FACTORS AFFECTING THE PROVISION OF QUALITY EDUCATION IN PUBLIC
AND PRIVATE SECONDARY SCHOOLS IN CENTRAL EQUATORIA STATE,
JUBA COUNTY SOUTH SUDAN

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DECLARATION

I, the undersigned, declare that this thesis is my work achieved through my own personal reading. It is my original work and to the best of my knowledge it has never been submitted to any college or university for award of academic degree. All information from other sources has been duly and respectfully acknowledged.

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DEDICATION

This thesis is dedicated to Khartoum Province, especially the Councilors who on behalf of the Province sponsored my studies and Brother Paulo Argauo, Provincial Bursar of Khartoum Province, who has been so understanding and financially supportive. Also, I know that having finished this thesis, my father, mother, brothers and sisters are happy in heaven.
ABSTRACT

Quality has become the concern of educational policy-makers around the world as the heart of education. Lack of quality means basic educational needs go unsatisfied. This would create inability in learners’ lives and compromise their overall experience of living socially, culturally and economically. The purpose of this study was to examine the factors affecting the provision of quality education in public and private secondary schools in Central equatorial State, Juba County South Sudan. The study was guided by six research questions which were extracted from the review of related literature. These included: what is the role of a teacher in providing quality education? How does school leadership style influence the provision of quality education? To what extent do school physical environment, facilities and resources affect the provision of quality education? What is the role of parents/guardians and community members/leaders in the provision of quality education in schools? What are the challenges facing the provision of quality education in public and private secondary schools in Central Equatoria State? What are possible effective ways to improve the provision of quality education in Central equatorial State? The study employed both descriptive survey and naturalistic designs and the target population was all students, teachers, head teachers, parents/guardians and community members/leaders. Stratified, simple random and snow ball sampling techniques were used to select respondents for the study. Questionnaires and interviews were used to quantitative and qualitative data. Besides, direct observation checklist and document analysis guide were also used to collect qualitative data information in school settings. The collected data was analyzed using quantitative and qualitative techniques. The quantitative data was analyzed using descriptive statistics involving frequencies and percentages to summarize data and it was presented using frequency distribution tables, pie charts and bar graphs. Meanwhile qualitative data was organized into themes and analyzed using narratives and direct quotations of the respondents’ views, experiences and information. The findings showed that there was lack of enough and professionally qualified and trained teachers, teaching and learning materials and teachers were not motivated due to low remuneration. The study concluded that the government of South Sudan should employ more professionally qualified and trained teachers to curb the problem of scarcity of teachers. It recommended that in order to solve the problem of teachers, the government should construct a Teacher Training College in the country to train teachers on various teaching subjects; it should motivate teachers by paying them reasonable salaries in order to raise their status in the country.
ACKNOWLEDGEMENTS

I am very grateful first, to God for giving me good health since I started my Master’s program. I am profoundly and greatly indebted to my academic supervisors, Sr. Dr. Marcella Momanyi and Dr. Robert Kamau for their guidance, patience, support and positive and constructive criticism. Without these, I would not have completed this study.

I thank the Ministry of Education, Science and Technology of Central Equatoria State, Juba County, for providing me with the information and for giving me a permit letter to enter schools to collect data from students, teachers, head teachers, parents/guardians and community members/leaders. Without such permission, the project would never have moved beyond its proposal stage. I hope they will find this study useful in improving their work.

My sincere gratitude goes to all the lecturers in the Department of Postgraduate Studies in Education, the Catholic University of Eastern Africa. I am especially thankful to the Department of Research for their academic support in improving my research instruments. Special acknowledgement goes to all the participants who cooperated so much during data collection. This study would not have been completed without their support.

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### ABBREVIATIONS AND ACRONYMS

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<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AEE</td>
<td>Alliance for Excellent Education</td>
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<tr>
<td>ADEA</td>
<td>Association for the Development of Education in Africa</td>
</tr>
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<td>AFT</td>
<td>American Federation of Teachers</td>
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<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>AFT</td>
<td>American Federation of Teachers</td>
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<td>CASE</td>
<td>Comprehensive Assessment of School Environment</td>
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<td>CT</td>
<td>Choice Theory</td>
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<td>CUEA</td>
<td>Catholic University of Eastern Africa</td>
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<td>DFID</td>
<td>Department for International Development</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>GOSS</td>
<td>Government of South Sudan</td>
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<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>LOI</td>
<td>Language of Instruction</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MICS</td>
<td>Multiple Indicator Cluster Survey</td>
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<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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<tr>
<td>MLA</td>
<td>Monitoring Learning Achievement</td>
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<tr>
<td>NGO</td>
<td>Non-governmental Organization</td>
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<tr>
<td>NPTA</td>
<td>National Parent Teachers Association</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<tr>
<td>Abbr</td>
<td>Full Form</td>
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<td>PROBE</td>
<td>Public Report on Basic Education</td>
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<td>PTA</td>
<td>Parents Teachers Association</td>
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<td>SBA</td>
<td>School Basic Assessment</td>
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<td>SPLA</td>
<td>Sudanese People Liberation Army</td>
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<td>SPLM</td>
<td>Sudanese People Liberation Movement</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>SSA</td>
<td>Sub-Saharan Africa</td>
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<td>SSAT</td>
<td>Specialist School Academies Trust</td>
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<tr>
<td>TI</td>
<td>Transparency International</td>
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<td>UK</td>
<td>United Kingdom</td>
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<td>UKBIRC</td>
<td>United Kingdom Based International Rescue Committee</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations International Children’s Educational Fund</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>VSO</td>
<td>Voluntary Service Overseas</td>
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<td>WEF</td>
<td>World Education Forum</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Regarding quality of education, Leu and Price-Rom (2005) contend that the issue of quality has become critical in many countries that are expanding enrolments and in nations with constrained resources. Success in increasing access to basic education has often led to declining quality. However, in searching for the factors that promote quality, national programs and literature have increasingly emphasized teachers, schools, and communities as the engines of quality, with special attention to teacher quality identified as a primary focus.

At the World Education Forum held in Dakar, Senegal (2000) in which quality education was a priority, evidence over the past decade showed that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if learners are to be attracted to education, stay there and achieve meaningful learning outcomes.

The recent assessments of learning achievements in some countries have shown that a sizeable percentage of children are acquiring only a fraction of the knowledge and skills they are expected to master (WEF, 2000). As a signatory to the treaties that call for free and compulsory education, South Sudan being is duty bound to promote compulsory and quality education.

UNESCO (2003, 2004) asserts that the growing emphasis on the need for quality to accompany the expansion of education, however, remains stubbornly secondary to the persistent drive for quality education. Country policies to increase gross enrollment rates are rapidly and possibly being prompted by many factors, including the 2000 United Nations Millennium
Declaration for Universal Primary Education (UPE) in all countries, including South Sudan, with no mention of quality concerns.

More recent initiatives, such as the World Bank’s Fast Track Initiative and USAID’s Millennium Challenge Account, make quality a priority while keeping a strong emphasis on the continued rapid growth of enrollments. The UNESCO document above notes that tension between quantity and quality has characterized education in most developing countries over the last two decades where quality has become an issue so severe that it is described not as a choice but as an imperative (UNESCO, 2004).

Similarly, Sub-Saharan African countries are currently confronted with a formidable challenge on how to expand the size of their teaching force while improving its quality education. In other words, quality education as a transformative potential of social or personal change is the vision that drives education. Quality education, in short, is a catalyst for positive changes in individuals and society. Kubow and Fossum (2003) assert that, education promotes social change as it is an indispensable catalyst of development of any nation.

However, despite the prominence of “quality”, approaches to define quality of education vary significantly. Nevertheless, the broader vision of quality education in most country policies identifies two key elements as the basis of quality: students’ cognitive intellectual and normative and psychomotor dimensions development as well as social, creative and emotional development (UNESCO, 2004). Cognitive, normative and psychomotor dimensions development are major explicit objectives of virtually all education systems, that is, the degree in which the system achieves its education aims and this can be a major indicator that a system has strived for quality education. Likewise, the learners’ social, creative and emotional development is almost never evaluated or measured in a significant way. In addition, Nicholson (2011) has defined quality
education as a transformation. The assumption here is that education must concern itself with transforming the life experiences of students by enhancing or empowering them.

Furthermore, Dembe’le and Oviawe (2007) cite Sifuna’s and Samoff’s contributions to the definition of quality education. Sifuna’s analysis of Universal Primary Education interventions in Kenya and Tanzania since the 1970s is informed by the inputs-outputs process conception of quality education where inputs include teaching and learning materials as well as teachers and students. Samoff (2005) views quality education in a broader context that goes beyond the concentration on inputs to address the process of learning. What is regarded as high quality education is therefore continually re-defined and re-specified. In this perspective, it is worth saying that what is ‘‘best’’, ‘‘good’’ or ‘‘poor’’ changes periodically. Thus, universally quality education is defined according to the particular needs of a country. Therefore, strategies to improve quality education must be appropriate and in tandem with the needs of a country.

On the other hand, Coombs (1985) also adds that quality pertains to the relevance of what is taught and learned and how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. He emphasizes that quality also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment, and supplies); its objectives, curriculum and educational technologies; and its socioeconomic, cultural and political environment.

1.2 Central Equatoria State

Central Equatoria State is one of the 10 states of the Republic of South Sudan. It was formally known as Bahr El Jebel, named after a tributary of the White Nile that flows through the State. It became Central Equatoria State in the first interim legislative assembly on 1st April, 2005. Central Equatoria State consists of six counties: Juba, Terekeka, KajuKeji, Lainya,
Morobo and Yei. These counties are subdivided into Payams and Bomas and each is headed by a commissioner. Juba, as the headquarters of the Central Equatoria State, is currently the temporary capital and the world’s newest national city (of the Republic of South Sudan). It is located West of the White Nile. Central Equatoria State covers an area of 22,956 kilometres square (8,863.4 square metres).

The city (Juba) is a river port and the Southern terminus of traffic along the Nile. Juba was also a transportation hub, with highways connecting it to Kenya, Uganda and the Democratic Republic of Congo. But with the long civil war, the roads were closed and Juba can hardly be considered a transportation hub. The Central Equatoria State borders the Republic of Kenya in the East, Republic of Uganda in the South, Congo in the West and the Republic of Sudan in the North. The population of the State is estimated at 72,410 (UNESCO, 2011).

The people of the Central Equatoria State are mainly Bari and other Bari speakers, such as Mundari, Pojulu, Kakuwa, Nyangwara, Lokoya and Lulubo. The majority of these people are Nilotic and the spoken languages are Bari and the so-called Arabic Juba which is spoken all over Central Equatoria and the rest of the States in South Sudan.

Geographically, the land is hilly in the East, South West, and plain sloppy in the North of Juba Town. It is semi sandy, especially in the Northwest and brown soil in the Southeast. All over Central Equatoria State, the land is fertile and the economy of the South is mainly agro-based. About 85% of the economy is based on farming and fishing but all of this is for local consumption. The principal food crops are sorghum, millet and sweet potatoes and maize on a small scale. Livestock includes cattle, goats and sheep. Besides, South Sudan is rich in oil around Lakes State and Unity State.
1.3 The Context of Education in South Sudan

According to United Nations Development Program Report (2009), the literacy rate in Sudan before independence was 60.9%. In the South, the rate is 27%; 73% of the populace is illiterate. Wudu (2011) cited the Minister of Education, Milli (2010) says that the illiteracy rate in South Sudan has reduced but this statement has been contradicted by the United Kingdom based International Rescue Committee (UKIRC, 2011) which says that the literacy rate overall stands at 24%. UKIRC emphasizes that the war undoubtedly devastated South Sudan’s educational system, forcing 15-year-old girls all over South Sudan to drop out of schools.

In spite of the EFA Declaration, the pyramid of illiteracy is still high, especially in developing countries in general and particularly in South Sudan. As a matter of fact, the successive wars in Sudan which were mostly concentrated in the South are the major causes of illiteracy in South Sudan besides the other major regional causes, namely,

i) Poverty.

ii) Ineffective implementation of educational programs in rural areas.

iii) Lack of entrepreneurship by the educated to share and spread knowledge.

iv) Preference to work rather than to study.

v) Emigration of educated individuals.

These and other factors hindered education and kept illiteracy in South Sudan at a high level. The few resources available only covered a tiny fraction of the population, especially the North which benefitted from them. Even then, these resources were not invested in education or other development projects but in other schemes of survival.
UNESCO in Education for All (2004) says, over the past decade there has been significant progress in the development of education in rebel-held areas of Southern Sudan with most of this work being carried out at the local community level. Support from the International Community for education has been very limited. Despite the fact that progress has been made, it would be unrealistic to expect South Sudan to meet EFA objectives by 2015.

As a matter of fact, the education system in South Sudan has always been under-resourced in both human and material resources. The House of Nationalities document (2002) affirms that after the civil war, there was a shortage of qualified teachers and a lack of school equipment and textbooks. In addition, between 1985 and 1990 there was a breakdown in education in which teachers and pupils were recruited into different armies and militias. With the progress made since early nineties, after eighteen years of civil war and regular famine, there were more schools functioning and more children enrolled in Southern Sudan schools. The Government of Sudan Statistical Abstract for 1980/81 shows that there were 903 primary and intermediate schools in South Sudan with a total enrolment of 165,956 pupils (Yongo-Bure, 1993). In contrast in 2003 the School Baseline Assessment (SBA, 2002) project by UNICEF identified over 1,500 schools with an enrolment of around 325,000.

The Secretariat of Education document (2001) notes that between 1990 and 1999 there was almost a complete absence of accurate information about the state of schools in South Sudan. The estimated number of schools varied from 800 to 3,000. The Secretariat goes on to say the information available was widely regarded as inaccurate and unreliable. However, it was generally accepted that there was a tendency amongst local education officials to provide incorrect information or inflate figures as a means of gaining more materials or funds from the
donor community. Nevertheless, three recent studies shed light on what most people consider to be a reasonably accurate view of the current situation in schools. These studies are:

i) School Baseline Assessment (SBA) project (UNICEF, 2002)

ii) UNICEF Household Survey (UNICEF, 2000)

iii) SPLM Rapid Assessment Data for Primary Education survey (SPLM, 2003)

UNICEF (2000) says that with either figure, it is clear that in South Sudan only a minority of school-age children are enrolled in school. In other words, the majority of children are still excluded. Even for those children who manage to get to school, the likelihood of completing the eight-year primary school cycle is extremely low. Both SBA (2002) and Secretariat of Education (2001) concluded that 60% of all pupils were in the first two grades and only 12% of pupils reach the upper grades; less than 1% of pupils were in Grade 8 (UNICEF, 2000).

Therefore, the problem of low enrolment and retention rates means that any attempt to achieve a primary education of acceptable quality in Southern Sudan is far from being a reality. Even if there are such efforts, they will face the problem of extremely low level of resources, services, facilities and teaching-learning material in schools.

UNICEF (2002) also asserts that in South Sudan pupils are taught in one of three typical locations: (a) classrooms in permanent buildings, for example classrooms made of brick or stone, (b) classrooms made of local materials such as bamboo and grass thatch shelters, and (c) classes taught outside without any roof or building, usually under a tree. UNICEF emphasizes that currently 43% of all classes are taught outdoors and of all the teachings, only 12% of pupils are taught in permanent classrooms. In general, these “outdoor classrooms” consist of little more than a homemade blackboard nailed to a tree with the pupils sitting on the ground or on branches
slung between two forked sticks. Teaching takes place when the weather permits and frequently has to be abandoned because of rain and afternoon heat.

There are also major deficiencies in the general facilities of schools. Overall only 33% of schools have latrines. However, this falls to 11% in the Bahr el Ghazal region and 13% in the Upper Nile. Even where latrines do exist, it is liable to be at the level of one latrine for every 200 pupils. About 46% of schools have no source of clean water, 72% of these in Bahr el Ghazal. If and when schools do receive equipment or teaching materials, 66% do not have storerooms (UNICEF, 2002).

Regarding teachers, SPLM (2003) asserts that the vast majority of teachers in South Sudan are poorly educated and untrained. Almost 70% have only a primary school education and many have not completed the full eight-year primary school curriculum; only 30% have secondary education and less than 2% have a diploma or higher certificate. Almost all of those who have completed secondary school and diploma courses would have done so prior to 1984 and so the proportion of younger teachers with secondary or higher level qualifications is even smaller.

In addition to the teacher factor, the availability of textbooks and teaching materials varied significantly from one school to another. In terms of textbooks and teaching and learning materials, missionary supported schools have the highest level of provision, although often these are texts taken from the curriculum of neighboring countries such as Kenya and Uganda. Otherwise many schools have no textbooks. The SBA UNICEF project (2002) reports that in the 1,096 schools assessed, there were a total of 72,850 library and textbooks to be shared between 165,956 pupils.
Peace Through Development was followed in June 2001 by a “National” Symposium on Education which was held in Yambio, South Sudan. The symposium was designed to provide a broad-based form for developing a long-term vision for education for all and to help establish a five year plan for education that targets the stipulated deadline of Education For All program for the year 2015. According to Yambio Symposium Document (2001), a Technical Committee on Education was set up and established four education programs in 2005 to meet the Education For All objective. The aims of the program were:

i) All children between the ages of six and seven and all adolescents should have access to quality primary education.

ii) Gender disparities should be eliminated from all primary and secondary schools.

iii) Education should be the right of every child regardless of ethnicity, culture, gender, religion and socio-economic status.

iv) Emphasis should be placed on girls’ education in order to achieve equality education (SPLM, 2002).

It is clear, therefore, that the SPLM education policy demonstrates a commitment to developing quality education for all. On the other hand, it is not clear how the Secretariat intends to achieve these goals as the enrolment rate of around 30% of school-age children in schools in Southern Sudan is extremely low. Worse still, girls’ enrolment is stated to be even lower, with a number of studies showing that 7% or less of school-age girls are currently enrolled in schools. Besides, the significant social, cultural and economic biases in South Sudan still constrain progress towards equality of education for girls.

Having pointed out the problems that face education in South Sudan, the National Coordination Forum in which all relevant organizations work together to support the
Government of South Sudan came up with joint objectives to address educational related issues in current and potential future emergencies in South Sudan. Government and NGOs joined hands to curb educational problems through the so-called cluster objectives. These include:

i) Ensure the development of a comprehensive program of activities related to education.

ii) Emergency planning and strategic development.

iii) Strengthen the education sector’s contribution to integrated humanitarian responses, including targeting those most at risk (Education Cluster Coordinator Juba, 2011).

1.4 Statement of the Problem

The educational system of Sudan, before the fall of Jaafer Mohamed Nimeri’s government, was 6,3,3,4 (6 years of basic school, 3 years in junior, 3 years in senior and 4 or 5 years at the university). It was changed to 8, 3, 4 (8 years of basic school, 3 years in senior and 4 or 5 years of a university program).

Like Congo, Somalia and many others, South Sudan was engulfed in a series of civil wars after independence from British rule. Just after independence in 1956, Anya-Anyi guerrilla war (1955-1972) broke out. This was followed by wars driven by the Sudanese People Liberation Army (SPLA) and Sudanese People Liberation Movement (SPLM). These series of wars destroyed the educational infrastructures of the country. The Federal Research document (2004) affirms that the renewal of civil war in mid 1983 destroyed many schools except those operated in SPLA areas and in towns under the Khartoum government. South Sudan was literary divided into two - one area under SPLA control and the other under Khartoum. The region under Khartoum’s control was mainly the three towns in the South, namely Juba, Malakal and Wau.

Schools in these towns functioned normally and even during the war, Sudan School Certificate Examinations were always done successfully. However, education in South Sudan
was considered of poor quality and South Sudan certificates were never equated to Kenya and Uganda secondary school certificates. As a result, South Sudanese students abroad always suffered demotion or rejection. The same is true even now in terms of interclass promotion and transition to higher education. This situation was witnessed by the researcher and a South Sudanese professor who is a lecturer in Kenya. Besides, in religious institutions like seminaries, those going abroad to study philosophy or theology are either taken one class behind or repeat some of the modules/units. This happened at the Uganda Inter-cungregational Philosophical Study Centre in Jinja. So, on what basis are secondary school educational programs and certificates judged inadequate? This study tried to investigate the factors that affect the provision of quality education in public and private secondary schools in Central Equatoria State, Juba County, South Sudan.

According to Dembe’le and Oviawe (2007), following the Dakar World Education Forum, much has been accomplished in terms of access but quality, as measured through various indicators, leaves much to be desired. Quality indicators include lack of qualified and trained teachers, low student achievement, high dropout rates and system inefficiency. As a region, Sub-Saharan Africa (SSA) offers the gloomiest picture, owing to the fact that most students normally drop out as early as in the basic levels of education. The schools do not seem capable of helping them cope with the educational pressure.

Prompted by poor quality education in the region and particularly in South Sudan, the researcher opted to investigate the factors that are affecting the provision of quality education in public and private secondary schools in Central Equatoria State, Juba County South Sudan.
1.5 Research Questions

This study was guided by the following research questions:

1. What is the role of teachers in the provision of quality education in public and private secondary schools in Central Equatorial State?

2. How does school leadership style influence the provision of quality education in public and private secondary schools in Central Equatorial State?

3. To what extent do school physical environment, facilities and resources influence the provision of quality education in public and private secondary schools in Central Equatorial State?

4. What is the role of parents/guardians and community members/leaders in the provision of quality education in public and private secondary schools in Central Equatorial State?

5. What are the challenges facing the provision of quality education in public and private secondary schools in Central Equatoria State?

6. What are the possible ways to improve the provision of quality education in public and private secondary schools in Central Equatoria State?

