as to solve or answer the related issues of the study, based on the results of the information collected from respondents on the issues identified earlier by the researcher.

On the other hand, Rajab & Arisha (2018) claim that a researcher can derive three kinds of variables from the numerical research tools of a study. These include, but are not limited to opinion, attitude, and behaviour variables. Though the different claims made by Rajab & Arisha (2018) and Andrade (2021) seem to be contradictory, yet it should be understood that in reality there are many kinds of variables that these authors have not mentioned, and which researchers will come across them as they do their studies on various phenomena. An example is the moderator and the mediator variables which have different functions in research: the former being an activity dealing with changing the link between a couple of variables, and subsequently altering the vigour and structure of the existing connection, while the later deals with explaining the connection existing between the predictor and criterion variables.

This section will comprise of three parts which include variables identified such as the independent or predictor variables, the dependent (criterion) variable, and the intervening or mediation variables as are detailed in figure 1 bellow, and which are further elaborated in the following sections.

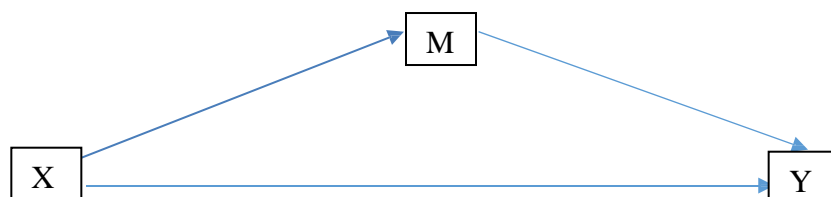
Figure 1

The Independent, The Dependent and The Mediation Variables



Adapted from (Aguinis et al, 2016).

Figure 1 illustrates the conceptual framework explaining the relationship flow between the variables, which is either from the independent variables “X” directly to the dependent variable “Y” = (X → Y): first relationship channel which impacts negatively on the dependent variable “Y”, or from the independent variables through the mediation variables “M” to the dependent variable “Y” = (X → M → Y): second relationship channel which positively affects the dependent variable “Y”. Thus represented in figure 2:

Figure 2*Relationships Between the Variables**Adapted from (Aguinis et al., 2016; Angler, 2017).*

3.5.1 The Independent Variables

In this study, the independent or predictor variables refer to the factors which have contributed to the status quo of the educational aspect under study: “boys’ and girls’ enrolment” in primary schools in Yambio County (Andrade, 2021), which is referred to as the dependent variable in this research. Of course, this author defines variables as inconsistent qualities of a population of a study that are measurable, descriptive, and inferential (or an aspect to which meaning can be assigned): they have derived their name from the fact that they differ in value from one person to the other, or from one object or situation to the other, or even contexts, depending on some favourable or unfavourable circumstances experienced by the population of the study. Generally, the independent variable plays the role of transforming the state or condition of its counterpart, specifically, the variable that depends on it for perfection or peril (Otero et al., 2020; Andrade, 2021). A variable(s) is/are essential in research as they provide the

basis for formulating research aims or the researcher assumptions as well as research questions for examining the phenomenon under study (Andrade, 2021).

A critical examination of this research indicates that the independent variable of the study has three constructs: school environments, parents' attitude towards the schooling of their children (Otero, 2020), and conflict which will be further elaborated in this section. In this regard, school environments are related to the conditions of schooling which have affected the enrolment of boys and girls, which include school fees, lack of school infrastructure, lack of school feeding programme, lack of teachers on gender sensitive basis, and lack of school materials (Clugston, 2018; Otero, 2020). These factors have tremendously, and most of all, negatively influenced the enrolment of children, especially that of girls. These variables answered the research question: "what are the causes of the subsequent low enrolment in primary schools in Yambio County?" These variables will be measured by the ordinal regression model, which will involve examining the correlation of the variables that are being studied in this dissertation (Andrade, 2021).

On the other hand, 'Parents' attitudes' towards the education of their children is a factor which is characterized by parents' ignorance about the importance of education for their children. To some extent, parents' attitudes towards the education of their children are further influenced by 'cultural norms' which have specifically resulted in the belief that schooling is not important for girls, since they stand better chances as house wives and as income generating objects to parents, and who would soon, before maturity age, get married and join the families of their husbands, where they will not even have the opportunity to continue with education (Clugston, 2018). This is because once girls are married, they are preoccupied with house chores and house responsibilities, especially when they give birth to children. These factors, put

together, influence the enrolment of boys and girls in schools in Yambio County. These variables answered the research question: “How do education stakeholders perceive education for children?”

Finally, the conflict is a factor which is characterized by in-security due to war which has, in most cases, caused many families to flee together with their children to safer places deep into the villages where there are no schools, or the families have moved from villages into towns where schools are costly for the parents and caretakers to afford, especially when a family has more than one child. The same scenario applies to teachers who may not be available in those villages to which parents flee with children, hence affecting enrolment in most places of new settlements (Berenger et al., 2015). This variable answered the research question exploring the extent to which conflict had impacted on enrolment in Yambio County.

The variables in this section have been measured using excel and SPSS, using the ordinal regression simplified version of measurement to the responses to the survey instrument, applying the range of scores from 0 – 100, and the “yes” and “no” responses, mixed with the “low, medium and high” levels (Moss, 2017; Sun et al, 2021; May, 2019; Taherdoost, 2020). The data was derived from the survey instrument through summing up of frequencies, and employing frequency distributions and charts in order to interpret the numerical information collected from respondents (May, 2019; Taherdoost, 2020). Although some of the previous researchers in South Sudan have mostly conducted research in the field of education using the multi-purpose research approach (Clugstone, 2018; Adalla, 2016; Berenger et al., 2015; Lacko, 2011), while a considerable number of authors (UNICEF South Sudan, 2021; World Bank Group, 2019; Ajak, 2019; UNICEF South Sudan, 2021; Leiber, 2017) have also applied the non-numerical research approach in their studies in order to uncover the educational issues of the country, most of them

have conducted the research either in the urban or rural areas, and not in both settings as is the case in this study. Another point to note is that most research have not been conducted in Yambio County, so it is necessary for similar research to be carried out in the county in order to understand the extent to which education is perceived by the community there. It is also worth mentioning that those who used the multi-methods research approach in their studies did not use the parallel and convergent design in their mixed methods results of the data collected and analysed, as the researcher intends to do in this dissertation (Creswell & Hirose, 2019; Fabregues et al., 2020; Dawadi & Giri, 2021).

Following this section on the predictor variable, the next step is to identify the dependent variable which will be presented in the next section.

3.5.2 Dependent Variable

Dependent or criterion variable is referred to as the situation that is affected by another situation, it is the result of the action of the independent variable, which is basically its effect on the dependent variable (Andrade, 2021). In this research there is only one criterion variable which is the enrolment of boys and girls in primary schools in Yambio County, which has been affected by the conditions or by the independent variables enumerated above.

Information on this variable has been derived from the survey instrument and the scores ranged from 0-100 level, mixed with “low, medium and high” levels (Moss, 2017; Sun et al, 2021; May, 2019; Taherdoost, 2020). The measurement of this descriptive statistics has been conducted through the ordinal regression by summing up the frequencies of the interviewee responses to the survey instrument. Like the independent variable, this one responded to the magnitude of the independent variable “low,” “medium,” or “high” (Ibid) and the ‘yes or no’

options. The subsequent measurements will delineate the current condition of the variable “enrolment”.

Following the dependent variable are the mediation variables which are explained in the next section.

3.5.3 Mediation variables

Mediator or intervening variable is a third variable in research, and it refers to the condition of the independent variable that affects the dependent variable positively, or simply put, this variable involves the solutions to the dependent variable or most probably, it targets the formulation of policies in order to solve the problem being investigated (Gomez et al., 2019; Aguinis et al., 2016). This variable delineates the connection existing between the items considered in this study as the predictor variables, and the one which is regarded as the criterion variable, so as to show the extent to which the criterion variable has been affected through the intervention of the third variable as will be explained in this section (Andrade, 2021).

In this dissertation there are two constructs under which the intervention variables have been identified: education policies, which involve strategies for improving enrolment such as the construction of more learning spaces, the recruitment of teachers on gender sensitive basis, the establishment of school feeding programme in schools in order to attract children to enrol in learning, the abolition of school fees to allow parents to send all children to school, the educational awareness to parents on the importance of education for boys and girls in order to remove the customary laws that prevent girls from being sent to school, and security to offer safety for girls on the way to school, and while in school which will be explained fully later.

These variables answered the research question pertaining to whether there are alternative solutions to the low enrolment of children in primary schools in Yambio County.

Education policies refer to the strategies that respondents think could be undertaken by the government of South Sudan in order to improve the enrolment of boys and girls in primary schools, which are as enumerated above (UNICEF South Sudan, 2021; Ajak, 2019; Adalla, 2016; Berenger et al., 2015). The following section includes a few explanations of the variables under this construct, which include, and are not limited to the construction of more learning spaces, the recruitment of teachers on gender sensitive basis, the establishment of school feeding programme, the abolition of school fees, and educational awareness to parents on the importance of education for boys and girls.

According to UNICEF South Sudan (2021), Tarlea et al. (2021), Gomez et al. (2019) and Ajak (2019), the construction of more learning spaces is an intervening factor which had been identified by previous researchers, with recommendations made for implementation, in order to ensure that changes are made regarding the outstanding issues identified in the education of children in South Sudan. But the question is whether the recommended solutions have been implemented by the government and education stakeholders, in order to improve enrolment, especially in the rural areas where access to schools has been identified as the biggest problem throughout the country. This variable constitutes the elements of this study, so as to update the readers on the educational development in the country. Both numerical and non-numerical information will be gathered on this factor and analysed, and the results will be merged in order to inform policies on children's education in South Sudan (Dawadi & Giri, 2021), especially following the outbreak of the corona virus (Viola, 2020).

The absence of qualified teachers in primary schools in South Sudan is one of the issues which had as well been established by some researchers on children's enrolment, especially female teachers who could act as exemplary to female students in primary schools (Tarlea et al., 2021; Ibreck et al., 2021; Salem, 2018; Hider, 2021; Barnaba, 2015). The idea of establishing this variable from the perspective of respondents was to ascertain whether the issue persists or not, and to get the solutions from respondents' point of view instead of the researcher presenting a list of recommendations from his or her own perspective, or from externally imposed perspectives, say from the government. Of course, posting experienced teaching staff to basic schools such as primary schools, including female teachers is essential for the sustainability of teaching and learning. It encourages parents to send all their children to school, especially daughters.

On the other hand, feeding children in schools is also one of the core programmes that could improve the enrolment of boys and girls in primary schools in South Sudan in general, and in Yambio County in particular, since it could enable parents to massively send their children to school, and encourage them to love schooling (Thomas, 2021; World Food Programme, 2020; Tull et al., 2018).

School fee is also one of the major obstacles that impede access to schooling in the third world countries like South Sudan, and, therefore, abolishing it is a viable solution to the enrolment problem, since this would enable parents and caretakers to enrol children in school without fear of incurring many expenses (Berenger et al., 2015). The response to this variable has also been obtained from the questionnaire of this study.

Enlightening parents and students on the importance of schooling for boys and girls through educational awareness raising enables them (parents and students) to understand the

significance of education, hence resulting in every parent sending his or her child(ren) to school, or children loving schooling, thus improving enrolment significantly (Ajak, 2019).

The provision of safety for boys and girls or a free environment for learning which is free of disturbance of all kinds play an important role in enabling children to enrol massively in school: of course, insecurity is a common phenomenon nowadays which affects access to education for boys and girls in the Republic of South Sudan, including Yambio County (The Global Partnership to End Child Marriage, 2018; Salem, 2018; Barnaba, 2015).

To sum up, all the information for the intervening variables of this study have been obtained through the survey instrument and were analysed by summing up the frequencies of interviewees' responses. But one thing to note is that though similar variables have been identified by previous researchers in South Sudan, there is still room to investigate whether the proposed solutions have been positively implemented, and to examine how the implementation has impacted on the enrolment of boys and girls specifically in Yambio County. There is need, too, to ascertain the current educational situation in the country in the light of highlights and recommendations that had been put forward by previous researchers in the field of education in the country.

Following this section is the presentation of the study procedures and ethical assurances that were employed during the collection of information on the topic of this dissertation.

3.6 Study Procedures and Ethical Assurances

Prior to data collection, the researcher applied to the UNICAF University Research Ethic Committee (UREC) for approval, since the research involved human beings whose confidentiality and privacy had to be protected and their wellbeing had to be respected as well as

their decisions and rights (Maggi, 2016). After a thorough scrutiny of the ethical considerations of the research, an approval was granted for the researcher to continue with data collection.

As this research was conducted using the multi-methods research technique, data were collected in two ways, one for the numerical research approach and one for the non-numerical research approach (Dawadi & Giri, 2021). This research technique is appropriate as it is believed to be able to adapt to new situations, probably the act of accommodating two research techniques in one study (Dawadi & Giri, 2021), and the use of purposive sampling method for the two research approaches: the numerical and the non-numerical research approaches (Ahmed et al., 2020).

In the first place, the quantitative research questionnaires were distributed to the selected respondents prior to a thorough explanation of the purpose and objectives of the research and the assurance that the questionnaires would not bear the names of the participants, but instead codes would be used to ensure their anonymity, and when they agreed to respond to the survey questions, they were issued with copies to be filled by them. And in the second place, the one-to-one interviews were conducted also following a clear explanation of the aims and objectives of the research to the participants, and they were as well assured of the anonymity of their information, together with the fact that they were free to withdraw from the interview, or withdraw their information if they didn't feel secured (Maggi, 2016; Riddell et al., 2017; Kang & Hwang, 2021). Most of the research processes were done in the respective school premises of the sites chosen for the research, and this was applicable to teachers, students, and parents, but it was only on rare cases that some interviews had to be conducted in the palaces of some community leaders who could not be invited to travel to the specified research sites, because they had to be honoured. All interactions with respondents were carried out on working days and during working hours, but

quiet and isolated places were given for the interactions, so as to avoid disturbance and intruding during the interview.

The purposive sampling was used to select respondents for this research throughout the sites. This sampling approach is a design which is based on the fact that a respondent is selected to participate in an interview or survey, simply because of his/her knowledge about the phenomenon of the study (Casteel & Bridier, 2021). As a result, the participants of this study were selected by the researcher in collaboration with the Headteachers of the respective primary schools in which the study was conducted following a clear explanation of the purpose, significance, and objectives of the study. Apparently, knowledgeable, and willing persons were identified and chosen to participate in the research, or generally people of like minds were selected for the study (Etikan & Bala, 2017). In this regard the sampling strategy was based on participant groups such as teachers, students, parents, and community leaders. Respondents were chosen based on groups because the researcher wanted to know the perceptions of people from the various groups concerning the education of boys and girls in Yambio County.

In this research, the researcher used the following research ethical principles in order to ensure the safety of the respondents who agreed to be involved as participants. In this regard, it was necessary to refer to the claim by Riddell and colleagues (2017) that prior to engaging people to participate in a study, both the researcher and the expected respondents should agree and endorse a term of reference which should be clearly explained. In this regard, the degree of respondents' involvement in a study, and the type of participants intended for the research, their personal consensus to participate in the study, whether their information would be private and secret, and the way in which the researcher would conserve and treat the information that will be collected from them, would be explained, and revealed to them. Their right to either give or withhold their

data, and how the data collected will be reported and published were also observed. Furthermore, Adam and colleagues (2017) assert that researchers should, as well, have a good relationship with the people from whom a sample is taken for a study. Researchers should also have a good diction in their interviews, as well as valuing the traditions of the community of the study. Whereas Kang & Hwang (2021) advocate for researchers to get the agreement of participants, to practice the do no harm to respondents' strategy, and to be integral while conducting a study on phenomenon.

Therefore, in this study, the research resolved to employ the following procedures or steps during the research process:

Firstly, the researcher sought the consent of respondents, by clearly explaining to them the purpose and benefits of the research, and thereafter requesting them to participate in the interview or the survey, which in turn ensured respect for participants, in order to win their confidence and trust (Riddell et al., 2017; Maggi, 2016). This principle aimed at convincing people from the sampled population to participate in the research, by thoroughly explaining the objectives, purposes, and benefits of the research to them (Kang & Hwang, 2021), so that they could agree to participate willingly after having understood the motives behind it, and also ensuring that the role of the researcher in the interview was that of a facilitator, and subsequently requesting those who were willing to participate to sign the consent forms (Gimire, 2021; Kang & Hwang, 2021; Riddell et al, 2017). However, the researcher was aware of the conflicting arguments by some scholars about the conceptualization of informed consent: for instance, Traianou (2012) on his part argues the validity of participants being "fully informed"; they assert that the content of a research cannot be fully disclosed to respondents, but only some convincing objectives and purposes of the research, since participants do not need to be more knowledgeable about the research as if they were the researchers. Whereas Rai (2020), in Gimire (2021) argue that "It is not necessary to get

the informed consent of participants as the informal conversation in regard to the research issue occurred covertly” (p.86). Despite of the persistence of such arguments, and though they may both seem to be believable to some extent since the whole knowledge about research cannot be disclosed holistically to respondents, so that they would not be rendered even more knowledgeable about the topic than the researcher, the most genuine concept was employed. Also based on some counter arguments in favour of obtaining agreement from participants in a study based on their informed consent about the goals and reasons for conducting a particular research, it can be concluded that the ethical traditions and culture should hold their validity to the traditional norms and practice in research (Gimire, 2021; Kang & Hwang, 2021; Riddell et al., 2017; Adams et al. (2017; Dooley et al., 2017), which should as well be respected and adopted in this dissertation.

Therefore, during the research process of this study, respondents were also made aware of its goals and the reasons why the study was being conducted. They were equally informed that their privacy would be safeguarded and every respondent was free to decide either to participate in the interview or not; every respondent would as well have the right to withdraw his or her information from the process at his or her discretion; and interviewees were also assured that coding would be employed in the analysis of their information, in order to maintain their anonymity, and finally, they were assured that their information would be hidden from any other third party (Riddell et al, 2017; Dooley, 2017).

Foremost, the researcher promised to endeavour to protect the well-being of respondents by ensuring that it would not be harmed in any way as a result of their participation in the interviews (Dooley et al., 2017; Adams et al., 2017). Additionally, respondents were also assured of the subsequent benefits from the results of the proposed research, and these were explained to them prior to their involvement in the study (Dooley et al., 2017).

Malicious acts were avoided while using human beings as respondents in this research and they were treated with respect and esteem, and their freedom and worthiness were as well observed (Riddell et al., 2017). Of course, it is the responsibilities of researchers to ensure the safety of respondents from being frightened, stressed, offended, or harmed as a result of their involvement in the research interviews. Therefore, efforts were made to minimise the hazards of physical and, or mental harm to them and to their colleagues during the process of the study (Head, 2018; Adam et al, 2017).

The researcher was also aware of the fact that in research deception could be applied, which involves giving false information to respondents or leading them away from the real objectives of research, by concealing certain information from them which would motivate participants to give information about the issue(s) of the research. It is fortunate that in this dissertation the researcher did not conceal any information from participants, since it did not have a secret and hidden agenda besides the fact that the results would be beneficial to them to massively enrol their children in school without prejudice. If that was the case, the right ethical practice would be to disclose to participants during the feedback session, that there had been deceit, and giving reason(s) as to why the deceit was made (Head, 2018).

Furthermore, respondents were informed that they were permitted to decline from the interviews at any convenient moment without being liable for punishment of any kind, or were permitted to remove their information from the interviews without any adverse consequences as a result of the decline or the tendency to remove their information from the content of the interviews, due to reasons better known only to them (Dooley et al., 2017; Maggi, 2016).

Finally, a debriefing session was conducted with participants right after the completion of the interviews. Van der Kleij & Lipnevich (2020) define feedback according to Smith and Lipnevich

(2018) that it is any data or account regarding performance that can be used for verification or improvement of successful participation in an activity or activities. It is data supplied by someone in relation to active participation in an activity by an individual, or his or her experiences of phenomenon (Wisniewski et al., 2020).

Generally, it can be construed from the above assertion that in research, “feedback” is the reproduction of respondents’ information so that s/he can revisit his/her data on the phenomenon of concern to the researcher, so that the researchers’ misunderstandings about what participants said in an interview could be corrected in order to have accurate data with respondent’s wordings on the research topic.

In this research, therefore, the researcher took time to reproduce respondents’ information and to talk about issues investigated for correction. The researcher also went as far as giving reasons why the investigation was conducted, and at the same time allowing participants to ask as many questions as possible and answered participants’ questions with sincerity. It was at this moment that in case the researcher(s) lied to participants in some way before obtaining their consent and information, participants should clearly be told the reasons why he or she lied to them, and this should be during the “debriefing” (Dooley et al., 2017; Gimirie, 2021). The main reason for the feedback session was to ascertain that, participants have not been moved “psychologically, mentally, or physically” as a result of their interaction with the researcher(s) while giving the information requested, and to ensure that there was no mistake in writing interviewee responses.

Having presented the study procedures and ethical assurances, the next section will focus on the techniques that were used in collecting and analysing the data that were collected.

3.7 Data Collection and Analysis

Following the presentation of the study procedures and ethical assurances, this section deals with the techniques that were employed in collecting and analysing data in this dissertation. The section is divided into two parts since this dissertation is based on the mixed methods research approach in which both qualitative and quantitative research techniques have been applied. In the first place, the researcher will present the data collection and analysis techniques that will be employed for the quantitative data, while in the second part, the analysis techniques for the qualitative data will be presented.

3.7.1 Quantitative and Qualitative Data Collection and Analysis

The quantitative data collection and analysis method has been adopted for this research for its efficiency and for the purposes of rendering the results valid and reliable (McKim, 2017). Generally, in research, the close ended examination of the numerical information has four stages which include: preparing and organizing the information to be examined statistically; examining the information so as to respond to every question posed at the beginning of the study; presentation of the outcome of research using tables and figures, accompanied with a profound examination of results; and summarizing the outcome in narrative form (May, 2019).

Therefore, for the quantitative research approach, numerical data was collected from both selected male and female learners as respondents, through the questionnaire survey tool on a one-to one basis (Rajab & Arisha, 2018). Firstly, the data collected for analysis included information on primary constructs such as school environments which in turn comprised of whether school fees played an important role in the enrolment of children in primary schools in Yambio County. The second information under this construct was to establish whether the lack

of school infrastructure affected children's enrolment as well; the third objective was to know whether the lack of school feeding programme was an aspect of impediment in enrolment of pupils; the fourth objective was to know whether the lack of learning and teaching materials affected enrolment; while the last one was to establish whether the lack of teachers and female teachers obstructed enrolment.

The second construct was parents' attitude towards learning for their children. This examined whether parents' ignorance affect enrolment; as well as studying the influence of cultural norms on enrolment. Finally, the last construct which is "conflict", in which the objective was to examine whether conflict contributed negatively to the enrolment of children in schools in Yambio County.

Other quantitative variable constructs that were used in data collection and analysis in this research were the "education policies", which basically formed part of the mediation variables, which, in turn refer to the situations that are used to clarify the links(s) existing between the criterion and the predictor variables in a study (Gomez et al., 2019). These comprised of the construction of more learning spaces; the recruitment of teachers on gender sensitive basis; the establishment of school feeding programme; the abolition of school fees; and the educational awareness to parents and children on the importance of education for boys and girls.

These quantitative numerical data were analysed through the Special Package for Social Sciences (SPSS) software and excel, using the ordinal regression level of measurement to the responses to the survey instrument, applying the range of scores from 0 – 100, mixed with the "yes and no" and "low, medium and high" levels of measurement (Sun et al., 2021; Moss, 2017;

(Taherdoost, 2020). The data were derived from the survey instrument through summing up of frequencies, applying frequency distributions and charts (May, 2019).

In regard to the qualitative data collection, there are six stages in carrying out close examination on non-numerical information in research which include: the preparation of the information to be examined; the exploration of the information using codes; utilizing the codes to configure the information; the presentation of the outcomes using words and symbols; ascribing meaning to the outcomes of the research; and establishing the validity of the outcomes (May, 2019).

Similarly, in this research, the qualitative data were derived from the interview research tool which were coded manually. Subsequently, categories or themes were developed from the codes, which were then analysed qualitatively through narratives. Generally, the codes were obtained from the information coming from respondents as the result of the interviews: this process involved textual analysis of the codes, categories, and or themes that were generated from participants' responses. In other words, respondents' discourses were used to support arguments and assertions concerning the enrolment of children in primary schools (Gordon, 2018; Creswell & Hirose, 2019). The researcher was the interviewer and played the role of researcher-participant and facilitator, paying attention to respondents' attitudes during the data collection from interviewees on a one-to-one basis (Gordon, 2018; Creswell, 2019; Rajab & Arisha, 2018). The qualitative research technique was employed because of its flexibility and the ability to collect in-depth information from the experiences, views, and feelings of participants (Mohajan, 2018).

Both data collection and analysis involved triangulation of sources and methodology as the information gathered was from various categories of respondents ranging from students, teachers, parents, and community leaders. The multi-methods research approaches were also

employed in the research. Triangulating sources of information as such would ensure the validity of the results of this research, which is generally referred to as trustworthiness and dependability in qualitative research (Fusch et al., 2017, Mohajan, 2018).

On the other hand, this qualitative data collection and analysis was based on the ethnographic case study design as the research involved the cultural aspects underlying communities' feelings and responses to the schooling of children, especially for girls (Fusch et al., 2017). This was coupled with the parallel convergent mixed methods research design, in which the numerical and non-numerical information were brought together in order to facilitate the concurrent comparison of the quantitative and qualitative results during data integration (Takahashi & Aruajo, 2019; Shagrir, 2017).

To sum up, this Chapter basically focused on the explanation of the research designs that had been chosen for this dissertation, which are the multi-methods research methodology, the ethnographic case study design for data collection and analysis (Guttermann, et al., 2017), and the parallel convergent mixed methods research design which was applied for comparison of the data analysed (Reis et al., 2017). Participants were selected for both the numerical and non-numerical research methods through the purposeful non-probability sample technique (Etikan & Bala, 2017). The material instruments that were applied for data collection in this study included both the interview and survey research tools. The variables were also operationally defined, and this comprised of the independent, dependent, and intervening variables; the study procedures were also explained and finally, the ethical considerations mainly concerned with seeking the agreement of the sample population that were selected to participate in the interviews, as well as ensuring their safety, welfare, and anonymity (Kang and Hwang, 2021).

Having presented the research methodology to be applied in this dissertation, the next step is to present and discuss the subsequent research findings in the following Chapter.

CHAPTER 4: DISCUSSION OF RESEARCH FINDINGS

4.1 Introduction

The purposes of this research were to examine the underlying causes of the low rates of boys' and girls' enrolments in primary schools; the causes of gender disparity in the enrolment of children; the effects of the subsequent gender inequality on livelihood and female teachers in schools; the alternative solutions to the low enrolment; and finally, stakeholders' perception of education for boys and girls, in order to justify or nullify the hypothesis that community's ignorance is one of the underlying causes of low enrolment of children in the selected schools.