1.6 Significance of the Study

First, the study will identify all the factors that hinder the provision of quality education in public and private secondary schools in Central Equatorial State, South Sudan. With this data, the government would come up with interventions for secondary school programs. The government of South Sudan, through the Ministry of Education, Science and Technology would benefit from the study as it would enable it to formulate quality policies for secondary school educational programs.
The study will provide the Ministry of Education with up-to-date information concerning secondary schools. The study would also be of great importance to the government of South Sudan, especially in the current situation where the country needs key information, that is, information pertinent to the provision of quality education in the country. Similarly, the study would also be useful to the educational administrators as they would adapt the findings to school policies and regulations and ensure they are in line with government educational objectives.

The study findings will also benefit head teachers and administrators. They would identify aspects of quality deficiency and adopt appropriate improvements at the level of schools. In addition, the findings would help them to assess the administrative policies in terms of planning, school facilities, equipment, and resources for effective provision of quality education. Furthermore, the findings would provide the basis for corrective measures in quality education gaps that require immediate action.

Teachers are key players in the provision of quality education. The findings will boost their case for training and career development to enhance their knowledge as well as motivate them for better performance. Students too will benefit from the findings, especially in maximizing effective student learning habits and other educational benefits.

In addition, parents and community members/leaders will become more aware of their role in contributing to the provision of quality education and development of schools through active involvement and support. This study will also guide Non-Government Organizations to make targeted and informed interventions to help the government solve problems in the education sector. Finally, the study will compile data on the provision of quality education which other researchers will find useful and beneficial for their studies.
1.7 Scope and Delimitation of the Study

The scope of the study was limited to factors affecting the provision of quality education in public and private secondary schools in Central Equatoria State, South Sudan. The study was limited to Central Equatoria State, Juba County South Sudan. The State has 19 public and private secondary schools. The study was limited to 9 institutions: 6 public and 3 private mixed secondary schools.

The study was delimited to Senior III students, teachers, head teachers, parents/guardians and community members/leaders since they were the most reliable groups in providing valuable information for the study. The teachers were targeted for data on the teaching methods they used, and their relationships with students, head teachers and parents.

The head teachers were subjects because of their experience in schools, especially in their role in supervising and motivating teachers as knowledge imparters to the learners. Parents/guardians and community members/leaders were targeted as partners in school activities. The role of parents and community in schools, especially their support in ensuring smooth running of schools (financial, moral or merely good relations) was important for both psychological and moral benefit of children. William (2000) says parents’ involvement in THE education of their children helps improve:

i) Standards in numeracy and literacy;

ii) Positive behavioral and attitudinal changes, and

iii) Confidence and self-esteem in a child.

In addition, the support of parents in school reduces school costs, teaching and learning materials and other educational costs and needs. For example, involvement of parents in school running gives support for both children and teachers in the whole process of education. Parents
can also highlight issues of quality teaching as a commitment of every teacher and the school administration.

The research focused on Senior III students as they were the ones who had stayed longer in school and had good knowledge and experiences about teaching and learning programs. Besides, since the study was carried out in English, students in the lower classes had problems with the language. Therefore, the researcher limited the study to Senior III students because they were able to read and understand the questionnaire and answer the questions accordingly. They also had the ability to express their ideas in open-ended questions more clearly and better than their Senior I and II peers.

1.8.0 Theoretical Framework

Theory is an analytical tool for understanding, explaining and making predictions about a given subject matter. This study is grounded in Choice Theory which was developed by psychiatrist William Glasser (1998). The theory states that, we are motivated by a never-ending quest to satisfy five basic needs woven into our genes: to love and belong, to be powerful, to be free, to have fun and to survive. Choice Theory explains why and to a great extent how people behave and that all behavior is purposeful and a person chooses behaviors that will assist him or her to meet the above mentioned needs.

Choice theory has been used extensively in both therapy and counseling as well as in school. In therapy, people are helped to come out of bad past experiences. For example, the focus of the practitioner of Reality Therapy is to learn about the past but to move as quickly as possible to empowering the client to satisfy his or her needs and wants in the present and in the future. It is very much a therapy of hope, based on the conviction that we are products of the past but we do not have to go on being its victims.
In counseling, Choice Theory encourages people to make choices or decisions to satisfy their abused needs regardless of how painful it is to make a decision. In a school situation, Choice Theory (CT) tries to explain student behavior; why they behave indifferently or are demotivated in learning. Instead of Coercive Boss Theory (external motivation) of management, which is the psychology of almost all managers, the lead manager (teacher) creates conditions for learning to appeal to intrinsic motivation as shown in the three points below:

- Minimize Fear and Coercion
- Focus on Quality
- Emphasize Self-Evaluation

The application of Choice Theory in the current study is to explore the behavior and motivation of learners, teachers and support staff in relation to teaching and learning for students and teachers as well as support staff. On the basis of Choice Theory, the above mentioned constructs are considered very important in predicting an individual’s decision to perform a given behavior or work hard in order to achieve a good result.

1.8.1 Strengths of the Choice Theory

In the school setting, Choice Theory is a learner-centered theory; a student is motivated to choose, not coerced. It is a simple and easy theory to apply. For example, what is asked of a learner, he or she will do no matter how hard the work is because a learner is not coerced or compelled. Besides, in teaching and learning situations, the teacher helps the student to envision a quality existence in school and chooses activities that lead to achieve it. Choice Theory emphasizes effective methods of managing students without coercion even in hard work to achieve better results. In other words, teachers can teach more of what they enjoy and students
can learn more of what interests them. When this occurs, there is no need for coercion (Glasser, 1990).

The theory emphasizes cooperative work between teacher and student unlike boss-management. Lead-management empowers both teacher and student and as they are empowered, they work hard. Furthermore, persuasion and problem solving are central to the philosophy of Choice Theory method of lead-management. The manager or teacher spends a lot of time figuring out how to run the system so that workers will see that it is to their benefit to do quality work (Glasser, 1990).

1.8.2 Weaknesses of the Choice Theory

Conflict between a teacher’s responsibility and student’s behavior: In school, the teacher or school is responsible for creating an environment that meets the needs of the students. But sometimes, students choose their own behavior based on their own needs. This may lead to a clash between teacher’s choice based on his or her responsibility and student’s behavior. In other words, a teacher may think of going to great lengths to promote a positive environment that suits students, but the students may not choose appropriate behavior (Bourbon, 1994).

Misuse of freedom by students: Glasser (1990) states that when a student misbehaves, it is the teacher who is responsible for failing to meet the needs of the student regardless of the student’s own choice and "total behavior." Therefore, Bourbon (1994) argues that a paradox exists between the idea that a student chooses his or her own behavior but does not use behavior to control his or her own perceptions. For example, in a room with an air conditioner and thermostat, a student walks in and changes the setting if it is too hot or too cold, until the room feels just right. But what is the reaction of the rest of students who have different perceptions of what is just right in the room? Rather, to create a classroom that meets the needs of every
individual student simultaneously, there must be a moderate perception or respect towards students who have different perceptions of the same physical conditions.

*Failure to make correct behavior choice:* Another weakness of Glasser’s approach is raised by Weinstein (2000). He says that people are not always aware of all the choices in behavior that they can make. They would not always select the option that they believe would maximize the benefits forthcoming to them.

In spite of the weaknesses of the Choice Theory, its strengths far outweigh its weaknesses. On the basis of these strengths therefore, the researcher grounded the current study on the Choice Theory.

*Application of the Choice Theory to this Study:* Practicing Choice Theory helps people choose responsible actions and thoughts that lead them to feel better and positively impact their physiology, especially when applied in the classroom where it has a significant impact on how instructions are delivered.

*Teacher as a Manager:* Glasser (1999) contends that teachers need to manage both quality teaching and students’ learning effectively if they hope to achieve successful performance of their students. The role of the teacher or head teacher is to help students see that working hard and doing what the teacher asks is worth the effort and will add quality to their lives. This is achieved by developing positive relationships with students and providing active, relevant learning experience where students can demonstrate success. He goes on to say, an effective teacher or head teacher creates shared quality world pictures with students where they are motivated to learn what the teacher wants to teach.

*The Need-Satisfying Classroom:* When creating lessons, teachers who practise Choice Theory ensure that students can satisfy their needs by doing what the teacher asks them to do. As
a result, learning increases and disruption diminishes when students know that they are able to connect and feel a sense of competence and power, have some freedom, and enjoy themselves in a safe, secure environment (Sullo, 2007).

1.9 Choice Theory Characteristics in School

Coercion is minimized: Rather than trying to make students behave by using rewards and punishments, teachers build positive relationships with their students, managing them without coercion. Coercion never inspires quality.

Focus on quality: Teachers expect mastery of concepts and encourage students to re-take tests and continue to work on assignments until they have demonstrated competence or quality. The emphasis is on deep learning demonstrated through the ability to apply what has been learned.

Self-evaluation: Self-evaluation is a cornerstone of Choice Theory. Given helpful information (rubrics, models, exemplars, etc) students take on greater ownership of their learning by evaluating their own performance routinely. Encouraging students in self-evaluation promotes responsibility and helps students pursue goals and become skilled decision-makers because they are more actively involved in their education as they feel empowered (Sullo, 2007).

In spite of the theory’s limitations, the researcher opts for the model bearing in mind the nature of quality education being studied and the many advantages of the model. The researcher views the model as having something in common with quality education. In other words, the theory emphasizes quality work through hard work but less coercive external motivation. The inputs involved are teacher, school environment and facilities, parents/guardians and community involvement in school. This should be a process and continuous effort to improve school
facilities and teachers through action plans that promote better performance or quality education, which is the desired goal.

10. Conceptual Framework

Conceptual framework is a diagrammatic representation of the relationship between two or more variables. It can be expressed in terms of cause-effect relationship. According to Orodho (2004) a conceptual framework is a presentation where the researcher graphically or diagrammatically shows the relationship of the independent and dependent variable. The conceptual framework adopted for this study is illustrated in Figure 1.

Figure 1: Conceptual Framework

Independent Variables                                        Dependent Variable

School Leadership Style                                        Quality Education and Academic Performance

Teachers Effectiveness in Quality Education

School Environment and Availability of Facilities

Parents/ Guardians and Community Involvement in School

Supervision Teachers’ Qualification Teaching and Learning Resources Financial Resources
The actions that could influence each of the variables, such as teachers, school environment, school resources, school leadership style, parents/guardians and community members or leaders would affect processes which would transform the above mentioned variables (inputs) into outputs. The conceptual framework illustrates a sequence of cause and effect relationship that a system generates towards a desired result. The conceptual framework also shows the variables in a simple analysis that consists of inputs, processes and outcomes.

The supervisory role played by head-teachers in school ensures the provision of quality education, be it at ministerial or school level. Supervision ensures that educational policies and programs are implemented accordingly and on time. Similarly, the head teacher encourages teachers in their profession and provides technical advice to them to do the right things and on time. He or she plays a supportive and directive role in supervision.

Teachers’ qualifications and professional development play a significant role in the provision of quality education, especially in terms of inputs for the learners which is portrayed in their performance and later on in life after school. Professional qualifications of the teachers give them confidence, competency and ensure skillful delivery of lessons. Teaching and learning resources significantly support provision of quality education. They compliment and improve learning as they make teaching and learning handy and practical. Meanwhile, financial resources move the system activities towards realization of quality education. Therefore, school budgetary planning is very important to enable the school to render its services effectively and to fulfill its educational goals.

Teacher’s effectiveness: How a teacher teaches matters so much in bringing about quality education. An effective teacher should have a desired output. Since teaching is an activity, the teacher should know what he or she wants to achieve besides the overall objective of the school,
that is, quality education. In other words, the effective teacher is one who is competent and knowledgeable in teaching. His or her teaching effects a change in the learners. Therefore, the effectiveness of the teacher shapes the overall standard of learning to achieve the desired output, that is, quality education.

Leadership style in school: Leadership has a major influence in achieving quality education in school. As a policy implementer, the school head organizes how to carry out all the system (school) activities, especially curriculum implementation and instructions to achieve the educational goal. A good school leadership involves teachers to execute educational programs according to laid down guidelines. The school leader interacts with parents and community leaders to build better collaboration or teamwork to achieve better performance. He or she creates a safe environment for students in terms of security, academic focus and concentration both in studies and in class inputs. Therefore, quality education is a product of teamwork. Leadership ensures that resources, both human and material, interact to achieve the best outcome, which is quality education.

School environment and teaching-learning facilities and resources in school: This is a fundamental aspect in education. Textbooks, teaching and learning materials and a conducive school environment contribute to better learning, both in psychological and physical terms. Psychologically, if students feel comfortable in school, with adequate security and a friendly environment, they enjoy learning; this leads to better academic performance and achievement. As a matter of fact, a quiet, suitable and comfortable environment plays a significant role in learning and results in better educational outcomes. Good classrooms with adequate and appropriate lighting, and enough benches or chairs, facilitate learning. Cumulatively, these
contribute, though indirectly, to quality education. In short, a conducive environment characterized by internal and external surroundings facilitates better learning.

In addition, teaching and learning materials are key important aids in quality education. Textbooks and teaching aids such as maps, charts and audio visual aids enhance teaching and learning. Therefore, both environment and teaching and learning facilities play a significant role in quality education. Without teaching and learning materials teacher effectiveness is undermined.

In conclusion, the school system needs both human and material resources to function effectively. Textbooks, teaching and learning materials, equipment as well as facilities, good and adequate physical structures, are necessary for realization of quality education.

Parents/guardians and community members/leaders’ involvement and support: These people are significant in the life of students, both directly and indirectly. Directly, they influence students by their care and providing moral discipline at home; they also encourage students to work hard. Indirectly, they support the school financially by paying for the education of their children and supporting school functions such as meetings and school visits which may boost students’ academic morale.

Parents are the first educators of children; they cannot delegate this responsibility to others. It is their moral duty to participate in the education of their children. Parents have a long-term responsibility to their children. It is, therefore, in the interests of children that their parents get engaged in what is likely to shape their future life. Parental participation is likely to increase students’ success in learning, especially through active support in the provision of school inputs as well as moral formation and other values. All these lead to better performance of students. In
summary, parental involvement in school is a vital indicator of whether the school excels in providing quality education and whether students achieve excellence and high performance.

Quality education: Quality education in this study is not limited to standardized, national examinations where students are reported to have high quality education when they score highly on these examinations. Rather, quality education is a holistic standard encompassing intellectual and cognitive psychomotor, social and emotional development. Quality education requires going beyond inputs and focusing on actual measures of achievement such as equity, promotion, completion rates, and the kinds and quantity of facts and skills that students have learned. Quality education measures the whole process of inputs and outputs of learners, i.e. internal and external process of education outcomes. Quality education needs strong inputs or investments to produce competitive outputs.
1.11 Operational Definition of Key Terms

**Boma/ Bomas:** It is a Kiswahili word which means a home estate (home estates). In the current division of South Sudan, boma is the smallest unit of a local government governed by a sub-chief.

**County:** County is the largest unit of local government (city or town) governed by a governor in South Sudan.

**Education:** Education is both a formal and informal way of learning survival skills and attitudes.

**Head teacher:** This is a person who leads and guides both teachers and activities in a school.

**Payam:** It is a Dinka word which means village. In the old system before the signing of the Comprehensive Peace Agreement, payam was like a district. In South Sudan, it is a sub-county governed by a commissioner.

**Provision:** The word derives from the word provide or supply, that is, making educational facilities available. It is an arrangement or preparation made before hand so as to meet learners’ needs.

**Quality:** Quality is the totality of features that influence the results gained in teaching and learning, that is, attaining a certain standard and holistic education.

**School:** This is a formal institution for learning where students acquire a special behavior.

**Student:** It refers to a learner or someone who attends an educational institution.

**Teacher:** This is a person who guides and instructs students academically.
1.12 Organization of the Study

This study is divided into five chapters. Chapter one gives a general introduction, background to the problem, statement of the problem and research questions. In addition, it explains the significance of the study, its scope and delimitation, theoretical and conceptual frameworks and operational definitions of key terms.

Chapter two deals with review of related literature on quality education. The chapter also examines the concept of quality education, planning for quality education, school environment, quality of school facilities, inputs and outputs for quality education, system effectiveness and efficiency in school. Also discussed in this chapter are leadership style, the role of teachers in quality education, content, context and relevance of quality education. The involvement of parents/guardians and community members/leaders in school, accountability for quality education, equity as component for quality education, communication in school, monitoring and improving quality education are also discussed in chapter two. Further, the chapter examines evaluation, empirical studies on factors affecting the provision of quality education. It closes with a summary of review of related literature.

Chapter three describes the research design and methodology. It describes the research designs, target population, sample and sampling procedures, and research instruments. It also looks at reliability and validity of the research instruments, data collection, data analysis and ethical considerations.

Chapter four presents data analysis, and discusses and interprets the findings. Finally, chapter five gives a summary of the study findings and conclusions drawn from the same. Recommendations on the way forward for improving quality education and suggestions on areas for further research are also provided in this chapter.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of the literature in this chapter focuses on the factors affecting the provision of quality education in Central Equatoria State, Juba County South Sudan. The chapter reviews related literature mainly on quality education with particular attention on the following sub-topics: concept of quality education, planning for quality education, school environment, content, context and relevance of teaching and learning for quality education. It also reviews the role of teachers in quality education, parents-community involvement and support in school activities and school leadership in monitoring and improving quality education.

Quality education is a contemporary concern. Thus, most literature on the subject appeared in recent years and examines factors that help improve quality education and propose ways to promote better teaching and learning in schools. What prompts this literature study is the issue of quality which has become critical in many countries due to speedy expansions in enrolments to beat a deadline of Education For All program by 2015 (Leu and Price-Rom, 2005). However, the rapid enrolments may compromise quality. Furthermore, Leu and Price-Rom assert that in countries where there are resources constraints, efforts to increase access to basic education have often led to declining quality of education. A research conducted in Namibia on the factors that promote quality emphasized teachers, schools, and communities as the engines of quality, with teacher quality identified as a primary focus (Leu and Price-Rom, 2005).
2.1 Concept of Quality Education

According to Cheng (1997), quality can be defined as exceptional, perfection, fitness for purpose, value for money or transformation. On the other hand, the term quality in management literature has different meanings. It has been variously defined as conformance to specifications, conformance to requirement, defect avoidance and meeting customer expectations. Quality, like beauty, is subjective; it is a matter of personal judgment. All these different definitions seem to have no consensus at all; however, they are correlated. In general, quality education is a rather controversial and vague term.

Furthermore, Cheng contends that quality implies a scale and often denotes standards. An object can be of good or poor quality, or it can meet, or fail to meet, a standard. As a matter of fact, the controversy that arises in defining the quality of education is not really quality itself as such but the perspective and interest that has been put in education. In other words, education has many aspects which can be taken as the focus of attention since education has many purposes and components. In the end, quality becomes a subjective and personal judgment. As such quality remains elusive and subjective (Cheng, 1997).

In spite of the controversy over the definition of quality, Doherty (2008) defines quality as something that organizations do; a methodology for judging the degree to which the macro aims, objectives and outcomes of organizations have been achieved. In other words, it is a managerial tool, which can make an effective contribution to improving performance at the institutional, subject or departmental level within an institution.

According to UNESCO (1990), quality of education includes liberty, numeracy and life skills which are inculcated through teachers, content, methodologies, curriculum, examination systems, policies, management and administration. With these definitions, education is expected
to make a contribution to a sustainable human development, quality of life at individual, family, societal and global levels. UNESCO (2004) stresses that education is a human right. Thus, participation in a high quality of education is an important end in itself. The practice of human rights in education and education as a right facilitates the fulfillment of other rights.

The primary concern in the quality of education is learning; the teacher is critical. In addition to the inputs, the processes, environment and outputs that surround and foster learning are important as well. They positively affect the quality of education at two levels: the level of the learner in his or her learning environment and the level of the education system that creates and supports the learning experiences. UNESCO (2004) uses a framework for understanding quality of education by identifying five dimensions where different variables contribute to quality of education. These include:

i) Learners’ characteristics that affect quality. These are aptitude, school readiness, and perseverance.

ii) Context, which also significantly affects quality. This refers to socio-economic and cultural conditions, public resources for education, parental support, and time available for schooling and homework.

iii) Inputs are critical in quality monitoring and improvement. They refer to all types of resources (i.e. personnel, facilities, space, equipments and supplies, information) that support the implementation of a program.

iv) Teaching and learning approaches which refer to learning time, teaching methods, assessment, feedback, incentives, and class size.

v) Outcomes which signal overall quality. These entail literacy, numeracy, life skills, creative and emotional skills, values, and social benefits.
Therefore, improving all aspects of quality education means ensuring excellence for all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. The Dakar Framework for Action commits nations to the provision of primary education of a good quality. The Forum emphasizes that improving all aspects of education quality means that everyone can achieve better learning outcomes, especially in literacy, numeracy and essential life skills. However, this would have an effect on quality only when quality educational planning is done both at ministerial and school levels.

2.2 Planning for Quality Education

Educational planning is a description or determination of events, conditions or needs of some future actions in time, for example forecasting the number and types of students and expansion of facilities needed for them. According to Mbiti (2007), educational planning is problem prevention, that is, it minimizes the magnitude of an educational problem likely to be encountered at some point in time.

It is extremely difficult nowadays to discuss education at any level in isolation from change, quality and innovations. This is especially true in this era of globalization when we need to ensure that the educational system is structured and made relevant to the needs and aspirations of the society. New and relevant ideas and approaches must be injected into the educational system. Planning is the way to inject these approaches.

Dror (1973) defines planning as a process of preparing a set of decisions for action in the future, directed at achieving goals by preferable means. Salami (2003) sees it as the process of obtaining and analyzing statistics and systematically using them to make projections of future development in particular estimates of human, physical and financial resources needed to achieve the proposed development. From these definitions, planning can be understood as future-
oriented; it has a focus or goal which is development and it has a process which is continuous. As a process, planning is no longer an isolated series of activities but a complex set of procedures. A major concern of planners is the comprehension of all elements and considerations necessary for achieving a responsible program that contributes to successful outcomes for both planners and learners.

Salami (2009), on the other hand, emphasizes that educational planning is the application of rational and systematic analysis to the process of education development with the aim of making education more effective and efficient in responding to the needs and goals of students and society.

By implication, if any development for quality education is to take place and be sustained within the educational system, it must be planned for. A review literature of developing countries by Obanya (2004) regards educational reforms in quality education as a rethinking of the role of education in nation building. This is essentially a reexamination of the national goals and provision of answers to the problem posed by quality education worldwide and especially in developing countries. Adepoju (1998) says the most common reasons or needs for introducing reform and innovation or a change program in educational quality, particularly in educational structure, curriculum and teaching, are precipitated by the following factors.

*Need to improve on the standard:* The standard of educational systems has been generally criticized by many people, both experts and non-experts. Since educational change is found useful where the standard of the system is declining or where its current state is generating public outcry or conflict, its introduction is found to be relevant.
*Future expectations:* Change may be desired if there is an indication about future trends or expectations of the system. To cope with such future demands, educational reformation may be desirable.

*Achievement-inclined:* This would always allow positive change to take place wherever there is need for it. In other words, an educational administrator would always like new programs that will improve teaching-learning situations to be introduced in the school.

*Creativity:* An educational quality may be precipitated by desire of the members of staff to be more creative by introducing new ideas which may lead to the realization of the school objectives and their own individual goals (Adepoju, 1998).

Therefore, for growth and development to be realized, quality planning and innovations are pre-requisites. Quality education is a prerequisite for educational improvement as well as development and planned change is likely to be more effective than unplanned change. Griffiths (1975) asserts that when organizations are viewed over a long period of time, their outstanding characteristic appears to be stability rather than change.

However, when one considers the rate at which reforms in quality education and innovations take place in educational systems today, the conclusion is that the rate is not in tandem with that of the society as a whole. For education to be more relevant and to ensure compliance with societal needs, it must be planned for, especially in the areas of structure, curriculum and methods.

*Management of quality education and innovation:* Educational planning for quality should be managed to ensure self-reliance, which has a very profound meaning. Self-reliance implies that education must be of such a quality that it would train students in intellectual self-reliance and make them independent thinkers. If this is to become the chief aim of learning, the
whole process of learning would be transformed. Adepoju (1998) emphasizes that self-reliance means freedom from dependence on others or any external support. A man who has true learning is truly free and independent. The first and least part of this self-sufficiency is that the person must be educated and skilled in a craft. A second and very important part of this is ability to acquire new knowledge for oneself; and the third is that a man should be able to rule himself, to control his senses and his thoughts; otherwise he will suffer the slavery of the body.

In the process of planning for quality education, a district should have detailed information about the major indicators and the issues under different areas, preferably in a tabular form. While quantitative data like enrolment, retention, physical facilities can be obtained from school records, qualitative information may be obtained through assessment of different aspects of quality for which data is not available in schools, such as learner achievement tests. In other words, the interventions or activities aimed at achieving quality education in secondary schools can be visualized on the basis of information and be prioritized accordingly. The plan should address the nature of activities, and strategies within a given time frame.

2.3 School Environment

There is mounting evidence that a suitable learning environment can contribute to quality education. UNESCO (1990) says a high quality education implies an environment that actively seeks out learners and assists them to learn as well as welcoming learners and assisting them to adapt to learning needs. School policies and their implementation must promote both physical and mental health. Besides, there must be adequate hygiene and sanitation facilities accessible to all; where possible, health and nutrition services should be in the vicinity.
School environment refers, therefore, to social, academic and emotional contexts of a school, the personality of the learning context and how it is perceived by students, staff and community. This environment or climate is influenced by a broad range of factors, from disciplinary policies and instructional quality to student and teacher morale (Loukas and Robinson, 2004). The Comprehensive Assessment of School Environments (1987) asserts that the school environment and school connectedness can be the determining factors in a learner’s educational experience. In other words, when students believe that adults in the school care about them, they have high expectations for their education and will provide the support essential to their success and they thrive. Similarly, when teachers and staff are deeply engaged in creating a safe, nurturing, challenging school environment, their job satisfaction increases. Consequently, a positive school environment is a product of collective effort. This review looks at four strategies which can improve school environment. These are: i) caring relationships, ii) academic environment, iii) structure and safety, and iv) participatory learning (CASE, 1987).

The impact of school environment: The empirical study by Cohen (2006) says that the school environment affects more than just academic performance; it influences students’ emotions and health behaviors as well. Cohen adds that a positive school environment enhances motivation, increases educational aspirations and improves attendance and retention. On the other hand, an unhealthy school environment in which rules are unclear or arbitrary, bullying is accepted if not condoned, and teacher attitudes are indifferent, hostile or unnecessarily punitive is likely to cause high absenteeism, misbehavior and interpersonal aggression. Gonder and Hynes (1994) add that a favorable school environment reduces dropout.

Ryan (1994) observes that a good environment in education is a precondition for learning, especially where a school environment is built upon caring relationships among all
participants, namely students, teachers, staff, administrators, parents and community members. These relationships should be built on:

**Student-teacher relationships:** No factor is more important for positive school outcomes than the children’s perception of the teacher’s attitude towards them. When students believe that their teachers care about them, see them as competent, respect their views and desire their success, they tend to work toward fulfilling those high expectations.

**Teacher-staff-administrator relationships:** Positive relationships based on trust, respect and support among school adults are essential to professional fulfillment and school success. An atmosphere of collegiality influences teachers’ efficacy, satisfies emotional needs, and leads to personal and professional learning. Teachers and staff need to enjoy their work and be willing to contribute to a positive learning environment.

A study by Haynes (1996) on developed countries showed that nearly all the teachers in schools with the highest achievement reported strong relationships with the principal; three-quarters reported a strong relational trust with fellow teachers. By contrast, fewer than half of the teachers in schools with the lowest achievement reported a strong relationship with the principal, and only a third reported strong relationships with peers.

**School-parent-community relationships:** Parents and community members should feel that their school has a welcoming environment. It should be accessible and open to parents’ participation, recognize parents’ expertise and provide opportunities for their contributions. Effective communication and collaboration with parents and the community will promote better outcomes for students (Osterman, 2000). Research demonstrates that parental support and value of education is a consistent predictor of children’s academic achievement. These outcomes are
enhanced when the entire community values education and demonstrates support for its schools (Fehrmann, 1987).

**Safe and structured environment:** In a safe and structured environment, many factors combine to promote a feeling of safety, ranging from the physical environment to discipline policies and perceptions of fairness. Fantuzzo (1995) contends that a school’s physical structure and appearance sends important messages. When the physical plan is well maintained and the surrounding grounds are well kept, they convey respect for the school community and the educational mission. When teachers have easy access to materials, for example textbooks, teaching and learning aids, classrooms are well lit and arranged for optimum student learning, the focus remains on the core goals. However, the contrary also is true; when the necessary materials for learning are missing and classes are poorly furnished and dimly lit, the message is so clear.

The importance of safety in the educational environment is that when students do not feel safe in school, they are more likely to become truant, carry weapons, get distracted and experience lower achievement. A sense of safety for the entire school community has both physical and emotional aspects (Siris and Osterman, 2004). Physical safety comes from a sense of community, which decreases feelings of personal risk. Environments that experience conflict are often those that accept aggressive behavior and bullying.

In a nationwide school-climate study involving 30,000 students, about three-fourths said they themselves were not bullied at school but half said they saw other students being bullied at least once a month (Slaby, 1994). Shouse (1996) says a safe community is built through clear expectations for personal conduct, respect for others, conflict resolution techniques and fair, enforceable and equally applied consequences for violations.
**Rules and regulations:** In order to secure the teaching and learning environment, rules and regulations must be in place to ensure fair treatment of students. Students must feel that treatment is fair and nondiscriminatory. According to Schaps (2005) a school must declare its high behavioral expectations through consistent classroom management and clear, fair discipline. When discipline problems are addressed according to a thoughtfully established, well communicated code of conduct, a sense of order and a positive school climate are more likely to prevail.

**Academic environment:** In order to ensure a conducive academic environment, Lee and Smith (1999) note that creating a sense of belonging is important to student success, but this alone is insufficient to produce desired outcomes. School leaders need to create an environment that is focused on excellence in teaching and learning and communicate this emphasis to students, teachers and parents. Furthermore, they stress that effective teachers, of course, are key to academic success, as they are able to engage all students in the classroom. They design class work that is relevant to students’ lives and captures their interests. Using techniques that go beyond pure recall, these teachers employ active, experiential and cooperative learning methods as well as discussion and debate (Lee and Smith, 1999).

Teachers who are given more autonomy and control over their work have higher morale. Likewise, students who are given responsibilities and opportunities to lead and contribute build competencies and self-confidence. Meanwhile, the delegation of responsibility signals to students and teachers that their opinions are valuable; it transmits the expectation that they are capable problem solvers (Tarter, 1995).
2.4 Quality of School Facilities

According to a paper presented by UNICEF (2000) in Florence, Italy, physical learning facilities or places in which formal learning occurs range from relatively modern and well-equipped buildings to open-air gathering places. The paper says that, quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Further, some authors argue that there is inconclusive empirical evidence on whether the condition of school buildings is related to higher student achievement after taking into account students’ background. In contrast, a study in India that sampled 59 schools found that of these only 49 had buildings; 25 had a toilet, 20 had electricity, 10 had a school library and four had a television (Carron and Chau, 1996). Carron and Chau add that the quality of learning facilities was strongly correlated to pupils’ achievement in Hindi and Math. Similarly, a number of empirical studies done in developing countries concerning school facilities (Latin America), which included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library returned significantly lower test scores and higher grade repetition than those whose schools were well equipped (Williams, 2000).

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task (Pennycuik, 1993).

Class size: Many countries achieved significant expansion in access to primary education during the 1990s. However, the building of new schools has often not kept pace with the increase
in student numbers. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate the large numbers of new learners. A UNICEF/UNESCO survey conducted in 1995 in 14 Least Developed Countries found that class sizes ranged from fewer than 30 students in rural and urban Bhutan, Madagascar, and the Maldives, to 73 in rural Nepal and 118 in Equatorial Guinea (Postlewaite, 1998).

Do larger class sizes affect the provision of quality education? Educators and researchers from diverse philosophical perspectives have debated the relationship between class size and student learning at length. Although many studies have found a relationship (Williams, 2000), class size has not consistently been linked to student achievement (Rutter, 1979, cited in Pennycuick, 1993). This may be due to the fact that many schools and classrooms have not yet adopted the more demanding but higher quality student-centred learning approaches. Moreover, quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers’ perceptions of working conditions and their sense of efficacy.

**Effective school discipline policies:** Well-managed schools and classrooms contribute to educational quality. Students, teachers and administrators should agree on classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behavior communicate a seriousness of purpose to students (Craig, Kraft and du Plessis, 1998). Policies are also needed on bullying, harassment, drug and tobacco use, and anti-discrimination with regard to disabilities, HIV/ AIDS and pregnancy.

**Inclusive environments:** Reducing other forms of discrimination is also critical to quality improvement in learning environments. Most countries, in all parts of the world, struggle with effective inclusion of students with special needs and disabilities. A study in Vietnam found that
although most educational policies include some philosophy of inclusion, significant gaps between policies and actual practices in schools and classrooms exist (Mitchell, 1995).

Children of ethnic and language minorities, politically or geographically disfavored groups, and groups at low socio-economic levels may also suffer from discriminatory policies and practices that hinder the advancement of quality education for all children. This can occur by excluding such children from school or by excluding their participation in school once they are attending. In general, continued restructuring of most learning environments need to occur in order to improve learning opportunities for children of all abilities and backgrounds.

*Non-violence:* War and other forms of interpersonal and group conflict clearly have an impact on children’s mental health and their ability to learn. Many young victims of violence suffer lasting physical, psychological, social-emotional and behavioral effects. Although it is difficult for schools to provide safe havens from some forms of violence, other forms can be effectively prevented through interventions (World Health Organization, 2004).

*Teaching and learning opportunities:* The headmasters should provide flexibility to teachers to pursue innovative teaching methods to help all children to learn. UNESCO (2001) states that classes are becoming more child-centred and more of children works are displayed, teachers use appropriate language to the learners and active learning in classes. Teachers are then encouraged and supported with ideas on how to deal with children with diverse backgrounds and abilities that attend classes and make learning meaningful to all. So preferably, the trend is that teachers have to learn how to manage diversity in the classrooms, how to plan effective teaching and learning, how to use resources effectively, how to manage group work in a diverse classroom, and how to assess learners’ progress as well as their own progress.
2.5 Inputs and Outputs for Quality Education

*Input*: This is what is put in a system for it to function or work while output refers to the final product of a system. In an education system, it refers to personnel who possess relevant, desirable knowledge, skills and attitudes and who are guided in their actions by certain norms and values. Education as a system has an input such as students, teachers, managers, administrators, other support staff, supervisors, inspectors, teaching and learning resources and finances. All these and many others make up system inputs and outputs.

In a school, inputs play a significant role in contributing to quality education, especially in terms of performance or outcomes. Leu and Price-Rom (2005), citing Fuller (1986) and Muskin (1999), observe that one way of looking at quality prevalence in both the research literature and reports of program implementation concerns the relationship between different inputs and a measure of student performance or outputs.

In enabling inputs, the success of teaching and learning is likely to be strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed. At the end of formal learning, therefore, the outcomes of education should be assessed in the context of its agreed objectives. They are most easily expressed in terms of academic achievement and whatever the case, the outcomes which are determined by inputs should be objectively quality outcomes.

2.6 System Effectiveness and Efficiency in School

A system is a set of objects, elements, or components which are interrelated and work harmoniously towards an overall objective. In a school setting, it is a complex set of factors that interact as required, in order to achieve a common goal or purpose (Kiruhi, 2009). Meanwhile, effectiveness in a school refers to the degree to which objectives of an education system are
being achieved, both internally and externally. Internal effectiveness means functioning of the institutions while external effectiveness refers to the degree to which the education system meets the needs of individuals and society as a whole (Barret, 2006).

Hawes and Stephens (1990) cited by Barret (2006) contend that efficiency in education means making the most of inputs or the tools available in order to reach and improve different kinds of standards, including standards of attainment in knowledge and learning skills, standards of creativity and critical thinking as well as of behavior. Therefore, effectiveness is concerned with outputs of education while efficiency considers the inputs required to meet those outputs. These inputs may be measured in monetary or non-monetary terms, but whichever is used efficiency refers to the ratio of outputs to inputs. In short, efficiency measures how best the inputs are used to achieve educational goals.

2.7 Leadership Style in School

Ten years ago, principals or head teachers were asked to become instructional leaders, exercising a firm control by setting goals, maintaining disciplines and evaluating results. In other words, the head teacher indirectly influences the teachers by class visitation, checking student notes and schemes of work, and undertaking inspection. Today, they are encouraged to be facilitative leaders, building teams, creating networks and governing from the centre. The metaphors of school leadership have changed frequently over the years; no sooner have school leaders assimilated the recommended approach than they are urged to move in a different direction (Lynn and Murphy, 1993).

However, at present, school leaders can choose from at least three broad and complementary strategies of leaderships. These are hierarchical, transformational and facilitative leaderships. Each has important strategies that view the school through different
lenses, highlighting certain features and favoring certain actions. Besides, each has advantages and significant disadvantages and together, they offer a versatile set of options.

*Hierarchical leadership:* This style of leadership strategy is a top-down approach in which leaders use rational analysis to determine the best course of action and then exert their formal authority to carry out activities. It offers the promise of efficiency, control and predictable routines. However, it diminishes creativity and commitment, turning the employee-school relationship into a purely economic transaction (Deal and Peterson, 1994).

*Transformation leadership:* It relies on persuasion, idealism and intellectual excitement, motivating employees through values, symbols and shared vision. One of its limitations is that, it requires highly developed intellectual skills (Deal and Kent, 1994).

*Facilitative leadership:* According to Conley and Goldman (1994), this leadership strategy offers teachers a daily partnership in bringing in the vision to life. However, facilitative leadership may bring discomfort, blurring accountability and relationships.

None of these leadership strategies is perfect on its own; rather, they complement each other. Evetts (1992) found that many head teachers, despite the constraints posed by existing staffing structures, had found considerable room to maneuver and create a management structure according to their beliefs in a more collegial culture. As a newly appointed head teacher of the school where he had been deputy, Evetts reorganized the management team. He included staff whose contributions were expected to be of considerable value; staff who wished to develop their abilities as managers; and staff whose responsibilities were crucial to the success of the school (Evetts, 1992).

The leadership envisioned here is a mixed of the above mentioned leadership styles where leadership is distributed to every individual in the institution. Opting for a distributed
leadership Leuand Price-Rom (2005) say that distributed leadership style considers that people are specialized or possess particular competencies, that are related to their predispositions, interest, aptitudes, prior knowledge, skills and specialized roles. In any organized system like a school, competency varies considerably among people in similar roles. Some principals and teachers, for example, are simply better at some things than others, either as a function of their personal preferences, experience or knowledge. This is a cooperative model of leadership.

Distributed leadership emerges out of the above mentioned leaderships. This strategy denotes multiple sources of guidance and direction, where people follow their contours of expertise in an organization, made coherent through a common culture. However, it does not mean vacuum leadership. Leu and Price-Rom again argue that, distributed leadership does not mean there is no one responsible for the overall performance of an institution. Rather, it means the job of administrative leaders is primarily about enhancing the skills and knowledge of the people in the organization, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the culture result.

This type of approach to leadership typifies the total quality management principle that is collaboration and teamwork and that is total participation. In other words, managers and employees work together to create an empowered environment where people are valued as contributors. In an organizational setting, people’s suggestions are ample sources of how to improve a process and eliminate waste or unnecessary work as well as errors. Elmore (2000) asserts that the purpose of leadership is to improve instructional practice and performance regardless of the role. He emphasizes that learning requires modeling and leaders must lead by
modeling the values and behavior that represent collective goals. The role and activities of leadership flow from the expertise required for learning and improvement, not from the formal dictates of the institutions. Otherwise, the exercise of authority requires reciprocity of accountability and capacity.

2.8 Teachers’ Role in Quality Education

According to UNESCO (2004), the role of the teacher, especially in the classroom, and the impact of the teacher and teaching, have been identified in numerous studies as a crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality of education in general and in particular teaching and learning. UNESCO emphasizes that teachers have the strongest influence on learning and on a wide variety of other quality factors within schools. Leu and Price-Rom (2005) contend that, teacher quality, teacher learning, and teacher improvement, are becoming the foci of researchers, policy makers, program designers, implementers and evaluators.

UNESCO (2004) adds that since quality education is attributed to teachers, there are five crucial areas of interventions to teacher quality, concerning their role as contributors to quality education. These interventions are (i) finding the right recruits; (ii) initial teacher education; (iii) ongoing professional support; (iv) teacher earnings; and (v) teacher deployment and conditions of service.

Educational institutions as well as policy makers have labored to bring about quality education in the way they review policies and approaches. The Organization of Economic Cooperation for Development (OECD, 2001) observed that creating quality awareness among teachers is essential for them to contribute to quality education. Quality awareness and self-evaluation is an ability to reflect on teaching, critically examine the methods used and look for
alternative ways of teaching. This helps teachers to improve their teaching methodologies and approaches.

Active learning: Active learning and its strategies as an alternative approach to traditional teacher-centred approach would do more than the traditional method of chalk-and-blackboard. Leu and Price-Rom (2005) say, teachers, often with little preparation themselves, are struggling to implement elements of a new paradigm that may be contradictory, and are attempting to do so in classes that are over-crowded and under-resourced in which quality would probably drop no matter the paradigm of teaching and learning used. They assert that a better approach to the challenge of active learning is to move in the direction of a more distributed learning model which combines different teaching and learning styles and mixes teacher-centred and student-centred learning, without losing the valuable conceptual dimension of active learning (Leu & Price-Rom, 2005). According to UNESCO (2004), some educators support or prefer structured teaching, a combination of direct instruction, guided practice, and independent learning.

The active learning approach, despite its advantages, still proves controversial in practice although it serves educational purposes, especially in terms of quality education. Santiago and McKenzie (2006) cited in Leu and Price-Rom (2005) say that as a new paradigm to enhance quality of teaching, they are aware of the implications of applying active learning in the classroom. It is an ever-increasing demand to move beyond rote learning and teacher-directed instruction to more active, student-centred approaches.

2.9 Content, Context and Relevance of Quality Education

Quality content: Content refers to the intended and taught curriculum of schools. UNICEF (2000) noted that national goals for education and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and
implementation of curriculum. This is what a review of literature on the concept of quality in education by University of Bristol, UK (2006) calls uniqueness of local and national content. The study emphasizes that, the specific content of school curriculum, however, depends on local and national values. Thus at the local level, it has an impact on and contributes to the quality of educational content. In all countries, however, quality content should include several pivotal areas such as literacy, numeracy, life skills and peace education as well as science and social studies (Working Paper No. 3, University of Bristol, UK 2006). On the other hand, context refers to societal values and attitudes which are inculcated through education and economic status. In other words, national policies for education provide an influential context for education.