In fact, despite the increasing pattern in enrolment in South Sudan from 2014 up to date, research still indicate that it is problematic, because approximately three million children are not in school compared to about two million who are currently studying (Barnaba, 2015; South Sudan Education Cluster, 2018). This claim has also been confirmed by (Haider, 2021; Ibreck et al., 2021) when they assert that in South Sudan several constraints hinder millions of boys and girls from accessing schools both in the villages as well as in towns, hence affecting the enrolment rates countrywide. Reasons behind this gap has mostly been identified as a result of the dwindling economy, leading to the scarcity of financial support to the education sector. This hinders various educational services that could foster education for children in the country (Ibreck et al., 2021; Ajak, 2019; Government of South Sudan, Ministry of Environment and Forestry, 2018; Haider, 2021). Secondly, looking critically at the statistics in table one, gender inequality in enrolment is still high, which also conforms to the outcome of this study. The gender difference in enrolment has further been justified by many researchers, every one of whom has expressed his/her concerns about the low enrolment of girls in primary schools in the country at large (Haider, 2021; Conflict Sensitive Resource Facility, 2018; Ministry of General

Education and Instruction, Juba, Republic of South Sudan, 2017). Therefore, since most of the preceding researchers have highlighted the resonant issues of low enrolments in schools, especially that of girls due to diverse factors, this dissertation is appropriate as it unveils the persistence of the factors leading to the discrepancies.

In a nutshell, this Chapter is organised in such a way that besides the introduction, the researcher will focus on the presentation and evaluation of the research findings. Following these, the focus will be on the discussion of the trustworthiness, reliability and validity of the data that had been collected for the research. The final step will be to conclude the Chapter.

Having introduced this Chapter in this section, the next step is to discuss the trustworthiness of the data collected through the multi-methods research tools.

4.2 Trustworthiness of Data

In a non-numerical study, validity has various connotations in which data can be assumed to be rigorous, trusted, appropriate, and reliable (Hayashi et al., 2019). It is further claimed that there is no research approach that is more valuable than the other, either numerical research approach, or a non-numerical research technique, but they only vary from one another and at the same time they can complement each other because of the variance. As a result, though validity is widely considered as an important factor in numerical studies, it is not the case in the non-numerical research, because of the variation that exists between the two research approaches in which the one collects information in form of numbers, while the other approach gathers data in form of words. Generally, the word that is best fit to represent “validity” in the non-numerical research is “trustworthiness,” which refers to the ability of research to be reliable, dependable, confirmable, and applicable to other situations (Ibid).

Trustworthiness is fundamental to the non-numerical study, because it helps in establishing the truthfulness of information gathering and its analysis in research, in order to determine whether it is appropriate, meaningful, or useful. It is worth noting that trustworthiness stems from the interpretivist paradigm, whereas validity and reliability stem from the positivist paradigm, which are two conflicting theories in research (Hayashi et al., 2019). Ferero and colleagues (2019) as well support this argument concerning the trustworthiness of research in the non-numerical study, by saying that the acceptable standard for judging the validity and reliability of research involves whether the results are credible, dependable, confirmable, and transferable to other situations or locations. These researchers further argue that once a non-numerical study is carried out using the specified research instruments and approaches, as well as applying the purposive method for selecting respondents to participate in a study, the results will be credible, dependable, confirmable, and transferable to other settings, hence ensuring the validity of the data collected and reliability of the subsequent result of the study. Their claim is further supported by the assertion made by Hayashi and colleagues (2019) that in the non-numerical research, if the researchers can make clear and comprehensive explanations of the protocols of the study, it would render both data and the findings to be credible, valid, reliable, trusted, confirmable, and the results can be transferable to other settings. Finally, the colleagues claim that in order for research and data to be valid and reliable, the researchers should endeavour to establish these two aspects of research throughout the study. This means that researchers give technical and clear descriptions or explanations of every stage of the research starting from the choice of the topic through all the processes, as constituting the building up of trust and dependability of the data and the results of the research.

Church and colleagues (2019) also assert that the validity of the information collected on the phenomenon being examined in a non-numerical study is ensured through the development of codes which refers to the measures that are applied in analysing and interpreting the specified information. This involves summing up of the main points in the narrative from the responses given by participants in an interview, focussed group discussions, and field observations.

In this study, the researcher used similar strategies in order to ensure the trustworthiness of the data collected and the results of the study, using the qualitative research approach in which the open-ended interviews were employed in order to collect in-depth information from respondents on a one-to-one basis, on the phenomenon of interest (Kurchevski & Godinho, 2018). Despite the fact that there are many ways to ascertain the trustworthiness of research or research data, one of the strategies used in this study included triangulation of data sources in which information on the topic in question were gathered from four categories of informants: students, teachers, parents, and community leaders, so as to obtain valid information across the sources; the researcher also triangulated research methodologies, by applying the mixed methods research approach in order to achieve the trustworthiness of data through the complementarity procedure of research in which the weakness of one research approach was strengthened or complemented by the strength of the other research methodology (Korstjens et al., 2018; Hayashi et al., 2019).

Secondly, following the data collection and analysis, the researcher conducted member check in order to ensure that the data used in the analysis was derived from respondents' experiences and that the data reflected their own wordings (Hayashi et al., 2019): in this regard, meetings were conducted with participants, in order to confirm from them whether the information collected was not flawed in any way. In order to provide some clues for reader judgements on transferability, a thick description of participants' experiences, behaviour, and

their context was conducted (Korstjens et al., 2018). This was conducted alongside with giving clear explanations of the research protocols (Hayashi et al., 2019). Finally, in this study, participants' words have been used in quotes so as to ensure dependability and confirmability of the data (Korstjens, 2018). The use of the purposive sampling, which pertains to the selection of participants for the interviews based on the researcher's knowledge of who would give appropriate information about the phenomenon under study, also serves as an added advantage to enhance the trustworthiness of the data and results of this research (Church et al., 2019).

It is obvious that the qualitative research method is characterized by researcher bias to some extent, which would have affected the trustworthiness of the results of this research, but on the other hand, both the triangulation of methods and the sources of data addressed the shortcomings of this research approach, ensuring the trustworthiness of the data collected (Korstjens et al., 2018).

To sum up, trustworthiness of data or the results of research in the non-numerical research approach is an alternative to validity and reliability in the numerical research technique. Simply put, instead of testing given assumptions in order to establish content validity in the numerical research approach, the researcher achieves this in the non-numerical research approach by constructing, reflecting, and reconstructing the data collected from respondents. This is an essential aspect of ensuring trustworthiness in the qualitative research, so as to get a profound knowledge of the issue being studied. As a result, the researcher does not have to conduct any testing of hypotheses in order to ensure that the data and the results of the research are valid and reliable.

Having established the trustworthiness of data and the results of the findings in this research, the next section will focus on the reliability and validity of the data collected for this study.

4.3 Reliability and Validity of Data

In an attempt to define data, Etikan et al (2016) assert that data refers to any kind of knowledge about phenomenon. It can be in form of pictures, narrative, numerical, visual, sign, paintings, or audio which can be or had been collected and utilised to delineate a state, some truths, a reality, a situation, an idea, or an object. In the quantitative research, the reliability of the information collected, or instrumentation of measurement is ensured when the result is the same or remains constant or is consistent from one researcher to another, or between different periods or times of research (Mohajan, 2017). Etikan (2016) further asserts that a research tool is reliable when there is stability in the findings of a study, and if the outcomes can be maintained for a long time, or if it can be repeatedly replicated in future studies on the same phenomenon, by different researchers and at different times. Reliability points to the fact that the frequencies obtained from a study are accurate and resemble the phenomenon under study, indicating that there are no errors in the findings.

According to Mohajan (2017), he asserts that in order to ensure that the outcome of a research is reliable, there are two things that should be considered in the exercise:

- (a) Determining the consistency of the stability of a measurement over a longer period while subjecting the results to various random examinations. Stability can be tested in two ways:
 - *Test-retest reliability*: in this regard, the reliability coefficient can be gotten through repeating the same measure for the second time: retesting. This is the act of assessing the external consistency of an examination of results. If the reliability coefficient is high: $r = 0.98$, it can be concluded that both tools are free of measurement errors. Coefficients' range of acceptability are from 0.7 and above 0.8, which are highly acceptable. The test-

retest reliability shows variations in scores that are obtained during the various testing sessions. This is the form of reliability which results from conducting similar tests for several times on people or objects. The scores obtained at different intervals, as well as the measurements, are correlated in order to examine the tests for stability throughout the testing sessions (Mohajan, 2017).

- *Parallel-forms reliability*: this is the type of reliability which is obtained through applying types of assessment tools to the same participants. The scores from the different types of assessment tools are also correlated to examine the consistency of the outcomes across the different types of assessment tools. If the correlation is high, therefore, this is called as ‘parallel-form reliability’ (Mohajan, 2017).
- (b) The internal consistency reliability: it refers to the extent of the various variables under study, yielding the same results. This step tests for the relatedness of the variables using the measurement that had been chosen for the examination of phenomenon. The author further asserts that to test whether a measurement is reliable, it should be done using the correlation of variables. In this regard, the internal consistency can be measured using the Cronbach Alpha as the mean of the coefficients. It is known as the function of the intermediate scale value of the internal correlation of items based on the measurement tool. Usually, the value ranges between 0 and 1, such that 0 stands for the absence of correlation and 1 stands for a complete correlation (Mohajan, 2017).

Validity therefore, refers to the effectiveness of the results of a particular research; it is the range within which a research tool is able to measure what it was intended to measure in a study, or the ability of a research to gauge what it was expected to gauge, or the ability of research instrument(s) to evaluate what it was intended to evaluate, generally implying the accuracy and

the liability of a study or study tools to be trustworthy (Mohajan, 2017). It is within this context that validity has been contextualized in this dissertation.

The relationship between the reliability and validity of research tools is that a measurement tool can be reliable without being valid, and as a result, measurement tools need to be both reliable and valid in order to ensure the reliability and validity of research (Middleton, 2019). Generally, validity is categorised into four kinds: construct validity which refers to whether the conceptual measurement has been attained; content validity, which regards the representativeness of a test of what it was intended to measure; face validity, which refers to the suitability of the content of a test in regard to the purpose of the study; and criterion validity, which refers to the correspondence of the results to the various tests on the same phenomenon (Middleton, 2019).

Furthermore, it has been asserted by Mohajan (2017) that the effectiveness and dependability of the non-numerical research augments its believability and reduces the possibility of researcher biasness. This is coupled with the fact that the use of different types of research techniques for collecting information on phenomenon in order to obtain requisite and genuine data, enables a researcher to improve the effectiveness and dependability of a study. It is also asserted by this author that “Cronbach and Meehl” were the pioneers of validity in numerical research approach around the 1950s.

In this study the construct and content validity were met by testing whether all the aspects of the measurement tools were relevant to generate the expected results of the research. In this regard, the focus was on whether the measurement tools were appropriate for generating issues related to children’s enrolment in primary schools, especially issues with girls’ enrolment compared to that of boys. For the reliability of the data, the questionnaire was carefully

developed and included only relevant questions to measure enrolment of children in primary schools, and this is coupled with the fact that once the research data was valid, the reliability of the data is ensured as well (Middleton, 2019). For example, the reliance on both the convergent validity in which “high, medium, and low” levels of instruments were applied in the quantitative data collection; and the “face validity” which involved the right to make choices based on categories such as “yes” and “no” levels of instrumentation were also employed in this research. The application of these tools was worthy to render them effective and dependable, which is the absolute goal in a numerical study as this.

Following this section, the next section will focus on the results of the research findings including graphical or tabular illustrations.

4.4 Results

The purposes of this research were to examine the underlying causes of the low rates of boys’ and girls’ enrolments in primary schools; the causes of gender inequality in the enrolment of children; the effects of the subsequent gender inequality on livelihood and female teachers in schools; the alternative solutions to the low enrolment; and finally, to evaluate stakeholders’ perception of education for boys and girls, in order to justify or nullify the hypothesis that community’s ignorance is one of the underlying causes of low enrolment of children in the selected schools.

In fact, despite the increasing pattern in enrolment in South Sudan from 2014 up to date, research still indicate that it is problematic, because approximately three million children have not been registered in school compared to about two million who are currently in school (Barnaba, 2015; South Sudan Education Cluster, 2018). This claim has also been confirmed by

(Haider, 2021; Ibreck et al., 2021) when they assert that in South Sudan several constraints hinder millions of boys and girls from accessing schools both in the villages as well as in towns, hence affecting their enrolment rates countrywide. Reasons behind this gap has mostly been identified as a result of the dwindling economy, leading to the scarcity of financial support to the education sector. This hinders various educational services that could foster education for children (Ibreck et al., 2021; Ajak, 2019; Government of South Sudan, Ministry of Environment and Forestry, 2018; Haider, 2021). Secondly, looking critically at the statistics in table one, gender inequality in enrolment is still high, which also conforms to the outcome of this study. The gender disparity in enrolment has further been justified by many researchers, every one of whom has expressed his/her concerns about the low enrolment of girls in primary schools in the country at large (Haider, 2021; Conflict Sensitive Resource Facility, 2018; Ministry of General Education and Instruction, Juba, Republic of South Sudan, 2017). Therefore, since most of the preceding researchers have highlighted the resonant issues of low enrolments in schools, especially that of girls due to diverse factors, this dissertation is appropriate as it unveils the persistence of the factors leading to the discrepancies in enrolment.

Since the mixed methods research approach was used in this study, the results of the findings evolved around five research questions for both the quantitative and the qualitative research approaches, three alternative hypothesis, and three null hypotheses for the quantitative research as indicated below.

Demographic characteristics indicated that out of the total of 70 participants, 60 % were male while female respondents were only 40 %. Reasons behind the disparity were that there were no female community leaders in the two Payams of the research, and there were only few female teachers in the schools of the study because there were not many educated women within

the communities who could pick up the teaching professions to provide equitable representation of female teachers in those schools. The shortage of female teachers in primary schools in South Sudan had been reported by previous researchers such as Barnaba (2015), Government of South Sudan, Ministry of Environment and Forestry (2018), Thomas (2021), Haider (2021) and the same claim has been confirmed by some participants to this research. For instance, teacher 3 in school “C” said: “many schools do not have female teachers to attract girls to schooling”.

But it is worth mentioning that students’ demographic characteristics were normal; there was equal representation in the sampling of both male and female learners to participate in the surveys, and the same applied to parents’ interviews: the participants were equitably selected with equal gender representation.

Secondly, most of the teachers, 62.5 % had only been to secondary school, while very few, 37.5% had been to the university. This has affected the quality of teaching in primary schools as it has been reported by some researchers such as The Global Partnership to End Child Marriage (2018), Government of South Sudan, Ministry of Environment and Forestry (2018) and Barnaba (2015). This is contrary to teacher recruitment regulations contained in the “Professional Standards for Teachers in South Sudan” which stipulates that teachers should be recruited on qualification and merit bases, in order for them to be competent enough to impart the required knowledge to learners (Education Cluster South Sudan, 2012).

Following the introductory part of this Chapter, the presentation and discussion of the results of this research will be based on the following research questions and hypotheses. This will be

followed by the evaluation of the findings, and the summary of the key points in the Chapter. The questions and hypotheses are as the following:

1. How has the conflict impacted on the enrolment of children in primary schools in Yambio County?
 2. What is the enrolment trend of boys and girls in primary schools in Yambio County?
 3. What are the causes of gender disparity/inequality in the enrolment of children in the selected schools?
 4. How does the gender inequality in enrolment affect livelihood and female teachers' representation in schools?
 5. How can the enrolment of children be increased in Primary schools in Yambio County, especially girls' enrolment?
- Alternative Hypothesis (Ha 1):

Communities' ignorance about the importance of children's education as an element of economic empowerment and development contributes to low enrolment of children in schools, especially girls' enrolment.

- Null Hypothesis (H0 1):

Communities' ignorance about the importance of children's education as an element of economic empowerment and development does not contribute to low enrolment of children in schools, especially girls' enrolment.

- Alternative Hypothesis (Ha 2):

Low enrolment of girls in primary schools impacts negatively on the representation of female teachers.

- Null Hypothesis (H0 2):

Low enrolment of girls in primary schools does not impact negatively on the representation of female teachers.

- Alternative Hypothesis (Ha 3):

The absence of female teachers in schools justifies the cultural gender roles within the communities of the study and discourages girls from loving education, as well as hindering parents' concerted efforts for girls' schooling.

- Null Hypothesis (H0 3):

The absence of female teachers in schools does not justify the cultural gender roles within the communities of the study and does not discourage girls from loving education, as well as does not hinder parents' concerted efforts for girls' schooling.

The quantitative research findings will be presented first, and this will be followed simultaneously by the results of the qualitative research results for every research question which are matching, or which deserve both quantitative and qualitative responses, in order to provide a forum for comparison of the results.

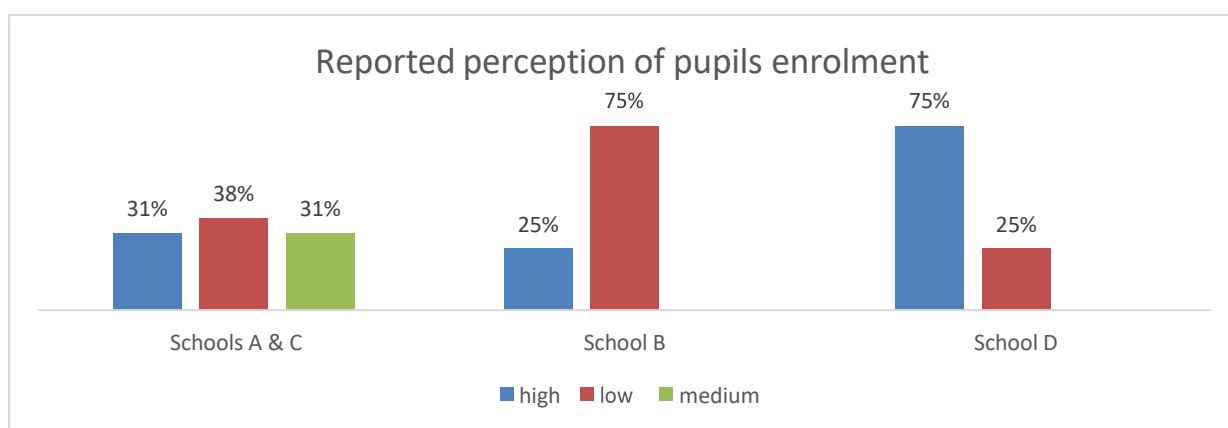
Having given the introductory part of this dissertation, the next section will focus on the research results which will evolve around five research questions and six hypotheses for all the three case studies.

4.4.1 Responses to the Research Question Regarding the Rate of Children's Enrolment in the Schools of the Study

Responding to the survey question about the rates of children's enrolment in the four schools, respondents in school 'D' thought that it was "high" (75%), whereas those in school 'B' had the opinion that their enrolment was 'low' (75%), and finally, in schools 'A & C' participants had mixed feelings: some thought that it was low 38%, some thought it was high (31%), and some thought it was medium/moderate (31%), figure 3. But looking at the statistics on the walls of classrooms, there were no cumulative comparable statistics that the participants used to differ in opinions about the enrolment, this was only by guessing, since the only enrolment that was displayed on the wall was that of the period of the study, and not for the previous years.

Figure3

Children Enrolment in Schools 'A' And 'C', 'B', And 'D'



In addition to the statistical information presented above concerning the rates of children enrolments in the selected schools, the interview results revealed that the majority of respondents had the feeling that only some children went to school in their communities as indicated in table

Table 2

Qualitative Responses to Rates of Children's Enrollment in Selected Primary Schools (n = 22)

Question	Response	Frequency	Percentage
Tell me whether all children go to school in your community?	Not all children go to school in my community	16	72.72 %
	Not all children in this community come to school.	2	9.09 %
	Not all children are in school.	1	4.55 %
	Only some children go to school in my community.	1	4.55 %

But one community leader said that all school aged children in his community were in school, because he had commanded parents to send all children to school, table 3.

Table3

Positive Response to the Rate of Children's Enrollment in One of the Primary Schools

Question	Response
Tell me whether all children go to school in your community?	All children go to school in my area because I had put an order to all parents to send all their children to school.

Whereas some participants had the opinion that some children were not interested in schooling, table 4.

Table 4*Negative Reaction of Children Regarding Schooling*

Question	Response
Tell me whether all children go to school in your community?	Some children refuse to go to school.

Generally, these results concur with that of literature review when some researchers on education in South Sudan concluded that enrolment was low in primary schools in South Sudan (Lacko, 2011; Berenger, 2015; Clugston, 2018; Ibreck et al., 2021; Haider, 2021).

4.4.2 Responses to the Research Question on the Causes of the Subsequent Low Enrolment Rates in the Primary Schools of the Study

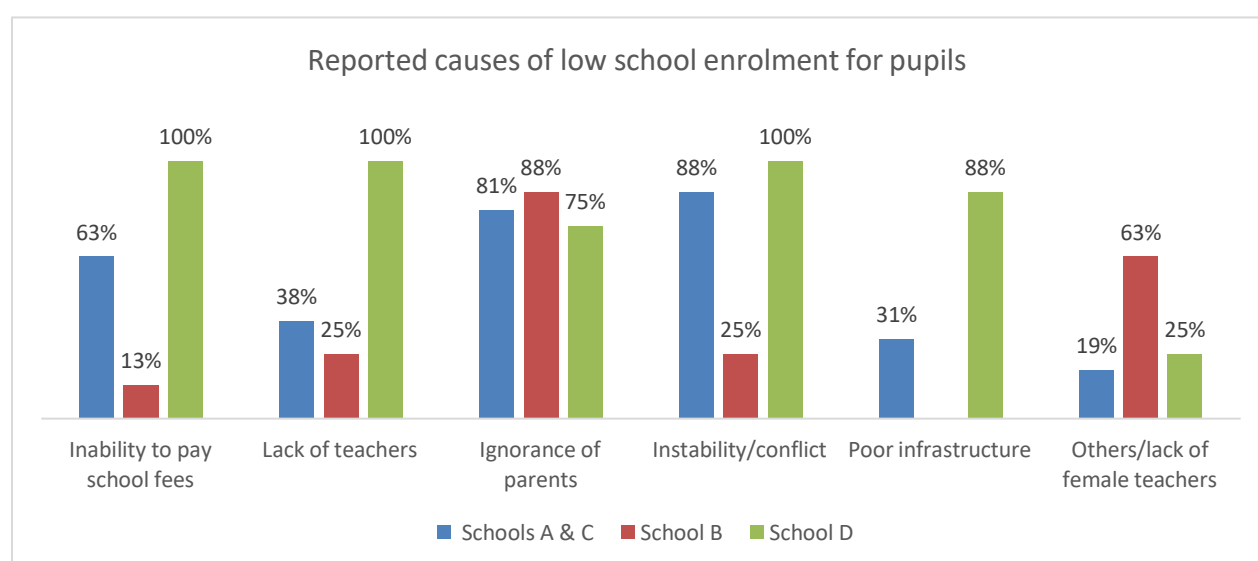
In the three case studies, the questionnaire produced the following results regarding issues of low enrolment of children in primary schools in the selected primary schools:

In regard to the female teachers, 63% of participants in school 'B' thought that lack of female teachers affected enrolment, compared to 25% in school 'D', and 19% in school 'A & C'. Pertaining to infrastructure, 88% of participants in school 'D' felt that poor infrastructure had an impact on enrolment, compared to 31% in schools 'A & C', and 0% in school 'B'. In regard to general opinion on the effects of conflict on enrolment, 100% of participants in school 'D' had the impression that instability affected enrolment, compared to 88% in schools 'A & C', and 25% in school 'B'. Whereas 88% of respondents in school 'B' had the feeling that the ignorance of parents or caregivers affected enrolment, compared to 81 in schools 'A & C' and 75% in school 'D'. Also, in regard to teachers, 100% of participants in school 'D' thought that lack of

teachers had an impact on enrolment, compared to 63% in schools 'A & C', and 13% in school 'B'. In regard to school fees, 100% of respondents in school 'D' compared to 87% in school 'B', and 62.5% in schools 'A & C' thought that the inability to pay school fees affected enrolment, figure 4.

Figure 4

Showing Factors Affecting Children Enrolment in Primary Schools of The Study



Moving further from the statistical pre-determined responses, while examining the results of the qualitative research interviews on the factors affecting children enrolment in primary schools, respondents were of the opinion that some children did not go to school within their milieu because of the economic circumstances, due to lack of economic empowerment and productivity, inability to obtain jobs, and cultural norms which had impeded them from schooling, table 5:

Table 5

Interview Responses Enumerating Causes of Low Enrolment of Children in Primary Schools in Yambio County

Question	Response
What are the causes of the low rate of enrolment in your school?	Because of poverty.
	If I had the resources, I would support my children to advance in education.
	It is difficult for me to support my children in education because I am not working. I did not go to school.
	I am willing to support my children advance in education, but I don't have the possibility.
	Because their parents are poor ... early marriage ... pregnancy.
	... high school fees ... poverty.
	School fees due to delay in salaries ... early marriage and pregnancies.
	Some parents cannot afford to pay the school fees for their children ... some girls get married earlier or are pregnant.
	Some parents are not able to pay the school fees of all their children.

Question	Response
	Because of lack of school fees due to poverty, early pregnancy and marriage ... poverty, making children/parents unable to pay school fees and provide school requirements.
	School fees are so expensive; because their parents are poor.
	Some children lack school fees ... the majority of parents are unemployed/underemployed ... parents do not cultivate at large scale, to provide for feeding and meeting other demands.
	Some do not have the possibility to pay their school fees.
	Cost of schooling is high, and parents are poor.
	Not all children go to school in this community due to financial circumstances.
	Some parents do not have money to send their children to school.
	Some parents are not able to pay the school fees of all their children.
	Some lack school fees.

Question	Response
	The low enrolment of children in my community is due to poverty.
	Because of lack of school fees.
	Because of poverty.
	Poverty, because school fees are very expensive ... early marriage and pregnancies.
	Some children indulge in early marriage.
	Some parents cannot afford the high school fees/parent contributions.
	School fee is the major cause of the low enrolment; ... forced marriages and early pregnancies, parents are not encouraging and supporting their children to go to school.
	Sexual violence leading to early pregnancies.
	Some parents are poor and cannot afford paying school fees and providing materials.
	Some parents do not afford to pay school fees and requirements.

However, one respondent was of the opinion that financial circumstances could not affect children's learning in their school, because they permit children from poor families to learn even if they do not have the money for school fees, table 6:

Table 6

Interview Responses Enumerating Causes of Low Enrolment of Children in Primary Schools in Yambio County

Question	Response
What are the causes of the low rate of enrolment in your school?	Money problem is not an issue in our school, since we sometimes allow children who do not have money'

Some participants thought that the negligence and the fact that parents were ignorant and un-educated contributed to the low enrolment of children in schools, table 7:

Table 7

Interview Responses Enumerating Causes of Low Enrolment of Children in Primary Schools in Yambio County

Question	Response
What are the causes of the low rate of enrolment in your school?	Some parents do not care about the education of their children, causing them not to love education.
	not all children in this community go to school because some are held to assist their parents at home.
	Some parents do not encourage their children to go to school ... parents are not encouraging and supporting their children to go to school.
	... due to lack of parents' encouragement of children.

Question	Response
	Parents are negligent and do not encourage children to go to school; they are always drunk.
	Most parents withhold children at home to assist them with house chores and in the farms.
	Some parents are not serious about the education of their children in a government school as this ... lack of parental care in cases where parents have the money but are not willing to pay school fees ... due to ignorance about the importance of education for their children.
	Because their parents refuse to pay them in school.
	Some mothers do not care about education for their children, especially girls. When children ask their parents to supply school materials to them, they respond negatively, making children or girls loose interest in education. Girls are left free.
	Children are kept at home to look after their young siblings ... some parents are not interested in sending children to school, due to Ignorance ... some fathers want their sons to help them in the farm.

Question	Response
	Some parents do not mind the education of their children, and children do not have the possibility to pay their school fees ... parents do not encourage children to go to school, since they do not know the importance of education for their children.
	Some parents do not care about the education of their children, causing them not to love education.
	Lack of motivation from parents (encouragement of children to go to school).
	Parents are not concerned with the education of their children.

Other interviewees had the impression that the low enrolment of children in schools was because they were disobedient and did not want to go to school, sometimes because they didn't understand the benefits of schooling, table 8:

Table 8

Interview Responses Enumerating Causes of Low Enrolment of Children in Primary Schools in Yambio County

Question	Response
What are the causes of the low rate of enrolment in your school?	Not all children are in school, due to disobedience (CL. 2 B., 2020)

Question	Response
	Some children refuse to go to school, because they think being educated does not pay.
	some children are stubborn, and they refuse to go to school.
	... because some children are stubborn, and they refuse to go to school.
	Some boys abandon school to sell things ... children are not serious in going to school.
	Children no longer value education
	Most adolescent children abandon schooling on their own and remain idle ... Some children do not obey their parents, they also smoke opium
	Some children refuse to come to school due to ignorance.
	Some children are not interested in schooling ... because there is no returns to education.
	Some children refuse to go to school ... because if they go to school, they won't be able to satisfy some of their demands.
	Children are reluctant to go to school, due to lack of enlightenment.

Question	Response
	Some dislike to go to school ... because of peer influence.
	Some boys do not want to go to school even if their parents can pay their school fees.
	Children feel reluctant to go to school ... due to disobedience.

A few respondents also thought that enrolment was low because some children had lost parents and lacked caretaker/foster families, they were not able to settle their learning costs, some were conscripted into the military, and that the conflict also impacted on schooling, table 9:

Table 9

Interview Responses Enumerating Causes of Low Enrolment of Children in Primary Schools in Yambio County

Question	Response
What are the causes of the low rate of enrolment in your school?	Some of them lost their parents and have no caretakers.
	Some children are orphans who have no caretakers.
	... loss of parents.
	Some children were abducted and recruited in the rebel groups, who have no more interest in schooling.

Question	Response
	Some do not have the possibility to pay their school fees.
	Parents were displaced with their children into places where there were no schools, stopping the education of children for at least two years.
	Displacement.
	Parents flee to safer places with their children.
	The conflict made parents to flee with their children, but they have come back.
	People flee with their children.
	The communities around were displaced because of the presence of soldiers in the community, and this affected children's education.
	Displacements, so many children were not able to go to school.
	Parents were on the move with their children, and they (children) could not concentrate on learning.
	Parents were on the run and had no time to settle with children to study ... the fathers of some children were killed during the war.

Question	Response
	Parents became displaced with their children, and their education was disrupted.

Some respondents suggested the fact that the government has not regulated the schooling of children by passing laws that compelled parents to send all children to school, table 10:

Table 10

Interview Responses Enumerating Causes of Low Enrolment of Children in Primary Schools in Yambio County

Question	Response
What are the causes of the low rate of enrolment in your school?	Lack of local laws compelling parents to send all children to school.
	... including rules compelling parents to send children to school ... and there are no laws forcing parents to send all children to school.

Some participants perceived the fact that the presence of untrained teachers in most schools, insecure school environments, parents having little or no education, poor teacher management, and the long distances to schools affected the enrolment of children in schools, table 11:

Table 11

Interview Responses Enumerating Causes of Low Enrolment of Children in Primary Schools in Yambio County

Question	Response
What are the causes of the low rate of enrolment in your school?	Poor quality of teaching.
	distance between schools and children's homes.
	government schools do not have good teaching, but only private schools.
	Distance to school.
	Far distance from school ...
	Because of long distance to schools.
	Some schools are far to some children.
	The quality of education is poor, teachers are not even teaching ... teachers are complaining of poor payments/salaries ... there is the absence of trained teachers ... there is no support to teachers from the community and the government, especially volunteers.
	Teachers are not teaching well in government schools.
	Because of lack of teachers and teachers' management, especially volunteers.
	What I see is that both teachers and children are not serious about education: both come late to school.

Question	Response
	There is no learning in government schools, due to lack of teachers (even not trained).
	Lack of proper teaching and lack of motivation to teachers; some schools are far from children's homes.
	Insecurity ... illiteracy ... lack of feeding.
	Parents are illiterate.

Equally, some respondents felt that there was no awareness raising to parents, and there were no regulations compelling parents to send all children to school, table 12:

Table 12

Interview Responses Enumerating Causes of Low Enrolment of Children in Primary Schools in Yambio County

Question	Response
What are the causes of the low rate of enrolment in your school?	Because parents have not been enlightened about the importance of education for their children ... because parents have not been enlightened to send children to school, including rules compelling parents to send all children to school.
	There is no enlightenment of parents on the importance of education for their children.

Some interviewees also thought that the low enrolment was because of the freedom of children due to child right, table 13:

Table 13

Interview Responses Enumerating Causes of Low Enrolment of Children in Primary Schools in Yambio County

Question	Response
What are the causes of the low rate of enrolment in your school?	The issue of child rights in which children are supposed to be left free to behave the way they want, and instead of going to school, they only go to the movies and dancing places.
	... and are not beaten because of human rights; so, parents fear beating children.

In fact, these results conform to that of the literature review according to Jensen (2021), Ajak (2019), Feltham (2020) and Ibeck et al. (2021). The only exception was the issue of child rights which was said to be preventing parents from controlling children's engagement in activities which are detrimental to their education, security, and health; and the refusal of some children to go to school, which had never been reported by previous researchers on the education of children in South Sudan.

4.4.3 Responses to the Research Question on the Enrolment Trend of Boys and Girls in the Selected Primary Schools

School teachers in all the research sites of schools 'A and C', 'B', and 'D' gave school statistics which are presented in figures 5, 6, and 7, which show trends in enrolment per the four primary schools for the academic year 2020.

Figure 5

Enrolment in Schools 'A And C' For the Academic Year 2020

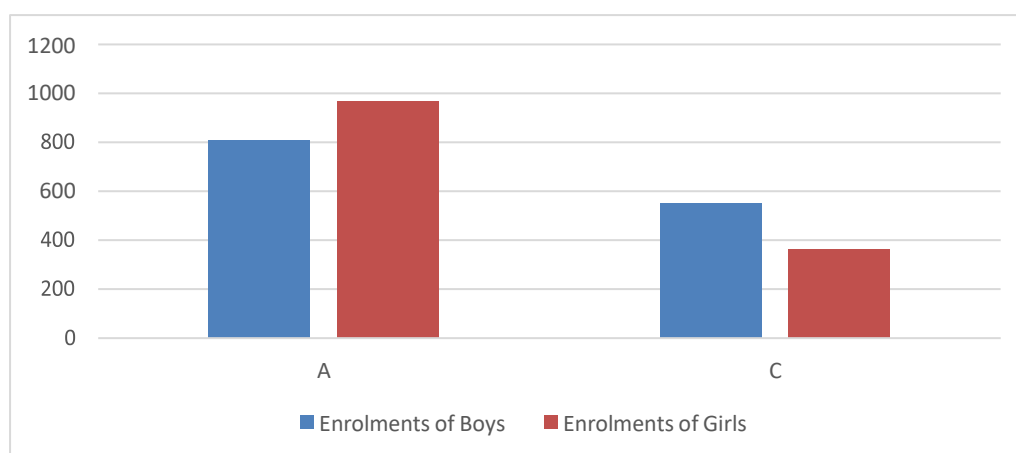


Figure 6

Enrolment in School 'B' For the Academic Year 2020

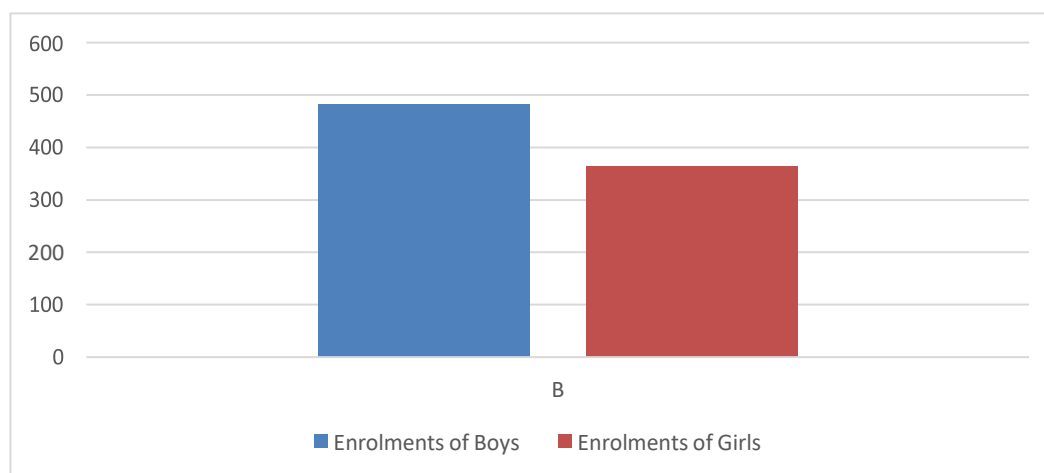
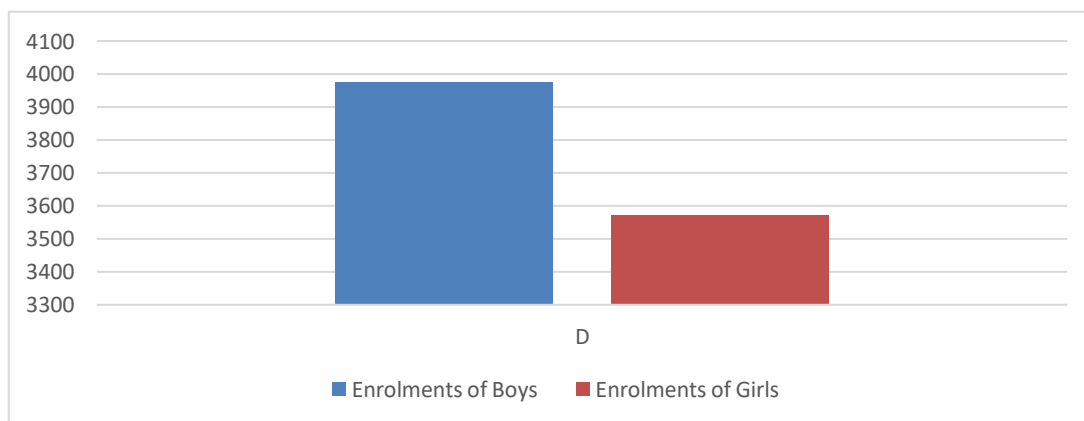


Figure 7

Enrolment in School 'D' For the Academic Year 2020



In conclusion, the statistics collected from teachers revealed that in school 'A' alone, girls' enrolment (56.50%) was higher than that of boys (43.50%), while in school 'C' boys' enrolment (52.7%) was higher than that of girls (47.3%); also, in school 'B' boys' enrolment (75.5%) was higher than that of girls (24.5%), and finally, in school 'D', boys' enrolment (50.5%) was higher than that of girls (49.5%). When the statistics are summed up, the total of girls' enrolment is 44.45 % whereas that of boys is 55.55 %. Therefore, generally, boys' enrolment is higher than that of girls even when combined together.

On the other hand, besides the statistical results, the one of the interviews revealed that, in case one study, respondents were divided over the rate of girls' enrolment compared to that of boys. For instance, interviewees in school 'A' reported by referring to school statistics that female students were more than their male counter parts. The statistics stood as in table 14:

Table 14

Pupils' Statistics in School 'A' (n = 6)

Boys	Girls	Total	Frequency	Percentage

808	968	1,776	4	66.67 %
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According to the four teachers that were selected for the interview in school 'A', the total number of pupils was 1,776 children, out of which there were 968 girls and 808 boys; whereas only the community leader number one of school 'A' was of the opinion that the number of boys exceeded the one of girls: "boys' enrolment is high compared to that of girls".

Similarly, when referring to the statistics of the past academic year, participants in schools 'B,' 'C' and 'D' had the impressions that boys' statistics exceeded that of girls. The statistics were:

According to six respondents in school 'B', all of them said that the total number of students was 846, out of which there were 482 boys and 364 girls. In school 'C', statistics stood at: 915 students, out of which there were 551 boys and 364 girls. And finally, in school 'D' there were 801 students, out of whom were 403 boys and 398 girls, table 15.

Table 15

School Attendance by Gender in Schools 'B', 'C', and 'D' (n = 6)

School	Boys	Girls	Total	Frequency	Percentage
School 'B'	482	364	846	6	100 %
School 'C'	551	364	915	6	100 %
School 'D'	403	398	801	6	100 %

These results align with the literature review, with the exception of school 'A' in which the enrolment of girls was higher than that of boys, which is a differing trend in enrolment compared to the results presented by previous researchers such as Berenger (2015), Barnaba

(2015), Banker et al. (2017), Leiber (2017), Plan international (2018), Government of South Sudan, Ministry of Environment and Forestry (2018), Mogga (2018), Mayai (2019), Ajak (2019), and Ibreck et al. (2021).

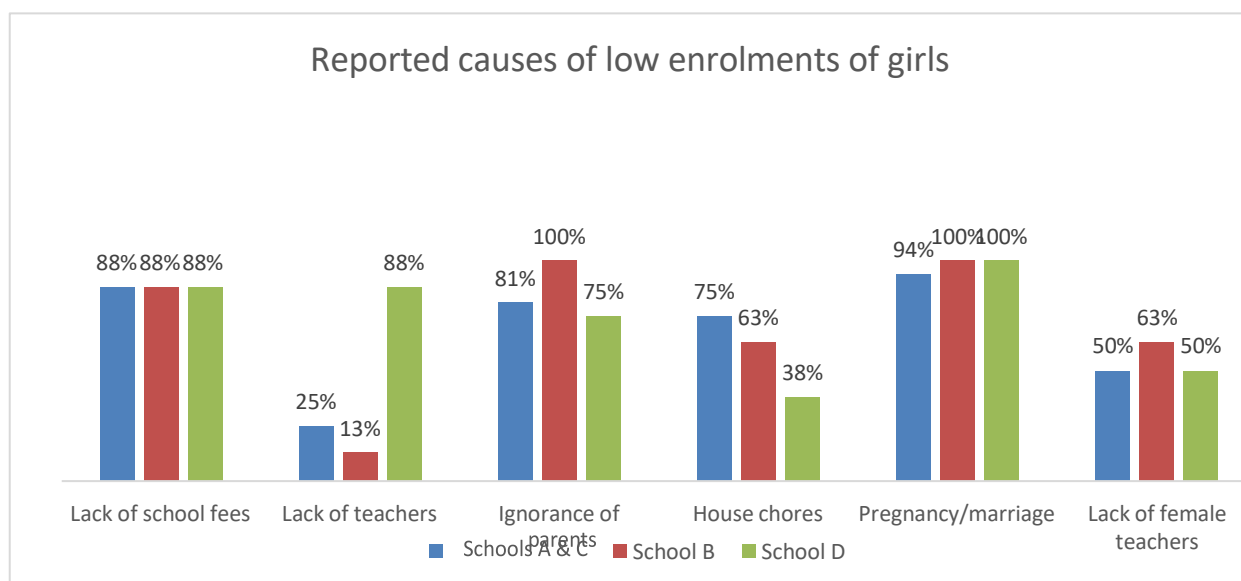
4.4.4 Responses to the Research Question on the Causes of Gender Inequality in the Enrolment of Children in the Selected Primary Schools

According to the survey results of the three case studies, respondents seemed to consider all the variables given as the outstanding causes of gender inequalities in enrolment in primary schools as the following:

Regarding inequality in enrolment, 63 % of respondents in school 'B' had the impression that lack of female teachers contributed to gender imbalances in enrolment, and 50 % in schools 'A & C' and 'D'. Coming to cultural norms, 100 % of participants in schools 'B' and 'D' felt that pregnancy/early marriage affected gender equality in enrolment, compared to 94 % in schools 'A & C'. Additionally, 75 % of respondents in schools 'A & C' thought that house chores impacted negatively on gender equity in enrolment, compared to 63 % in school 'B', and 38 % in school 'D'. In regard to educational awareness to parents as well as children, 100 % of respondents in school 'B' were of the opinion that ignorance of parents/caregivers contributed to gender inequality in enrolment, compared to 81 % in schools 'A & C', and 75 % in school 'D'. Whereas 88 % of participants in school 'D' thought that lack of teachers contributed to gender equality in enrolment, compared to 25 % in schools 'A & C', and 13 % in school 'B'. Finally, 88 % of participants in schools 'A & C', 'B' and 'D' had the feeling that poverty contributed to gender imbalance in enrolment (figure 8).

Figure 8

Causes of Gender Inequalities in Enrolment In The Selected Schools



- Whereas the interview results indicated that most respondents in the three case studies felt that gender disparities in enrolment in primary schools stemmed from cultural factors, table 16:

Table 16

Qualitative Responses on Gender Disparities in Enrolment (n = 38)

Question	Response	Frequency	Percentage
What do you think are the reasons for gender disparity in your school?	Early marriages and teen pregnancies	21	55.26
	Early pregnancies is normal within the community because the environment allows them to get pregnant and	1	2.63

Question	Response	Frequency	Percentage
	because there is no control over girls from being pregnant		
	Early marriage and pregnancies are allowed in the rural areas	1	2.63
	Early pregnancies, negative cultural norms which forbids girls from education	2	2.63
	The community prioritizes boys' education because they do not participate in house chores and cannot be married like girls ... cultural barrier: the believe that only boys can continue the family lineage, so only boys should be paid to school	1	2.63
	Pregnant girls are not accepted in schools	1	2.63
	Some children drop because of early pregnancies and marriages or even boys impregnate teenage girls ...	1	2.63
	forced marriages and early pregnancies	1	2.63

Question	Response	Frequency	Percentage
	Because many girls used to get pregnant and were chased from school. But now we have girls with babies in school	1	2.63
	Boys are more in school than girls, because when the boys impregnate girls, they still have the chance to continue schooling ... secondly, it is because men holding good jobs act as role models encouraging boys to love schooling and to excel	1	2.63
	Cultural norms	1	2.63
	Girls are considered as sources of income by their parents	1	2.63
	Parents do not send daughters to school, because they want them to get married and bear children	1	2.63
	Girls get married at early ages, as well as getting pregnant	1	2.63
	Early marriage deprives girls from schooling	1	2.63

Question	Response	Frequency	Percentage
	In the rural areas parents love only to train children in domestic activities (farming, building houses, cooking, and home management	1	2.63
	Early marriage and pregnancies are allowed in the rural areas	1	2.63

2. Some respondents suggested that house management and lack of sensitization of guardians on the importance of education for girls were the contributing factors to gender inequality in enrolment, table 17:

Table 17

Qualitative Responses on Gender Disparities in Enrolment

Question	Response
What do you think are the reasons for gender disparity in your school?	House chores.
	Some parents give too much works to their girls at home than boys.
	Girls remain at home to help their mothers.
	Girls have too much work to do at home and are not able to go to school.
	Mothers send their daughter to sell toasters in schools or on the streets/road, pulling them away from school.

Question	Response
	Lack of awareness to parents or guardians on the benefits of education for girls.
	Some girls are given too much work to do at home, giving them no time to go to school.

3. Other respondents thought that parents' Preference was an important factor in the inequality in enrolment, table 18:

Table 18

Qualitative Responses on Gender Disparities in Enrolment

Question	Response
What do you think are the reasons for gender disparity in your school?	Some parents prefer sending only boys to school.
	Parents are not interested in girls' education.
	Some parents prefer sending only boys to school ... Because of cultural norms that girls should marry instead of schooling.
	Some parents have the habits of not sending girls to school because of cultural norms.

4. Yet some interviewees said that distance to schools and insecure environments on the way to school were among the factors contributing to the imbalance in girls' enrolment compared to that of boys, table 19:

Table 19*Qualitative Responses on Gender Disparities in Enrolment.*

Question	Response
What do you think are the reasons for gender disparity in your school?	... far distance to schools ... Insecurity.
	... it is difficult to stop this because girls come from far distances to school, facing insecurity on the way.
	Lack of schools in some rural areas, which are even very far from home.
	Distance to school ... there is no security for girls in schools in rural areas.
	... harassment of girls on the way to school.
	Displacement due to conflict, the child may not be at peace where he/she is staying, and the child might be used only for house chores.

5. But one interviewee was of the opinion that lack of female teachers was a factor why girls do not love schooling, table 20:

Table 20*Qualitative Responses on Gender Disparities in Enrolment*

Question	Response
What do you think are the reasons for gender disparity in your school?	Many schools do not have female teachers to attract girls to schooling.

6. High school fees, coupled with lack of financial empowerment were also mentioned as some of the factors influencing girls' enrolment in schools, table 21:

Table 21*Qualitative Responses on Gender Disparities in Enrolment as Mentioned Above*

Question	Response
What do you think are the reasons for gender disparity in your school?	The cost of schooling is too high.
	Poverty.
	Lack of school fee.
	... poverty (people living in the villages do not have financial resources).
	So, girls are then made to assist their mothers at home.
	School fees, uniforms, school materials are difficult to obtain.

7. Physical and mental fitness was also thought to be a factor leading to gender inequality in enrolment, table 22:

Table 22

Qualitative Responses on Gender Disparities in Enrolment as Mentioned Above

Question	Response
What do you think are the reasons for gender disparity in your school?	Boys are more in school, because they are stronger in body and mid than girls.
	Boys can do some part time jobs in order to pay their school fees when parents do not.
	It is because boys are stronger than girls, especially in mind.
	Boys believe in education in order to handle responsibilities.
	Parents trust that boys can study well and excel in life than girls ... if a girl is educated, it is the family of the husband that will benefit from her education.

8. While other participants thought that the demise of either one or both parents led to the low enrolment of girls, table 23:

Table 23

Qualitative Responses on Gender Disparities in Enrolment as Mentioned Above

Question	Response
What do you think are the reasons for gender disparity in your school?	Some girls lost their parents and therefore have no caretakers to pay for their schooling.
	... death of a parent.

9. The negligence of parents, ignorance, and poverty were thought to be some of the causes of gender disparity in enrolment, table 24:

Table 24

Qualitative Responses on Gender Disparities in Enrolment as Mentioned Above

Question	Response
What do you think are the reasons for gender disparity in your school?	Parents are negligent and do not encourage children to go to school ... they are always drunk.
	The reasons are partly the ignorance of parents about the importance of girls' education.
	Parents do not care about educating their daughters ... lack of encouragement of girls to go to school.
	Poverty prevents parents from educating daughters.
	Lack of parental care in cases where parents have the money but are not willing to pay school fees ... a parent may have many children and is unable to pay for all of them, due to poverty.
	Parents do not understand the importance of education for girls.

10. As for the increase in enrolment of girls in School 'A', respondents thought that it was because boys neglected learning, table 25:

Table 25

Qualitative Responses on Gender Disparities in Enrolment as Mentioned Above

Question	Response
What do you think are the reasons for gender disparity in your school?	The reason is that not many boys love schooling.
	Because girls love school more than boys, we teachers help sensitize girls in our school.

11. It was also assumed that lack of seriousness from girls, ignorance, lack of good example from older women, as well as peer influence had impacted negatively on girls' enrolment in schools, table 26:

Table 26

Qualitative Responses on Gender Disparities in Enrolment as Mentioned Above

Question	Response
What do you think are the reasons for gender disparity in your school?	Girls are shy to come to school, especially when they are teased because of their menstrual periods.
	Girls are not serious about education.
	Some girls are not interested in schooling, since they do not see exemplary women excelling because of education, they follow their elders.

Question	Response
	Some girls fear to enrol in schools because they shy out, and at times they only prefer to be married ... girls are left free such that they are influenced by their colleagues.
	Girls think that when they are married, their husbands would support them with their needs.
	Some girls are not interested in schooling, due to ignorance.
	The girls are unruly; most girls refuse to go to school.

12. Finally, some respondents thought that the illiteracy of parents and caretakers or guardians, and the mixing of children of all sexes in the same school or class played a role in gender inequality in enrolment in their respective schools, table 27:

Table 27

Qualitative Responses on Gender Disparities in Enrolment as Mentioned Above

Question	Response
What do you think are the reasons for gender disparity in your school?	Parents are illiterate, it is only educated parents who care about the education of girls.
	Because of illiteracy.
	Some parents do not pay children's school fees, especially girls and feel reluctant to buy uniforms for them.

Question	Response
	Girls and boys were mixed together in one school, giving ground to sexual violence against girls and prompting early pregnancies among girls.

13. Some participants thought that war played a role in the low enrolment of girls in schools, table 28:

Table 28

Qualitative Responses on Gender Disparities in Enrolment as Mentioned Above.

Question	Response
What do you think are the reasons for gender disparity in your school?	Displacement due to conflict: some parents flew with their children to places where there were no schools, so they grew without schooling.
	Because of illiteracy.

These outcomes are in line with the literature review (Barnaba, 2015; UNICEF, 2015; Hagen-Zanker et al., 2017; Mogga, 2018), except for the death of parents, and the mental and physical fitness of boys which enable them (boys) to cope up with some of the educational challenges, which have appeared for the first time in this research. But the main purpose of this study was to examine whether there had been some changes in the enrolment of children over the years following previous research.

4.4.5 Responses to the Research Question on the Impacts of Gender Inequality on Livelihood within the Communities, and Female Teachers' Representation in the Selected Schools

1. Most interviewees in the three case studies thought that gender differences in enrolment in primary schools have negatively impacted on every fabric of life for women in Yambio County. They asserted that the disparities have reduced women to tea sellers, home managers, uneconomically empowered status, and childbearing, a situation of total inability to be employed in white-collar jobs due to a lack of skills, and their (women') voices are not heard at all in the communities, table 29:

Table 29

Qualitative Results Showing the Impacts of Gender Inequality in Enrolment on the Community in Yambio County as Indicated Above

Question	Response
How does gender inequality in education impact on livelihood in your community?	Women are not able to work in the offices and cannot earn good income. Many of them are doing housekeeping, selling tea, and some petty items ... Some girl children give birth to many fatherless or abandoned children and give them as burdens to their parents.
	It gives them hard life because they are not able to get better jobs and earn good salaries.

Question	Response
	There are no women in the offices, though there are vacancies needing women ... they are economically poor.
	They are economically poor and are not able to get good jobs due to lack of education.
	It affects the economic empowerment of a community. Women/girls cannot be employed, nor can they generate money.
	The effect can be unequal employment opportunities.
	It makes it difficult to get ladies who could do some of the social works/services in the community.
	There is gender inequality in employment.
	Gender inequality in education impacts negatively on our community in that our women do not lead a decent life due to lack of employment.
	The gender inequality in education has impacted negatively on women's economic empowerment within this community and that women are not represented in the offices in my community.
	The gender inequality in education in my community has contributed to no representation of women in the offices in my Payam, especially in regard to female/women group.
	The impact is that women/girls are not represented in the offices.