*Context of quality education:* In attempting to fully understand the dynamics of the teaching and learning process, it is essential to consider social, cultural, economic and political dimensions of the local context. These dimensions include factors such as structure and needs of the labor market in a context of globalization, socio-cultural, linguistic, religious factors, public demand, modalities of national governance, support structures, and public resources allocated to education. The needs and the possibilities for action within different educational contexts will vary and decisions must be made over what is desirable and feasible within a specific context; this is what can be termed education context that suits the objectives of education locally as well as globally (Leu and Price-Rom, 2005).

*Content relevance of quality education:* Relevance refers to the extent to which the objectives of an intervention (teaching and learning, especially taught curriculum) are consistent with the partnership’s goals and strategies, beneficiary requirements, country needs and global priorities. Retrospectively, the issue of relevance often becomes a question of whether the objectives of an intervention or its design are still appropriate given changed circumstances.
Relevance of education in terms of learning includes relevance to context, relevance to the present and future needs of learners in terms of knowledge application and relevance to humanity (Marriott and Goyder, 2009).

Relevance is also an issue of national policy. Education strongly influenced by learner actions is judged central to developing the potential of the child. The notion that acquisition of knowledge and skills requires the active participation of individual learners is central in the learning process. Additionally, the notion of relevance has always attended debates about quality education. In the past, and particularly in developing countries, imported or inherited curricula have often been judged insufficiently sensitive to the local context and to learners’ socio-cultural circumstances. The Convention on the Rights of the Child to Education stresses a child-centred approach to teaching and learning. It emphasizes the importance of curricula that as far as possible responds to the needs and priorities of the learners, their families, and communities (EFA Global Monitoring Report, 2005).

Relevance, however, has to do with how relevant education is in the learner’s life and future and how relevant it is to the learner’s context. Furthermore, relevance in learning context should address the present and future needs of learners and humanity. This is to say, education as a social as well as personal gain should benefit both the individual and society (Hawes and Stephens, 1990, cited by Barret, 2006). In brief, curriculum should have a holistic view, taking into account all components of culture, national policies and knitting them together to make education not only holistic but relevant to learners and society as a whole.
2.10 Parents/ Guardians and Community Members/ Leaders’ Involvement and Support in School

According to a study by Khaliotis (2010), parents have become more involved in their children’s education. There is a shift away from seeing a child’s education as mainly or wholly the responsibility of schools to seeing it as the joint responsibility of schools and parents.

A 2007 survey of parental involvement in children’s education found that 51% of parents felt very involved in their children’s school life, compared to 29% just six years previously. Desforges and Abouchaar (2003) cited by Khaliotis (2010) have observed that parental involvement in the child’s education means involvement in a range of activities such as participation in school activities, helping the child with homework and parent-child discussion. The authors conclude that parental involvement in form of at home interest and support is a major force in shaping pupils’ educational outcomes.

Similarly, the Specialist School Academies Trust (SSAT) distinguishes between parental involvement, where schools involve parents in school-related activities, and parental engagement, where parents and teachers work together to improve learning (Harris and Goodall, 2008). In fact, by supporting their child’s learning in the home, parents can make the maximum difference to children’s academic achievement. In addition, although parents’ involvement in the child’s education is now encouraged worldwide, it is also significant to note that not all parents are active. Desforges and Abouchaar (2003) point out that, parents who are more involved and active tend to be from a higher social class, have higher maternal education qualifications, live in two-parent households, have lower material deprivation, have good maternal psychological health, have younger children and have children who take a very active role in mediating between parents and schools. Most of these parents are women, who have children with a special educational needs statement.
Furthermore, the study points out that participation in school activities and helping with homework decreases over time, perhaps because of important decisions that the young person has to make at the age of 14 and 16. However, in spite of parents’ low degree of participation at certain moments, the parent’s role is indispensable in the child’s education. Otherwise, educational support varies as well as needs; whatever the age, a young person is always in need of education support from his or her parents or guardian (Desforges and Abouchaar, 2003).

Harris and Goodall (2008) observed that across the world, there is a growing recognition of the importance of engaging parents, families and communities in raising the educational aspirations and attainment of young people. In other words, there is a wealth of evidence which shows that parental engagement in schooling positively influences pupil achievement and attainment. In many countries and across different school systems, the issue of engaging parents in schooling is a shared aspiration and goal. For example, in England, parental engagement has become a government guideline for improving the provision of education for children and young people have been introduced to the idea in the form of children’s plan.

The children’s plan reinforces the need to involve parents in education in order to secure greater wellbeing of young people, and also to secure higher achievement. At the core of the children’s plan is the firm belief that parental engagement makes a significant difference to educational outcomes and that parents and carers have a key role to play in raising educational standards. In summary, the authors say, the more engaged parents are in the education of their children the more likely their children are to achieve academic success (Harris and Goodall, 2008).

The relationship between the school and the community is important to the all-round growth and development of both pupils and adults. So, lack of parental involvement, especially
as an overseer of government activities, leads to enormous corruption. This was most often found to be because parents and communities feel as though they lack any kind of power in regard to their child's education. UNESCO (2003) found that in Uganda only 50% of parents believe that they have the power to influence decisions regarding the education of their child. Meanwhile in Morocco, just 20% of parents believed they held any sort of power.

Giving parents and community members a strong voice in school management can strengthen the school’s accountability to the community, increase teacher and student attendance, improve efficiency of resource use, mobilize increased community support for schools and improve students’ learning. In addition, children whose parents paid regular visits to check on their progress and attended school functions do better academically than those whose parents never showed any interest in their children (UNESCO, 2003).

2.11 Accountability for Quality Education

Whatever proposals are used to improve quality in schools owe much to accountability movements which (in response to political, social and economic pressures) are now a feature of government administration in many countries. If quality does not reach acceptable standards, it is reasonably right to ask; who is accountable?

Accountability may be defined as the state of being responsible and answerable for the discharge of duties. When one examines how the concept has been applied in the field of education, and is used in contemporary debate, two issues stand out.

First, accountability is focused on the most part on expected results or outcomes. This is so, despite the fact that it might be expected that accountability would be taken for all that goes on in schools, not just about student achievements, requiring, for example, schools to explain themselves in terms of their mission.
Secondly, accountability systems are often silent about the responsibilities of individuals or agencies other than teachers and schools. While it is obvious that teachers and students should bear some responsibility for teaching and learning, it would seem reasonable that they should be held accountable only for matters over which they have control, and that the responsibility of other institutions, agencies, and individuals that exercise control over the resources and activities of schools should also be reflected in an accountability system (Dakar Framework for Action, 2005). This way, government (central and local), educational planners, and managers, should be accountable for some aspects of education. Otherwise, others who are not directly involved in the administration of the system or in the operation of schools might also be regarded as accountable to some degree, e.g. teacher-training institutions, parents, and even taxpayers.

2.12 Equity as a Component of Quality Education

Equity in education means personal or social circumstances such as gender, ethnic origin or family background. Education systems should help the vast majority of students to have the opportunity to attain high levels of skills, regardless of their own personal and socio-economic circumstances. The issue of equity, therefore, is an issue of human rights as stipulated in the UN Declaration in regard to lack of access and achievement of disadvantaged groups (e.g. girls and those economically deprived). For example, students from low socio-economic backgrounds are twice as likely to have low performance, that is, personal or social circumstances are obstacles to achieving their educational potential. Lack of inclusion and fairness fuels schools, of which dropout is the most visible manifestation with 20% of young adults on average dropping out before finalizing upper secondary education (UNICEF, 2000).

In regard to equity and failure, says UNICEF, the economic and social costs of school failure and dropout are high, whereas successful secondary education completion gives
individuals better employment and healthier lifestyle prospects resulting in greater contribution to public budgets and investment. In other words, more educated people contribute to more democratic societies and sustainable economies and are less dependent on public aid, less vulnerable to economic downturns. Societies with skilled individuals are best prepared to respond to current and future potential crises. Therefore, investing in early, primary and secondary education for all and in particular for children from disadvantaged background is both fair and economically efficient (UNESCO, 2004).

OECD (2001) asserts that education has become a central element of growth strategies. Thus, to be effective in the long run, improvements in education need to enable all students to have access to quality education early, to stay in the system until at least the end of upper secondary education in order to obtain the skills and knowledge they will need for effective social and labor market integration. OECD stresses that one of the most efficient educational strategies for governments is to invest early and all the way up to upper secondary. Governments can prevent school failure and reduce dropout using two parallel approaches: eliminating system level practices that hinder equity and targeting low performing disadvantaged schools. But education policies need to be aligned to other government policies such as welfare, to mention but one, to ensure student success.

In summary, OECD emphasizes that equity can never be achieved unless obstacles to improving equity are dealt with. For example, grade repetition is costly and ineffective in raising educational outcomes. Alternative strategies to reduce this practice and raise education include prevention of repetition by addressing learning gaps during the school year, automatic promotion or limiting repetition to subject or modules failed with targeted support. Managing school choice to avoid increased inequity is another alternative. In other words, choice program can be
designed and managed to balance choice while limiting its negative impact on equity. Also, student selection to upper secondary education ought to be avoided. Other strategies include availing funding to students and for school needs, designing equivalent upper secondary education to ensure completion, formulate policies to improve quality and design ways to make upper secondary education more relevant for students.

2.13 Communication in School

On average, leaders in schools are engaged in one form or another of communication for about 70 percent of their working moments. Covey (1990) cited by Osterman (1993) says that in a school, a leader should first seek to understand, then to be understood. Covey and many others believe that to interact effectively with any group for example, teachers, students, community members, even family members, a school administrator needs first to understand where the person is coming from.

Osterman adds that the greatest need of a human being is psychological survival, to be understood, to be affirmed, to be validated and to be appreciated. Once that vital need is met, the school administrator can then focus on influencing or problem solving. The inverse is also true. School administrators who focus on communicating their own “rightness” become isolated and ineffectual. Another supportive argument related to communication is the teaching-learning communication process. Teaching - learning is in essence a communicative process. Since communication is primarily done through language, the language of instruction can be an enabling or disabling factor in the process, depending on how familiar both the teacher and the learner are with it (Osternman, 1993).

Brock-Utne (2007) provides examples showing that African students are able to express themselves well and creatively if they are allowed to use a familiar African language, not to
mention some teachers who may also face the same language problems. Brock-Utne says learners encounter difficulties when forced to learn and demonstrate learning in a foreign language, one that they hardly understand and never use outside of school. She says that when a foreign language (in this case, English in Tanzania and South Africa) is used, there is a much larger spread of test performance between students.

What this means is that the vast majority of students fail while a small group swims through the system. This is one of the explanatory factors of the pyramidal shape of enrollments described in the tests with many students at the bottom and a few at the top. Brock-Utne pushes the point further by positing that the use of a foreign language as language of instruction (LOI) contributes to increased poverty of knowledge instead of alleviating it.

Therefore, communication plays a significant role in quality education for administrators in terms of skillful communication and teachers as coordinators of teaching and learning. Learners, as explained above, face the challenge of understanding English or any foreign language since most of the African countries use English or French (apart from Kiswahili and Luganda in Uganda) as mediums of instructions. The concept of communication is dynamic and it has been used and defined differently by various scholars. They have studied communication as it relates to people in various social organizations.

The term communication derives its origin from the Latin word ‘communicare’ which means to make common. Communication is the answer to the general need of creating common understanding among people in an organization. Communication oriented towards the receiver has a greater probability of success than communication entirely structured from the source’s perspective. In other words, the message must be understandable to both source and receiver, otherwise fidelity will be low. In education, both administration and teachers usually fail to
analyze teaching from the communication channel point of view; this breeds misinterpretation and misunderstanding and causes poor academic performance.

In short, there is need for clear communication channels and use of suitable communication styles by the head teachers, staff, support staff and students. Where there are no established channels and strategies of communication which respect freedom to express one’s opinion, especially by students and staff, leads to mistrust between the opinionates and administrator. Students may resort to disruptive or defiant behavior and poor commitment to personal academic life.

2.14 Monitoring and Improving Quality Education

Calvani (2001) defines monitoring as a planning and management tool which provides the school management with regular and continuous feedback that can be used to make decisions and manage the educational activities more successfully and plan for better activities in the future. He emphasizes that, monitoring is a crucial part of management that can be carried out to observe the progress of the educational program implementation and to ensure that input process are proceeding as planned and external factors are well controlled. Moreover, monitoring is also a tool to identify problems, which may occur during program implementation so that corrective measures can be taken before the program is adversely affected.

Through monitoring, school administrators and Ministry of Education officers are able to determine whether or not the resources employed are sufficient and are being used well, whether the school’s capacity is sufficient and appropriate, and whether the activities are done according to plan (Calvani, 2001). All this is done in order to enhance or bring improvement in schools in terms of teaching and learning, performance and overall activities. Therefore, both teachers and school leadership headed by the head teacher play important roles in monitoring and supervising
school activities, especially teaching and learning to complete the effort of effective quality improvement policy in the school.

Discussing efforts to improve quality education, Samoff (2005) says it requires reaching beyond inputs to address the process of learning. This process has no standard model for three principal reasons:

i) Regardless of its focus (cognitive development, mastery of specified skills, or the development of desired values and behaviors), learning is at its core an interactive, face-to-face process. Learning objectives are less likely to be met where systems move away from that core.

ii) At its roots, learning objectives and learning practices are locally contingent. This means that whether the context is supportive or unsupportive, ultimately quality education is specified and achieved at a small scale.

iii) Except in the most authoritarian settings, learning objectives are negotiated according to modalities that are multiple and vary across countries and over time within countries. What is regarded as high quality education is therefore continually re-defined and re-specified. From this perspective, it is arguable that what is best, good or poor changes periodically and that there are not and cannot be universal best practices.

For all these reasons, strategies to improve quality education must be appropriate for each setting. This has important implications, especially for (international) agencies that provide funding and technical assistance to education in developing countries, including Africa.

Samoff takes up the analytical challenge of exploring how and why deeply engaged, competent, and perceptive funding and technical assistance agency staff pursue strategies intended to be helpful but instead limit and undermine education innovation and reform in
Africa. In his view, developing effective support to quality improvement in education in Africa is hampered by two major obstacles: divergent and changing working norms of the funding agencies, and the structure of the aid relationship.

### 2.15 Evaluation

Evaluation is a systematic process of determining the extent to which instructional objectives are achieved by students. It is also the process of determining the extent to which actual experiences conform to objectives. Akinwumiju (1996) points out that evaluation is the process of delineating, obtaining and providing useful information for judging among decision alternatives.

In education, the term *evaluation* often implies different things. Traditionally, to a classroom teacher, it means testing, conducted at the end of the lesson or a program. However, as it is widely known, testing is only an aspect of evaluation and does not represent the wide range of activities and roles played by evaluation (Isiogu-Abanihe, 1996). The concept is often used interchangeably with assessment because of a considerable overlap in their meaning. Hills (1982) posits that educational evaluation is used more in a general way but more often the subject is the success of a teaching or method of teaching.

Prior to evaluation, it should be borne in mind that the first step in the evaluation process is to identify the outcomes which the education program in the school is being set up to produce. In other words, evaluation itself is aimed at finding out the change that might have happened as a result of those desired actions before the evaluation. According to Johnstone (2005), in school set ups, evaluation is the means by which a course or a curriculum can be monitored to determine if, in fact, it is what it claims to be and if it achieves in students the intended outcomes. So, for an
evaluation to take place in any measurable way, the purposes of a teaching innovation and the expected outcomes in terms of student learning and attitudes changes must be specified.

In the education sector, policy documents stress the need for evaluation of schools amid calls for greater accountability, quality control, quality assurance, quality monitoring, etc. School evaluation is an indispensable task of the central education authorities. Evaluation serves three different administrative purposes, namely compliance with administrative demands, fulfillment of accountability purpose and pedagogical and managerial improvement. In addition, the expected and specified dimensions that are measured or evaluated in the overall academic program of the schools include the following:

i) Students’ learning improvement.

ii) Students’ attitudes to a course (for example, easiness or difficulties), work load, teacher performance, method of presentation, staff commitment.

iii) Economy of resources and time.

iv) Examination results and ongoing assessment against the set standards/objectives.

In conclusion, evaluation is part of the decision-making process in education. It involves systematic collection and analysis of information and relating this information to explicit objectives, criteria and values. Ideally, it involves both internal and external assessment that covers all aspects of a school and their impact on student learning. Such analysis covers areas like staffing, physical resources, curriculum resources, finances, quality of leadership and management, learning and teaching activities, and the set standard of achievement. Finally, evaluation is a tool for a school’s self-assessment which is the transformation of examinations from student selection and certification tool into an indicator of school effectiveness and an accountability instrument in educational policy-making to improve school programs.
2.16 Empirical Studies on Factors Affecting the Provision of Quality Education

In this subsection, the researcher looked into the core studies done globally (in both developed and developing countries), regionally (around Africa) and locally where the study was carried out. The empirical studies were based on the following subheadings: quality education, school environment, teachers’ role in quality education, leadership style in school and parents/guardians and community members/leaders’ involvement and support in school.

2.17 Quality Education

Quality education is a volatile terminology that changes over time; it is impossible to define for it has no fixed definition. Leu and Price-Rom (2005) remarked that despite the prominence of “quality” as the motivating factor for educational planning and success, “quality” is used in a detached way, leaving the vision of quality in education embedded within country policies and interests. As a result, quality education is understood within institutional systems. In other words, education systems vary from country to country and emphasis could vary as well.

However, unlike industrial definitions where quality is defined in terms of product, defect free, exceptional and value for money, Coombs (1985) defines quality in education as pertaining to relevance of what is taught and learned in the classrooms and how well what is taught contextually fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. He goes on to say that quality has to be accompanied by significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment, and supplies), its objectives, curriculum and educational technologies, and its socioeconomic, cultural and political environment of a particular country.

Preferably, quality education should indeed address what is learned and how it is learned; that is, the learner should learn the right things and learn them well. That is, in fact, the reason
why there is a concern and emphasis on quality education everywhere, even in countries where all children are enrolled in basic education. A study by the World Bank in India found that students in grade 5 had often only learned half of what they were supposed to have learned in grade 4. In the state of Mahdya Pradesh 70% of the students in grade 4 and 60% of the students in grade 5, in what was referred to as "privileged urban areas", had not achieved the level prescribed in the curriculum for grade 2 in Hindi and Math. Owing to the context described above, the World Bank study concludes that the content of the curriculum was mainly transmitted through textbooks and it was too theoretical and of little relevance in the reality in which the students lived.

In addition to the World Bank study, other studies, for example Muskin (1999), equate quality education with internal and external efficiency of the system. They say that educational efficiency for quality education (both internal and external quality) requires the provision of inputs and outputs. Internal efficiency means student rates of completion, dropout, and repetition while external efficiency refers to outcomes of education or the productivity of school leavers after school - for example, wages and an individual’s or a community’s level of schooling.

However, the researcher observes that this approach does not give an explanation of what makes quality successful in terms of completion and lower student dropouts. Similarly, the study does not say anything about enabling inputs such as learning materials, physical infrastructure, human resources (especially teachers, headmasters, supervision, class size and school governance) as critical pathways through which inputs are used to bring outputs (quality of education).

In conclusion, whatever the vision of quality education is, quality in education should really focus on cognitive and social-creative development of the learner. And it should be much
more than ensuring that excellence is achieved by all in literacy, numeracy and life skills which are measurable. Consideration should be put on various processes of learning at the school, especially the teacher’s classroom teaching methodologies and levels of community involvement.

2.18.0 School Environment

School environment refers to the social, academic and emotional contexts of a school, the “personality” of the learning context and how it is perceived by students, staff and community. This climate is influenced by a broad range of factors, from disciplinary policies to instructional quality, to student and teacher morale. In other words, learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. A specific and particular school environment includes everything within the school from leadership to classroom practices, to student-teacher relationships and support staff’s feelings of connectedness to this environment.

2.18.1 School Learning Environment

A study by Berry (2002) found that there is clear link between environmental quality of schools and educational performance. He goes on to say, quality of the school environment shapes attitudes of students, teachers and staff. For example, attitudes and behavior which affect teaching and learning as well as performance are shaped by good and conducive learning school environment.

Vandiver (2011) also found that students in classrooms with large windows, natural lighting, and well-designed skylights performed 19 to 26% better than their peers in classrooms without these features. The opposite is that environmental conditions in schools, which included faulty heating systems, inadequate ventilation, and poor lighting, affected health and learning as
well as the morale of students and staff. Olson and Kellum (2003) concurred with Vandiver in their findings and said that sustainable schools and the good qualities of lighting, site planning, indoor air quality, acoustics, healthy building materials, and the use of renewable energy are more beneficial to student achievement than those without.

Many authors, among them Broome (2003), Hughes (2005) and Lyons (2001) indicated that student achievement also depended on the physical school facility such as the age of the school, its design, and other conditions applicable to teaching and learning.

Lyons (2001) emphasizes that educators must realize that there are many elements that influence the condition of the school facility and these could range from educational leadership to community involvement. He further says that none of the elements operate in isolation but they work together for the good of all. Therefore, educators need to be informed about the conditions of their school facilities as well as appreciate differences that facilities could make in helping to educate their children.

Deficiencies in the school environment undermine the quality of teaching and learning and this contributes to health and safety problems for staff and students. Filardo (2008) in his findings on school facilities says, building design was associated with teacher motivation and student achievement and thus, school facilities that provide safe, secure, comfortable, accessible, well-ventilated, well-lit, aesthetically pleasing settings are seen as integral components of the school’s academic conditions favorable for learning. The quality of infrastructure and learning environments, therefore, have a very strong influence on the academic standard which is an index of quality assurance in the school.

A research by Earthman (2002) in California revealed that comfortable classroom temperature and smaller classes enhance teachers’ effectiveness and provide opportunities for
students to receive more individual attention, ask more questions, participate more fully in discussions, reduce discipline problems and perform better than students in schools with substandard buildings by several percentage points. In summary, the general outlook shows that comfortable learning facilities will not only boost the morale of teachers and students but will also ensure the realization of the set educational objectives in secondary schools in as far quality is concerned.