Question	Response
	Girls/women are not able to get the right employment which could help them financially ... there are not many women in the offices.
	Gender inequality impacts negatively on livelihood as women are not able to work and earn money for living.
	Many jobs are opening-up in this village, and there are no educated sons and daughters to pick them up (boys and girls); not many senior 4 leavers from the community (Pt. 1 B., 2020).
	No gender representation in jobs.
	the disadvantages are that there are no educated women to take up positions in the government (hospital, schools), ladies come from outside to work in this village.
	Lack of educated girls/women in this community makes only men/boys to get employment, or makes people come from other places to work here.
	Girls are not able to get the right employment which could help them financially.
	It is hard for me to come from town to teach in this village, simply because there are no educated sons and daughters of this village who could become teachers or get any available employment in the village.

2. Some respondents asserted that as a result of gender inequality in enrolment, women could not take proper care of their health and that of their children. Thus, they can easily contract diseases, table 30:

Table 30

Qualitative Results Showing the Impacts of Gender Inequality in Enrolment on the Community in Yambio County as Indicated Above.

Question	Response
How does gender inequality in education impact on livelihood in your community?	They are not able to control their health and that of their children.
	There is a high rate of HIV/AIDS within my community, due to illiteracy and ignorance.

3. In most cases, respondents as well, confirmed that the imbalance in education among men and women has led to the presence of only a few female teachers in primary schools, and as a result there were also a few female mentors to advise girls in schools on essential female issues, table 31:

Table 31

Qualitative Results Showing the Impacts of Gender Inequality in Enrolment on the Community in Yambio County as Indicated Above

Question	Response
How does gender inequality in education impact on livelihood in your community?	Lack of educated girls from this community affects female teachers' representation.
	Educated girls/women could cater for the education of their children, and administer medicines to their children properly, and decision making.
	It affects women representation as counsellors for women issues.

4. Above all, interviewees disclosed that gender inequality in enrolment prevented women from supporting their extended families including children, and developing their localities, because of unemployment due to lack of employable skills, table 32:

Table 32

Qualitative Results Showing the Impacts of Gender Inequality in Enrolment on the Community in Yambio County as Indicated Above

Question	Response
How does gender inequality in education impact on	Girls do not get the appropriate education that can give them employment in order to support their families.

Question	Response
livelihood in your community?	It prevents children's financial support to their parents since they are not employed.
	Women are not able to financially support their families.
	It reduces the support that women/girls could give to their relatives ... educated women could cater for the education of their children.
	It has a negative impact on livelihood, because an educated women can earn money and care for the education of her children. I have not been able to enrol two of my children for financial reasons (one boy and a girl).
	This causes gender inequality in employment, and this affects development by women/girls.
	The community is not well organized due to the lack of education for our girls who could be responsible and caring mothers/adults.
	When for instance girls are not educated, they will not be able to assist their communities and females in social development.
	The impact is that there is no development because there are no educated girls/women in this community who can be employed to work in this community.

Question	Response
	The money that I am receiving should be received by sons and daughters of this village in order to develop it.
	The economic development supposed to be made by women is not there due to lack of education.
	When girls are not educated, they are unable to take care of their parents and relatives, because girls are generous.
	It reduces the support that women/girls could give to their relatives ... it could be material or financial support due to good employment as a result of being educated.

5. Finally, it was concluded that most women do not make decisions or are not heard at all within the patriarchal society because of the gender gap in education, table 33:

Table 33

Qualitative Results Showing the Impacts of Gender Inequality in Enrolment on the Community in Yambio County as Indicated Above

Question	Response
How does gender inequality in education impact on livelihood in your community?	As a result of gender inequality in education in my community, women do not have the voice and do not participate in decision making, because they are considered to be illiterate.

All the above results were in compliance with the literature review by Mayai (2019), Economic Commission for Africa (2018) and Scot et al. (2014). But the focus here is that the importance of girls' education should be underlined, so that more effort is put in educating them, to have a balanced development by the communities of South Sudan. This is coupled with the fact that the intention of conducting this research was to examine whether things have improved due to a positive implementation of the previous recommendations made by previous researchers in the field of education in South Sudan.

4.4.6 Responses to the Research Question on the Solutions to the Low Enrolment of Children in Primary Schools in Yambio County, Especially Girls' Enrolment

In a bid to understand students' perception of how the low enrolment of children in primary schools and gender inequality could be solved, the survey respondents in the four schools had the opinion that the following strategies could serve as remedial principles, which include:

Regarding school fees, fifty six percent of respondents in schools 'A & C' thought that the introduction of free education could improve the enrolment of children in schools, as well as close the gender gap in education, eighty eight percent in school 'B,' and one hundred percent in school 'D'.

Concerning the issue of teachers, forty four percent of students in schools 'A & C' had the opinion that the recruitment of teachers could improve enrolment, while eighty-eight confirmed the same in school 'B,' and seventy five percent in school 'D'.

In regard to school feeding programme, eighty one percent of respondents in schools 'A & C' agreed to the fact that the provision of meals to students in schools could increase enrolment and cement the gender difference in schooling, while eighty eight percent of students supported the same idea in school 'B' in addition to one hundred percent in school 'D'.

Equally, ninety four percent of interviewees in schools 'A & C' perceived that the construction of more learning spaces was appropriate for increasing enrolment and filling the gender gap in the education of children in schools. Whereas seventy five percent in school 'B', and one hundred percent in school 'D' confirmed the same idea.

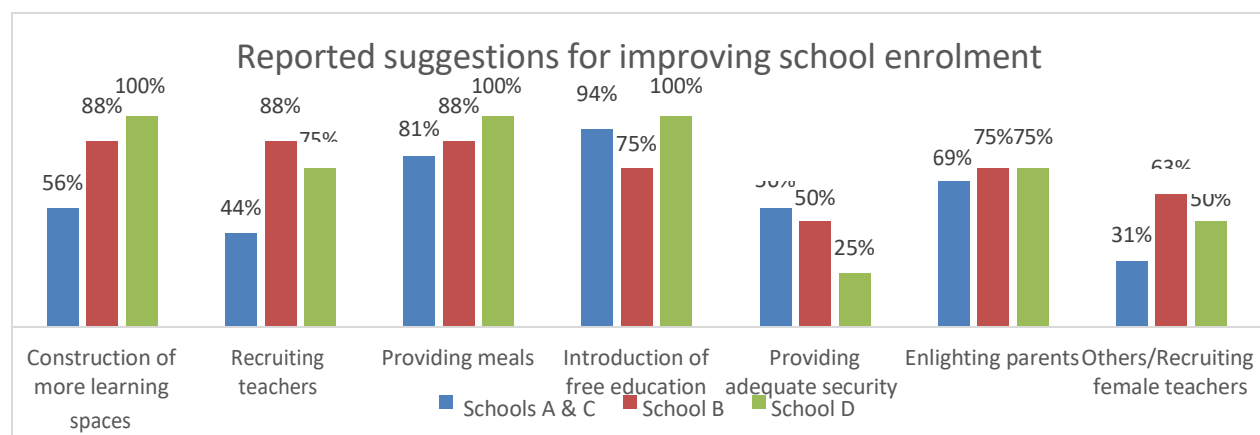
Regarding issues of safety, fifty six percent of respondents in school 'A & C' suggested that the provision of adequate security could improve enrolment and gender equity in schools in Yambio County, while fifty percent supported the idea in school 'B', compared to twenty five percent in school 'D;'

Concerning the ignorance of both parents and young men and women on the importance of education for children, especially girls, sixty nine percent of participants in schools 'A & C' had the feeling that the enlightenment of parents on the importance of education for girls and boys could help realize an increase in enrolment as well as improvement in gender equality in education. This accession was followed by seventy five percent in schools 'B' and 'D'.

Finally, thirty one percent of participants in schools 'A & C' proposed that the recruitment of teachers on gender sensitive basis could increase enrolment of children and enhance gender equality, and this was supported by sixty three percent of students in school 'B', and fifty percent in school 'D' (figure 9).

Figure 9

Showing Solutions to Low Enrolment of Children and Gender Inequalities in Enrolment In Primary Schools



1. Allocating governments' funds for education, specifically financial and material supports to children, especially girls, and the provision of material support by parents for the education of their children could also improve enrolment, table 34:

Table 34

Remedial Principles for the Low Enrolment of Children and Gender Inequality in Education

Question	Response
How do you think the low rate of enrolment and gender disparity in	The government should support financially, while the community can support in kind (food).
	The government should give financial assistance to girls ... in school, plus sanitary pads.

Question	Response
education for your children can be improved?	The government should give financial assistance to girls ... in school, plus sanitary pads.
	Parents should motivate teachers to teach ... the community should support teachers to teach.
	The government should motivate girls to go to school by giving cash to them.
	Support children, especially girls (financially and materially), e.g.: the distribution of bicycles and cash transfers encouraged girls to come to school.
	Or giving scholarships to children, especially girls.
	There should be earmarked support to girls by the government or donors/partners.
	Giving financial support to girls in school by the government ... cash assistance to girls.
	In order to improve enrolment and gender disparity in education, the government should provide financial assistance to school children.
	There should be scholarships for girls.

Question	Response
	The major problem in girls' education is school fees or cost sharing, since parents are poor. Girls can go to school and remain in school if the government facilitates education for them.

2. To some extent, respondents thought that availing teaching and learning supplies for schooling, establishing recreational centres in schools could improve enrolment of children, and enhance gender equity, table 35:

Table 35

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	Supply of materials.
	Provision of learning materials to children in school.
	The government and NGOs should provide school materials to schools.
	Provision of uniforms, sports materials; ... provision of child friendly spaces.

3. One community leader and one parent thought that mothers and fathers, as well as caretakers should be committed to supporting the schooling of their children, table 36:

Table 36

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	Parents should be serious in paying school fees for their children.
	... encourage girls to go to school.

4. Some respondents thought that enrolment could be increased by good teacher management by both the government and the community, and recruiting more qualified teachers on gender sensitive basis and conducting orientation courses, table 37.

Table 37

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	Recruitment of more teachers.
	Train and recruit more teachers ... recruitment and training of teachers.
	There is need for increase in teachers' salaries, so as to maintain teachers in the schools.
	... Training of teachers for quality education; ... assist volunteer teachers to support teaching.
	Employ more qualified teachers and improve teachers' salaries ... let teachers' salaries be improved.
	Teachers should be motivated.
	Female teachers should be recruited and posted to our schools to serve as examples to girls.

5. One Participant also thought that the provision of adequate security could improve enrolment, table 38:

Table 38

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures.

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	School environment should be safe.
	There is need for peace

6. Some respondents recommended engaging parents in income generating activities in order to support children's schooling, such as "farming for education" as a solution to the low enrolment of students and gender inequalities, table 39:

Table 39

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures

Question	Response
How do you think the low rate of enrolment and gender disparity in	if parents could engage in farming for education, this could also improve enrolment.
	I will continue to cultivate and let my children finish senior four.

Question	Response
education for your children can be improved?	

7. Other suggestions from interviewees that could improve enrolment include government working in collaboration with parents for the education of children, and according to the exponents, this could cement the relationship between parents and the government to render educational services efficiently and effectively to all children in Yambio County, table 40.

Table 40

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures.

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	The community need to work together with the government and schools ... there is need for the unity of education stakeholders to force parents to send all children to school.
	There is need for the unity of education stakeholders to send all children to school.
	The community should join hands with the government to help children to come to school.

Question	Response
	Parents should be called for meetings in order to discuss measures that can be taken to improve children's enrolment in schools.
	Parents should get in touch with the school in order to understand the gaps in the education of their children including requirements.
	Parent and teacher relationship.
	The government should unite with parents in order to regulate children's education, especially girls', in order to control the negative cultures and negligence of parents in sending children to school.
	The community, government and parents should unite to provide education for children.
	The community should support girl's education, by advising girl children to grasp education and to put it as a priority.
	Parents should support government's efforts to educate children with little contribution and care.

8. A few respondents believed that the government should enact laws to oblige parents to consider schooling for all children regardless of gender, as well as ensuring the effective implementation of the enacted laws, so as to improve children's enrolment in schools, table 41.

Table 41

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures.

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	Government should put some rules to scare parents to send children to school, even though churches ... local leaders should compel parents to send children to school ... parents should encourage their children to go to school.
	I have met with many people and have strongly condemned early marriage (it seems this is not being implemented).
	The government should meet in a workshop with the community members and the community leaders, to come out with regulations to improve enrolment. Any school aged child that is not in school should be arrested and the parents should be punished for not sending children to school ... there should be strong regulations prohibiting children from attending native dances where girls mostly get impregnated ... there should be monitoring of the implementation of education acts and established regulations.
	There should be strong regulations regarding the negative cultural practices within communities.

Question	Response
	There is need for strong regulations compelling parents, to send children to school, and punishing children who are reluctant to go to school.
	And passing strong regulations to force parents to send all children to school.
	The government should enact laws forcing parents to send children to school, especially girls.
	The government should enact laws to control/regulate child marriage and pregnancies ... local chiefs should be empowered to combat the negative cultural norms which are killing education for our girls ... rape cases and teen pregnancies should not be handled by community leaders since they are not competent to punish perpetrators accordingly.
	The government should enact laws forbidding early marriage and pregnancies ... enactment of laws regulating early marriages and pregnancies ... to regulate Education for children, especially girls.
	The government should enact laws to guide girls' education, including compelling parents/guardians to send all children to school.
	Implementation (full) of free education policy.

Question	Response
	The government is doing much which is not being implemented. For instance, there is no consensus on early marriage and pregnancies.
	Everybody from a community should care about children's education by advising all children to go to school.
	Put strong regulations against games which prevent children from schooling (cinema halls, etc. ...).
	Talk to local chiefs to make enrolment compulsory.
	The government should put regulations/laws to guide children enrolment (force parents to send children to school), even punish children that refuse to go to school, or punish parents who force girls to marry, or men that impregnate girls.
	The government should enact and implement laws favouring child education, especially girls.

9. Furthermore, it was suggested that the establishment of school feeding programme, establishing boarding schools for girls, constructing learning spaces and building fences around schools, could be helpful in increasing enrolment and improving gender equity in education, table 42.

Table 42

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures.

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	There should be enough food in schools.
	So, government should establish boarding schools with fences for girls in the rural areas ... establishment of boarding schools for girls.
	The government should establish boarding schools for girls.
	Provision of food for meals.
	Provision of food.
	Establishment of boarding for boys and girls, because children concentrate in learning when they are in boarding.
	There is need to construct more schools in order to reduce distance to school.
	Good concrete fence.
	Introduction of school feeding programme.
	Boarding schools should be established for girls/there should be boarding schools for girls.
	Schools should be constructed within communities.
	Construction of more classrooms.

Question	Response
	The government should construct more schools ... start a boarding school for girls.

10. Interviewees also thought that if the demands of children, including girls were satisfied and girls were allowed to revise their lessons at home, enrolment could improve, table 43.

Table 43

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	Their needs should be met ... parents should focus on girls' education ... parents should give time for girls to study at home.
	There is need for equal treatment of boys and girls in the field of education.

11. Some participants also highlighted combating the negative cultural norms existing within the communities, abolishing school fees; sensitising both parents and children on the value of education for boys and girls, and abolishing child rights, table 44.

Table 44

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	Enlightenment of parents and meetings with parents.
	It is bad because it affects girls' education once a girl is impregnated.
	It is not good for girls to get married at an early age. They should continue with their schooling.
	It is not good, because they need to finish their education before getting married. When a girl is educated, she can make a good housewife and a good mother.
	It is a bad practice which needs more awareness. The government, community leaders and the community should unite to discourage this practice, though girls prefer marriage to schooling.
	Introduction of complete free education.
	The importance of girls' education should be announced in churches.
	Awareness raising, free education for all children.

Question	Response
	Parents should be enlightened on children's right to education, through community committee in collaboration with the government.
	The issue of child right should be abolished, in which parents are not allowed to beat or control their children.
	There is need for a general meeting with the children and their parents, in order to enlighten them on the importance of education, and to pass a ruling on compulsory enrolment of children in schools.
	The children should be encouraged to enrol in school through awareness raising.
	Mothers should be closer to their daughters to cater for their needs ... girls should be educated on their right to education.
	There is need for awareness raising within the communities on the importance of education, and on the communities' participation in the education of their children.
	The government should hold meetings, rallies and workshops with the communities urging them to send children to school, especially girls.
	There is need for community, parents, and leaders' awareness on the importance of education.

Question	Response
	<p>Encouragement to children (sensitization on the importance of education) ... Marriage for under aged children is wrong, because the child cannot take care of another child.</p>
	<p>... through awareness raising ... it is not good because young girls cannot manage families and sicknesses related to pregnancy. The girls cannot even manage themselves, the person who impregnates a girl may reject or abandon her with the pregnancy.</p>
	<p>... through community enlightenment on the value of education for girls. Discourage making girls as babysitters. Fathers should also be enlightened – community through the media that all children should be sent to school.</p>
	<p>If there were free education enrolment could increase.</p>
	<p>Chiefs and sub-chiefs need to be enlightened on the importance of education for children. There are no educated people in this village to develop it, so children's education is important here.</p>
	<p>Sensitization of parents on the importance of education for girls ... mothers should be enlightened on the importance of education for girls.</p>
	<p>Conducting awareness raising on the radio and sensitizing parents and local leaders.</p>

Question	Response
	It needs continuous awareness to parents and community leaders to send children to school.
	The community, including parents should be enlightened and the children on the importance of education, especially girls.
	Awareness raising to parents to send all children to school.
	The community should play advisory roles to the children ... it is bad to marry at an early age, and to marry once a girl is matured and when she has finished at least senior four.

12. Sanitation and the provision of clean drinking water in schools was also thought to be a necessary factor in improving enrolment and gender equity in education, table 45.

Table 45

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures.

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	Health facility to be supplied with drugs ... drilling of one borehole for potable water.
	Provision of sanitary pads to girls.

Question	Response

13. Equally, some respondents had the opinion that educating parents to be literate was a good policy that could improve enrolment and gender equity as well, table 46.

Table 46

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures.

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	Need for adult education for parents.
	Parents should be educated in order for them to care for the education of their children.
	- establish adult education to help the drop out girls.
	It is good for both parents to be educated, so that they can help their children

14. Finally, participants had the impression that parents should be supervising the learning of their children, to encourage their schooling, table 47.

Table 47

Qualitative Remedial Principles for the Low Enrolment of Children and Gender Inequalities in Education According to the Above-Mentioned Measures

Question	Response
How do you think the low rate of enrolment and gender disparity in education for your children can be improved?	Parents should control whether their children are attending school by looking in their exercise books on daily basis for advice.
	Parents should supervise children's education, especially girls.
	Parents should make sure that their children are attending school, by following them in school. Teacher-parent relationships should be strong.

4.4.7 The Qualitative Responses on the Effects of Conflict on the Enrolment of Children in the Selected Primary Schools in Yambio County, especially that of Girls

Generally Parents, teachers and community leaders in the areas of the study were of the opinion that the conflicts in South Sudan had affected children's learning in many ways such as parents moving to safer places which had no schools, the inability of parents to get money and pay school fees, death of parents, reduction in the teaching staff, occupation and destruction of schools, rape of women and girls, conscription of children into the military, closure of schools, and early pregnancies and marriages, table 48.

Table 48

Suggested Effects of Conflict on the Enrolment of Children in Schools in Yambio County.

Question	Response
To what extent do you think that the conflicts in South Sudan have affected the education of children in your locality?	Parents flew with their children.
	Displacement.
	During the conflict, the community was displaced together with children, and this disrupted schooling.
	Recruitment of children as child soldiers.
	Occupation of the school by soldiers and destruction of the school buildings.
	The conflict made parents and children to flee the village.
	One time the soldiers came and occupied this school and caused some damages.
	Abducting children as soldiers.
	Once soldiers were here, they raped girls and women.
	Parents were displaced with their children to locations where there were no schools (Congo and to town) for two years.
	Some children were conscripted into the military, who became traumatized.

Question	Response
	The communities around were displaced because of the presence of the soldiers in the community, and this affected children's education.
	Parents were displaced with their children into places where there were no schools, stopping education for children for at least two years; houses were burnt, and schools were destroyed.
	Parents were displaced with their children; the school were destroyed, and all school materials were looted.
	Most of our local teachers who were displaced never came back, and we are feeling the gap now; some parents who were displaced have not come back with their children for schooling. Some three teachers were kidnapped and killed, and we cannot get replacement for them.
	Some parents died leaving children orphans.
	Schools were closed because of the conflict.
	Parents withheld their children at home in fear of the conflict. It caused hunger as parents were not able to go to their farms, making them poor.
	As a result of the break in education during the conflict girls and boys got married and girls got pregnant.

Question	Response
	Parents were on the run and had no time to settle with children to study. Parents were not able to get money to pay children's school fee.
	Teachers dropped from teaching due to underpayment.

Despite the fact that the above results conform to the literature review that have been conducted for this dissertation (Hagen-Zanker et al., 2017; Mogga, 2018; Berenger, 2015), yet some issues emerged from the qualitative research for the first time, which comprised of the strategy of introducing farming for education, and parental ownership of children's learning, which include interaction with the government and controlling attendance and performance of children on daily basis so as to ensure that children were frequently learning.

Having reported the research results, hypothesis testing will follow in the next section.

4.4.8 Hypotheses Testing

In this section, three null hypotheses of the research were tested using the logit function for the ordinal regression model, to nullify or justify them in the three case studies.

4.4.8.1 Hypothesis 1 (*Ha*).

Testing of hypothesis one was carried out on all the three case studies which involved school's 'A' and 'C', 'B', and 'D'. The significance level was set at 0.05 or 5%, whereas the p value was set at $p \leq \alpha$ (0.05).

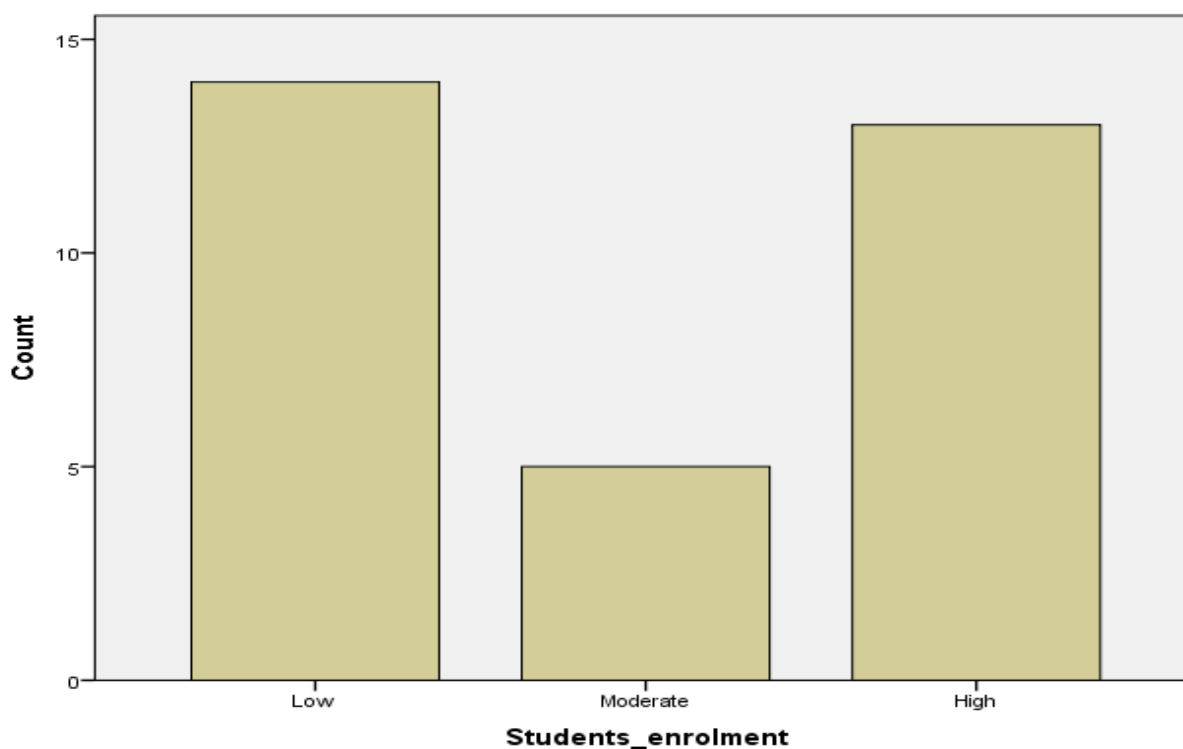
- Hypothesis 1 (*Ha*):

“Communities’ ignorance about the importance of children’s education as an element of economic empowerment and development contributes to low enrolment of children in schools, especially girls’ enrolment”.

Using the null hypothesis “Communities’ ignorance about the importance of children’s education as an element of economic empowerment and development does not contribute to low enrolment of children in schools, especially girls’ enrolment,” to prove whether the null hypothesis was true or false, the frequencies of the dependent variable “student enrolment” were plotted on a bar chart (figure 10). The distribution of the responses was even with low enrolment category being slightly higher than that of high enrolment.

Figure 10

Showing Students Enrolment



Applying the fitting model, the p-value of 0.009 was obtained, (table 49).

Table 49

Model Fitting Information

Model Fitting Information				
Model	-2 Log Likelihood	Chi-Square	Df	p-value
Intercept Only	51.843			
Final	40.124	11.719	6	0.009

The significant chi-square statistic (p-value =0.009 which is less than $\alpha=0.05$) indicates that the model gives a significant improvement over the baseline intercept-only model. This basically means that the model gives better predictions than if it were just guessed based on the marginal probabilities for the outcome categories. Therefore, this justified the assumption that children's enrolment was low in the selected primary schools.

Thirdly, considering the “pseudo r-square” values in (table 50), since they were significant, there was need to obtain the parametric values of the causes of low enrolment of children, especially girls, to justify or nullify the null hypothesis.

Table 50

Pseudo R-Square 1

Pseudo R-Square	
Cox and Snell	.307

Nagelkerke	.353
McFadden	.180

The model for parametric values was respectable for predicting outcome categories. Except for other factors, all the factors in the model: inability to pay school fees ($p = 0.004$); Lack of Teachers ($p = 0.001$); Ignorance of parents ($p = 0.003$); Instability and Conflicts (0.000) and poor infrastructure ($p = 0.005$) significantly reduced the enrolment rate of the students.

Basing on the principle of hypothesis testing which stipulates that if the p-value is equal or less than the alpha value: " $p \leq \alpha$ " (Grabowski, 2016, p.5), the null hypothesis should be rejected, therefore since the p-value for the ignorance of parents or caregivers was ($p = 0.002$) which was less than the α (0.05) value, table 51, therefore the null hypothesis was rejected, and the alternative hypothesis that the "Communities' ignorance about the importance of children's education as an element of economic empowerment and development contributes to low enrolment of children in schools, especially girls' enrolment" was accepted.

Table 51*Parameter Estimates 1*

		Estimate	Std. Error	Wald	d.f	p- value	95% Confidence	
							Interval	
							Lower Bound	Upper Bound
Threshold	[Students enrolment = Low]	-2.233	.909	6.040	1	.004	-4.014	-.452
	[Students enrolment = High]	-1.724	.885	3.793	1	.001	-3.458	.011
Factors	Not Able to pay School Fees	-.815	.542	2.260	1	.003	-1.878	.248
	Lack of Teachers	-.827	.580	2.031	1	.004	-1.964	.310
	Ignorance of Parents Care	-.294	.741	.157	1	.002	-1.746	1.158
	Instability and Conflicts	-.468	.751	.388	1	.000	-1.940	1.005
	Poor Infrastructure	-.338	.637	.283	1	.005	-1.586	.909
	Others	-1.289	.734	3.085	1	.079	-2.727	.149

4.4.8.2 Hypothesis 2 and 3 (Ha).

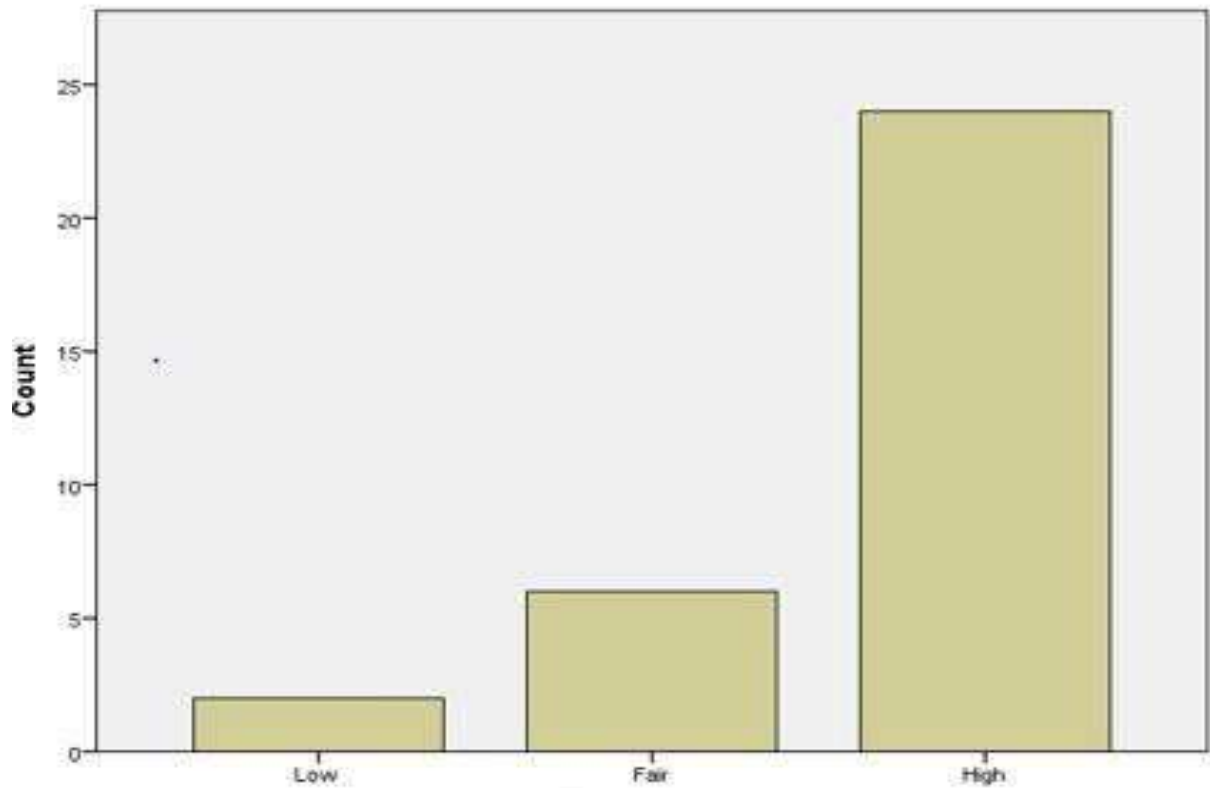
Ha 2): Low enrolment of girls in primary schools impacts negatively on the representation of female teachers.

Ha 3): The absence of female teachers in schools justifies the cultural gender roles within the communities of the study, and it discourages girls from loving education, as well as hindering parents' concerted efforts for girls' schooling.

Using the null hypothesis for the two hypotheses above: "Low enrolment of girls in primary schools does not impact negatively on the representation of female teachers" and "The absence of female teachers in schools does not justify the cultural gender roles within the communities of the study and does not discourage girls from loving education, as well as not hindering parents' concerted efforts for girls' schooling" to prove whether the null hypotheses were true or false, the frequencies of the dependent variable "boys' enrolment compared to that of girls" were plotted on a bar chart (Figure 11). There were significantly "High" differences in the enrolment of boys compared to that of girls. The resulting bar chart shows the distribution for the enrolment categories. The bulk of cases are in the higher categories, especially category 3 (High differences). The higher categories are also where most of the "action" is. The high number of cases in the extreme category 3 (High Differences) indicates that the Cauchit distribution is a reasonable function.

Figure 11

Boys Enrolment Compared to that of Girls



Applying the fitting model, the significant chi-square statistics (p-value = 0.004 which is less than $\alpha = 0.05$) indicates that the model gives a significant improvement over the baseline intercept-only model, table 52.

Table 52

Chi Square Statistic Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	33.661			

Model	-2 Log Likelihood	Chi-Square	Df	Sig.
Final	24.084	9.577	6	.004

Thirdly, considering the “pseudo r-square” values in (table 53), since they were significant, there was need to obtain the parametric values of the causes of low enrolment of girls, in order to justify or nullify the null hypotheses.

Table 53

Pseudo R Square 2

Pseudo R-Square	
Cox and Snell	.259
Nagelkerke	.343
McFadden	.213

It was noted that inadequate female teachers did not have significant effect on girls’ enrolment (Ha 2), hence in hypothesis two, the null hypothesis that “Low enrolment of girls in primary schools does not impact negatively on the representation of female teachers” was accepted ($p = 0.216$) which was greater than the ($\alpha = 0.05$) value, which is denoted by “ $p > \alpha$ ” (Grabowski, 2016, p.5).

But in hypothesis three, pregnancies and marriages (estimated value = 460.297, $p=0.000$) highly increased the differences in the enrolment of boys and girls in the schools. Other factors that caused the differences included Lack of school fees ($p=0.004$), inadequate teachers

($p=0.001$), ignorance of parents ($p=0.004$) and household chores ($p=0.007$). Therefore, the null hypothesis: “the absence of female teachers in schools does not justify the cultural gender roles within the communities of the study, and it does not discourage girls from loving education, as well as not hindering parents’ concerted efforts for girls’ schooling” was rejected and as a result the alternative hypothesis was accepted: “ $p \leq \alpha (0.05)$ ” (Grabowski, 2016, p. 5), table 54.

Table 54

Parameter Estimates 2

		Estimate	Std. Error	Wald	df	P-value.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Girls’ enrolment = Yes]	-12.878	8.344	2.382	1	.030	-29.232	3.476
	[Girls enrolment = No]	-7.102	5.213	1.856	1	.003	-17.320	3.116
Factors	Lack of School fees	1.723	5.989	.083	1	.004	-10.015	13.460
	Lack of Teachers	-.066	1.344	.002	1	.001	-2.701	2.568
	Ignorance of the Parents	-3.887	3.196	1.479	1	.004	-10.150	2.377
	Household chores	-1.611	2.167	.552	1	.007	-5.858	2.637

		Estimate	Std. Error	Wald	df	P-value.	95% Confidence Interval	
							Lower Bound	Upper Bound
	Pregnancy and Marriages	460.297	.000	.	1	0.000	460.297	460.297
	Lack of Female Teachers	-4.909	3.971	1.528	1	.216	-12.692	2.874

Following the hypothesis testing, the next step is to evaluate the results of the research in the next section.

4.5 Evaluation of Findings

Following the results section, this sub-chapter is concerned with interpreting the meaning of the findings based on the research outcomes. This will basically be conducted on the responses to the research questions and the alternative and null hypotheses presented earlier; and it will include the synthesis of both the quantitative and qualitative results in addition to the hypotheses.

4.5.1 Responses to the Research question on the Rate of Children's Enrolment in Primary Schools, and the Subsequent Causes of the Low Enrolment in the Schools of the Study.

The quantitative results in the schools of the study indicated that enrolment was not evenly distributed over the schools, figure 3. But generally, the drift is towards low enrolment.

The same justification was obtained from the qualitative research results which denoted that probably some children were not enrolled in school. The same notion has been justified by one of the hypotheses tested: hypothesis 1, which supported the assumption that parents' ignorance about the education of children negatively affected the enrolment of children, especially that of girls. Thus, there is correlation of ideas around the assertion of low enrolment of children in primary schools in the sites of the study, as the quantitative and qualitative results agree on the same thing. This result conforms to previous research by Berenger (2015), Ajak (2019) & Adalla (2016).

These results simply mean that there had been little improvement in enrolment compared to the past years (Berenger, 2015 & Ajak, 2019), because of the local orders passed by the community leader in research site 'D' compelling parents to send all children to school. This signifies that there is a change of attitude in regard to parents' perception of boys and girls schooling in that research site, a fact which is indicative of the possible changes that may happen should the communities be enlightened about the importance of education for children, especially for girls, or should some remedial strategies be put in place and implemented, such as closing the gender gap in education and getting rid of gender adapted preferences (Mitchell, 2018; Ganguli, et al., 2014). These outcomes were not expected according to the literature review in which enrolment was generally said to be low (Berenger, 2015; Mitchell, 2018, Mayai, 2019; Ibreck et al., 2020 & Ajak, 2019). But it is worth noting that despite the increment in enrolment only in one school, 'D', the qualitative research results, and that of the remaining schools still justify the fact that the enrolment remains problematic due to lack of awareness, lack of laws regulating children's access to education, and many others as has been presented in the results.

For the research question on the causes of low enrolment of children, the results agree with the literature review that several factors affected the enrolment of children in the primary schools of the study. This demonstrates a high correlation between the quantitative and qualitative results testifying to diverse factors contributing to low enrolment of children in schools and agreeing with previous researchers such as Berenger (2015), Mayai (2019), Ibreck et al. (2020) & Ajak (2019). The inability of parents to pay the school fees of their children was quite a significant factor that influenced enrolment, since most of the people were struck by poverty especially among the civil servants and the non-working class (Mogga, 2018). This assertion has further been justified by the result of hypothesis one, in which several issues contributing to low enrolment had been proven. Hence both results from the quantitative and qualitative research, as well as the hypotheses tested, converge to support the fact that enrolment was low, and to justify some of the factors contributing towards this problematic trend in enrolment.

In fact, the lack of teachers due to poor remunerations and governments failure to recruit more qualified teachers also contributed to the fact that children could come to school and stay idle (Adala, 2016), and as a result most of them had to go loitering around and subsequently acquiring bad habits due to lack of engagement in school by teachers, which could keep them busy and focused. This behaviour further discourages parents from sending children to school, as they (parents) think that even if children go to school, it wouldn't be of any benefit to them.

On the other hand, the ignorance of parents or caregivers contributed towards children's stay at home as some parents who were even able to pay the school fees of their children ignorantly refused or failed to settle the learning costs for their children, due to lack of awareness. This has also been supported by the result of hypothesis one, which concerned the

communities' ignorance about the importance of education for children. These results are in line with previous researchers' findings such as Ajak (2019).

Instability or conflict also played a major role in the poor enrolment of children in schools as it caused displacement among various communities to new locations. Sometimes parents ran to places in which there were no schools, or it became hard for them to earn a living, or simply put, to manage the financial demands of their families, including schooling. Sometimes parents faced the issue of lack of teachers in the settlements to continue teaching children in the places to which they had been relocated. The issue of instability and conflict had as well been confirmed by the numerical study, and specifically through the tested hypothesis 1 in which the p-value was 0.000 which was less than the alpha value which was set at 0.05 as demonstrated in table 54. This result agrees with the ones that were presented by Haider (2021), Salem (2018) & Price & Ornert (2017).

The poor or the complete absence of school infrastructure also affected the normal learning for children, especially when it rained. In this regard children would become reluctant to go to school, since once they were beaten and drenched together with their learning materials, they became frustrated and dropped from schooling. Secondly, the presence of school infrastructure could be encouraging and attracting learners to go to school. The issue of poor infrastructure impacting negatively on enrolment has also been confirmed by the quantitative study with the p-value of 0.005 which was below the set alpha value of (0.05), signifying that lack of infrastructure contributed to low enrolment of children in schools. The same confirmation was made by previous researchers regarding inadequate learning spaces especially in the villages (Haider, 2021 & Salem, 2018)

All the above results regarding factors contributing to low enrolment of children in primary schools in Yambio County were in conformity with the previous research. Of course, the

aim of this research was to examine whether these conditions have changed or not. But it has been discovered that they have not yet been fully addressed by the Ministry of Education despite the several recommendations made by various researchers Moro & Tolani (2021) Haider (2021), Clugston (2018), Ministry of General Education and Instruction, Juba, Republic of South Sudan (2017) & Ibreck et al. (2021).

The results of the qualitative research also contributed more in-depth information regarding the factors influencing the enrolment of children in the selected schools. These include the lack of good returns for the educated people, which is a factor that generally make children to think negatively about education or to consider learning as useless, since most graduates or learned people end up not getting good and well-paid jobs. Another aspect was the long distance to school which created insecurity along the way to school, especially for girls. There was also the poor quality of teaching due to the lack of training for teachers, or because unqualified teachers were recruited who could not teach well. These outcomes are similar to the ones that have been reported by researchers such as Haider (2021) & Noveli, (2016).

Another factor was that children were disobedient and subsequently refused to go to school. The implications of these contributing factors were that both parents and children needed to be enlightened on the importance of education for children, and as a result there would be an increase in enrolment in schools. The findings also highlighted the fact that there was the lack of laws safeguarding the enrolment of children in schools, laws which could either compel parents to send all children to school, or even oblige children to enrol in school. These discrepancies have highly contributed to the low enrolment of children in the schools within the areas of the study. These results were different from the ones obtained by previous researchers, and they have appeared for the first time in research about enrolment in South Sudan.

The lack of home-based community or parental support towards the learning of their children, and school-based support to teachers, so that they could dispense courses well and keep to the teaching profession has also been identified as the major factors influencing the enrolment of children in schools in Yambio County. These claims have been supported by the data obtained from the qualitative interviews with teachers, parents, and the community leaders within the sites of the study. Though these results agree with the reports presented previously on children's education in South Sudan (Haider, 2021), yet the need for home based parental support towards children's learning is different from the ones that have been made by former researchers about issues affecting enrolment in schools in the country.

Another contributing impediment include the lack of schools established uniquely for female learners for them to be safe from harassments from boys and men, who are the major obstacles to girls' learning. Mostly, this pertains to the availability of schools in the villages and the suburbs of the towns. This outcome is also a similar outcome compared to previous findings on learning in South Sudan by Tarlea et al. (2021), Gomez et al. (2019) and Ajak (2019), which highlighted the lack of boarding schools for girls.

Furthermore, the poor remuneration of teachers which detracts them from the teaching profession has also been identified as a contributing factor towards the low enrolment of children in schools in that there is the scarcity of teachers, due to low salaries, and therefore, those who avail themselves to teach do not have the teaching experience and this contributes to poor quality of teaching in schools. This result in congruent with previous research such as Adala (2016) and Noveli (2016).

Finally, the advocacy for child rights, more specifically by the United Nations charter, which has discouraged parents from corporally disciplining their children, has also been pointed

out as a factor that contributed to unruliness of children, subsequently culminating in the development of loath toward schooling by both boys and girls.

The only exception in the results of this study were “child rights” which was not expected from the research outcome and the stubbornness of children in which they refused to go to school. Generally, parents complained that the “child right” has made children to disobey their parents. In this regard, parents fear to punish the unruly children lest they infringe their rights and be punished by law. This necessitates the fact that the communities need to be enlightened on what constitutes child right, so that they could be aware about what it exactly means, instead of having confused understanding about it.

4.5.2 Responses to the Research Question on the Enrolment Trend of Boys and Girls in the Selected Primary Schools.

In this section the results indicate that though the general percentages of the three case studies showed that girls’ enrolment was low: (47.3%), (24.5%), and (49.5%), yet, in school ‘A’ alone the enrolment of girls was higher than that of boys (56.50 %). In fact, from the perspective of the feminist theory (Eyayu & Mihrete, 2018; Mitchell, 2018; Feltham, 2020; Samkange, 2015), this variation in girls’ enrolment signified that girls’ education is not valued within this community as a result of the gender roles that had been assigned to girls in which their place was assumed to be only in the kitchen, and only to be made as housewives. Therefore, the traditional believe and practice have encouraged parents to mostly prefer enrolling only boys in schools compared to girls (Adala, 2016; Moro & Tolani, 2021; Haider, 2021; Clugston, 2018).

But the result of this study signifies that the cultural norms are gradually changing, and they could be reverted to give way for girls to attend school on equal footing with boys. But

currently, most parents refuse to send their daughters to school and prefer to only marry them off to suitors, since educating them is thought to be a waste of time and resources. Hence moving toward closing the gender gap in education in this part of the country and in the nation at large will only be possible through the implementation of the recommended remedial strategies, to achieve the objective of massively enrolling girls in schools.

Generally, this result in which female enrolment is changing gradually was not expected since research indicated that girls' enrolment was problematic all over the country (Berenger, 2015; Adala, 2016; Ibreck et al., 2020). But in this research, it has been discovered that there is the hope that with positive reforms in the education sector in the Republic of South Sudan, there would be gradual improvement in girls' enrolment compared to that of boys.

4.5.3 Responses to the Research Question on the Causes of Gender Inequality in the Enrolment of Children in the Selected Schools.

According to table 51 and basing on the liberal and radical feminist theories aiming at cementing the educational gaps caused by gender inequality in enrolment (Eyayu & Mihrete, 2018; Samkange, 2015), there were fewer girls in primary schools because they were barred from schooling due to early pregnancies or marriages. This signifies that once a girl was impregnated, she didn't stand the chances of schooling, thus becoming a victim of the act of getting pregnant. As for child marriage, a girl could be preserved for a future husband who had consulted the family and engaged her for marriage. But in school "B", teacher 4 said that they had started permitting girls to attend schools with their babies: "because many girls used to get pregnant and were chased from school. But now we have girls with babies in school".

On the other hand, teacher 1 in school “C” said that girls did not go to school because in the first place, parents did not have money to pay for the school fees of their children and preferred to pay only for boys, or they refused to send girls to school due to their (parents) being ignorant about the importance of education for daughters: “lack of awareness to parents or guardians on the benefits of education for girls”. The research also indicated that culturally, girls were the only beasts of burden that did house chores, and this detracted them from schooling as it reduced them only to house keepers and servants. As these factors were not friendly with girls, therefore, boys got the advantage and were prioritized in the field of education. This assertion was made by teacher 2 in school “D”: “girls have too much work to do at home and are not able to go to school”.

On the same token, the lack of teachers also discouraged parents from sending their daughters to school, as well as the lack of female teachers to act as role models to attract girls to school and to advise them on some female social issues. In this regard, nobody cared whether a girl went to school or not, since it was a normal issue within the communities. This claim was made by teacher 3 in school “C”: “many schools do not have female teachers to attract girls to schooling”.

The qualitative results also supported the analysis that several factors contributed to gendered imbalance in schooling. This was in conformity with the views put forward by previous researchers: Mogga (2018), Crawford (2017), Ajak (2019), Leiber (2017), World Bank Group (2019) and Heider (2021), since the research participants gave the same responses regarding the problematics of girls’ education in the locations of the study. But to some extent, respondents went further to include other factors which were not revealed by the quantitative research results, such as:

By expressing the lack of seriousness from girls in embracing learning, participants' intention was to point out the ignorance and unwillingness of girls to enrol in school, just for impertinent activities such as marriage, prostitution and selling petty items. This was expressed by teacher 2 in school "D" as the following: "some girls are not interested in schooling, since they do not see exemplary women excelling because of education, they follow their elders". To some extent, parent 4 in school "D" also suggested that the physical and mental fitness of boys were among the contributing factors for gender inequality in enrolment: "Boys are more in school, because they are stronger in body and mind than girls; boys can do some part time jobs in order to pay their school fees when parents do not".

The above-mentioned suggestions are indicative of the fact that some boys can resist educational hurdles and support their learning through struggling in order to enrol and excel in school, simply because of their mental and physical fitness, in which they are able to fetch some financial supports on their own and are able to support themselves in school. Not willing to enrol in school constitutes what is known as 'adaptive gender preference' (Bertocchi & Bazzano, 2019; Bukowski & Delay, 2020), which is a syndrome hindering girls' education in favour of being submissive to the gender roles ascribed to them by the patriarchal society. Subsequently, the act of being frail and stubborn regarding learning on the part of girls contributes to their absence in schools and lead to what is considered as gender gap in education (Buss & Schmitt, 2019; Ganguli et al., 2014).

Displacement of parents together with their children has also been suggested, and this means a condition which made some parents to flee with children to areas where there were no schools, sometimes because of lack of teachers in the settlements and this resulted to children growing up there without being enrolled in school. This claim was made by parent 4 in school

“D”: “displacement due to conflict: some parents flew with their children to places where there were no schools, so they grew without schooling”.

Another factor is the negative role models, which means that most girls did not love schooling because their predecessors did not have good jobs as a result of their education, and as a result, girls do not have positive examples of the benefits of education, which could encourage them to follow their predecessors. This statement was made by teacher 2 in school “D”: “some girls are not interested in schooling, since they do not see exemplary women excelling because of education, they follow their elders”.

Distance to schools is also an important factor, which indicates that schools which were far from the communities were not easily accessed by girls, because they (girls) were exposed to all sorts of harassment and insecurity that prevailed on their way to and from school. This assumption was made by teacher 3 in school “C” as the following: “lack of schools in some rural areas, which are even very far from homes”. Therefore, as a result of the unavailability of measures for the safety of girls’ movements from homes to schools and vice-versa, parents fear the repercussions of their daughters’ travels to schools lest they become spoiled, and this would disrupt their chances of getting appropriate dowries from their marriages.

The death of parents is another factor which hindered girls’ enrolment, which on the other hand, is also a factor that exposes girls to extreme dependency within their foster families, who in turn only prefer to support their blood children including daughters. For instance, teacher 3 in school “D” said: “some girls lost their parents and therefore have no caretakers to pay for their schooling”. Sometimes, the girls are neglected as well by their care-taker families who only wish to have them married than get educational opportunities, or sometimes they (caretaker

parents) might not have enough money to support both the education of their children and that of orphans under their responsibilities.

These results are compatible with the literature review, since previous researchers enumerated the same factors that have been identified in this study: displacement due to conflict, negative role models for girls, long distance to schools, insecurity for girls, and death of parents, as the causes for gender inequality in enrolment in primary schools in South Sudan (Adala, 2016; Thomas, 2021; Haider, 2021; Ajak, 2019; Mogga, 2018; World Bank group, 2019; and Kuranchi et al., 2017). The only exceptions were the stubbornness of girls in which they refused to go to school due to peer influence, and the physical and mental fitness of boys which gave them the advantage of struggling to cater for the expenses of their schooling compared to girls. But though this research has brought new discoveries about the predicaments of girls' education, yet the purpose of this study had been to examine whether some of the reported causes of low enrolment of girls had been addressed over the years, since many researchers have reported the same thing all the time.

It is worth noting that the causes of gender inequality in enrolment are the same from the results of the two opposing research approaches: the quantitative and qualitative research techniques, denoting a high correlation between the results, though the qualitative outcome shows additional causes as enumerated above. The overall understanding is that children's education is still problematic as has been claimed in the "statement of the problem" of this research.

Having looked at the causes of gender inequality in enrolment, what about its effects on livelihood within the communities as well as on female teachers' representation in schools?

4.5.4 Responses to the Research Question on the Impacts of Gender Inequality in Enrolment on Livelihood within the Communities, and Female Teachers' Representation in Schools.

Basing on the liberal and radical feminist theories (Eyayu & Mihrete, 2018; Samkange, 2015), the data collected for this research question indicated that gender in-equality in enrolment has resulted to a lack of skills that could enable women to be employed in well-paid jobs for livelihood. This inability has come about as a result of the gender gap in education that existed between men and women almost all over the republic of South Sudan as a whole, as well as in Yambio County in particular.

In the first place, the subsequent unequal educational attainment by women had a negative impact on their livelihood as they were unable, based on the lack of relevant business skills, to be productive human beings in any way within their communities, in order to care for the financial demands of their families. This includes the inability to meet the educational expenses of their children, especially girls. In the second place, the women were not economically rich or empowered, since they were not able to work in the offices or teach in schools. On the other hand, they did not have the ability to monitor the schooling of their children simply because they were ignorant about such practices and had little or no education. In this regard the mothers were not even able to take care of their own health, not to talk about that of their children, due to incompetence and lack of education. For instance, one parent in school "C" said that:

Women are not able to work in the offices and cannot earn good income. Many of them are doing housekeeping, selling tea, and some petty items ... Some girl children give birth to many fatherless or abandoned children and give them as burdens to their parents.

Finally, to some extents, the lack of skills, experience and education has contributed to the status quo of women in this community in which they are not able to contribute positively towards the development of their families, their locality, as well as contributing towards the over-all nation building. This assertion can be justified by the following statement by teacher 2 in school “C”: “this causes gender inequality in employment, and this affects development by women/girls”.

The above results were in line with the literature review, and as a result, this outcome was expected as delineated by researchers such as Barnaba (2015), Mogga (2018), Walker et al. (2019). Then, what about the effects of conflict on the enrolment of children in the selected schools for the study?

4.5.5 The Qualitative Responses to the Effects of Conflict on the Enrolment of Children in the Selected Primary Schools in Yambio County, especially that of Girls.

The responses to the effects of the conflicts on the enrolment of children had been diverse. Firstly, displacement signified that parents had to start life afresh in the new locations which did not have services like education, health, and accommodation. As a result, children risked not to have schools to attend due to lack of infrastructure, lack of school materials, or even lack of teachers since displacement is not usually organized in such a way that every category of people capable of rendering the required services were available. In some instances, there could likely be only one or a few teachers to teach the children, but again, the lack of teaching and learning materials were the impeding factors for the normal schooling of children. This claim was made by teacher 4 in school “D”: “Parents were displaced with their children, the school was destroyed, and all school materials were looted”.

Secondly, arriving in a new location of settlement could incur preparing accommodation and struggling for livelihood in cases where parents went deeper into the forests in the quest for safety in the remote jungles where one faction of the warring parties could not reach, or in order to avoid the battle fields. Therefore, parents may not have the possibilities of supporting the education of their children financially, or they may not have the possibilities to provide learning and teaching materials to their children so as to facilitate schooling in the settlements. Even those parents that went to towns for safety were affected by the same struggles to settle and survive, since they did not have employment in towns or any activities that could provide them with favourable conditions for their children to continue with schooling. This claim can be supported by the response given by the first and third parents that were interviewed in schools ‘D’ and ‘A’ respectively, as the following: “Parents were displaced with their children into places where there were no schools, stopping education for children for at least two years; houses were burnt and schools were destroyed”.