2.18.2 School Physical and Psychological Safety

The psychological environment of a school environment encompasses the attitudes, feelings, and values of students and staff. Physical and psychological safety, positive interpersonal relationships, recognition of the needs and success of the individual, and support for learning are all part of a good psychological school environment.

In South Sudan, psychological and even physical caning of students is still a common practice in schools. When a student arrives late or commits an offense, the common punishment is caning. Such practices are also common in many parts of Africa. For example, a study conducted in Burkina Faso, Mali and Tanzania where parents were asked to state reasons for which they might withdraw their children from schools, cited the following: lack of discipline, violence of teachers towards pupils (corporal punishment), and the risk of pregnancy due to male teachers’ behavior (Bergmann, 1996).

A similar study in Ethiopia found that nearly 50 per cent of teachers interviewed reported using corporal punishment at least once a week, with 11 per cent saying they use it every day and just over one third saying they never used corporal punishment (Verwimp, 1999). These teacher behaviors affect the quality of the learning environment since learning cannot take place when the basic needs of survival and self-protection are threatened.
In conclusion, security and safety of students in schools guarantee a sense of well-being; this, by definition, is a healthy environment. A good psychological environment for schools encompasses the attitudes, feelings, and values of students and staff. Physical and psychological safety, positive interpersonal relationships, recognition of the needs and success of the individual, and support for learning are all part of the good psychological school environment.

2.18.3 School Teaching and Learning Facilities

The comfort of students and teachers is indicated as the most important aspect of any school environment. If students are comfortable, then learning becomes much easier. Students’ and teachers’ comfort is a combination of several and different factors such as adequate usable space for extra-curricular activities, cleanliness, clean water, noise control, lighting, and sanitation. The alarming increase in the number of students with asthma is one problem that may, in part, be a factor of poor physical conditions in schools.

(i) Classrooms

They must be designed with effective communication and interaction in mind. Students should be able to easily see and hear the instructor and other students. Berry’s research (2002) on classroom noise levels found that noise levels in classroom should not exceed 68db or about 68-69 db noise levels. In other words, beyond the required measures, students will have difficulty in understanding what is being said and are distracted by noise from the next classrooms. Therefore, for a better physical learning environment, the above mentioned physical conditions should be followed.

Berry goes on to say, the classroom is the most important area of a school because it is where students and teachers spend most of their time and where learning process takes place. He identified conditions help make the classroom a better place in which to learn. He emphasizes
that classes should be designed with enough space to accommodate students so that the number of students does not exceed forty-five. A lower density of students per classroom will increase teacher-student interaction and communication. Thus, classrooms must be designed with effective communication and interaction in mind. Students should easily see and hear the instructor and other students.

(ii) Lighting

In classrooms, lights must focus on the front of the classroom and over the student’s desks. Similarly, glare from hard surfaces is distracting and should be avoided wherever possible. Berry’s study found that effective lighting of schools has been related to high performance test scores time and again. The study concludes that classes should be designed to accommodate students so that the number of students does not exceed twenty.

(iii) Cleanliness

The cleanliness of schools is also an important aspect of school environments. Clean schools not only lower the threat of the spread of illness, but also convey a caring message to the students and teachers. Students feel better going to clean classes and sitting on clean desks and surroundings. Sanitation in schools is important because young children face unique health hazards, especially respiratory infections, asthma attacks, skin disease, and diarrheal outbreaks (Berry, 2002).

(iv) Teaching and Learning Materials

Right (2008) defines teaching and learning materials as resources which teachers use to deliver instruction. They assist in and support students’ learning and increase their success. He emphasizes that teaching materials come in many shapes and sizes, but they all have in common
the ability to support student learning. Therefore, teachers who take the time to provide instructional materials and options that take into account the different ways students receive and express knowledge, are more likely to see their students succeed. Teaching and learning materials consist of textbooks, gloves, models, visual aids (such as charts, overhead projector transparencies, CDs), flashcards and games.

Taylor, Scotter, and Coulson (2007) argue that teachers at all levels utilize a variety of instructional materials such as textbooks, presentations and handouts to enhance the quality of their lessons. As a result, the quality of those materials directly impacts the quality of teaching. Thus, knowing how to find the best instructional materials is a valuable skill for a teacher to have.

Jennifer (2010) also affirms that teachers normally use chalk and chalkboard as visual aids to accompany lessons. Nevertheless, a student's learning environment can positively or negatively impact his or her ability to learn. However, the availability of visual aids, books, supplies, games and technology support can improve the learning environment by facilitating the learning and teaching process. So, experience shows that unavailability of such materials can make learning and teaching impossible in some circumstances.

Passive learning through lectures and even textbook reading may not provide a lasting understanding or interest in any field of study. As a matter of fact, the use of instructional materials in class can help students connect to the object of study, and student participation may increase. A study by University of Nairobi’s Department of Education Administration found that teaching and learning resources create motivation in learning by supporting the learning process since learners enjoy learning when teaching and learning materials are used, resulting in student achievement.
Furthermore, a study in Ethiopia found out that having textbooks both at school and at home boosted students’ oral reading fluency, especially in early education by 9.6 words per a minute and 8.3 respectively. Teaching and learning materials play a significant role in enhancing teacher’s lesson preparation and class delivery.

However, the provision of textbooks and other teaching and learning materials in developing countries continues to be inadequate and supplemental reading materials are even harder to find although it is a requirement and recommended that teachers must have access to teaching materials for classroom instruction and students as well must have access to learning materials for reading and practice (Ogata, 2012).

In addition, the Department for International Development, DFID (2002) asserts that textbooks and other class-educational materials have great support in poorest countries, where they can counter-balance the problems of poorly trained teachers and the lack of basic facilities in schools. DFID adds that research evidence confirms that the two most consistent characteristics in improving students’ academic performance are the availability of (a) textbooks and supplementary learning-teaching materials and (b) well trained, prepared, supervised and motivated teachers. DFID concludes that textbook provision is the most cost effective input in learning that affects students’ academic performance so positively.

(v) Sanitation Facilities

Indian’s Ministry of Urban Development (2009) defines sanitation as a safe management of human excreta, including its safe confinement, treatment, disposal and associated hygiene related practices. The document goes on to say that sanitation is at the core of human dignity and human progress. Access to sanitary toilets not only ensures dignity of the individual users but
also positively impacts health, well-being and productivity, reduces drop-out rates and encourages regular attendance in schools.

The provision of safe water and sanitation facilities in a school is a first step towards a healthy physical learning environment which benefits both learning and health. In schools, hygiene education aims to promote those practices that help prevent water and sanitation-related diseases as well as promoting healthy behavior in the future generation of adults (Burgers, 2004).

In spite of the importance of sanitation, Snel (2003) says, unfortunately, the hygiene expectation of school health and hygiene education programs have not always been fulfilled. He notes that in many countries, schools are not safe for children due to neglect of the operation and maintenance of facilities. In addition, schools too often suffer from:

i) Non-existent or insufficient water supply, sanitation and hand-washing facilities.

ii) Toilets or latrines that are not adapted to the needs of children, particularly girls.

iii) Broken, dirty and unsafe water supply, sanitation and hand washing facilities.

iv) Unhealthy and dirty classrooms and school compounds.

v) Children with poor hand washing habits and practices.

Stressing on the hazards of hygienic related diseases, Adams, Bartram, Chartier, and Sims (2009) assert that 88% of diarrheal disease is caused by unsafe supply, and inadequate sanitation and hygiene. They emphasize that many schools serve communities that have a high prevalence of diseases related to inadequate water supply, sanitation and hygiene.

The World Health Organization (2004) agrees that due to sanitation related illnesses or diseases, children’s ability to learn may be affected in several ways. Firstly, helminthes infections can impair children’s physical development and reduce their cognitive development, through pain and discomfort. Secondly, poor environmental conditions in classrooms can also
make both teaching and learning very difficult. Thirdly, the effect of disease in teachers impairs performance and increases absenteeism. It also has a direct impact on learning and teachers’ work is made harder by the learning difficulties faced by schoolchildren.

The sanitation and hygiene problems described above are not different from the situation that obtains in the research area. Most schools in South Sudan use pit latrines; water supply is a huge challenge facing school administrators. Furthermore, there are no hand washing facilities around the latrines, neither is there disinfection for bad odor and flies control.

Adams et al. (2009) argues that effective and clean learning environments support students’ academic performance, increase enrolment, especially for girls; lack of private sanitary facilities for girls can discourage parents from sending girls to school. Availability of sanitary facilities reduces incidence of disease and worm infection. If the school sanitation and hygiene facilities are absent or are badly maintained and used, schools become health hazards. Similarly, environmental cleanliness matters a lot in a school set up. In other words, the presence and proper use of facilities prevent pollution of the environment and limit health hazards related to sicknesses. Children have a right to healthy and pleasant facilities in school. Clean and healthy environments, clean water and proper sanitation contribute to a happy and better liked school environment.

2.19 Teacher’s Role in Provision of Quality Education

What goes on in the classroom, and the impact of the teacher and teaching, has been identified in numerous studies as a crucial variable in improving learning outcomes. The way teachers teach is of critical concern in any educational institution that intends to design a reform to improve quality education.
A study by Academy for Educational Development (ADEA, 2004) asserts that the school is the important functional locus of efforts for improving quality; it is a critical factor within the school to facilitate student’s learning. The teacher and those in leadership positions have to shape a collaborative, motivated, and effective teaching and learning school community. The ADEA study emphasizes that teachers’ professional attitudes, energy and motivation, in combination with teaching skills, are critical to ensure quality learning.

These teaching skills include many interacting factors: knowledge of the young learner, appropriate and varied methodologies and subject matter knowledge, understanding of the curriculum and its purposes, general professionalism, ability to communicate, enthusiasm for learning, sensitivity to others, general character, discipline, ability to work with others, dedication, and relationships within the school and community. All these related to each other to foster quality education. Therefore, advances in education, especially in quality, depend largely on the qualifications and ability of the teacher generally on human, pedagogic and technical qualities.

In addition to professional development, the teachers’ status has also been singled out as a factor. A study carried out in Ghana by Fredriksson, Fumador and Nyoagbe, (1999, p. 46,) says, there is limited evidence of any improvement in the status of teachers and their overall conditions of service. Teachers’ working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers’ perceptions of their employment.

In a practical sense, teachers’ remuneration matters so much so that in many countries, teacher salaries have declined in recent years, and teachers are not always paid on time. In Bangladesh, Nepal and Uganda, for example, the teachers of 27%, 35% and 60% of all students,
respectively, were paid a month or later (Postlethwaite, 1998). Low and late remuneration may lead teachers to take on another job, which hurts student learning.

Williams (2000) contends that in 12 Latin American countries it was found that children in schools where many teachers work in other jobs in addition to teaching were 1.2 times more likely to have lower test scores and/or higher grade repetition. Craig, Kraft, and du Plessis, (1998) emphasize that effective teachers are highly committed and care about their students; however, they need supportive working conditions to maintain these positive attitudes.

The findings conclude that in order to improve the status of teachers in general, education authorities and governments must ensure that teachers have a salary comparable with other professions requiring the same level of qualifications and responsibility and that it is possible for teachers to live with dignity on the salary from their work, and not to be forced to take on a second or third job. Teachers hold a key position in all kinds of education. No measures will improve education if teachers are not thought of. Carron and Châu (1996); OECD (1994) and VSO (2002) add that, it is important for teachers to be motivated.

The findings above concur that, there is a strong link between teacher motivation, performance, and quality educational outcomes. Yet improving teachers' motivation is not prioritized as a major concern of national and international policy-makers. The studies conclude that the factors that reduce teachers' motivation should be a major concern of both policy makers and other educational stakeholders.

Another crucial aspect pertaining to quality education was lack of educational resources. Many issues have been raised about teachers, especially their training and professional development. However, without tools for education teachers will accomplish less in terms of
quality education. Studies that have examined problems associated with educational resources include Chinapah (2000) and MLA.

Chinapah says that in developing countries, schools very seldom have basic equipment such as a black board, cupboards, teachers’ chair, teacher’s desk, desks and chairs for the students. In Ethiopia for example, 72% of the students received their education in schools that needed basic repairs or had to be totally rebuilt (Schleicher, Siniscalco and Postlethwaite, 1992). In India, a survey by PROBE (1998) found that 31% of the schools surveyed or studied did not have any acceptable classroom conditions. Among the schools only 16% were not in need of any repair.

The MLA study also found that resources and services enabling teachers to enrich their classroom teaching were lacking in many countries. As a result, the project concluded that greater emphasis should be given to improving access to teacher resources so as to empower teachers to positively influence the teaching-learning environment of children (Chinapah, 2000, p. 44). The MLA study recommended that critical problems such as scarcity of teaching and learning resources, multiple school shifts, large class size, long distance to school, and so on must seriously be re-addressed. Otherwise, most of the 999 African MLA countries surveyed suffer from a lack of such basic and fundamental needs which must be met to attain a reasonable quality education for all in the 21st century (Chinapah, 2000).

Teachers cannot do a good work when they do not have the necessary resources. Postlethwaite and Ross (1992) describe what is required in the classroom to support the development of a good reading ability. They say the more effective school must have a classroom library in which sufficient books are available for each student for better learning and so quality education can possibly be guaranteed.
Many countries, including that where this study was carried out, are in urgent need of more attention from their governments and donors. Quality education cannot take place where there is lack of basic infrastructure. In the light of these studies there is need to improve quality education by ensuring that classrooms are in good condition, students have textbooks and schools have classroom libraries.

**2.20 Leadership Style in School**

Leadership in educational organizations is the wheel that spins education forward for quality education in all aspects of school administration, teachers’ development and students’ performance, and parents and community participation. A study in England by Jacobson (2011) found that school and leadership effects are shown to influence changes in academic outcomes via their effects on teachers and teaching quality. Good leadership promotes a favorable school climate and culture that emphasizes high expectations and academic outcomes.

The present study highlights, in particular, the importance of a model of leadership practice that promotes an orderly and favorable behavioral climate, positive learner motivation and a learning culture that predicts positive changes in pupil behavior and attendance as intermediate outcomes that themselves promote improvement in attainment. Instead of laying more emphasis on the process of education in general in terms of quality education, the focus now shifts to improvements as to whether pupil outcomes can be enhanced through leadership. In other words, although teacher quality has the greatest influence on student motivation and achievement, leadership influence over teachers plays a significant role in their motivation. Moreover, Fullan (2001) contends that the quality of leadership matters in determining the motivation of teachers and the quality of their teaching, which subsequently effects student performance.
In a school set up, what are really expected of school leadership or leader’s outputs or outcomes? Traditionally, leadership was viewed as individualistic and non-systemic perspectives that reinforced a focus on short-term activities and a sort of charismatic hero. Contemporary view on the other hand, sees leadership in education as a systemic force that empowers, transforms collective learning and is community oriented. Gronn (2004) and Spillance (2007) say that school leadership no longer refers only to officially designated positions; instead it has become a collective construct that can be distributed among teachers and support staff for purposes of cultivating favorable working relationships and networks.

The researcher concurs that creating a broader perspective on leadership where everybody is virtually responsible makes not only delegation of responsibilities easier but also supervision a bit simpler and less demanding for teachers and support staff. In other words, creating such an environment supports innovation. Silns and Mulford (2002) argue that if schools are to become better at improving student learning they must nurture opportunities for teachers to innovate, develop and learn. In other words, student outcomes are more likely to improve when leadership is distributed throughout the school and its community; when teachers are empowered their self-esteem and importance are uplifted (Crowther, 2000).

However, this seems not to be the case in practice. A study by Southworth (2003) confirms that the urgent often takes priority over the important, which is why so many principals often feel they spend too much time on administration, budget, and other school problems and not enough working with teachers on instructional issues. He goes on to say, the principals often regret not having the time to be the “instructional leaders” they believe they are supposed to be. The study concludes by saying that, in order to address constraints imposed by time, successful leaders should focus on building the capacity of their teachers through the use of staff
development, to create more favorable conditions where teachers can engage in collective explorations of their diverse experiences and approaches to teaching and learning.

The researcher is aware of constrains that block capacity building in a school. The school leader has to create an avenue of trust, competency (in herself or himself) a collaborative spirit, attitude and team work. By cultivating a school culture where collaboration is fostered, the skills and expertise of every staff will bring change and commitment. It will engender high-quality performance of every staff and student. Such leadership opens school doors and opportunities for parents to come in, talk to teachers, use school facilities and see the school as a resource for both their children and themselves. Hargreaves (1995) describes such “cultural relationship” with the parent community as founded on principles of openness and collaboration.

2.21 Parents/ Guardians and Community Members/ Leaders’ Involvement and Support in School

There is a growing concern that parents and the community are important in schools, especially as they contribute to education through their participation in educational activities. A study by the Organization for Economic Cooperation and Development, OECD (2001) shows that learning is no longer restricted to what goes on within the school walls. It is now universally accepted that schools must relate well to their surrounding communities if they are to be effective. The school’s role needs to be related directly to the changes that are taking place around it. OECD emphasizes that the decentralization of power to the school itself increases the pressure for new forms of governance and partnership, including shared decision-making with teachers, parents and members of the community.

Head teachers and other agencies now need to become coalition builders as much as managers; the internal aspects of schools are no longer as precise as they once were. OECD adds
that, the school’s functions are being redefined as they become multi-service establishments, incorporating child care and pre-school as well as formal schooling and recreational services. In fact, these added functions have become even more important as the social capital generated by families, neighborhoods, communities and other networks tend to shrink in many countries (OECD, 2001).

The relationships between the school and the community are important to the growth and development of students. The school as a social institution acts as an instrument of society for teaching and learning of students. A Transparency International report (2011) gathered from 8,500 educators and parents in Ghana, Madagascar, Morocco, Niger, Senegal, Sierra Leone and Uganda, found that lack of parents’ involvement, especially as an overseer of government activities, leads to enormous corruption.

This is most often found to be the case because parents and communities feel as though they lack any kind of power and rights in regard to education of their children. The (TI) report found that in Uganda only 50% of parents believe that they have the power to influence decisions regarding the education of their children. Meanwhile in Morocco, just 20% of parents believed they held any sort of participatory power in consultative decision making.

When effective connections between parents, community and school embrace a philosophy of partnership where power is shared the responsibility for children’s educational development is a collaborative enterprise among parents, school staff, and community members. The (TI) report found that involving parents in schools gives them a strong voice in school management and strengthens the school’s accountability to the community, increases teacher and student attendance, improves efficiency of resource use, mobilizes increased community support for schools and improves students’ learning.
In addition, it is not only attendance and learning that both parents and community involvement brings about; it also promotes learners’ academic achievement. Asuga (2002) in his study cited by Kathuri (1997) found that children whose parents paid regular visits to check their progress and attended school functions do better academically than those whose parents never showed any interest in their children.

Parents and community are not only co-workers in school. Rather, they contribute financially to schools. Sheldon (2003) says that when parents and community members are engaged in the life of the school, the resources available for teaching and learning expand the environment. In other words, when the school administration builds trust among parents and community, it can develop a common vision for school reform and work together to implement necessary changes in the school. Therefore, this intersecting relationships among parents, teachers and community can provide a holistic environment in which children are raised with a unified set of academic expectations and good behaviors.

But the study notes that collaboration between parents/guardians, community and school is being impaired by social strata. The financially endowed families are more regular and committed to school functions; those with higher education play a greater role in supporting their children in home education. Hinde (2010) discovered that parents with an education goal follow their child's progress consistently and help spell words; if their child is not on track, they talk to the teacher, help with homework or get a tutor to help.

On the other hand, the less educated and financially poorer parents do not contribute much to both school and their children. In school activities, these families do not do much and they are less active in school meetings, simply because most often they are laboring for their needs. Educationally, they hardly check on their children’s assignments or supervise the class-
work or homework of the children. They are not concerned whether the children’s assignments are marked or not. Finally, the study showed that most parents, guardians and community members who are active in school activities are women.

Hinde emphasizes that parental involvement in school activities is a catch-all term for many different activities including ‘at home’ good parenting, helping with homework, talking to teachers, attending school functions, through taking part in school governance. Desforges (2003) comments on pupils’ academic achievement and progress, says pupils’ academic achievement and adjustment are influenced by many people, processes and institutions. Such people and institutions include parents, the larger family, peer groups, neighborhood influences, schools and other bodies (e.g. churches, clubs) are all involved in shaping children’s progress towards educational self-fulfillment and citizenship.

2.22 Summary of Review of the Related Literature

This chapter has reviewed the key aspects that shape the concept of quality of education, especially the approaches to quality education both globally and regionally. The studies reviewed stress that the approaches to developing successful schools improvement in terms of quality depend largely on the standards of teaching and learning as the principal focus.

Many researchers and NGOs have done studies in the area of quality education, with consensus that quality education is defined and understood according to different educational systems and programs. They have accepted that quality is a volatile term that cannot be pinned down in one definition. Rather, quality can be defined according to the need and emphasis of a nation system. Besides, they have adopted the more quantitative and less qualitative aspects to measure the degree to which these quantitative and qualitative aspects are reflected in the
responses of the respondents. However, most of the studies reviewed are concerned with the type of quality education imparted to students as the tentative definitions of quality are concerned.

School environments are of critical concern in as far as the quality education is concerned. Safe and comfortable environments are important and mandatory to enhance quality of education. The teacher’s role is considered the engine of quality with special emphasis on teacher training, professional development, teacher’s status and educational resources. School leadership is also an important factor; it supports and motivates teachers and students in their efforts of teaching and learning. Parents/guardians and the community are key collaborators in schools by their involvement in activities, and providing financial and academic support for learners’ achievement.