There are instances in which a parent would die while running for safety and the child(ren) would be entrusted into the custody of a close relative. This would make things difficult for the orphan(s) to be fully assisted by their foster families, since they would pose additional burdens to their new family members which could be unbearable in terms of finance and feeding. This has been expressed by one teacher in school ‘D’, and a parent and a teacher in school ‘A’: “some parents died leaving children orphans”.

In case where the government could provide protection for people in a locality, the armed forces are usually accommodated in schools, a factor which stops schooling for the entire period of the conflict; sometimes, some school infrastructures are destroyed by the occupants (the

military) as stated by teacher 3 in an interview in school 'B': "One time the soldiers came and occupied this school and caused some damages".

In most cases, conflict affects women and girls in that the army uses force to have sex with them, an act which sometimes results in unexpected pregnancy. To some extent, young girls are forced to marry, and this disrupts their school in the places where schools are functioning. These claims were made by teacher 4 in school "B" and Community leader 1 in School "C" as the following: "once soldiers were here, they raped girls and women; ... as a result of the break in education during the conflict girls and boys got married and girls got pregnant".

Finally, the children may be forced to join the armed forces on either side of a conflict as stated by community leader 1 interviewed in School 'D': "some children were conscripted into the military, who became traumatized". This scenario impacts negatively on children's enrolment as schools are even closed due to the disturbances caused by the conflict.

These results in this section agree with the findings of the former researchers according to the literature reviewed: Hagen-Zanker et al. (2017), Mogga (2018) and Berenger (2015), but the purpose in this dissertation was to examine whether the conflicts had some repercussions on the enrolment of children during the time of the research. These results, therefore, attest to the continuity of the effects of the intermittent conflicts on children's schooling in the location of the study. But what needs to be construed from respondents' perceptions are the ways they aspire change to take place in regard to the education of children within the communities, more specifically, the enrolment of children in schools which is going to be handled in the next section.

4.5.6 Responses to Research Question on the Solutions to the Low Enrolment of Children in Primary Schools in Yambio County, especially that of Girls.

The remedial principles of the quantitative results simply suggested that the implementation of free education in primary schools for both boys and girls could encourage parents to send all children to school. The qualitative results as well advocates for free schooling for children in order to increase enrolment. This assertion was made by Community leader 1 in school “C”: “if there were free education enrolment could increase”. The same applies to the provision of meals which means that at least one meal should be provided to children in primary schools, especially girls, on school days so that they could be attracted to learning; this has also been supported by teacher 4 in school “C” in the non-numerical research findings as the following: “There should be enough food in schools”. This result agrees with some previous research outcomes which also discovered that there was need for feeding programmes in schools in South Sudan (Clugston, 2018; Otero, 2020).

The sensitization of education stakeholders involves explaining the importance of education for children, especially girls, to both children and parents or caregivers, so that they could cherish the idea of educating their children on gender sensitive basis, for a better future. The qualitative results also support this assertion as the following: “conducting awareness raising on the radio and sensitizing parents and local leaders”. The quantitative findings went on to propose the fact that the construction of more learning spaces could be helpful as it means getting rid of under tree schools and learning in the open air, conditions which are usually threatening to the schooling of children, especially during rainy season which lasts for almost nine months in a year in this part of the county. The same results were obtained from the qualitative findings: “the government should construct more schools ... start a boarding school

for girls”. This was followed by the belief that the provision of adequate security could enable girls to attend school. Community leader 1 in school “A” justifies the same finding in his interview response: “School environment should be safe”. Security is remedial in that it can help girls on their way to school and from school, and to lessen gender-based violence on them.

The recruitment of teachers on gender sensitive basis would encourage children to go to school, especially girls, since the female teachers would serve as role models to them as well as mentors, figure 9. The qualitative research approach uncovered the same response requesting employment of more female teachers; this claim was made by teacher 4 in school “D”: “female teachers should be recruited and posted to our schools to serve as examples to girls”.

Although the above remedies for improvement of enrolment have also been justified by the results of the qualitative research, it went further to uncover more principles as solutions to improve the enrolment of children in schools, which include:

- ***Earmarking governments support for education:*** presumably, this could attract children to schooling, especially girls, who have been victimized in the field of education in cases where parents had little resources and had to prioritize only boys as the result of poverty and cultural norms, or where a parent(s) have died. Teacher 2 in school “A” supported this claim when he said: “the government should support financially, while the community can support in kind (food)”.
- ***Availing school materials:*** This could facilitate learning, since it would lessen the burden of providing school materials by parents, because they do not have the money to buy those items, and as such learning could be less expensive and accessible by all children regardless of gender. Teacher 2 in school “D” said the following regarding this claim: “the government and NGOs should provide school materials to schools”.

- ***Strengthening law enforcement:*** this means that the government should implement the ‘Education Acts’ that have been put in place to compel parents to send all children to school, especially girls; since many laws have been enacted, but these have not been implemented to help children’s learning, especially girls (Viennet & Pont, 2017). This assertion can be justified by the following response by parent 1 in school “D”: “the government should enact laws forcing parents to send children to school, especially girls”.
- ***Combating the negative cultural norms within the communities:*** this signifies that some detrimental customary practices which affect enrolment should be eradicated or improved in order to allow girls to enrol in school; this applies more specifically to cultural norms favouring early marriage and early pregnancies within the communities of South Sudan. Community leader 1 in school “D” had the following opinion regarding the harmful norms: “The government, community leaders and the community should unite to discourage this practice, though girls prefer marriage to schooling”.
- ***Engaging parents in farming for education:*** this involves parents establishing or engaging in farming for schooling programmes in collaboration with children, that could even empower learners to acquire agriculture skills and help themselves cater for their education; this happened sometimes during the period of Sudan, and during the war for independence, but it had been forgotten (Aquila, 2021). This claim can be supported by the following response by Community leader 1 in school “C”: “if parents could engage in farming for education, this could also improve enrolment”.
- ***The community supporting teachers in kind:*** this signifies that in time of crisis parents could give support to teachers in kind, so as to motivate them to keep teaching; parents could also engage themselves in constructing classrooms with local materials and to even provide

accommodation for teachers as claimed by teacher 2 in school “A”: “the government should support financially, while the community can support in kind (food)”.

- ***Parents supervising the learning of children:*** it means that they could continuously be controlling children’s school attendance and performance, in order to support their schooling and to ensure that they attend school regularly, and this is supported by Community leader 1 in school “A” and Community leader 1 in school “B”: “Parents should control whether their children are attending school by looking in their exercise books on daily basis for advice”.
- ***The government collaborating with parents:*** this refers to maintaining close relationship between the two stakeholders (the government and the community), in regard to issues pertaining to the education of children. According to Community leader 1 in school “D”, the educational bottle neck could easily be overcome jointly for sustainability: “The community need to work together with the government and schools ... there is need for the unity of education stakeholders to force parents to send all children to school”.
- ***Establishing boarding schools for girls and the construction of fences around schools:*** this involves isolating them from boys and men who do not give them time to learn peacefully; and building fences around schools pertains to ensuring security for female learners at school as well as preventing them from escaping school before the end of lessons. Teacher 4 in school “C” confirmed this when he said: “the government should establish boarding schools for girls”.
- ***Introducing adult education to parents:*** this could empower parents literally and enable them to supervise and control their children’s schooling and performance as they become able to read and write in order to inspect the exercise books of their children on daily basis.

This assertion is supported by Community leader 1 in school “A” as the following: “parents should be educated in order for them to care for the education of their children”.

- ***Availing cash transfers to girls and improving teacher management:*** this implies recruiting more qualified teachers on gender sensitive basis, and increasing their salaries, to attract more youth to the teaching profession and to work in the hard-to-reach areas, in order to increase enrolment. Cash transfers could also help girls to satisfy some of their immediate demands that could prevent them from schooling, or even help them pay their school fees or procure some requisite school materials. Teacher 4 in school “A” supports this argument as the following: “the government should give financial assistance to girls”.
- ***The provision of potable drinking water in schools:*** this means availing clean drinking water to students in schools in order to avoid unnecessary movements out of school during learning, which could also expose girls to harassment outside the school premises. Community leader 1 in school “B” agrees with this remedy to the education of children: “... drilling of one borehole for potable water”.

Subjecting this research to the liberal and radical feminist theories which basically opts for gender equity in service delivery, most of the results mentioned above were expected according to literature review by Haider (2021), Clugston (2018), Moro & Tolani (2021), Thomas (2021), Tarlea et al. (2021), Ibreck et al. (2021), Mogga (2018) and Ajak (2019). But except for some three principles which appeared for the first time, all of which can be analysed through the “social capital theory” which investigates parental involvement in the education of their children in the targeted schools (Haider, 2021; Aquila, 2021); these include:

- “engaging parents in farming” for education which is an emerging strategy that could empower both parents and learners economically, in order to support learning; though

these happened spontaneously during the time of Sudan as well as during the period of the movement for liberation (Aquila, 2021), yet it has been long forgotten.

- Parents supervising the schooling of their children, to make them serious and focused on learning; and
- The government to collaborate with parents on educational issues to ensure parental ownership of their children's schooling and foster joint endeavours to provide education to children in South Sudan.

In conclusion, it can also be said that positive implementation of the education policies mentioned above could improve enrolment of both boys and girls in primary schools in the communities such as the one of this study in which parents are less serious about educating children, especially girls, due to cultural norms, ignorance, and financial constraints. Similar results had been produced by the quantitative and qualitative research approaches. There is always a high correlation between the research outcomes of the two research approaches despite of the differences in which the qualitative results give additional factors because of its in-depth nature of data collection.

Following the evaluation of the suggested solutions to the low enrolment of girls and gender inequality in enrolment, the next step is to evaluate the results of the research hypotheses in the following section.

4.5.7 Testing of the Hypothesis on Parents' Ignorance about the Importance of Education for Children.

“Communities’ ignorance about the importance of children’s education as an element of economic empowerment and development contributes to low enrolment of children in schools, especially girls’ enrolment”.

This hypothesis was tested for the three case studies based on the null hypothesis: “Communities’ ignorance about the importance of children’s education as an element of economic empowerment and development does not contribute to low enrolment of children in schools, especially girls’ enrolment “. Using the ordinal regression, the resultant p-value was $p(0.003) \leq \alpha(0.05)$. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted, because the p-value was less than the set alpha value of (0.05) (Grabowski).

This simply means that the community of the study did not value education for children, especially girls, because they did not know its importance regarding economic empowerment and development. As a result, parents concentrated only on the cultural practice of benefiting directly from girls when they were married, instead of having them educated for higher benefits (Crawford, 2016; Bertocchi & Bazzano, 2019). Secondly, from the feminist perspective by Eyayu & Mihrete (2018) and Samkange (2015) it can be said that the communities cling to the cultural norms that maintain girls’ status only as objects of wealth in which they are married at tender ages, rather than sent to school (Ajak, 2019; Mogga, 2018). In fact, this practice has become gender adapted preference among girls, leading them to prefer marriage to schooling, since it has become a norm within the South Sudanese Society (Bukowski & Delay, 2020; Ajak, 2019).

However, enrolment of girls in school ‘A’ proved that these cultural norms were just manmade that could fade away because of enlightenment to parents on the importance of education for children. Also, the passing of laws compelling parents to send all children to school, including girls would improve enrolment further. Thirdly, if some sustainable financing strategies are set up by parents to mobilize resources for education, such as engaging in income generating activities or more specifically farming, children could be sent to school without difficulty regarding school fees and school requirements. This result was not expected according to previous research which did not register any progress in girls’ enrolment at all (Ajak, 2019; Adala, 2016).

4.5.8 Testing of the Hypothesis on the Impact of the Low Enrolment of Girls.

“Low enrolment of girls in primary schools impacts negatively on the representation of female teachers”.

This hypothesis was also tested for the three case studies based on the null hypothesis:” Low enrolment of girls in primary schools does not impact negatively on the representation of female teachers,” using the ordinal regression, where the p-value obtained was greater than the alpha value: $p(0.216) > \alpha(0.05)$. Therefore, the null hypothesis was accepted, and the alternative hypothesis was rejected according to Grabowski’s principle (2016).

This implies that low enrolment of girls in primary schools does not impact negatively on the representation of female teachers. This generally means that respondents did not see the low enrolment of girls in schools as contributing to the lack of female teachers. There seem to be some logic in their perception, since the least female that there are, could at least participate in the teaching profession if they had picked interest in teaching. Therefore, this solicits further

research to establish the reason why the few educated females are not interested in teaching?

Previous research does not even challenge this result, because none of the researchers has arrived at the contrary conclusion from their studies: Ajak (2019), Adala (2016), Berenger (2015) and Ibreck et al (2020).

4.5.9 Testing of the Hypothesis Alluding to the Absence of Female Teachers and its Relationship to Girls' Learning.

“The absence of female teachers in schools justifies the cultural gender roles within the communities of the study, and it discourages girls from loving education, as well as hindering parents' concerted efforts for girls' schooling”.

This hypothesis was tested as well for the three case studies based on the null hypothesis: “The absence of female teachers in schools does not justify the cultural gender roles within the communities of the study, and it does not discourage girls from loving education, as well as not hindering parents' concerted efforts for girls' schooling,” using the ordinal regression, the resultant p-value was less than the set alpha value: the p-value was: $p = (0.003) \leq \alpha (0.05)$ and therefore the null hypothesis was rejected in favour of the alternative hypothesis according to the hypothesis testing principle by Grabowski (2016).

Based on both the liberal and radical feminist theories, the un-equal distribution of opportunities and the patriarchal influence deprived most girls from enrolling in school, and accessing high educational levels that could empower them intellectually and economically within this man dominated society (Samkange, 2015; Bertocchi & Bazzano, 2019). In this regard, the general view is that education is for men which conforms to the concept that most tasks are gender based: some duties are exclusively for the masculine gender and a man is

contrasted with masculinity, while the feeble works are assigned to the female gender which is considered to be feminine. Most girls learn the gender roles from their mothers and also assume that those were the roles they had to play within the society, and therefore, they succumb to the notion that schooling was only for boys (Tanrikulu, 2017; Bukowski & Delay, 2020). This is generally known as adapted gender preferences which women and girls have assumed intuitively, and succumbed to it as a norm (Mitchell, 2018).

The results of this hypothesis conform to literature review according to Ajak (2019), Haider (2021), Thomas (2021) and Mogga (2018). Therefore, the above-mentioned outcomes fell within the expectation of this research. As a result, this study partly serves to highlight issues affecting girls' enrolment in primary schools for policy formulation to address the gaps. But the theoretical perspective is what does not conform to literature review, since previous researchers did not apply the 'adaptive preference (Mitchell, 2018) and reducing the gender imbalance in education (Bertocchi & Bazzano, 2019) for analysing the results of their research on the education for children in South Sudan.

The only discrepancy in this research results is that hypothesis 2 does not agree with the qualitative responses in which most respondents suggested that the low enrolment of girls affected female teachers' representation in schools. Though the perceptions of the interviewees also seem to be logic, yet the result of the hypothesis was expected as one of the possible outcomes, since no researcher claimed either of the two assumptions in the previous studies, such as Ajak, (2019), Adala (2016), Berenger (2015), Ibreck et al. (2020) and Mogga (2018).

Having evaluated the research findings, the conclusion of this Chapter will follow in the next section.

4.6 Summary

In this Chapter, the researcher presented the overview of the study and discussed the trustworthiness, reliability, and validity of the data. Subsequently, the results of the research were presented, and they comprised the demographic characteristics of the study, which were based on age, gender, and the educational level of participants.

Secondly, the results of the quantitative and qualitative research approaches were presented on children's enrolment which showed little improvements in one school over the period from the previous research. Factors affecting the enrolment of children, and the causes of gender disparities in the enrolment were also examined, and the result showed that the inequality can be eliminated through enlightenment of parents and the positive implementation of Education Acts compelling parents to send all children to school, including girls. The effects of conflict on the enrolment of children were also presented, and it was discovered that war affected schooling in many ways. However, the results yielded some suggested solutions to the low enrolment and the gender inequality in the enrolment of children which had not been suggested by any of the former researchers on children's enrolment and gender equality in education.

Three research hypotheses were also tested in all the sites of the three case studies of the research: research sites 'A and C', 'B', and 'D', in order to either accept or reject the null hypotheses. Finally, two null hypotheses were rejected in hypotheses 1 and 3 and the null hypothesis 2 was accepted based on the ordinal regression model.

Finally, the research findings were evaluated and presented using the liberal and the radical feminist theories, and the social capital theory as the world views through which the researcher looked at the results of the study, from the perspectives of Eyayu & Mihrete (2018), Samkange (2015), Feltham (2020), Lockhart (2021), Mikiewicz (2021), & Edwards (2019) on factors

affecting the enrolment of children and the causes of gender inequality in the enrolment of children, which yielded suggested solutions to the low enrolment and the gender inequality in the enrolment of children as the following:

- The enactment of laws to regulate enrolment.
- Constructing schools and providing school materials.
- The government collaborating with parents on the education of children.
- Maintaining good teacher management to attract graduates to the teaching profession.
- Combating the negative cultural norms existing within the communities.
- Parents supervising the learning of their children on daily basis to ensure children attend school.
- The government establishing boarding schools for girls.
- Conducting awareness raising to both parents and students on the importance of education for both boys and girls.
- Providing security for girls on their way to and from school as well as while they are in school.
- Engaging parents in farming for education, or in any income generating activities to enable them to support their children's learning.
- Recruiting both male and female teachers equitably; and
- Increasing the education budget to cater for all the missing educational services.

The above-mentioned solutions to the educational problems in primary schools in South Sudan are congruent with those which have been made by previous researchers such as Berenger (2015), Mogga (2018), Ibreck et al. (2020), Adala (2016), and Hider (2021), except the solution

regarding the government collaborating with parents on the education of children, the engagement of parents in farming for education, or in any income generating activities to enable them to support their children's learning, and Parents supervising the learning of their children on daily basis to ensure children attend school which were not suggested by them (previous researchers).

Following the summary of this section, the next focus will be on the last Chapter of this dissertation: Chapter Five.

CHAPTER 5. IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS.

Following Chapter Four, this Chapter will focus on the implications, recommendations, and the conclusions of this study. In fact, Children's education in South Sudan, particularly in Yambio County, had been, and is still challenging, firstly due to the prolonged intermittent conflicts in which most children were conscripted into the army at tender ages, and grew into maturity without education (Barnaba, 2015; Haider, 2021; Clugston, 2018; Ibreck et al., 2021; Tarlea et al., 2021) in addition to some underlying causes worth researching.

The purposes underpinning this research were to examine the underlying causes of the low rates of boys' and girls' enrolments in the primary schools of the study; the causes of gender inequality in enrolment; the effects of gender inequality in enrolment on livelihood and female teachers' representation; the alternative solutions to the low enrolment; the effects of conflict on enrolment, and finally, the stakeholders' perception of education for boys and girls, in order to justify or nullify the hypothesis that community's ignorance is one of the underlying causes of the low enrolment.

In fact, this study was conducted using the mixed research methods for data collection and analysis, which is the use of both the quantitative and qualitative research approaches in a study, in order to gather in-depth information on the phenomenon of interest, using interview and survey questions (Bracio & Szaruki, 2020) which were administered to seventy participants selected purposively from the sites of the research.

Prior to the research, an approval to carry out the study was obtained from the State Ministry of Education, Gender & Social Welfare, which facilitated the research process. The questionnaire and interview did not bear the names of respondents for anonymity (Young & Casey, 2017). Coupled with these, the purpose of the research was clearly explained to

participants and their informed consent was obtained before the interviews or surveys were conducted. In brief, respondents' welfare was paramount throughout the process of the investigations, so that interviewees were not hurt in one way or the other as the result of their information (Dooley et al, 2017; Riddell et al., 2017); and they were also informed that they were free to withdraw their information or even stop to participate in the process at their convenience.

This Chapter is organized in five sections following the introduction. In the second section research implications will be highlighted, while in sections three and four, two recommendations will be made, one for application by educationists providing or supervising education in the Republic of South Sudan and education stakeholders, and one for future research respectively. In the last section the researcher will present the general conclusion of the dissertation.

5.1 Implications

The research implications are organized around the research questions, three alternative hypotheses, and three null hypotheses for the quantitative research approach as will be eventually explored here bellow.

5.1.1 Results of the Research Question Regarding the Rate of Boys' and Girls' Enrolment in Primary Schools, and the Subsequent Causes of the Low Enrolment Rates in the Schools of the Study

Considering the quantitative results which indicated that enrolment was not evenly distributed over the schools of the study, which had also been justified by the qualitative research

approach in which respondents confirmed that some children were not in school due to several factors, it is appropriate to believe that the enrolment of children, especially that of girls is still problematic in Yambio County. For instance, Tarlea and colleagues (2021) confirm this assertion when they claim that it is not easy to get an up-to- date enrolment of children due to the continuous insecurity that prevails as a result of the prolonged conflict in the country, since 2013. This claim is further justified by Haider (2021) when she writes that there is no accurate report about the enrolment of children in the Republic of South Sudan.

But though the results of this study confirmed the same assertion that the enrolment of children was still problematic, yet to some extents, participants' responses revealed that there had been minimal increase in enrolment for the academic year, 2020. Though these results give a different impression about enrolment compared to the national statistics which reveals increment in enrolment throughout the years from 2014 to 2019 (GESS, 2021), yet despite those statistics, the outcomes align with the literature review of some researchers in which enrolment was generally said to be low (Berenger et al., 2015; Rich, 2016; Haider, 2021; Ajak, 2019; Economic Commission for Africa, 2018; Lacko, 2011; Walker et al., 2019; Bjerkan, 2021; Ibreck et al., 2020; Ministry of General Education and Instruction, Juba, Republic of South Sudan, 2017; Plan International, 2018; Mogga, 2018). The findings of this research therefore aligns with the objective of examining the rates of boys' and girls' enrolment in primary schools, and it highlights the fact that there is no consensus on the enrolment of children in primary schools in South Sudan: as the national statistics reveal increase in enrolment (GESS, 2021), researchers claim low enrolment (Berenger et al., 2015; Lacko, 2011; Haider, 2021; Bjerkan, 2021; Ajak, 2019; Barnaba, 2015), or even decrease in enrolment (Rich, 2016; Economic Commission for Africa, 2018). This implies that proper measures should be taken by the government to ensure

that recommendations are implemented by education stakeholders including parents, as well as by educational institutions. The positive implementation would contribute towards improvement in enrolment, and on gender sensitive basis.

Furthermore, the examination of the results indicates that there is a plethora of factors influencing the enrolment of children in primary schools, a reality that is congruent with the literature review according to Barnaba (2015), Ajak (2019), Haider (2021), Tarlea et al. (2021) and Noveli et al. (2016), with the exception of ‘‘child rights’’ which is additive to the least of the causes of low enrolment, which had been obtained through the qualitative research approach. This signifies that indeed the enrolment of children in Yambio County is problematic, since it is influenced by factors such as: the inability to pay school fees, lack of teachers, ignorance of parents or caregivers, instability or conflict, poor infrastructure, lack of female teachers, the absence of laws regulating enrolment, lack of support to teachers, early marriage and pregnancies, and poor remuneration of teachers, or generally poor teachers’ management which have not been addressed by the Ministry of Education in South Sudan (mogga, 2018; Ajak, 2018, Adala, 2016; Bjerkan, 2021). Therefore, impetus should be made by the government and education stakeholders on addressing these issues, so as to increase enrolment of both boys and girls in primary schools in South Sudan.

In fact, some of the issues of this research, such as ‘‘early marriage and pregnancies’’ and ‘‘lack of female teachers to act as counsellors and mentors to girls,’’ are appropriate to be analysed through the lenses of feminism, especially the liberal and radical feminist theories, because they are socially constructed barriers to girls’ education (Samkange, 2015; Jensen, 2021; Eyayu, & Mihrete, 2018; Armstrong, 2020; Cruz, 2018); and in fact, these are factors that foster learning only for boys in the area of the research, as well as in the entire country. Another issue

to consider is that in order to establish suggested solutions to the gender inequality and the low enrolment of girls in schools, these have to be examined through the principles of: ‘closing the gender gaps in education’ (Evans et al., 2019, p. 1), between boys and girls, which has made women to lag behind in the labour market; and getting rid of the ‘adaptive preferences’ (Mitchell, 2018, p.19.), which has also rendered women submissive to the patriarchal established cultural norms of this male dominated society (CSRF, 2018). Therefore, in the light of the above justifications, most of the suggested remedies that had been put in place in this dissertation are geared towards removing the barriers hindering women’s excellence and active participation in the tasks that are usually thought of as male tasks (Jensen, 2021), a negative belief that degenerates into gender inequality in learning.

Therefore, this research is essential to enable the understanding of the current situation of education for children and to remedy it. The direct implication of the result is that it will inform educational policies’ reforms with full implementation thereof, so that the enrolment of learners could increase significantly, alongside the population growth. Policy makers can as well integrate the feminist theories in the formulation of educational policies that would favour the inclusion of female gender in learning in order to cement the identified gender imbalances in the education of children in Yambio County, as well as in the entire country. In a nutshell, even though most of the preceding researchers have highlighted the problem of low enrolment in primary schools in South Sudan, still the major issue in this dissertation is to examine whether these issues have been addressed or not, so as to establish some mechanisms to ensure that the problems are solved permanently through putting some measures in place to regulate enrolment.

But the practical implication of the ‘child rights’ is that the Ministry of Education should design awareness sessions to be conducted to the communities to explain in detail, the

rationale of “child rights” in order to deconstruct the negative perception by the communities about the “child education Act” that had been instituted by the United Nations regarding children’s learning and which has been adopted by the government of South Sudan. This would contribute to the understanding of the “child rights” by parents throughout the country.

Finally, this research has discovered the fact that previous researchers had made some recommendations for practical application by the education stakeholders in South Sudan which have not been implemented. Therefore, the final implication under this section is about the immediate need for the implementation of all the recommendations that had been made so far either by previous researchers or current ones, so as to regulate the enrolment of children in schools.

5.1.2 Results of the Research Question on the Enrolment Trend of Boys and Girls in the Selected Primary Schools

Referring to the feminist theory which advocates that the differences in performances between men and women are based on societal constructs of the subsequent relationship between the two, the results of this research show that the enrolment of girls could be improved if the mind-set of the patriarchal society was changed from the current stance (Samkange, 2015; Jensen, 2021; Eyayu & Mihrete, 2018), to a more positive one favouring female excellence in social activities. Basing on these justifications, though the results of this research mostly indicated that girls’ enrolment was still problematic, just as most researchers had confirmed in the literature review, Ministry of General Education and Instruction, Juba, Republic of South Sudan (2017) and Leiber (2017); yet referring to the fact that since both the quantitative and qualitative results indicate that the enrolment of girls was higher than that of boys in school ‘A’,

there is room to conclude that the gender roles which are embedded in cultural norms and other categories of gender differences (Eyayu & Mihrete, 2018; Jensen, 2021; Bukowski & Delay, 2020) should be harmonized, in order to increase girls statistics in schools, or to make it proportional to that of boys, and this will even enable them to remain in school and transition to higher level of education. This would subsequently allow girls to end up acquiring qualifications that would empower them intellectually and economically: thus, cementing the gender inequality in education and getting rid of the adapted gender preference of women (Evans et al., 2019 & Mitchell, 2018).

Since the focus here, just as in the works of the previous researchers on the education of children in South Sudan such as Evans et al. (2019) and Mitchell (2018) was on addressing the issues of girls' enrolment, there is need to comprehend why the enrolment of girls was high in school 'A', which implies that similar reasons for the difference in enrolment rates between boys and girls may prevail in some schools in Yambio County. Therefore, the implication is that the government of South Sudan should apply the same strategies which prompted the change, in all schools in Yambio County and all over the country at large, in order to change the mind-set of parents towards girls' education, and to have more girls in school. Secondly, in respect to previous research by Haider (2021), Ajak (2019), Tarlea et al. (2021) and Ibreck et al. (2021), this dissertation aims at examining gender inequality in enrolment as well as the implementation of previous recommendations for implementation. Here, the implication is that this strategy would further offer some positive avenues for the government to harmonize the education policies to achieve the objectives of the recommendations which had been made by previous researchers regarding education for children in South Sudan, especially girls.

Simply put, the implication is that the failure to implement the recommendations put forward by various researchers, as well as laws enacted by the legislature have negatively contributed towards improvement in the general enrolment of children in schools. In other words, the status quo remains constant because as the population growth continuous to soar, there is not significant increase in enrolment that matches the yearly population projections. To some extents, this further implies that a comprehensive statistic could be gotten only after a popular and fair census was conducted, so as to match enrolment of children to the overall statistics of the nation rather than the estimated one which might not be accurate. Finally, looking at the number of out-of-school children in the Republic of South Sudan compared to the enrolment, it is obvious that enrolment is indeed problematic (Global Partnership for Education, 2018), because out-of-school children are more than those attending school in South Sudan. Therefore, the implication here is that the government and partners should endeavour to implement the existing recommendations so as to improve enrolment.

5.1.3 Responses to the Research Question on the Causes of Gender inequality in the Enrolment of Children in the Selected Schools

It is obvious that most of the previous researchers such as Clugston (2018), Crawford (2017), Leiber (2017), Ministry of General Education and Instruction, Juba, republic of South Sudan (2017) and Mogga (2018) claimed in their findings that the statistics of girls in primary schools in the Republic of South Sudan were maintained at a lower level due to several circumstances which include: teen marriages and pregnancies, lack of education to parents (especially mothers), too much work for girls in the homesteads, a lack of learning spaces especially in the rural areas, the farther distance of schools from homes, the failure to provide

food in schools, insufficient medical units to cater for girls' welfare, a lack of proper funding of education, poor management of teachers, insecurity, parents being financially unable to support their families, insufficient enlightenment of parents on the importance of education for children, especially girls, and some others.

On the same token, this research has as well yielded similar results of factors contributing to low enrolment of female learners in schools, which were embedded in the cultural norms in which the feminine and masculine gender had been assigned different roles depending on their abilities: women in this regard had been assigned house chores, women dependency on men and the resort to child bearing, minus education, giving room to a set of mind which had made them to love their status quo, reported by teacher 3 in school 'B': 'girls think that when they are married, their husbands would support them with their needs'.

On the other hand, the communities have assigned the ability of bread winning in the family, including schooling, to the males and in this regard, boys are given precedence over girls in order for them to qualify for the gender attribute in the society, and this is what has created the gender gap in education (Evans et al., 2019). The result of this study has revealed the same assertion when similar remark has been made by teacher 2 in school 'C' as the following: 'some parents prefer sending only boys to school ... Because of cultural norms that girls should marry instead of schooling'.

But the results of this research further highlighted the ignorance of parents (88 %), the stubbornness of girls in which they refuse to go to school, and the physical and mental fitness of only boys over girls, which has made girls to surrender from what they consider as male roles, including learning. This has been reported by parent 3 in school 'D' in which the parent said: 'boys are more in school, because they are stronger in body and mind than girls'. This is a

practice known as the adapted gender preference due to cultural norms according to Mitchell (2018), which is degrading to the girls, or women in general, in the sense that they are not able to stand on an equal par with their counter parts (the men or boys) in the struggles for livelihood and beyond.

The above factors have hindered girls from being educated on the same page as boys, which is the major problem of this research, which in turn, is aimed at understanding and addressing the issue. As such, this study also focused on what had been done in regard to improving girls' enrolment in schools, and to evaluate the efficacy and efficiency of the strategies that had previously been put forward in order to practically engender success in providing equality in the enrolment of boys and girls in schools.

Based on the above discussions of the factors affecting gender equity in enrolment, this research serves as a reminder to the point that despite the focus on the circumstances hindering girls from loving schooling, which are generally cultural norms and gender preference. Secondly, the implementation of the strategies put forward is itself problematic as it has been revealed by both the quantitative and qualitative results of this study. Therefore, the implication is that the government should focus on addressing the negative cultural norms and the implementation of all the recommendations that are made by researchers to improve the enrolment of children in schools.

5.1.4 Responses to the Research Question on the Effects of the Gender Inequality in Enrolment on Livelihood within the Communities and Female Teachers' Representation in Schools.

Using the feminist liberal and radical theories for analysing the results of this dissertation, a principle that looks at the societal imbalance in the provision of the available services (Eyayu & Mihrete, 2018; Jensen, 2021) within the communities of Yambio County, the focus of this research tool was to examine the effects of gender inequality in enrolment on livelihood in the County, which emerged as a result of the cultural norms imposed on the female gender by the patriarchal society.

The results were similar to the ones obtained by other researchers in the field of education in South Sudan, which indicated that the enrolment gap between boys and girls due to cultural norms has left women economically poor, unable to care for the education of their children, especially daughters, and even to get well paid jobs in order to lead decent lives, including becoming teachers in schools. This claim tallies with the following report by parent 3 in school 'D': 'the gender inequality in education has impacted negatively on women's economic empowerment within this community and that women are not represented in the offices in my community'. This result is important for informing educational policies on girls' education in order for them to match with their male colleagues in education and job opportunities.

In conjunction with previous research, it is important for researchers to examine the causes of the disparities in enrolment of boys and girls, identify the major problems, and give effective recommendations that would aim at cementing the educational gaps between genders in schooling as documented by Lacko (2011), Berenger et al. (2015) and Ajak (2019). But the implication is

that this should be done with strict follow up mechanisms to ensure that the policies that have been developed are implemented by education stakeholders to effect changes in the enrolment of boys and girls. Of course, a lack of implementation of the recommendations aimed at cementing the gaps identified would only foster the continuation of the status quo of the female predicaments in learning in the country, due to a missing education.

5.1.5 The Qualitative Responses to the Effects of Conflict on the Enrolment of Children in the Selected Primary Schools in Yambio County, especially that of Girls

The effects of conflict on enrolment in Yambio County are many, which include displacement of parents together with their children into safer places where schools might not be available, as well as teachers, and school materials for children's learning. This report has been given by teacher 3 in school 'B': 'The conflict made parents and children to flee the village'. There may also be other problems like financial constraints, death of parents, conscription of children into the armed forces, forced marriages and early pregnancies, and occupation and destruction of schools as what had been highlighted by teacher 3 in school 'D': 'Some parents cannot afford to pay the school fees for their children ... some girls get married earlier or are pregnant'.

Therefore, the practical implications here are that:

- In the first place, using the 'social capital theory', the government should sensitize and orient parents on parental or community engagement in the education of children. In this regard the community could participate in constructing temporary learning spaces for their children wherever they are, and

there wouldn't be any problems with learning in the new areas of settlements following displacement due to conflict.

- Secondly, parents or the members of the community could as well endeavour to support volunteer teachers materially whenever the government is not able to reach them with scholastic services due to conflict, so that learning could take place. Whether parents ran with children deep into the bush, or they went to the towns, they should be engaged in the education of their children.

Similar results had been obtained by previous researchers regarding the effects of conflict on the learning of children in the Republic of South Sudan, but they did not envisage community engagement as an imperative for addressing the problems within the perspective of the social capital theorists (Mikiewicz, 2021 & Cai et al., 2019).

5.1.6 Responses to the Research Question on the Solutions to the Low Enrolment of Children in Primary Schools, especially that of Girls

The results of this research question act as remedial principles for both the enrolment of boys and girls in primary schools in South Sudan and the implication of the results is the establishment of alternative solutions to the problem. Similar findings and recommendations had been presented by Leiber (2017), Mogga (2018), Barnaba (2015), Ajak (2019) and Walker et al. (2019), but they did not emphasise on the facts about the abolition of learning costs in primary schools for both boys and girls; the provision of meals; the construction of more learning spaces; earmarking government's support for education to attract children to schooling, especially girls, and availing school materials in schools aiming to facilitate learning; strengthening law enforcement of education acts in order to increase the enrolment of both boys and girls;

combating the negative cultural norms existing within the communities; engaging parents in farming for education; establishing boarding schools for girls; introducing adult education to parents so that they could control children's learning as they become able to read and write; availing cash transfers to girls; recruiting more qualified male and female teachers; increasing teachers' salaries; and the provision of potable drinking water in schools, which means availing clean drinking water to students within their reach; and the sensitization of education stakeholders: children and parents, on the importance of education for children, especially girls, so as to enable parents to send all children to school regardless of gender (tables 34 – 47).

The above remedial principles are essential for the government in order to formulate education policies that would foster education for all children regardless of gender so as to meet the millennium development goal of "Education for All" (EFA) (Walker et al., 2019).

But this research differed in that through it, the researcher was able to identify extra solutions to the problems of enrolment, which include: engaging parents in farming for education, which may be extended to "encouraging parents to be engaged in income generating activities", which is an emerging strategy from respondents, that could empower both parents and learners economically, in order to support learning for children; parents supervising the learning of their children in order to make learners serious about their education; and the government working in collaboration with parents in the education of their children in order to ensure parental ownership of their children's learning. These were the three exceptional principles from the results, which did not surface in the literature review. These principles also constitute part of the body of knowledge that had been added to the existing research.

Despite previous research revealing the problematics of the enrolment of children, especially that of girls in South Sudan: Lacko (2011), Berenger et al. (2015), Crawford (2016),

Ajak (2019), Walker et al. (2019), Ayeni et al. (2020) and Haider (2021), the remedial principles should still be subjected to further research in order to ensure their reliability in regard to the enrolment of both boys and girls in primary schools in Yambio County in particular, and in South Sudan at large.

These remedial principles are essential for the change of mind-set of the communities in the locations of this study in particular, and for the entire Republic of South Sudan in general, so that enrolment could be improved in schools in order to foster development in the country, since education is the backbone of progress and change. But it is worth noting that the practical implications of these suggested solutions are that:

- The government should take action in reviewing the budget allocation to the education sector in South Sudan which is currently at 5 % (Sanatani, 2020; Ibreck et al., 2021; Haider, 2021) to at least 20 %, so as to enable the implementation of most of the recommendations such as the removal of the school fees, cash transfers to girls, the construction of learning spaces of all kinds to provide shelters, sensitisation of parents on the importance of education for children, teachers' management, recruitment of teachers on gender sensitive basis, supporting feeding programmes, giving scholarships to girls, and many other scholastic needs that need financing.
- Since law enforcement plays an important role in getting rid of the negative cultural norms, therefore, the establishment and enactment of strong regulations to combat the negative cultural norms that prevent girls from schooling which subjects them to exploitative behaviours within the communities are necessary.

5.1.7 Implications of the results of the Hypotheses

The implication of the results of the hypotheses was conducted on three alternative and three null hypotheses in the three research sites.

- Hypothesis on Parents' Ignorance about the Importance of Education for Children (Ha 1).

Communities' ignorance about the importance of children's education as an element of economic empowerment and development contributes to low enrolment of children in schools, especially girls' enrolment.

- The Null Hypothesis 1.

Communities' ignorance about the importance of children's education as an element of economic empowerment and development does not contribute to low enrolment of children in schools, especially girls' enrolment.

When these hypotheses were tested, the null hypothesis was rejected in favour of the alternative one. In this regard, the alternative hypothesis responds to the communities' attitude towards girls' education and the effects of low enrolment of children, especially for girls in primary schools. It also serves the purpose of investigating the underlying causes of the low rate of boys' and girls' enrolments in primary schools of the study; and to examine the causes of gender disparity in education for children.

In brief, the results of this hypothesis conform to the explanations under section 5.1.2, and 5.1.3 above. These two sections highlighted how the ignorance of parents about the importance of education for children, especially that of girls has impacted negatively on children's education in schools, especially for girls. In this regard, the general enrolment of children had been low because most parents did not care about enrolling their children in

schools, especially girls, because they were not willing to pay them in school either because of poverty, or simply because they didn't know the benefits of education to their children, or because they purposefully refused to pay their children's school fees. In fact, these have contributed to the problematics of the school statistics in South Sudan, especially for girls, just as it has been expressed by previous researchers, which include:

- It has caused imbalance in educational achievements and triggering the high rate of illiteracy among women in the country, since most of the girls are deprived from schooling due to cultural norms (Walker, 2019; Gardsbane et al., 2019; Ayeni et al., 2020).
- It has obstructed development in the areas of the study as well as in the entire nation due to a lack of education, as well as the lack of skills for employment for adults, especially women, in order for them to be employed and earn good income (Tarlea et al., 2021).
- It has forced the communities to indulge in teenage marriages and condoning early pregnancies, since it is normally believed that girls are only fit to be housewives and for fecundity (Thomas, 2021; Ajak, 2019).
- It has contributed to the lack of willingness of parents to send all children to school especially girls (Ajak, 2019); and
- Sometimes the ignorance may lead to the reluctance of parents to get involved in girls' schooling and instead, they only encourage engaging girls in too much works at home, thus preventing their normal schooling due to too much house chores (Mogga, 2018), hence favouring schooling only for boys.

The general implications of this hypothesis on the ignorance of parents in regard to the schooling of their children is that the government should device a mechanism to change the perception of parents as well as the communities on the importance of education for children, including girls.

5.1.8 The Hypotheses on the Impact of the Low Enrolment of Girls (Ha 2 and H0 2)

- Alternative hypothesis 2.

Low enrolment of girls in primary schools impacts negatively on the representation of female teachers.

- Null hypothesis 2.
- Low enrolment of girls in primary schools does impact negatively on the representation of female teachers.

These two hypotheses were tested as well, and the alternative hypothesis was rejected because the p-value was higher than the established alpha value which was denoted by $p(0.216) > \alpha(0.05)$. Therefore, following the acceptance of the null hypothesis, this simply indicates that there is no connection between the ‘low enrolment of girls’ and the ‘representation of female teachers in primary schools in Yambio County’. This result confirms the claim by Sanatani (2020) and Mogga (2018) that the presence of female teachers in schools could be an added advantage for parents to enroll their daughters in schools in South Sudan, as opposed to the research assumption that the low enrolment of girls negatively impacted on the presence of female teachers in the schools.

- This justifies the findings from the qualitative research approach in which it was stated that the absence of teachers in the primary schools in South Sudan regardless of gender comes about as a result of the economic crisis in which the remuneration or teachers' salaries have dropped to less than twenty dollars per month. This issue has made teachers to abandon the teaching profession and seek employment with organisations or start private businesses.
- These findings are in line with the results of the previous researchers in the field of education in which they claimed that most teachers in South Sudan have abandoned teaching because of low remunerations or payments (Government of South Sudan, Ministry of Environment and Forestry, 2018; Ibreck et al., 2021), and this has in most cases, greatly affected the enrolment of children in schools due to the fact that the presence of female teachers could have attracted girls to enrol massively in school.
- The implication here is that the government should review the education budget in order to make teachers' salaries attractive to permit recruitment on gender sensitive basis.

5.1.9 The Result of the Hypothesis Alluding to the Absence of Female Teachers and its Relationship to Girls (Ha 3)

- The alternative hypothesis 3 (Ha 3):

The absence of female teachers in schools justifies the cultural gender roles within the communities of the study, and it discourages girls from loving education, as well as hindering parents' concerted efforts for girls' schooling.

- **The null hypothesis 3 (H0 3):**

The absence of female teachers in schools does not justify the cultural gender roles within the communities of the study, and it does not discourage girls from loving education, as well as it does not hinder parents' concerted efforts for girls' schooling.

The alternative and null hypotheses were as well tested, and the null hypothesis was rejected in favour of the alternative one. This hypothesis responded to the causes of low enrolment of girls in primary schools due to lack of female teachers to act as role models, and to advise girls on issues pertaining to their privacies in order to encourage them to love schooling. The explanation also fitted the one under section 5.1.3 above, focusing on the causes of gender inequality in the enrolment of children in schools such as:

- the fact that girls do not have matrons and mentors in schools who could advise them on their health issues, especially during their menstruation periods, a factor which makes them shy out in school.
- the act of sending only boys to school, because girls would soon get married and join the families of their husbands, or the concept that educating girls only empowers the husband's economy rather than the girls' parental family.
- The act of imitating and copying the behaviours of their mothers is another situation in which girls only prefer marriage to schooling, since that is what they think is important in life, since their mothers are doing the same. Simply put, this situation leads girls to adapt themselves to a situation they have been introduced to by culture.

These results also agree with the findings of some researchers who explored the effects of culture on girls' learning in South Sudan such as Mogga (2018), Gardsbane et al. (2019) and Ajack (2019). But though the results of the three research hypotheses were the same with that of the previous researchers on education of children in South Sudan, yet it has exactly served the purpose for conducting this study, because it aimed at examining the present situation of enrolment to ensure whether the supposed implementation of the former recommendations had been done. Therefore, the practical implications in this hypothesis are that teacher education policy in South Sudan should be reviewed to include a given percentage for recruitment of female teachers, some of whom should be posted to primary schools so as to attract girls to schooling. Matrons should also be recruited and posted to primary schools to assist girls in their learning. Finally, awareness raising should be conducted regularly to parents on the importance of education for girls.

Having presented the implications section of this dissertation, the next section will be concerned with the limitations of the research.

5.2 Limitations of the Study

The researcher encountered some limitations during the course of the research, which had an influence on the outcomes of the study. The following limitations were identified.

5.2.1 Sample bias:

According to the report of the national bureau of statistics, the population of the country is about 13 million inhabitants. Hence, the sample of 70, which represents only 0.07% of the population selected for this study, does not reflect the general population of South Sudan. The

sample size of the study might affect the generalizability of the results of the study. Secondly, the study was conducted only in four schools which did not match the number of schools in the County. Finally, the research covered only two Payams out of five.

5.2.2 Unavailability of previous research studies:

The topic of examining children's enrolment in Yambio county in a post-conflict situation did not have enough references from previous studies. This is a limitation for the study as referencing previous researchers provides the foundation for the literature review of the study and provides the theoretical framework for the study. Very few documents of a generalized prior studies were available for the researcher which were not directly conducted in Yambio County, hence the need for further study was necessary.

5.2.3 Lack of a previously validated research instrument:

The researcher could not find a published and validated research tool that could be applied to the study; therefore, the instruments used were developed by the researcher with review from the research supervisor and approval from the research ethics committee. This limitation affects the study's validity as only limited literature was available to the researcher to elaborate valid points.

5.2.4 Researcher bias:

while using the qualitative research approach in which interviews were conducted to respondents by the researcher, this process was exposed to researcher bias since he was the only interviewer documenting the responses, which might have been inclined towards his intentions.

Having presented the study limitations of this dissertation, the next section will be concerned with recommendations for application.

5.3 Recommendations for Application

Following the section on the research implications, this Sub-Chapter is concerned with giving recommendations for application by educationists, in order to improve enrolment in primary schools in the locations of the study in particular, as well as in the Republic of South Sudan in general.

5.3.1 Recommendations from Research Findings

In this section, the researcher will present recommendations emerging from the research, which will include implementation mechanisms that would govern the application of the suggested recommendations. This will constitute the contribution of this study to knowledge in addition to the request for “the provision of scholarships” to primary school leavers in rural schools, who would transition to secondary school to be trained to teach in schools within their localities, so as to solve the shortage of teachers in the rural areas on gender sensitive basis. The recommendations will cover the financial support to the education sector, parents’, or communities’ support to the education of children, law enforcement, the institutionalization of sensitization and the alternative education system, and the implementation mechanisms.

5.3.2 Financial support to the education sector

The financial support to the education sector was highly recommended by respondents, in order to provide learning for all children regardless of gender. The following assertion by teacher 2 in school “A” justifies this claim: “the government should support financially, while the community can support in kind (food)”.

This proposition is in line with the endeavour to achieve the millennium development goal of Education for All (EFA) (Tikly, 2017 & Walker et al., 2019). This recommendation should be observed by both the government and partners, so as to increase children enrolment in schools. This recommendation implied that the government increases the education budget above the current one, that is, from a lower percentage of about 5 % to at least a higher allocation of 20 %, in order to facilitate the implementation of the educational policies that had been put in place (Sanatani, 2020; Ibreck et al., 2021 & Haider, 2021), for education to prosper in South Sudan in general, and in Yambio County in particular. The same is applicable to donor funding which is insufficient at the moment because donors have not prioritized supporting education in South Sudan, but they have focused more on humanitarian services (Haider, 2021). This recommendation summarises the research implications enumerated earlier in the previous subsection.

Increasing the education budget would also help solve issues which have been identified in this dissertation in terms of the provision of free education, providing school feeding programme in schools, the Provision of scholarships to primary school leavers in the rural areas which according to respondents, aimed at solving the issue of lack of teachers. In this regard, sons and daughters in the respective village schools would be offered scholarships by the government or

partners as they transition to secondary schools, so that they could be trained as teachers to locally assist in the schools within their localities.

It could also help the construction of learning spaces to attract children to enrol in learning and address the issue of far distance to schools for girls' security. On the other hand, it would also contribute towards the recruitment of teachers on gender sensitive basis, so that the female teachers could serve as role models to both boys and girls, and for gender counselling and mentoring in primary schools in order to ensure gender equality in education. This could as well facilitate the establishment of boarding schools for girls to protect them from early pregnancies as they would not be closer to boys/men for some time, which would also provide security for them since they would be under control. This could as well allow the provision of potable drinking water in schools which is a necessity for children as they will not move out of the school premises fetching water and be exposed to some dangers outside the school compound.

5.3.3 Parents' engagement in the education of their children

Viewing this research from the perspective of the 'social capital theory' (Mikiewicz, 2021), this is highly recommended in order to supplement governments' efforts and ensure communities' ownership of education for their children, especially during crisis, and this would involve parents supervising learning, because children relax when both their attendances and performances are not being monitored at all, by the parents. It was also suggested in the research findings that parents should be engaged in performing activities such as farming or any other income generating initiatives for education, which would empower them economically to pay the school fees and provide all school requirements for their children in crisis situations such as that of South Sudan. This suggestion was made by Community leader 1 in school 'C' as the

following: ‘‘if parents could engage in farming for education, this could also improve enrolment’’.

Though previous researchers have recommended community or parents’ involvement in the educational activities for their children, this has been mostly regarding the administrative aspects of involvement (Haider, 2021), or the focus had been on the need to educate parents so as to assume the responsibilities of their children’s learning (World Bank Group, 2019). But in this dissertation, the focus is on parents or the community mobilizing financial resources to cater for the education of their children. Specifically, this should be incorporated into the awareness sessions, so that parents are advised and enlightened on the need for engaging in economic activities with the child at the centre regardless of gender.

5.3.4 Law enforcement

Respondents made this point as an important recommendation that served to implement or enforce laws enacted for educational purposes, such as regulations against girls’ predicaments in education, so as to improve girls’ enrolment in primary schools; combating negative cultures which is a strategy that would remove the negative cultural and social norms that discriminate girls from boys in being enrolled in schools; and the provision of security for girls which was said to be important especially when it was embedded in school regulations safeguarding girls from violence from boys and teachers. For instance, teacher 1 in school ‘‘D’’ claimed that:

The government should meet in a workshop with the community members and the community leaders, to come out with regulations to improve enrolment. Any school aged child that is not in school should be arrested and the parents should be punished for not sending children to school ... there should be strong regulations prohibiting children from

attending native dances where girls mostly get impregnated ... there should be monitoring of the implementation of education Acts and established regulations.

Basically, this recommendation will be helpful in endeavouring to close the gender gap that exists between boys and girls, as well as getting rid of the adapted gender preferences which deprive women from schooling as well as prospering.

The enforcement of laws does not only apply to improvement in enrolment for girls, but also for boys, in the sense that parents will be obliged to send all children to school including girls, but with emphasis on girls as a fight against the negative cultural norms that had been preventing them from schooling on the same footing as boys.

The same results had been reached by researchers such as Edwards (2015), Ajak (2019) and Leiber (2017), while trying to study the causes of low enrolment of children in primary schools in South Sudan, especially for girls. But the objective here was to examine the same factors that influenced education in the previous studies, and to ensure whether there had been changes in the practices following several researchers' recommendations urging the government to implement some relevant educational reforms so as to transform education in the country. However, the results of this dissertation clearly indicate that not much had been done so far in the field of transformation, and as a result, there is still need for more emphasis and action for change, specifically in regard to applying new mechanisms for the implementation of policies and recommendations.

5.3.5 Institutionalization of sensitization and the alternative education system

It was also strongly recommended that this strategy was important firstly, for explaining the importance and benefits of educating children, especially girls, to parents as well as to students,

in order to improve enrolment; and secondly for adolescents and adults as parents, to be literate in order to care about the education of their children. Teacher 2 in school ‘‘A’’ claimed that: ‘‘conducting awareness raising on the radio and sensitizing parents and local leaders’’.

Generally, the enlightenment of parents should be conducted during the long holidays between the final examination for the academic year ending, and the new academic year, so that parents could be alerted to massively send children to school based on the understanding of the importance of education for children.

On the other hand, institutionalizing the alternative education systems would continuously provide education for parents, in order to minimize the rate of illiteracy among them and to allow the supervision and control of children’s school attendance on daily basis. These strategies would help parents and children to value education for young learners and to send all children to school, thus improving enrolment in the areas of the study, as well as in South Sudan at large.

Though most researchers on education in this young nation focused on the need for education to parents as well as the importance for enlightenment to the communities on the importance of education for children including girls (Bjerkan, 2021; Gardsbane et al., 2019; Ajak, 2019), they did not consider the institutionalization of these strategies as has been proposed in this dissertation, so as to make them effective and efficient. The two strategies have therefore appeared for the first time, or some values have been added to the previous recommendations.

5.3.6 Implementation mechanisms

Implementing some of the recommendations won’t be easy without some follow-up strategies. It was therefore strongly recommended that the government should establish

implementing mechanisms comprising of law enforcement cadres at all levels of government, including educationists of all types (government, parents, and partners), in order to monitor and ensure the implementation of education policies and acts that have been passed on the education of children, especially girls' education in primary schools in the country. For instance, teacher 2 in school 'B' said: "The government should enact and implement laws favouring child education, especially girls".

The implementation mechanisms would therefore monitor the application of recommendations such as: free education which has been recommended by many researchers but is not being applied effectively since its inception by the government, because of the lack of supervision to ensure whether it is being implemented or not. Probably, the list of strategies to be supervised using these mechanisms would also include other recommendations such as: the provision of free meals to the learners in schools; the provision of security for girls on their way to and from schools, and in schools; parents' support to the education of children; government's collaborating with parents in educating children; the establishment of boarding schools for girls; and the provision of clean drinking water, as well as regulating the cultural factors which are negatively influencing the enrolment of children, especially girls, within the communities.