2.23 The Research Gap

The studies in this paper mainly covered provision of quality education in secondary schools. The findings were relevant to the researcher’s area of study. The studies reviewed were carried out in developed countries and in Africa and mostly focused on enrolment, rates of completion, retention, equity and dropout rates. However, in South Sudan, no study has been done on quality education.

Regarding methods and designs, the reviewed studies used case study and quantitative methods. Examples are Leu and Price-Rom’s (2005) pilot program in Namibia and Vandiver (2011) in the United States (Northeast Texas Secondary School). However, these studies did not attempt to investigate cognitive development in depth, something this study does. Also, this study employed the qualitative method where descriptive survey and naturalistic designs were used to collect data. The researcher concluded that there was need to study at length, cognitive
development of the learner to instill higher-order thinking skills, problem solving abilities and investigative reasoning skills.

The purpose of this study was to investigate the factors that hinder provision of quality education. The researcher conducted his investigation in public and private secondary schools in Central Equatoria State, Juba County. He sought information from teachers, students, headmasters, parents and community members of the schools, seeking their views on quality education and practical ways for improving curriculum and teaching and learning that encourage thinking at secondary schools in the Central Equatoria State. The researcher used the qualitative method with the exception of demographic information in which the quantitative method was employed.

However, in the literature review, aspects of school rules and regulations in relation to discipline and students’ performance and counseling are not dealt with. In other words, rules, regulations and counseling were part and parcel of the school system. The researcher included them and took into account the importance of discipline, rules, regulations and counseling.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the procedures and methods the researcher employed to carry out the study. The section describes the research design, target population, sampling procedure, data collection instruments, reliability and validity of instruments, data collection procedures, ethical consideration and methods of data analysis.

3.1 Research Design

According to Patton (1990), research design is the arrangement of conditions for collection and analysis of data in a manner that aims at getting relevant data for the research. The study used the descriptive survey and naturalistic designs to find out the experience, views and knowledge of students, teachers, head teachers, parents/guardians and community members/leaders on the provision of quality education in public and private secondary schools in Central Equatoria State, Juba County in South Sudan.

The two designs were chosen because they complement each other. For example, questionnaires enabled the researcher to gather descriptive information from as many participants as possible. On the other hand, the naturalistic design enables the researcher to collect first-hand information in the schools in its natural setting or as it happens.

3.2 Target Population

The target population is what Mugenda and Mugenda (2003) refers to as absolute population where the researcher would ideally generalize the results of the study. The target population for this study was comprised of all Senior III students, teachers, head teachers,
parents/guardians and community members/leaders in public and private secondary schools in Central Equatoria State, Juba County, South Sudan.

3.3.0 Description of Sample and Sampling Procedures

A sample is a smaller group obtained from the accessible population. Each member or case in the sample is referred to as a subject or informant. Meanwhile, sampling is a technique of selecting representatives or sample from the whole population for the study.

The researcher selected respondents for the study by employing both probability and non-probability sampling techniques. Three techniques were employed: probability stratification sampling technique, simple randomly sampling technique and non-probability snowball sampling technique. Stratification of the groups ensures that different individuals will participate in the study. According to Mertens (2005), simple random sampling ensures that each member of the population has an equal and independent chance of being selected.

Table 1: Target Population and Sample Frame

<table>
<thead>
<tr>
<th>Population (Categories)</th>
<th>Target Population (Number)</th>
<th>Sample Size (%)</th>
<th>Sampling Technique (S.S.T.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>19</td>
<td>9</td>
<td>Straf. and Simple R.</td>
</tr>
<tr>
<td>Head-teachers</td>
<td>19</td>
<td>9</td>
<td>Automatic</td>
</tr>
<tr>
<td>Teachers</td>
<td>295</td>
<td>36</td>
<td>Straf. and Simple R.</td>
</tr>
<tr>
<td>Students</td>
<td>2,661</td>
<td>261</td>
<td>Straf. and Simple R.</td>
</tr>
<tr>
<td>Parent/ Guardians</td>
<td>19</td>
<td>9</td>
<td>Snow Ball</td>
</tr>
<tr>
<td>Community Ms./ Leaders</td>
<td>19</td>
<td>9</td>
<td>Snow Ball</td>
</tr>
</tbody>
</table>

3.3.1 Schools

Statistics from the Ministry of Education in South Sudan (2012) showed that there were 19 secondary schools in Central Equatoria State, Juba County. Of these, eleven (11) are public
and eight (8) are private schools. The researcher used stratified random sampling to select schools for the study. The strata were based on the categories of the schools namely public and private. Randomly, six (6) public and three (3) private schools were selected for the study making a total of 9 schools; this was proportionately 30% from each category. According to Kothari (2003), the selection of the representatives of population for a particular study has to be proportional.

3.3.2 Students

Senior III students were selected for the study using stratified random sampling. In other words, the researcher categorized the students into male and female and randomly selected a proportional number of respondents employing simple random sampling technique. A total number of 261 students were obtained to take part in the study.

The reason for choosing Senior III students in each selected school was because in South Sudan, the system is 8, 3, 4 or 5 (that is 8 years for basic school, 3 for secondary school and 4 or 5 years for University). Thus, there was no Senior IV class in the secondary education program; Senior IV program started just this year with the current Senior I. Besides, Senior III students were chosen because of their long experience in school and their knowledge of what the researcher was asking for, unlike their colleagues in Senior I and II who had just come and were unaware of what would be asked of them. Finally, since English is not widely spoken and used in Central Equatoria State, the lower classes (for example Seniors I and II) were not sampled as they were not really fluent in reading, understanding and answering the questionnaire.

After stratifying the students into gender, each student was given a number and a simple random sampling technique was then used to select the desired number of students. The numbers were written on pieces of papers, folded and put in a box and shaken then, randomly picked one
at a time. Every time a number was picked, the researcher shook the box until the desired number for the sample was obtained. Therefore, the researcher applied proportionality as mentioned above; from both genders, 30% were selected.

3.3.3 Teachers

Stratified sampling technique was used to select teachers to participate in the study. The researcher selected teachers according to departments (Sciences, Math, Arts and Languages) and the subjects they taught. Furthermore, the researcher stratified the teachers into gender and proportionately and randomly selected 4 teachers from each school. In other words, 30% were picked from each gender to get a representative sample (Kothari, 2003). However, if either gender was less than two, they were automatically selected to give equal chance to each gender. Therefore, the researcher sampled 36 teachers in the nine (9) schools.

3.3.4 Head-teachers

The head-teachers in the 9 schools were automatically selected since in a school there is only one head-teacher. As key heads in the schools and with their experience, the head-teachers were expected to provide valuable information on factors affecting provision of quality education in Central Equatoria State, Juba County.

3.3.5 Parents/ Guardians and Community Members/ Leaders

Parents/guardians and community members/leaders (these are opinion leaders, including government representatives and religious leaders, who are also known as the external environment) were sampled through the snow ball technique. The researcher sought the name of one parent/guardian from the head teachers and confirmed with the son or daughter of the parent for accuracy and appointment. However, before making an appointment, the researcher found
out from the students whether their parents were self-employed or had salaried employment. The reason for establishing this information was that, the researcher wanted to get the right data from the parents by ensuring they were familiar with the subject matter and knew about the importance of education. This was important in answering the interview questions.

Similarly, the researcher used the above mentioned procedure to select community members/leaders. However, since the names of community members or leaders were not in school records, the researcher sought the help of head teachers to get names of well-known community members/leaders in the locality of the schools. These persons introduced the researcher to others until the required number of community representatives was reached.

3.4 Description of Data Collection Instruments

In this study, questionnaire, interview, observation and document analysis guides were used to collect data from the sample population at different points in time. These instruments were administered to students, teachers, headmasters, parents/guardians and community members/leaders in the nine (9) schools in Juba County, South Sudan. The mode of survey administration was personal. The researcher administered questionnaires both to students and teachers and conducted interview guide to head teachers, parents/guardians and community members/leaders.

In addition, the researcher employed observation guides to evaluate school physical facilities (for example, classrooms, chalk-board and school cleanliness), teaching and learning resources as well as equipment and the overall environment of the schools, including sanitation facilities. Furthermore, document analysis was carried out to elicit information on the importance and effectiveness of school documents in achieving objectives of quality education in both public and private secondary schools in Central Equatoria State, Juba County.
3.5.0 Questionnaire

According to Matiru (1993), a questionnaire is a collection of written questions which are usually answered in order to obtain information from the participants. The purpose for using questionnaires is to enable participants to answer freely as they fill the questionnaire forms. These instruments were necessary for this survey study as the students and teachers had time to provide well thought out information.

The importance of questionnaires in the study was also to facilitate collection of large amounts of data which was more dependable and reliable as they were able to provide information or answers to the six research questions. The researcher administered structured questionnaires to 223 students, 31 teachers, and semi-structured interviews to 9 head teachers and 14 parents/guardians and community members/leaders.

3.5.1 Questionnaire for Students

The students’ questionnaire was structured around closed-ended scale-items and open-ended questions in six sections. Section A solicited information on demographic characteristics of the respondents, regarding gender and age. Section B sought information on facilities and resources such as school attractiveness, classrooms, benches/desks, laboratory and textbooks. Section C focused on the teaching and learning environment. This section aimed at ascertaining the availability of teachers, safety of both students and staff and teaching and learning materials.

Section D was intended to capture parents/guardians and community members/leaders involvement in schools. This section asked about parents or guardians and community members/leaders visits to schools, their involvement in school meetings and other activities, consultations by the school administration, involvement in school decision-making and indiscipline issues.
Section E examined the challenges faced by students in their educational endeavor. This section comprised mainly of open-ended questions where students were asked to express their views on challenges they faced in schools and give suggestions to improve the quality of education in schools.

3.5.2 Questionnaire for Teachers

The questionnaire for teachers had both closed and open-ended structured questions in six sub-sections. Section A was about demographic information of the respondents, such as gender, age, level of training and qualification, working experience, teacher - student ratios and hours of lesson preparation. Section B looked at the teacher’s role in the provision of quality education. This sub-section targeted teachers’ training and qualification, teachers’ motivation or demotivation, workload, lesson planning and teaching methods employed by the teachers.

Section C was on school leadership style. This section was intended to measure the relationship between head teachers and staff, head teacher’s appraisal of teachers and students, decision making and collaboration. Section D looked at the school environment. The section assessed availability of teaching and learning materials, the effect of teaching and learning resources on quality education, management style and cleanliness of the schools.

Section E focused on parents/guardians and community members/leaders involvement and support in the provision of quality education in schools. This section was meant to assess collaboration between parents and community members/leaders and school administrations, consultation of parents and community members in decision making regarding discipline and other issues and the contribution of parents and community members/leaders to school development.
Section F sought to gather data on effective ways for improving quality education in schools and challenges faced by teachers. This section was made up of objective statements to find out teachers’ views on the number of teaching staff, motivation of teachers through incentives, security and safety issues in schools, students’ involvement in decision making, challenges faced by teachers in schools and suggestions to improve quality of education.

3.6 Interview Guide for Head-teachers

Punch (2005) contends that interview is one of the main data collection tools in qualitative research. The interviews are either structured or semi-structured as they generally yield highest cooperation and lowest refusal rates, in addition to offering high response quality as it takes advantage of interviewer presence as well as their multi-method data collection (Owens, 2002).

The purpose of the interview guide in this study was to collect data from those with responsibility and experience in schools and at home over the learners. This instrument was used in face to face dialogue between the researcher and the respondents. The interview was semi-structured and meant to generate in-depth information through exploration of the knowledge, experience and views of the respondents about provision of quality education. The researcher targeted head-teachers in public and private secondary schools in Central Equatoria State, Juba County.

The interview guide comprised of two sections. Section A contained 11 close-ended items, such as gender, age, qualifications, status of training, years of working experience in the current school, years of experience as a head teacher, teacher-students ratio per class, number of streams in a school and how many support staff a school had. Section B consisted of open-ended questions with 16 items. In this section, the six research questions were structured into open-
ended and semi-structured questions to elicit answers from regarding factors which negatively influenced the provision of quality education and challenges they faced in providing quality education.

3.7 Interview Guide for Parents/ Guardians

The interview guide for parents/guardians was made up of two sections. Section A was mainly on demographic information like gender, age and profession, and employment status. Section B had open-ended and semi-structured questions with 16 items derived from the six research questions. It examined how active parents and guardians were in school activities, the working relationship between school administrators and parents/guardians, how satisfactory school facilities were in relation to student learning and academic performance.

3.8 Interview Guide for Community Members/ Leaders

The interview guide for community members/leaders had 19 close-ended and open-ended semi-structured questions in sections A and B. Section A had three questions where the demographic information of each community member/leader, gender, age, profession and employment status were specified. Section B comprised of open-ended items with 16 questions. These questions focused on physical facilities, collaboration between schools and the community in academic matters, concrete participation of the community in school functions and challenges hindering community members’ involvement in school activities. It also sought suggestions on how to improve the provision of quality education.
3.9 Observation Guide

This is a research instrument that guides the researcher in gathering data from key areas through sight. It involves direct observation of phenomenon, objects or forms of behavior that are indicated in the instrument from which meanings are extracted or analyzed (Brown, 2004).

The researcher used direct observation and non-participation. This implied that behavior was observed as it occurred naturally; the researcher did not control or manipulate the subjects or environment in the study in any way. In non-participation, the observer was not directly involved in the situation to be observed. He was on the outside looking in and did not intentionally interact or affect the object of the observation.

The researcher observed the schools in their settings, as well as the interaction of teachers and students and their behavior in the classrooms and outside. The researcher also utilized direct observation on quality of school physical facilities, such as classrooms, sanitation standards, chairs, teaching and learning resources (textbooks, maps and globes in classrooms, teaching equipment/science equipment) as well as the overall environment of the schools, to see whether or not it was conducive for learning and safe for students and staff.

The observation guide elicited information about the effectiveness of school facilities on education. The researcher directly observed selected factors influencing quality education - for example, teaching and learning facilities, such as benches, chairs, number of students in classrooms, students-textbook ratio, teachers and students presence in the class, the suitability of the learners’ age and comfortable setting.

The observation guide consisted of two sections. Section A was about background information of the schools - for example, the type of the school (whether it was a mixed school, boys or girls school, private or public school). Section B looked at school facilities, teaching and
learning resources, the classroom environment, chairs, and desks, teaching and learning equipment and chalk-board and class space. Further, it considered the physical facilities, toilets, water supply, sport facilities, both science and computer laboratories and libraries.

3.10 Document Analysis Guide

Document analysis was also used to guide the researcher in collecting data from documents or records such as school students’ enrolments, work record, mark books, students’ class attendance, teachers’ attendance, schemes of work, lesson plans, and lesson preparation books. According to Administration Methods (2010) document analysis is a qualitative data instrument where documents are quoted and interpreted by the researcher to voice meaning to the phenomenon under study. The importance of document analysis in this study was to determine the historical facts about quality education in students’ academic performance in Juba County.

The document analysis guide consisted of two sections. Section A was on background information, namely type of the school. Section B comprised of the documents to be analyzed, for example schemes of work, lesson plans, lesson preparation books, records of work, marks book, students’ class notes, students’ class attendance record and teachers’ attendance record.

3.11.0 Reliability and Validity

Under research design, the method of collecting data was discussed and how the data was collected and what types of instruments were used. Quality research depends on how accurate the collection of data is in terms of procedures. The tools (questionnaires/interview guides) used to collect data must yield the result that answers the research questions. Mugenda and Mugenda (2003) say that in research, we try to maximize the reliability and validity of data collection.
Therefore, to establish reliability and validity of instruments, the data collection techniques must yield information that is not only relevant to research hypothesis but also correct.

### 3.11.1 Reliability of Research Instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Likewise, Munene and Ogula (1999) define reliability as an instrument’s ability to give similar results for the same group of students if given at different times or if scripts are marked by one or more markers on one or more occasions.

Therefore, to establish the reliability of an instrument, there are four techniques or different methods of assessing reliability of research instruments. They are test-retest, equivalent-form, split-half and internal consistency (Mugenda and Mugenda, 2003, p. 97-98).

In this study, the researcher chose split-half technique to test the reliability of research instruments. Mugenda and Mugenda emphasize that split-half is determined by scores obtained from a single test administered by the researcher to a sample of subjects. In this approach, the instruments are divided into even and odd numbers where the scores obtained from even numbers are correlated with scores obtained from odd numbers. The automatic split-half technique was run to compute the reliability of the research instruments.

Two schools among the 19 schools in Juba County were randomly chosen. 36 students and 52 teachers were randomly selected and data was collected for pilot testing. The items tested were teacher’s role in the provision of quality education, school leadership influence on provision of quality education, facilities and resources in schools, school environment and parents/guardians and community involvement and support in schools. The data was entered into
the Statistical Package for Social Sciences (SPSS) version 2.0 to compute the reliability of the instruments.

Table 2: Split-Half Pilot-Testing of the Reliability

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reliability Coefficients</strong></td>
<td><strong>Reliability Coefficients</strong></td>
</tr>
<tr>
<td>N = 36</td>
<td>N = 52</td>
</tr>
<tr>
<td>Number of items = 36</td>
<td>Number of items = 52</td>
</tr>
<tr>
<td>Part 1 value = .801</td>
<td>Part 1 value = .837</td>
</tr>
<tr>
<td>Part 2 value = .700</td>
<td>Part 2 value = .778</td>
</tr>
<tr>
<td>Correlation between forms = .506</td>
<td>Correlation between forms = .526</td>
</tr>
<tr>
<td>Spearman-Brown equal length = .672</td>
<td>Spearman-Brown equal length = .679</td>
</tr>
<tr>
<td>Coefficient unequal length = .672</td>
<td>Coefficient unequal length = .679</td>
</tr>
<tr>
<td>Guttmann split-half coefficient = .671</td>
<td>Guttmann split-half coefficient = .675</td>
</tr>
<tr>
<td>Alpha for part 1 = .688</td>
<td>Alpha for part 1 = .825</td>
</tr>
</tbody>
</table>

The reliability indices were computed using SPSS software. Students’ alpha was .688 while that of teachers was .825. According to Berthoud (2000), the satisfactory level of reliability should be a minimum of 0.6. Therefore, since the correlation coefficients of teachers and students were .675 and .671, the instruments were found to be reliable.

3.11.2 Validity of Research Instruments

Validity is the extent to which an instrument measures what it is intended to measure (Coolican, 1992). Similarly, Borg and Gall (1989) define validity as the degree to which an instrument measures what it is supposed to measure. Validity is the accuracy and meaningfulness of inferences based on the research result. Furthermore, it is the degree to which results obtained from the analysis of data actually represent the phenomenon under study.
To measure the validity of an instrument, there are three degrees in which instrument can be validated. These are construct validity, content validity and criterion-related validity (Mugenda and Mugenda, 2003, pp. 100-102). In this study, content validity was chosen to test the validity of the research instruments. Mugenda and Mugenda further say that content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. Therefore, an instrument is said to have content validity if it covers all the possible aspects of the research topic.

The researcher ensured the content validity of the research instruments by seeking assistance from three groups, namely experts in the Research Department of CUEA, external lecturers and peer reviewers. The research instruments were given to these groups and their feedback and comments were used to readjust and improve the validity of instruments.

Besides, the researcher carried out pilot testing which minimized the influence which would have occurred as a result of prior knowledge of the information required from the actual respondents in the study. The results obtained from the pilot testing helped the researcher to correct and readjust any items that portrayed inconsistency or irregularities. Borg and Gall (1989) note that, two to three cases are sufficient for some pilot studies. They recommend that content validity is useful to examine whether the instruments answer the research questions.

3.12 Reliability of Qualitative Research Instruments

Dependability and credibility are alternative terminologies used to determine the reliability of qualitative research instruments. Neumman (2003) says that reliability in qualitative data means dependability of consistency in which a qualitative study uses interviews, observations and documents to record the consistency of results. So it is a must for a researcher
to document his or her procedure and reveal the categories used consistently so as to make qualitative data reliable.

Credibility is to ascertain that the study is a reflection of the studied persons in which the findings are rendered authentic (Kothari, 2004). This is a demonstration that a true picture of the phenomenon under scrutiny is being reflected in the study. The researcher ensured the credibility of qualitative data collection by conducting the interviews for 45 minutes; for each question, he gave the respondents enough time to express their views and explained issues without hurrying or interrupting them. Before concluding a session, he read the information to the respondent to confirm its accuracy.

Dependability refers to the consistency of research findings. The researcher ensured dependability of data by taking accurate and in-depth field notes during interview sessions. He employed audit trail, which according to Flick (2000), entails reconstruction of data and synthesizing the results through interpretations and inferences. Also, the researcher carefully reviewed and summarized the raw data to ensure nothing was omitted or misreported. The field notes were read to the respondents to confirm their accuracy. After data collection, the researcher sent back a summary to the respondents to state whether it was true or not.

The intent of the researcher was to measure the consistency of the items as to whether all items in the instruments were able to obtain the same results if administered to the same groups of teachers and students at different points in time. Similarly, the intention was also to ascertain as to whether the findings in the study reflected the views of the people under scrutiny.

Credibility and dependability are essential criteria for qualitative research. Golashani (2003) says that instead of validity and reliability, credibility and dependability are essential concepts in the qualitative research paradigm. Therefore, for a study to be credible, it should be
trustworthy. In this study, the trustworthiness of the data collected was established through the use of several techniques.

Firstly, preliminary visits to schools to familiarize and establish rapport with the respondents was done. Secondly, the data was summarized, especially the interviews, to check whether it was correct and understandable (Hatch, 2002). The researcher read back to the respondents the information obtained from them to confirm that it was what they meant. Thirdly, the researcher personally administered the interview, observation and document analysis guides in order to eliminate different interpretations of the data collected. This was also to ensure that there was no bias in the findings. Fourth, interpretive adequacy was used to enhance validity as it provided an accurate and relatively complete record.

Moreover, the interview process was tape-recorded and transcribed verbatim as the main source of data for analysis. Before the administration of the interview, each respondent’s consent for use of the tape recorder was sought. It was then piloted and the input of experts was instrumental in ensuring that the results were valid. Having satisfied the validity and reliability of the instruments, data collection was then carried out.

3.13 Data Collection Procedures

Prior to data collection, the researcher obtained a letter from the Catholic University of Eastern Africa stating that the researcher was a student there, pursuing a Masters degree in Educational Administration and Planning. The researcher also obtained a permit from the Ministry of Education Science and Technology of South Sudan to allow him to enter and collect data in schools.

After getting the permits, the researcher obtained the list of all secondary schools in Central Equatoria State. He stratified the schools into private and public schools, girls and boys
schools and finally mixed schools. He then sampled the schools. Having done sampling, the researcher visited each school, especially the sampled schools to give the two letters and explain the importance and purpose of the study.

The class teachers were asked to help the researcher to get the list of Senior III students in each of the sampled schools. The researcher also requested for the list of teachers according to the following departments: Language, mathematics, Science and Arts in each school.

Finally, the researcher made appointments with head teachers of the sampled schools and agreed on dates for administering the questionnaires to students and teachers. In the following week, the researcher administered the questionnaires to students and teachers and subsequently interviews to head-teachers as well as parents/guardians and community members/leaders. In the administration of questionnaires, the respondents were always instructed on what to do and their confidentiality was assured by telling them that their identity would not be revealed.

Each respondent was expected to respond to the questionnaire items independently. Completed questionnaires were collected immediately. However, arrangements were made to pick the forms later from class teachers of the slow writers. For the interviews, they were administered in person by the researcher. For parents/guardians and community members/leaders, the researcher always made early appointments and chose a time and place for effective administration. Data collection was completed within 3 weeks.

3.14 Ethical Considerations

On the day of administering the questionnaires, the researcher began by explaining to the respondents, especially students, that the questionnaires were not examinations; he told them about the purpose and importance of the research and why they had been selected for this study. Besides, their confidentiality was assured, i.e., their names and schools would not be known and
whatever information they would give would only be used for the research purpose. They were therefore asked to feel free to contribute to this study. The researcher told those who were not comfortable answering the questionnaires to abstain. The researcher did the same with the interviews. All this was aimed at creating rapport between the researcher and respondents. Furthermore, it was meant to increase confidence in the respondents.

Finally, the researcher administered the questionnaires personally to both students and teachers. As soon as they finished, he collected them. Some were picked the next day. The questionnaires were labeled according to the schools for easy follow up. The researcher administered interviews to head teachers, parents and community members in different days according to agreed dates and times.

The researcher also ensured that there was no plagiarism in the work. All the secondary information (other people’s work) was acknowledged or cited. Since there was no writing of names or schools, anonymous names or codes were used to identify the schools and individuals in case of follow-up for particular information. The respondents were not coerced or forced in any way to participate in the study. Finally, the researcher ensured that the findings were reported as they were obtained without changing, altering or falsifying them.

3.15 Data Analysis Procedure

Data analysis refers to examining and structuring what has been collected to make inferences (Kombo and Tromp, 2006). Mugenda and Mugenda (1999) add that data analysis is the process of bringing order, structure and meaning to the mass of information collected. The analysis of data was based on the research questions. Qualitative information was organized, coded and summarized using SPSS version 2.0.
The questionnaire guides were coded into themes and categories and entered into the computer. Quantitative information from close-ended questions, especially demographic information, was analyzed using descriptive statistics such as frequencies, percentages, tables, pie charts and bar charts. Bell (1996) says that when making the results known to a variety of readers, simple description statistics such as percentages have a considerable advantage over more complex statistics.

The open-ended responses from students and teachers were coded and summarized into themes, categories, patterns and presented in a narrative form. The interviews of head-teachers, parents/guardians and community members were also transcribed into narratives, themes and categorized into their similarities according to each research question. According to Gay (1996), coding involves critically analyzing the data and identifying themes and topics which represent categories in which similar data can be classified.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF THE
RESEARCH FINDINGS

4.0 Introduction

This chapter presents the study findings based on the research questionnaire, interview, observation and document analysis guides. The findings, such as descriptive statistics, were summarized using frequency distribution tables, pie charts and bar charts. Qualitative data obtained from the interviews, observation and document analysis was presented in narrative, excerpts and direct quotations. This involved a critical assessment of each response and examining it using thematic interpretation in accordance with the research questions.

4.1 Response Rate

The researcher had two categories of respondents and the response rate is summarized in Table 3 below. From the table, it was established that 223 out of the 261 questionnaires issued to students were returned. Also 31 out of the 36 questionnaires issued to teachers were returned duly filled. Nine (9) out of 9 interview guides for head teachers were carried out and 14 out of 18 interview guides for parents/guardians and community members/leaders were also done. The response rates were very good at 85.4% for students and 86.1% for teachers. In other words, more than half of the questionnaires were returned.

The response rate for the head teachers’ interview guide was 100%, while for parents/guardians and community members/leaders, it was exactly half of the targeted population. This was accepted as fairly good, taking into account the situation of parents; otherwise the data was reliable. Table 3 below summarizes the response rates for all the
categories of respondents, namely students, teachers, head teachers, parents/guardians and community members/leaders.

**Table 3: Response Rate of Respondents**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Questionnaires Issued</th>
<th>Questionnaires Returned</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>261</td>
<td>223</td>
<td>85.4</td>
</tr>
<tr>
<td>Teachers</td>
<td>36</td>
<td>31</td>
<td>86.1</td>
</tr>
<tr>
<td>Headteachers</td>
<td>9</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>Parents/ Guardians and Community</td>
<td>18</td>
<td>14</td>
<td>77.7</td>
</tr>
</tbody>
</table>

**4.2.0 Demographic Information of the Respondents**

Demographic information of the respondents in this study was collected to show the characteristics of those who took part in the study. The information collected was based on gender of the respondents, age, years of experience of the head teachers and teachers, level of qualification of the teachers and head teachers, streams in the school, teacher-student ratio, number of teachers in schools, number of support staff in schools and time spent in lesson preparation. The data obtained regarding gender and age distribution of the respondents was analyzed and presented as shown below in Table 4.
Table 4: Gender and Age Distribution of the Respondents

<table>
<thead>
<tr>
<th>Categories</th>
<th>Students</th>
<th>Teachers</th>
<th>Head Teachers</th>
<th>Parents/ Community Members/ Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>(%</td>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
</tr>
<tr>
<td>Male</td>
<td>69.1</td>
<td>80.6</td>
<td>100.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Female</td>
<td>30.9</td>
<td>19.4</td>
<td>0</td>
<td>50.0</td>
</tr>
<tr>
<td>Age in years (C)</td>
<td>(D)</td>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
</tr>
<tr>
<td>12-15 years</td>
<td>0.9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16-19 years</td>
<td>52.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20-23 years</td>
<td>37.2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24-25 years</td>
<td>9.9</td>
<td>3.2</td>
<td>0</td>
<td>28.6</td>
</tr>
<tr>
<td>26-30 years</td>
<td>0</td>
<td>32.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31-35 years</td>
<td>0</td>
<td>16.1</td>
<td>0</td>
<td>21.4</td>
</tr>
<tr>
<td>36-40 years</td>
<td>0</td>
<td>25.8</td>
<td>0</td>
<td>7.1</td>
</tr>
<tr>
<td>41-45 years</td>
<td>0</td>
<td>9.7</td>
<td>44.4</td>
<td>7.1</td>
</tr>
<tr>
<td>46-50 years</td>
<td>0</td>
<td>9.7</td>
<td>11.2</td>
<td>14.3</td>
</tr>
<tr>
<td>Above 50 years</td>
<td>0</td>
<td>3.2</td>
<td>44.4</td>
<td>21.4</td>
</tr>
</tbody>
</table>

From the results of the study, it was established that a majority 69.1% of the students were male while 30.9% were female. Similarly, 80.6% of the teachers were male, while 19.4% were female. The study also indicated that all the head teachers who participated in the study were male. Furthermore, it was also established that there was equal representation between the female and male among the parents/guardians and community members/leaders.

For age, the majority of the students 52% were aged between 16 and 19 years, 37.2% were aged between 20 and 23 years, while approximately 10% were over 23 years of age. The majority of the teachers 32.3% were aged between 26 and 30 years, 25.8% were aged between 36 and 40, 16% were between 31 and 35 years, and 9.7% were aged between 41 and 45 years. 9.7% were between 46 and 50 years, and only 3.2% were above 50 years. These findings showed
that the majority of the teachers were in their youthful age and had a lot of potential to offer and energy to work.

The study further indicated that 44.4% of the head teachers were aged between 41 and 45 years with other 44.4% being above 50 years of age and 11.2% were aged between 46 and 50 years. This showed that most of the head teachers were in their middle age. Okumbe (2001) says head teachers who are already over 50 years are in the decline stage of their career and service.

For parents/ guardians and community members/ leaders, 28.6% were aged between 24 and 25 years, 21.4% were both between 31 and 35 years and above 50 years of age, while 14.3% were aged between 46 and 50 years and 7.1% were in two groups, those between 31 and 35 years and 36 to 40 years respectively. The researcher noticed that in all the schools, both public and private in Juba County, there was only one female head teacher. However, her school was not sampled because it was under the Arabic pattern.

4.2.1 Teachers’ and Head-teachers’ Professional Qualifications

The head teachers and teachers are very important input variables in school, especially when the provision of quality education is to be considered. Head teachers should be instructional leaders; they should support and facilitate any initiative conceived by teachers. It is because of this concern that this study sought to establish various professional qualifications which are believed to be key in aiding provision of quality education by the heads and the teachers. The researcher sought to establish the professional qualifications of the teachers and head teachers, which was considered critical in administration and in helping the students and in handling their problems in class.

From the findings of the study, it was established that the majority of the teachers 29.3% were BSc and B.A. holders; only 25.51% were B.Ed. holders while 16.1% had a Diploma in
Education. Similarly, there were only 25.8% professionally trained teachers while 74.2% of the teachers were untrained. This showed that less than half of the teachers were professionally trained teachers. There is much to be done in this regard, including employing and training teachers in the field of education. Otherwise, in terms of delivery, most of the teachers were just doing trial and error jobs.

Therefore, the findings of the study agreed with Okumbe (1999) who said that professional and academic qualification of a teacher determines the effectiveness of the teacher’s delivery in his or her teaching profession. Avalos (1981) adds that teachers are central to the delivery as well as to the quality of education. In other words, the academic and professional training of teachers has a direct and positive bearing on the quality of their performance and consequently on the achievement of students.

**Figure 2: Teachers and Headteachers Professional Qualifications**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Teachers</th>
<th>Headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>16.13%</td>
<td>11.11%</td>
</tr>
<tr>
<td>B. Ed.</td>
<td>25.81%</td>
<td>33.33%</td>
</tr>
<tr>
<td>B. Sc.</td>
<td>29.03%</td>
<td>29.03%</td>
</tr>
<tr>
<td>B. A.</td>
<td>29.03%</td>
<td></td>
</tr>
<tr>
<td>M. Ed.</td>
<td></td>
<td>55.56%</td>
</tr>
</tbody>
</table>
Figure 2 shows the percentage distribution of headteachers and teachers professional qualifications. It was established that the majority of the teachers 29.03% were holders of Bachelor of Science and Bachelor of Arts; only 25.81% had a Bachelor of Education and 16.13% were diploma in education holders.

In regard to the head teachers’ qualifications, the majority 55.56% had Masters in Education, 33.33% held Bachelor of Education Degree and 11.11% were Diploma holders. In spite of the good number of Master’ holders, one of the head teachers said,

As head teachers we need administrative short courses to update ourselves administratively and technologically with new ideas and information technology; such courses would enhance us as administrators with new management skills.

4.2.2 Teachers’ Years of Teaching Experience

The researcher also sought to establish teachers’ experience from the first year of their appointment until the time of the research. This was considered very important as it ascertained the level of teachers’ experience, a factor that would determine their promotion and professional development. Table 5 below gives a summary of the findings with regard to years of teaching experience for teachers.
Table 5: Teachers’ Years of Teaching Experience

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 Years</td>
<td>4</td>
<td>12.9%</td>
</tr>
<tr>
<td>4-6 years</td>
<td>6</td>
<td>19.4%</td>
</tr>
<tr>
<td>7-9 years</td>
<td>7</td>
<td>22.6%</td>
</tr>
<tr>
<td>10-12 Years</td>
<td>5</td>
<td>16.1%</td>
</tr>
<tr>
<td>13-15 Years</td>
<td>7</td>
<td>22.6%</td>
</tr>
<tr>
<td>More than 16 years</td>
<td>2</td>
<td>6.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Table 5 shows that 22.6% of the teachers had taught for a period of 7 to 9 years and 13 to 15 years, while 19.4% of them had taught for 4 to 6 years, 16.1% had taught for a period of 10 to 12 years and approximately 13% had been teaching for 1 to 3 years. Only 6.5% teachers had been in their jobs for more than 16 years. This meant that a very small number of teachers had long experience in the profession.

The findings indicated that the majority of the teachers had a good teaching experience. This showed they were capable of preparing students academically. In other words, they were able to treat students gently, had good class control or governance or management, had confidence, and teaching skills, good communication skills and applied different teaching methods and skills. Teachers who have been in the field teaching for a long time are conversant and versed with what they are expected to do, unlike those who have little experience in the teaching profession.
Therefore, the study agreed with Kiviti (2004) cited by Mugo (2011) who says that teachers’ experience affects students’ performance in national examinations because such teachers have a long experience in teaching and so they know the techniques required for preparing learners adequately for examinations.

4.2.3 Headteachers’ Period of Service in the Current Schools

The researcher sought to establish the period of time the head teachers had served in their current schools. This was to establish how effective they were in guiding teachers and students in their academic activities and duties. Furthermore, this was considered important in ascertaining the level of experience the head teachers had in organizing and motivating teachers and students so as to achieve the educational goals in the schools.

Figure 3: Head teachers’ Period of Service in the Current Schools

![Bar chart showing the period of service of head teachers.](chart)

Figure 3 above shows that the majority of the head teachers 44.4% had served in their current stations for between 1 and 3 years, 33.3% had served for a period of 6 to 10 years, while
22.2% had served for 3 to 5 years. This showed that less than half of the head teachers were in office for more than 5 years, meaning that most of them did not have thorough knowledge of the challenges and issues in the schools.

According to Mugo (2011) experience provides the opportunity for better focused administration roles. The head teachers who had taught in a particular school for six years and more should have developed quality instructional and administrative skills, where the duration of service has allowed for internationalization of the best practices in the teaching and learning processes, strengths and weaknesses in curriculum delivery.

4.2.4 Teacher - Student Ratio

Overcrowded classes sometimes lead to mismanagement of students by teachers, for example, in enforcing discipline and attendance. Moreover, overcrowding can lead to lack of concentration and low commitment by students. The teacher-student ratio is thus a critical factor to study with regard to provision of quality education. On Table 6 hereunder, we show the ratio of teachers to students in the schools studied.

Table 6: Teacher-Student Ratio

<table>
<thead>
<tr>
<th>Teacher-Student ratio</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 – 45 Students</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>46 – 50 Students</td>
<td>12</td>
<td>30.0</td>
</tr>
<tr>
<td>Above 50 Students</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 6 shows that the majority of the classes 37.5% had over 41 students, 32.5% had 41 to 45 students while 30% had 46 to 50 students. A number of studies have reported that
classroom control and pupils’ discipline tend to be more difficult in large classes and that such large classes are a hindrance to the teaching and learning process and adversely affects quality. In contrast, smaller classes tend to be quieter and more easily managed (Blatchford, 2003).

According to OECD (2009) class size is a hotly debated topic and an important element in education policy. Subsequent research reviews by OECD found that smaller classes benefit all pupils because of individual attention from teachers. In other words, students in large classes drift off because of too much instruction from the teacher to the whole class instead of individual attention, and slow students are most affected.

The researcher concurs with the argument that smaller classes are often perceived as allowing teachers to focus more on the needs of individual students and reduce the amount of class time they spend dealing with disruptions. Blatchford and Mortimore (1994) emphasize that smaller class sizes may also influence parents when they choose schools for their children. In this respect, class size may be viewed as an indicator of the quality of the school.

Overcrowded classes in almost all the public schools were the result of returnees and repatriation of South Sudanese from the neighboring countries. The student population overstressed the limited and old school facilities. Besides, while researcher was only concerned with the regular students of the morning classes, there were also evening students using the same premises, whose number was even bigger than the regular students.

4.2.5 Number of Streams in the Schools

The teacher-student ratios showed that there were high numbers of students in the schools. Further to this, the researcher sought to establish the number of streams in each of the schools surveyed. Figure 4 shows that the majority of the schools 45% had more than 5 streams, 22% had 5 streams, 22% had 2 streams while only 11% had one 1 stream.
This influx of students overstressed the educational facilities in Central Equatoria State. It was observed that in one of the public schools, there were eight (8) streams in first year alone with more than 50 students in each class. This number of streams in schools pointed to a heavy load for teachers, taking into account the scarcity of well qualified and trained teachers in Central Equatoria State.

4.2.6 Number of Teachers in the Schools

This was a follow up question of the teacher-student ratio in class. Lack of enough teachers in school is sometimes attributed to lack of enough resources by the government or parents to employ more qualified teachers. The researcher sought to establish from head teachers the number of teachers in their schools. The table below presents the statistical findings on this important matter.
Table 7: Number of Teachers in the Schools

<table>
<thead>
<tr>
<th>Number of Teachers in the Schools</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 - 20 Teachers</td>
<td>6</td>
<td>66.7</td>
</tr>
<tr>
<td>21 - 30 Teachers</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Over 30 Teachers</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the findings, the majority of the schools 66.7% had 11 to 20 teachers, 22.2% had 21 to 30 teachers, while only 11.2% had over 30 teachers. The percentages show that teachers were overworked. With such a load, teachers cannot offer the quality of service they are supposed to give. This might lead to teacher burn-out and high turnover. The findings also show that most of the schools were understaffed considering the high number of students in the schools. It was clear that most of the schools had over 5 streams which was the result of high population in the schools.

4.2.7 Number of Support Staff in the Schools

Support staff play an important role in the provision of education. Therefore, the researcher sought to establish the number of these categories of employees in the schools surveyed. It was found that the majority of the schools 44.4% had over 9 support staff, 33.3% had 9 support staff while the rest had 5 and 8 support staff respectively. These findings are reported in Table 8.
The findings show that the schools had a good number of support staff who helped in the smooth running of the school. Support staff do a great deal of work in schools. They contribute to the smooth running of the institutions. For example, it was observed that hygiene officials were always the first to open the school doors, cleaned the offices, classes and school compound for daily activities. The support staff supplement the work of schools, especially the practical aspects of school activities. This means that support staff love their jobs and are committed to the schools where they work and help students’ learning outcomes. They make a vital contribution to students’ education and the smooth running of schools.

However, in spite of their great contribution, Briar (2010) notes that unlike teachers, most support staff are not directly employed by the Ministry of Education; they are largely paid out of their schools’ fund, although the majority (around three quarters) are employed as teachers’ aides. Other support staff working in schools are librarians, career advisors, office managers, secretaries and administrative assistants.

Briar emphasizes that support staff are the least paid workers in schools. In other words, although many support staff are dedicated workers and put in more hours than they are paid for,
their goodwill vanishes when they are the primary target of thinning budgets. They are the first to get their hours cut when funding is tight. One of the head teachers said,

Because of lack of payment, the hygiene officers in my school work only up to 10 am, so they could go home to look for other jobs to get something for the day. I felt obliged to go against the stipulated job regulations of 8 hours duration of work per day.

The support staff facilitate staff and students’ work because services (food, tea, etc.) are always provided on time. Although these people offer supportive services to the schools, their contributions are hardly appraised as important.

4.2.8 Time Spent on Lesson Preparation

The researcher sought to establish from the teachers the time they spent on lesson preparation. Research has shown that good lesson preparation is an important role for teachers in the provision of quality education and has a bearing on students’ performance. Figure 5 presents the hours teachers spent on lesson preparation.

**Figure 5: Time Spent on Lesson Preparation**

```plaintext
<table>
<thead>
<tr>
<th>Time Spent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour or less</td>
<td>61.3%</td>
</tr>
<tr>
<td>2 hours</td>
<td>19.4%</td>
</tr>
<tr>
<td>3 hours</td>
<td>9.7%</td>
</tr>
<tr>
<td>More than 3 hours</td>
<td>9.7%</td>
</tr>
</tbody>
</table>
```
Figure 5 shows that the majority of teachers 61.3% spent one hour or less on lesson preparation, 19.4% took 2 hours while 9.7% spent 3 hours or more. This shows that most of the teachers did not prepare their lessons well and this could contribute to poor lesson delivery and hence poor understanding of the lessons which eventually leads to poor performance in examinations.

Planning a lesson and preparation takes time and attention. Soon after a teacher finishes one lesson, he or she begins preparing the next. A teacher will probably be most aware of those he or she is teaching; their needs, interests and responses to the lesson, and so preparing a lesson is not a matter of one hour at least for as far as a good lesson delivery is concerned.

A good deal of time should be invested on lesson preparation for better delivery. It is impossible for a teacher to consult lesson materials in one hour and to assume that it is a good lesson preparation. The findings, therefore, concur with the observation guide where it was found that the majority of teachers did not have schemes of work and lesson plans, or records of work.