These recommendations are in line with the ones that had been put forward by previous researchers such as Brandt (2015), Edwards (2015), Leiber (2017), Tarlea (2021), Haider (2021), Government of South Sudan, Ministry of Environment and Forestry (2018), Walker et al. (2019), Ajak (2019), Moro & Tolani (2021) and Thomas (2021), but they did not suggest mechanisms to be put in place to supervise the effectiveness of the strategies established in order to address the enrolment problem in South Sudan as is the case in this dissertation. If this can be implemented,

there would be some transformations in school attendance in the county as well as in the nation at large.

To sum up, enrolment in primary schools in Yambio County in particular, and in South Sudan in general, would be improved only if the above-mentioned recommendations were effectively implemented, since most recommendations have been made by previous researchers including Brandt (2015), Edwards (2015), Leiber (2017), Ajak (2019) and Mogga (2018) which had not been utilized by both the government and education stakeholders. These recommendations would be used to make education policy both at the state and the national levels of government, to enable massive enrolment of children, especially girls.

This sub-section focused on recommendations for education stakeholders and practitioners to improve enrolment in primary schools, and the implementation mechanisms would serve to ensure effective application of the recommendations, since most of the previous ones had not been implemented accordingly. The next section will focus on recommendations for further research.

5.4 Recommendations for Future Research

Following the recommendations for application by education stakeholders and practitioners, this sub-section deals with recommendations for future research. This section will basically focus on the recommendations that had been made in the previous sub-section, in order to establish areas needing further research.

Firstly, there is need for more research on the financial support to the education sector both by the government and education partners operating within the Republic of South Sudan. This would involve investigating government's budget allocation to the education sector, especially

basic education. This research is necessary because getting rid of the factors leading to low enrolment of children in basic education, especially that of girls is hinged on adequate funding to the education sector to implement the provision of free education, school feeding programme, the construction of more permanent learning spaces, the provision of scholarships to primary school leavers in the rural areas to complete secondary school and be trained as teachers for village schools, the recruitment of teachers on gender sensitive basis, the establishment of boarding schools for girls, and the provision of potable drinking water in schools. So, it would be better to examine the impact of the funding to the education sector in South Sudan.

Secondly, there is need for more research on the communities' engagement in the education of their children, by investigating whether parents are engaged in activities that would empower them economically to enrol all children in school and cater for their learning costs, and to ensure that they (parents) are supervising their children's learning on daily or weekly basis. This examination would involve the establishment of the impact(s) of parental engagement on enrolment as well as on children performance in school.

Thirdly, there is need for research on whether the educational policies, laws, and acts that had been passed to eliminate the negative cultural norms that exist within the various communities in South Sudan in order to safeguard the enrolment of boys and girls have been enforced by the government and local authorities. Most probably , examining the impact of policy reforms on education in South Sudan.

Fourthly, more research should be conducted on whether the sensitization of communities and students on the importance of education and learning for adolescents and adults who have never been to school, or those who had dropped out of school, have been institutionalized: implying that the two institutions for awareness and adult education are scheduled on regular

basis, so as to increase enrolment. Generally, research should be conducted to assess the impact(s) of sensitisation of parents and children on enrolment.

Fifthly, research should be conducted on whether educational recommendations are being implemented by the government and education stakeholders, to ensure all children are enrolled in primary schools regardless of gender.

Having given recommendations for future research, the next section will deal with the conclusions of the study.

5.5 Conclusions

Following the section on the recommendations for future research, this Sub-Chapter is concerned with concluding the whole dissertation. This will mainly focus on the increase in the enrolment of boys and girls in primary schools, the impacts of gender inequality in enrolment, and the remedial principles to the low enrolment of children.

5.5.1 The increase in the enrolment of boys and girls in primary schools

Generally, the results of the research indicated that the enrolment of children had slightly increased in school 'D' compared to the remaining two sites of the research, due to the local laws set up by the community leader, compelling parents to send all children to school. Secondly, the outcome showed that girls' enrolment was high in school 'A' in comparison to all the schools of the study. Also, based on the national and state primary school statistics in table 1, compared to the enrolment details obtained in the results of this research from figures 3 to 7, they confirmed that enrolment of boys and girls in primary schools in South Sudan was problematic despite of the slight increase in one school. This indicates that if measures are taken based on the

recommendations made by researchers, there would be significant changes in the enrolment of children, especially girls.

Therefore, this mixed methods research approach was important because it has uncovered the fact that if laws were put in place to regulate the enrolment of children in primary schools, students' statistics would subsequently and tremendously increase from the current trend to a higher one. These results are therefore important for policy formulation as it implies that if the cultural norms that are currently preventing most girls from being enrolled in schools are removed, girls' enrolment would as well increase significantly. The two results which emerged from the mixed methods research that was carried out in both the urban and rural settings compared to previous research, respond to the challenges underpinning children's enrolment in primary schools, especially that of girls. Therefore, this urges for the need for the sensitization of parents and learners on the importance of education for children, including girls, and the removal of harmful cultures to foster girls' enrolment.

These outcomes also justify hypothesis one in which it was claimed that "Communities' ignorance about the importance of children's education as an element of economic empowerment and development contributes to low enrolment of children in schools, especially girls' enrolment;" and hypothesis three which posited that "The absence of female teachers in schools justifies the cultural gender roles within the communities of the study, and it discourages girls from loving education, as well as hindering parents' concerted efforts for girls' schooling". This implies that educating children regardless of gender necessitates careful attention to the factors impacting negatively on access to the normal learning of children including girls.

Many researchers such as Walker et al. (2019), Ajak (2019), Ibreck et al. (2021) and Mogga (2018) arrived at similar findings concerning the enrolment of children in primary

schools in South Sudan and ended up making similar recommendations, but this research went further to put forward some mechanisms for monitoring the implementation of the strategies that have been suggested in order to improve enrolment for children, especially for girls.

5.5.2 The causes of low enrolment of children in primary schools

The results also highlighted the factors affecting the enrolment of boys and girls in primary schools, which include:

- unexpected pregnancies and early marriages in which respondents thought that these factors mostly affected girls' enrolment in schools, due to cultural norms condoning gender-based violence.
- poverty of parents and parents' refusal to pay school fees for children's learning, especially girls, due to their (parents') ignorance about the importance of education for children, a factor that causes gender imbalance in enrolment of children in schools.
- cultural norms, a factor considered as being responsible for luring parents to be interested only in having girls married off to suitors instead of allowing them to attend school.
- lack of seriousness from girls, which means they ignored schooling through the adapted gender preference syndrome, for impertinent activities such as marriage, prostitution and selling petty items, which they have copied either from their mothers, elders and or peers within the communities.
- the feeble physical and mental fitness of girls which render them vulnerable to educational hurdles and unable to support their learning, and excel in school, because of their weak mental and physical fitness.

- displacement due to conflict: this was considered as a factor which made parents to run together with their children to places where there were no schools, and as a result they ended up without education, and this in turn affected the learning of their children since they are ignorant about the importance of education for them.
- negative role models for girls: this was thought of as a result of the lack of female teachers in primary schools, who could advise and mentor girls on pertinent health issues and other related problems they would face in school.
- distance to school: this factor was mostly thought to affect girls in the rural areas, where schools are far from the home steads and as a result, girls are exposed to several hazardous gender-based violence's on their way to school and back; and
- The death of parents: this was said to be a condition that made most children, both boys and girls, to be ignored in the field of education by their foster families, since they were interested in providing education only for their own biological children.

In this research, these outcomes relate to the reasons underpinning the low enrolment of children, especially girls, in primary schools in Yambio County. They are basically important for policy formulation, so as to increase enrolment in both the urban and rural primary schools.

These results have been obtained through the mixed methods research approach in which data were collected both in the town and in the two villages compared to previous studies which were only conducted either in the urban or the rural areas. Secondly, the use of the mixed research methods have generated more factors influencing enrolment of children than that presented by previous researchers on education for children in South Sudan: refusal to pay school fees for children's learning by parents, especially girls, due to their ignorance about the importance of education; lack of seriousness from children, especially girls, in which they refused to go to

school; and the feeble physical and mental fitness of girls which rendered them vulnerable to educational hurdles, and make them unable to cater for their education.

In fact, some results were like those which were obtained by previous researchers on enrolment of children in the Republic of South Sudan, especially girls' enrolment. But for such outcomes, it can be said that in the first place this research aimed to ensure whether the obstacles which were uncovered by those researchers have been removed from the schooling of children. However, research shows that not much has been done to salvage the educational constraints to both boys' and girls' learning in the schools within the areas of this study. It is also obvious that the same situation prevails in other parts of the country, since the results have been arrived at through the mixed research methods, which are appropriate to render the results generalizable. In fact, this is a factor which suggests that there was need for rethinking further strategies to ensure that the recommendations are implemented.

5.5.3 The impacts of gender inequality in enrolment in primary schools

The results of this research also confirmed the fact that gender inequality in enrolment in primary schools affected the economic empowerment of women within the society, women employability capacity, as well as female representation in the teaching profession were affected due to lack of education. Prent 3 in school "D" said the following regarding this claim: "the gender inequality in education has impacted negatively on women's economic empowerment within this community and that women are not represented in the offices in my community".

These outcomes signify that women are not contributing towards development due to lack of skills and work experiences and are not caring for the education of their children as well, as a result of the default.

Secondly, it means that girls are not interested in learning because of the absence of female teachers to act as role models for them to love schooling, and because of the cultural norms that dictates the fate of girls within the communities as well. For instance, teacher 4 in school “C” mentioned the following: “early pregnancies, negative cultural norms which forbids girls from education”. Basically, the results in this context are indicative of the gender gap in education that need to be closed, as well as the adaptive gendered preference that has made girls to follow in the footsteps of their predecessors and peers.

These results conform to the hypothesis which stipulates that the ignorance of parents about the importance of education for children affects enrolment in primary schools, especially that of girls. This means that the conditions that had been hampering girls from schooling have not been removed so as to enable them to enrol massively in schools. This is important in order to inform policy formulation that would favour the eradication of illiteracy among women, so as to increase girls’ enrolment, as well as increase women contribution towards development within the South Sudanese society.

The findings of this research also highlighted remedial principles to salvage the low enrolment of boys and girls in primary schools, which include institutionalizing adult literacy and the sensitization of parents on the importance of education for children, including girls. This would be of an added advantage in increasing the enrolment of female learners; these will be explained further in the next section which will deal with the remedial principles or solutions to the low enrolment of children in primary schools in Yambio County.

5.5.4 Remedial principles or solutions to the low enrolment of children in primary schools

The results of this research revealed some solutions to the issue of low enrolment of children especially that of girls in primary schools, and these include, but are not limited to:

- the introduction of free education in primary schools for both boys and girls so as to encourage parents to massively send children to school, since they do not have the money to do so, due to poverty.
- the provision of meals to children in primary schools, especially girls, on school days, so as to encourage them to love school, because they may not feel like staying in school if they are hungry.
- the sensitization of education stakeholders on the importance of education for children, including girls, because this is the reason why education is not valued within this community, and South Sudan in general.
- the construction of more learning spaces both in the urban areas, and in the villages in order to provide shelter for children in school, since the rains disturb them while learning under trees or in the open air.
- the provision of adequate security to girls on their way to school and back, which is a striking factor that hinders girls from attending school, because parents fear sexual harassment from both men and boys.
- the recruitment of teachers on gender sensitive basis, so that the female teachers could be mentors and counsellors to girls on their health and sanitation problems, so as to attract them to schooling.
- increasing the budget of education so as to enable the education sector to implement all the education acts that have been enacted, and to provide adequate educational services:

children education act, free and compulsory education, school feeding programme, and the recommendations contained in this dissertation and others which are not here.

- strengthening law enforcement of education acts which specifically regards taking action against the perpetrators of gender-based violence against teenage girls both in schools and within the communities.
- combating the negative cultural norms which negatively contribute to the education of girls, because they are only assigned work in the household as housewives and care takers of children and are deeply engaged only in house management.
- engaging parents in farming at small scale for education in time of crisis, which could be undertaken jointly with the children so as to generate money for their (children) educational needs.
- the government working in collaboration with parents for the education of children, a strategy in which the government should discuss educational matters with parents and jointly make decisions that would help ensure their collective responsibilities in regard to education for children, and at the same time, ensure the ownership of children's learning by parents or the communities in South Sudan.
- establishing boarding schools for girls which was proposed in order to keep girls in a solitary place so they could be protected from interaction with boys and men during their studies, who are a threat to their schooling.
- building fences around schools in order to protect children, especially girls, from sneaking out of the school and loitering around during lessons.
- providing adult education to parents, so that they can be literate enough to monitor the learning of their children on daily basis. A particular attention could be paid to the dates

of their lessons, such that children could answer for dates on which they had gone to school, but the evidence of which were not found in any of their exercise books.

- availing cash transfers to girls so as to assist them pay for their school fees and take care of their educational needs.
- increasing teachers' salaries so as encourage them to be in school and deliver quality education in order to improve learners' performance and foster knowledge acquisition by learners, due to effective attendance and teaching; and
- the provision of potable drinking water in schools so as to reduce the burden of children fetching water from the neighbourhoods, a factor that would even expose them to have contact with all sorts of dangerous interactions and activities while fetching water.

If these principles are effectively implemented in Yambio County in particular, and in South Sudan in general, the issues of low enrolment would be eliminated and both boys and girls would be enrolled in school, and subsequently, the gender gap in education would be closed as well as the adaptive gender preference would be eliminated.

To conclude, subjecting this study to the social capital theory for instance, Mikiewicz (2021), some three remedial principles are fundamental and have emerged for the first time from the mixed methods research results, which include:

- engaging parents in farming for education, or any other income generating activities to foster children's learning.
- encourage parents to engage in supervising the schooling of their children on daily basis to avoid student absenteeism in schools, or children deviating from school under the pretext that they were going to school.

- the government should be collaborating with parents on educational issues in order to ensure parental ownership of their children's learning.

These recommendations have not been noticed by previous researchers on education in South Sudan, though Aquila (2021) alluded to this practice which according to him, had been employed by parents in Yei and Wau after the independence of Sudan from the colonial powers, and during the struggle for the independence of South Sudan. It was also concluded that a positive implementation of the education policies could increase enrolment of both boys and girls in primary schools in communities such as the one of this study, in which parents were less serious about educating children, especially girls, due to cultural norms, ignorance, and financial constraints. These are the gaps that need to be cemented in order to increase the enrolment of children in primary schools, especially that of girls. The government therefore needs to focus on the efficient and effective implementation of these sensitive educational recommendations to foster education in the Republic of South Sudan.

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APPENDICES

1. Official Approvals

UNECy2Decision_Gibson Francis_urec18.01.2019_PhD 300-1_8426-8538.pdf.pdf - Adobe Reader

File Edit View Window Help

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UREC's Decision

Name of Participant: Gibson Francis

Title of the Research project: Post Conflict Education: The Study of Boys' and Girls' Enrolment in Yambio County, in Gbudue State)

Date: 18.01.2019

Comments

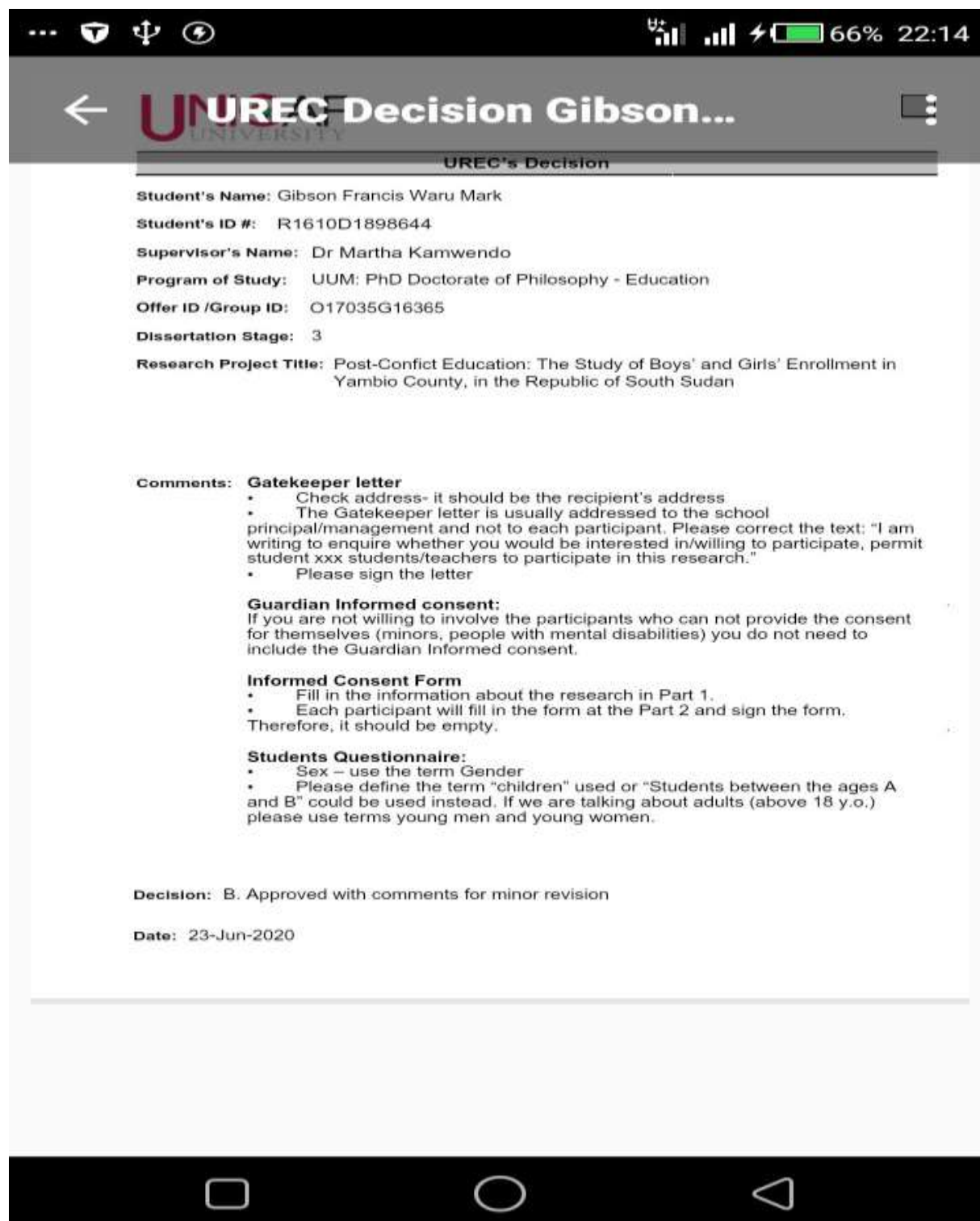
☐ Approved without revision or comments.

☒ Approved with comments for minor revision.

☐

1. The student is advised to complete correctly the checklist in the REAF form
2. The student needs to remove the referral to "children below 18" in the inform consent form.
3. He is also advised to remove point 1 from Risk Assessment form regarding hazards.
4. In the REAF form point 3a and b, please completed correctly.

The student can proceed with his research project as it is approved by UREC with comments for minor revision.



2. Informed Consent Form

This document consists of two parts: the **Informed Consent Form** (to share information about the research study with you) and the **Certificate of Consent** (for signatures if you choose to participate). You will be given a copy of the full Informed Consent Form.

This Form is for research interventions that cover the following research activities: questionnaires, in-depth interviews, focus groups discussions, elicited conversation, observations, recorded listening, videotaped activities and interviews.

[NB: Please use simple language and local and simplified words rather than scientific terms and professional jargon. In your explanation, consider local beliefs and knowledge when deciding how best to provide the information.]

Informed Consent Form for:

Researcher's Name:

E-mail:

Programme of Study:

Partner University:

Project / Dissertation Title:

Supervisor's name:

Supervisor's e-mail:

Part 1: Informed Consent Form

1. Introduction

2. The purpose / aims of the research

3. Participation in the research

4. Participant selection

5. Voluntary participation

--

6. Risks and benefits to participants

--

7. Confidentiality

--

8. Sharing the results

--

9. Contact details

--

3. Research Tools

I. Students' structured questionnaire

Demographic information

Code: ----- Education level: ----- Gender: ---

Age: -----

• Research questionnaire

1. How do you rate children enrolment in primary school in your area? (Tick only one box)

- | | |
|--------------|--------------------------|
| i. high | <input type="checkbox"/> |
| ii. Low | <input type="checkbox"/> |
| iii. Fair | <input type="checkbox"/> |
| iv. Moderate | <input type="checkbox"/> |

2. How do you rate boys' enrolment in your school, compared to that of girls? (Tick only one box).

- | | |
|--------------|--------------------------|
| i. High | <input type="checkbox"/> |
| ii. Low | <input type="checkbox"/> |
| iii. Fair | <input type="checkbox"/> |
| iv. Moderate | <input type="checkbox"/> |

3. What do you think are the reasons for the low enrolment of children in your school?

(Tick as many boxes as convenient).

- | | |
|---|--------------------------|
| i. In ability to pay school fees | <input type="checkbox"/> |
| ii. Lack of teachers | <input type="checkbox"/> |
| iii. Ignorance of the parents/caregiver | <input type="checkbox"/> |
| iv. Instability/conflict | <input type="checkbox"/> |

v. Poor infrastructure ☐

vi. Any other.....

4. What do you think are the causes of the low enrolment of girls in your schools? (Tick as many boxes as are convenient).

- i. Lack of school fees ☐
- ii. Lack of teachers ☐
- iii. Ignorance of the parents/caregiver ☐
- iv. House chores ☐
- v. Pregnancy/marriage ☐
- vi. Lack of female teachers ☐

5. (a) Do you think that there is an alternative way of solving this low enrolment? (Tick only one box).

- i. Yes ☐
- ii. No ☐
- iii. I don't know ☐

5. (b) If yes, which method or technique do you think can solve this problem? (Tick as many boxes as are convenient with you).

- i. Construction of more learning spaces ☐
- ii. Recruiting of teachers ☐
- iii. Providing meals ☐
- iv. Introduction of free education ☐

- v. Providing adequate security; ☐
- vi. Enlightening parents/caretakers on the importance of education for children; ☐
- vii. Any other

6. Who is/are responsible for your learning costs: school fees, uniforms and school materials?

(Tick as many boxes as are convenient with you).

- i. Your parents ☐
- ii. Your self ☐
- iii. Government ☐
- iv. Church ☐
- v. Relatives ☐
- vi. Any other

.....

7. How do you consider education? (Tick only one box)

- i. Important ☐
- ii. Source of employment ☐
- iii. Punishment ☐
- iv. Stress ☐
- v. I don't know ☐

8. What problems do you encounter in school? (Tick as many boxes as are convenient with you).

- i. Lack of food ☐
- ii. Lack of teachers ☐
- ☐

iii. Lack of classrooms

iv. Lack of school materials

☐

v. Any other

.....

9. Do you study at home after schooling? (Tick only one box).

i. Yes

☐

ii. No

☐

10. What else do you do at home, after schooling? (Tick as many boxes as convenient with you).

i. Cooking

☐

ii. House chores

☐

iii. Playing

☐

iv. Nothing

☐

v. Any other.....

11. How frequent do your parents or caretakers visit your school? (Tick only one box).

i. Every term

☐

ii. Once in a year

☐

iii. They don't visit

☐

iv. I don't know

☐

12. How do you consider marriage (Tick only one box).

vi. Important

☐

vii. Not necessary now

☐

viii. I don't know whether it is important or not.

☐

II. Parents' interview questions

Demographic information

Code: ----- **Age:** ----- **Education level:** -----

Marital status: ----- **Number of children:** ----- **Gender:** -----

1- Are all your children in school?

2- What support do you give to your children in school

3- What do you think are the causes of the low enrolment of children in schools in your area/community?

4- To what extent do you think that the conflicts in South Sudan have affected education of children in your locality?

5- How does gender inequality in education impact on livelihood in your community?

6- Why are there more boys in school than girls?

7- How do you think the low rate of enrolment and gender disparity in education for your children can be improved?

8- What do your children do at home, after school?

9- What kind of life would you like your children to lead?

10- Would you support your children to advance in education?

III. Teachers and Community Leaders Interview Questions

Demographic information

Code: ----- **Age:** ----- **Education level:** -----

Marital status: ----- **Number of children:** ----- **Gender:** -----

1- Tell me whether all children go to school in your community?

2- What is the enrolment of boys and girls in your school?

3- What do you think are the reasons for gender disparity in your school?

4- Why is girls' education not prospering in the rural areas?

5- What are the causes of the low rate of enrolment in your school?

6- What do you think can be done to improve enrolment in your school/community?

7- How do you view marriage for children in your community?

8- How do you consider pregnancies for teenage girls in your community?

9- How do you think the community, the government, and parents should support education for children, especially girls?

10- What support do you give to children in your school?

11- How has conflict impacted on education in your locality?

12- What do you think are the disadvantages of gender disparity in education, in your community?

13- What support do organisations give to your school?



DISSERTATION STAGE 4 CHECKLIST/REPORT

This checklist confirms that the student successfully completed all requirements of the dissertation stage 4 and that he/she is ready to proceed to the next dissertation stage. Both the student and the supervisor should complete relevant sections and upload it on the respective VLE link.

To be completed by the student

Student's Name: Gibson Francis Waru Mark

Student's ID #: R1810D1898644

Supervisor's Name: Dr. Martha Memory Kamwendo

University Campus: Unicaf University Malawi (UUM) ▼

Programme of Study: UUM: PhD Doctorate of Philosophy - Education ▼

Title of Research Project: Post Conflict Education: The Study of Boys' and Girls' Enrolment in Yambio County, the Republic of South Sudan

CHECKLIST/REPORT

Please complete all relevant sections below. The student should complete all sections marked with ST and the supervisor should complete all sections marked with SU

REQUIREMENT	ST/SU	DETAILS OF ACTIVITY	Official use only
Results' Reporting & Trustworthiness of Data	ST	- introduction; - Trustworthiness of Data; - Reliability; - Reported the research results.	<input type="checkbox"/>
	SU	Used feedback from tutor to improve this section	<input type="checkbox"/>
Evaluation of Findings	ST	- Evaluated findings on 5 research Questions and three hypotheses; - Summarized the evaluation.	<input type="checkbox"/>

REQUIREMENT	ST/SU	DETAILS OF ACTIVITY	Official use only
Evaluation of Findings	SU	Presented and discussed data based on research questions	<input type="checkbox"/>
Research Implications	ST	Presented research implications on five research questions and three hypotheses.	<input type="checkbox"/>
	SU	Significance of findings discussed. Minor revisions recommended implemented	<input type="checkbox"/>
Recommendations for Application	ST	Presented recommendations for application from research findings.	<input type="checkbox"/>
	SU	Recommendations generated based on findings	<input type="checkbox"/>
Recommendations for Future Research	ST	Presented recommendations for future research	<input type="checkbox"/>
	SU	Completed	<input type="checkbox"/>

REQUIREMENT	ST/SU	DETAILS OF ACTIVITY	Official use only
Conclusion of Research Study	ST	Concluded the research study	<input type="checkbox"/>
	SU	Submitted	<input type="checkbox"/>
Chapter 4	ST	Completed chapter 4	<input type="checkbox"/>
	SU	Completed and submitted	<input type="checkbox"/>
Chapter 5	ST	Completed chapter 5	<input type="checkbox"/>
	SU	Completed and submitted	<input type="checkbox"/>