For effective lesson delivery, a teacher has to give enough time to his or her lesson preparation. This calls for head teachers’ supervision to ensure better lesson delivery and students’ understanding. Handing notes to students without their proper understanding will lead to poor performance.

4.3 Teachers’ Role in Provision of Quality Education

Teachers were asked to rate the factors which they perceived as affecting their role in the provision of quality education. These factors, as shown below, are multiple and vary in significance. They impact variously on the teachers’ performance and ultimately shape the quality of education students receive.
Table 9: Teacher’s responses on Role in Provision of Quality Education

<table>
<thead>
<tr>
<th>Statement</th>
<th>To no extent %</th>
<th>To an Extent %</th>
<th>To neither extent %</th>
<th>To some extent %</th>
<th>To most extent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some teachers have no adequate training.</td>
<td>22.6</td>
<td>16.1</td>
<td>-</td>
<td>38.7</td>
<td>22.6</td>
</tr>
<tr>
<td>Some teachers have low educational qualification.</td>
<td>25.8</td>
<td>16.1</td>
<td>-</td>
<td>45.2</td>
<td>13.0</td>
</tr>
<tr>
<td>Teachers lack motivation due to low salary.</td>
<td>19.4</td>
<td>-</td>
<td>-</td>
<td>19.4</td>
<td>61.3</td>
</tr>
<tr>
<td>Teachers have high workload.</td>
<td>12.9</td>
<td>25.8</td>
<td>-</td>
<td>12.9</td>
<td>48.4</td>
</tr>
<tr>
<td>Teacher-student ratio is very high.</td>
<td>12.9</td>
<td>9.7</td>
<td>3.2</td>
<td>29.0</td>
<td>45.2</td>
</tr>
<tr>
<td>Teachers are few.</td>
<td>9.7</td>
<td>25.8</td>
<td>6.5</td>
<td>12.9</td>
<td>45.2</td>
</tr>
<tr>
<td>Student-teacher relationships affect overall school success (e.g academic achievement, school climate etc.).</td>
<td>9.5</td>
<td>12.9</td>
<td>9.7</td>
<td>32.3</td>
<td>35.5</td>
</tr>
<tr>
<td>Most teachers do not prepare a lesson plan for every class taken.</td>
<td>9.7</td>
<td>22.6</td>
<td>6.5</td>
<td>41.9</td>
<td>19.4</td>
</tr>
<tr>
<td>Teachers use various teaching methods and teaching aids depending on the topic being covered.</td>
<td>12.9</td>
<td>25.8</td>
<td>3.2</td>
<td>25.8</td>
<td>32.3</td>
</tr>
<tr>
<td>Teachers give home works and assignments to the students.</td>
<td>6.5</td>
<td>19.4</td>
<td>3.2</td>
<td>32.3</td>
<td>38.7</td>
</tr>
<tr>
<td>Teachers conduct continuous assessment examinations to test students’ progress through performance.</td>
<td>9.7</td>
<td>3.2</td>
<td>19.4</td>
<td>22.6</td>
<td>45.2</td>
</tr>
</tbody>
</table>

Table 9 shows that the majority of teachers 38.7% felt that to an extent some teachers had no adequate training, 22.6% felt that to most extent some of the teachers did not have adequate training, while 22.2% felt that it was to no extent and16.1% said it was to an extent that some teachers did not have adequate training. These findings were supported by the demographic data that most teachers were not teachers by profession since they had Bachelor’s degree in Science or Arts.

As far as teaching is concerned, an inadequate or ineffective teacher does not offer much in terms of class delivery. Technically, the teacher is limited in terms of delivery, teaching
techniques, lesson preparation and mastery of subject matter. As a result, there was a consensus among educators and researchers that the most important factor in determining students’ performance was the quality of his or her teachers, in as far as training is concerned (AEE, 2005). AEE emphasizes that it is critical that educators should make every effort in developing and retaining high-quality teachers in every community and at every grade level to provide an equitable education to children across the nation. Having a degree in the social studies does not mean that a person can be an effective teacher. Teaching is a process which requires that a teacher undergoes training in order to equip him/herself.

It was also established that 45.2% of the teachers felt that to some extent the teacher’s level of qualification limited their role in the provision of quality education, 25.8% of the teachers felt it was to no extent at all that some teachers’ level of qualification limited students’ academic performance, while 16.1% felt that to an extent the low level of some teachers’ professional qualifications was the cause of poor quality education and 13% felt that to most extent the low level of some teachers’ academic qualification contributed to students’ low academic performance.

From the analysis, it was clear that teacher’s level of qualification was very important in the performance of students. According to Berry (2002) the qualification of a teacher is a must. Advances in education, especially in quality, depends largely on the qualifications and ability of the teaching profession generally on human, pedagogic and technical qualities of the individual teacher.

The study further indicated that the majority of the teachers 61.3% felt that to most extent teachers lacked motivation due to low salary, which limited their role in ensuring students
effective had good academic performance, 19.4% felt that it was to some extent, while 19.4% felt that it was to no extent.

Such findings signal serious issues in schools. Harber (1989) argues that competent teachers who are also well prepared cannot teach effectively under adverse conditions. Poor motivation of teachers translates to teacher absences, indifferent classroom practices, and early departure from the profession which impedes a teacher’s ability to teach. This behavior leads to poor student learning. Harber emphasizes that lack of motivation and professional competence produce poor attendance and unprofessional attitudes towards students. Obviously, students cannot learn from a teacher who is not present; absenteeism among teachers encourages similar behavior among students.

A study carried out in the United States by Ingersol (2003) on teacher motivation showed that in the United States, about 50% of teachers left the profession within their first five years of teaching. The reasons for dissatisfaction included (a) inadequate administrative support, (b) poor salary, and (c) poor opportunity for professional advancement. Eller (2000) contended that raising teachers’ salary in the state of Texas was a significant step in boosting teacher retention. Therefore, lack of motivation in a teacher’s job signals an iceberg in terms of how committed a teacher is to his or her job, especially in helping slow learners to come up. When a teacher cannot meet his or her daily basic needs, he/she is forced to look for other ways to fill the gap. For example, they may seek a part time job in other schools, which means the teacher will only fill the school timetable but show little commitment, poor lesson preparation or low class input. All these work to the disadvantage of the learners.

Williams (2000) contends that in 12 Latin American countries, it was found that children in schools where many teachers work in other jobs in addition to teaching were 1.2 times more
likely to have lower test scores and/or higher grade repetition. Craig, Kraft, and du Plessis (1998) emphasize that effective teachers are highly committed and care about their students; however, they need supportive working conditions to maintain these positive attitudes.

This study also found that 48.4% of the teachers felt that to most extent high workload for the limited their role in ensuring effective academic performance in school; 25.8% said that to an extent the workload limited teachers’ contribution to better student performance, while 13% felt that workload was not a factor in shaping the teacher’s contribution to students’ performance.

It is a fact that when a teacher is caught up in the constant whirlwind of a school week, it is difficult to take a step back and look at the bigger picture. The constant rush of deadlines, markings, inter-departmental meetings, lesson planning, assessments and many others, make it hard for a teacher to get to the actual teaching. As a result, class delivery becomes ineffective.

Bruno (2012) argues that because of the workload on teachers, insufficient time is given to classroom instruction. Too often teachers are working without support from their aides and other administrative personnel. As a result, much of the work imposed on a teacher draws from the time designed for reading, writing and instruction. In other words, a teacher will not have enough time to read widely and compile a good lesson and delivery of class notes. He or she has limited time in preparing the lesson and has no time to ensure that a slow learner student has understood the lesson. With such conditions Bruno notes that teachers cannot perform at their highest level, and they will certainly have higher levels of stress and burnout which will result in job dissatisfaction. These findings also concur with Ingersoll (2003) who says, large class sizes and inadequate time to prepare were some of the reasons which led 50% of the United States teachers to leave the profession within their first five years of teaching.
Furthermore, it was established that 45.2% of the teachers felt that high teacher–student ratios affected the performance of students in schools. 29% felt that to some extent the teacher-student ratio was high, while 12.9% felt there was no link between teacher-student ratio and student performance. 9.7% of the respondents said that to an extent high teacher-student ratios caused low student performance. High teacher-student ratios result in lower teacher-student interaction and less engagement from low attaining students. Besides, a teacher will waste time giving instructions rather than helping individual students.

Blatchford (2011) observes that the problem with large classes might be that it affects adversely the level of classroom engagement of low attaining students. He emphasizes that in large classes, there will be more distractions and a higher possibility of being off task, whereas in small classes, there will be more opportunities to engage students and keep them on task. The study agrees with Blatchford that students in small classes are more engaged in learning behaviors and display less distractive behavior than do students in large classes.

It was also found that 35.5% of the teachers felt that to most extent student-teacher relationships affected overall school success (e.g. academic achievement, school climate, etc.). 32.3% felt that to some extent student-teacher relationships had an effect on student learning, while very few 9.5% felt that student-teacher relationships did not affect overall school success. The findings were confirmed by some teachers and students, who said,

My fellow students are indiscipline; they come late to school, lack respect for school rules and regulations, are indifferent to teachers and aggressive with some of the teachers, especially female teachers; they are also disinterested in class. There is lack of cooperation between teachers and students in classroom activities; teachers are not teaching well, they miss lessons and at the end of academic year, the teachers never finish the syllabus.

The findings agreed with Perry (2009) that when student-teacher relationships are characterized by conflict or negative feelings, the associated results will be academic failure,
behavioral difficulties and decreased connection with the school environment. Furthermore, it is suggested that student-teacher relationships which revolve around negative emotion affect the amount of involvement experienced between students and teachers.

He emphasizes that a conflicting student-teacher relationship may even function as an additional stressor on students in the school environment, further hindering their adaptation and development. In other words, when the student-teacher relationship is conflicting and tense, students are unable to rely on teachers as a source of support in the learning environment. In addition, a conflicting student-teacher relationship may foster angry and anxious emotions in students, causing them to become disengaged and alienated from the school environment.

To avert negative relationships in schools, teachers must create physical environments that are conducive to learning in order to avoid student absenteeism. Experience shows that lack of academic relationships or simply poor relationships between teachers and students create an avenue of class absenteeism and avoidance of some teachers, a feeling of intimidation which leads to high anxiety in students and lack of feeling of belonging and acceptance.

Kennedy (2011) has said studies querying student attitudes towards teachers come to a similar conclusion that, students frequently hold that good teachers care about them personally, hold them to high expectations, show them respect. These qualities emerge within the relationships between students and teachers, which prove to be important not only for students’ academic engagement but also for students’ social and emotional development. Noblit (1998) says that without this connection, a teacher may have subject-matter knowledge and the technical ability to teach, but the opportunities for real learning will be scarce because what the teacher does not have is the student. Relationships with teachers play a unique and significant role in students’ lives, especially during early adolescence. O’Neill (2000) pointed out that schools with
positive climates were usually places where both the staff and students wanted to spend their time. Thus, schools should be places where both students and staff feel at home.

Furthermore, the findings also indicated that the majority of the teachers, approximately 42%, reported that to some extent most teachers did not prepare a lesson plan for every class. 19.4% felt that to most extent some teachers did not prepare a lesson plan, while 22.6% felt that it was to an extent. 9.7% felt that it was to no extent.

These findings were supported by the fact that in lesson preparation most of the teachers took one hour or less. Similarly from the observation guide, it was established that most of the teachers did not prepare schemes of work and lesson plans. Gilbert (2007) says that lesson plans give a teacher a bird’s eye view of the things to be taught and learned every day.

Teacher planning and preparation is a key part of effective teaching and although it can be difficult to do and requires tones of effort to accomplish it at first, it enables a teacher to save much time in the coming years, since the lesson plans can be employed over and over again, especially through updating. Gilbert (2007) contends that lesson plans allow a teacher to manage his or her time, effort and resources efficiently. It provides the teacher with many ways to keep the teaching process from being monotonous and redundant; a lesson plan is the best way to keep the interests of students throughout.

She emphasizes that with the lesson plan, a teacher is able to determine when to insert icebreakers and interesting facts and lessons to keep students glued to their lessons. In other words, variations in activities are easily whipped out which will benefit students. It gives the teacher a reality check of his/her everyday performance and improves the habit and attitude of students for better performance; definitely, it improves the teacher’s teaching skills.
Therefore, the lesson plans is vital in teaching; it is a guide that a teacher needs to pull through. Bear in mind that teaching is a difficult task since the teacher deals with children or teenagers with raw skills, knowledge, and wisdom. Finally, with lesson plans a teacher is able to impart the things they need to do at the best of their abilities.

The study also found that 32.3% of the teachers said that to most extent they used various teaching methods and teaching aids depending on the topic being covered. 25.8% reported that to some extent teachers used different methods in teaching while 25.8% of the teachers asserted that to extent teachers applied different methods in teaching. Only 13% said teachers were not using different methods and teaching aids in teaching.

These findings demonstrate that teachers use effective methods and teaching aids to keep students attentive to the lesson - for example, learner-centered, cooperate learning and mixed methods (teacher - student centred). Similarly, the use of teaching aids during lessons increased retention and also aroused curiosity in students which led to better learning or understanding of lessons and hence better performance in examinations. In other words, seeing and doing make students understand and remember lessons much better than hearing and then forgetting.

It was also established that the majority of the teachers 38.7% said to most extent teachers gave home work and assignments to students; 32.3% said to some extent teachers assigned homework and assignments to students for practice. 19.4% said to an extent teachers gave homework and only 9.7% reported that teachers did not give home work.

A study of 900 mathematics classes in Pakistan found that the number of exercises assigned was one of the best predictors of math achievement (McGinn, 1989). Homework and assignments are means of enabling students to have hands on the task and practicing techniques of doing the actual task. Such practices facilitate better performance.
The study further established that the majority of teachers 45.2% felt that to most extent teachers conducted continuous assessment examinations to test students’ progress; 22.6% of teachers reported that to some extent teachers continuously assessed students while 19.4% of the teachers asserted that to an extent teachers conducted assessment tests to improve students’ progress. Only 9.7% said there were no continuous assessment examinations. As homework, assignment or class work are routinely given for practice and mastery of the subjects, continuous assessments or examinations are measurements that not only help the teacher to know students’ level of learning but also help students to know their knowledge in different subjects through their performance (whether positive or negative). This enables the teacher to employ remedial measures.

From the results, it is clear that some of the teachers had no adequate training, the majority lacked motivation and the drive to work due to low salaries. In addition, teachers had a big work load, there was a high teacher-student ratio and the number of teachers was small. These challenges call for serious measures from the Ministry of Education. The remedial measures required include to employ more trained teachers and to find ways to improve teachers’ salaries. Undertaking these measures will lead to higher quality and improved academic performance by students.

As far as qualification is concerned, Darling-Hammond (2000) indicated that the effects of well-prepared, that is, trained or qualified teachers on student achievement were stronger than the influence of student background factors, such as minority status, poverty, and language background. Eller, Doerfler, and Meier (2000) contended that raising teachers’ salary was a significant step in boosting teacher retention.
The Voluntary Service Overseas (2002) notes in three case studies that, "poor absolute value of the teachers' salaries was a significant factor influencing their motivation" (VSO, 2002, p. 25). VSO adds that it is crucial to ensure that all employees in the education sector also have a descent salary on which it is possible to survive. Low salaries and bad working conditions degrade the teaching profession and feeds corruption.

To improve the status of teachers, education authorities and governments must ensure that teachers have a salary comparable with other professions requiring the same level of qualifications and responsibility and that it is possible for teachers to live with dignity on the salary from their work, and not to be forced to take on a second or third job. One of the head teachers said,

The teaching profession must be dignified by sending teachers and administrators for study in order to attract students to the profession. The current shortage of professional teachers in the country proves that the teaching profession has never been given priority like other professions.

This comment concurs with the observation by VSO (2002) that to make a profession attractive, it is essential to offer a good education to those who will work in the profession and that the number of applicants to teacher education is in itself a good way to measure the attractiveness of the profession. To achieve an attractive profession there ought to be more applicants for the initial education than places available. An education that prepares teachers in an adequate way to do their future job in a competent manner will be attractive.

The findings also showed that the majority of the teachers did not prepare professional documents such as lesson plans. This contributes to poor performance. Head teachers and Quality Assurance Officers in the Ministry of Education ought to take supervision of teachers seriously, to ensure quality education as well as good performance by students.
It was also clear that even though the teachers did not prepare lesson plans, they gave homework and assignments, used various teaching methods and conducted continuous assessment to gauge student progress. This showed that teachers needed to be motivated more so as to continue improving in their teaching.

The study further established that most of the teachers used the discussion method, mixed method, student centered lecturing. However, the use of the lecture method right from the basic level was somehow justified, because most of the schools had no libraries for students to consult books and even where there were libraries, the books were old and obsolete.

4.4 Leadership Style and its Influence on Provision of Quality Education

Leadership is an important variable in the discussion about the quality of education, for it affects the work teachers do. Leadership also impacts on the contributions of other workers, such as support staff. Thus, the researcher sought to establish from the teachers their opinion on head teacher’s attitude in raising the morale of both teachers and students. Their responses are captured in the Table 10.
Table 10: Teachers Responses on Leadership Style Influence in Provision of Quality Education

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The headteacher is easy to approach.</td>
<td>6.5</td>
<td>3.2</td>
<td>3.2</td>
<td>41.9</td>
<td>45.2</td>
</tr>
<tr>
<td>The headteacher compliments both staff and students in their work.</td>
<td>6.5</td>
<td>3.2</td>
<td>6.5</td>
<td>41.9</td>
<td>42.0</td>
</tr>
<tr>
<td>The headteacher has a good working relationship with everyone.</td>
<td>6.5</td>
<td>-</td>
<td>3.2</td>
<td>35.5</td>
<td>54.8</td>
</tr>
<tr>
<td>In school issues, decision making is done in group.</td>
<td>3.2</td>
<td>12.9</td>
<td>3.2</td>
<td>48.4</td>
<td>32.3</td>
</tr>
<tr>
<td>Headteacher delegates responsibility or work.</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>45.2</td>
<td>35.5</td>
</tr>
<tr>
<td>School leadership responds to expressed feelings by staff and students.</td>
<td>6.5</td>
<td>-</td>
<td>9.7</td>
<td>61.3</td>
<td>22.6</td>
</tr>
<tr>
<td>Headteacher has a high expectation from staff and students in their academic and emotional efforts.</td>
<td>3.2</td>
<td>3.2</td>
<td>12.9</td>
<td>45.2</td>
<td>35.5</td>
</tr>
<tr>
<td>Headteacher is flexible and open to other people’s views or differences.</td>
<td>6.5</td>
<td>-</td>
<td>12.9</td>
<td>51.6</td>
<td>29.0</td>
</tr>
<tr>
<td>Headteacher communicates directly and clearly to staff and students.</td>
<td>-</td>
<td>6.5</td>
<td>3.2</td>
<td>61.3</td>
<td>29.0</td>
</tr>
</tbody>
</table>

From Table 10 shows that the majority of teachers 45.2% strongly agreed that head teachers were easy to approach and 42% of teachers agreed that the head teachers were easily approached. 6.5% strongly disagreed while 3.2% disagreed. Others were undecided as to whether head teachers were approachable or easy to talk to.

Regarding head teachers’ attitude, McLean (2010) asserts that the effective school is one where the head is seen as trustworthy and approachable and sets an empowering structure.
In regard to head teachers complimenting staff and students, the majority of the teachers 42.0% strongly agreed that they did; 40% also agreed that head teachers usually complimented students and staff in their academic work. 6.5% strongly disagreed while 3.2% disagreed that head teachers complimented students and staff as far as their academic work was concerned.

Aaron (2008) has said that workers are more productive and more committed to their jobs when they know that management appreciates their efforts. Thus, compliments are wonderful ways of expressing appreciation to employees. On the question of the working relationship between head teachers and staff, parents/guardians and community members/leaders, it was found that the majority of teachers 54.8% strongly agreed that there was a good relationship between these groups. 35.5% agreed on the same while 6.5% strongly disagreed. 3.2% did not have an opinion on whether there was a good working relationship in schools between, staff, students, parents/guardians and community members/leaders.

Since schools are public institutions, it is critical that parents and community involvement is promoted through a positive good working relationship and shared responsibility. This helps to combat lack of educational interest among students and promotes commitment in the provision of quality education. As far as decision making was concerned, the study found that 48.4% of teachers agreed that decision making was done in a group; 32.3% also strongly affirmed that decision making was done in a group. The chairman of one of the school’s PTA committees said,

In our school, both school administration and parents come together to plan for the new academic year and makes decisions regarding the increment of fees because as a private institution, the teachers need provision for their sustenance. The head teacher alone or even with teachers cannot manage to run the school on their own as far as finances are concerned. Therefore, planning and deciding as a group is very important.
However, 13% disagreed that there was participation of staff in decision making; 3.2% of teachers strongly disagreed while the rest were undecided. The decisions which were exclusive included incentives for part time teachers, head teachers and school financial committee, and stationery purchase expenses which were only reported in meetings.

The study agreed with Slater (2008) who supports shared decision making in school. He says that as leaders move away from being the sole decision makers in the school to involve others in the process, new roles and responsibilities also emerge for parents, teachers and students, where role definition for head teachers implies an accompanying role change for other stakeholders in the schools. So, by implication, school leadership has expanded to include teachers and parents as well as head teachers. He emphasizes that in such expansion, new patterns of interactions and participation place demands on all individuals to work in different ways. Teachers are viewed as a source of expertise rather than implementers of ideas of others. Parents are crucial stakeholders possessing knowledge and expertise about their children that are not available to anyone else.

On shared duties and delegation of responsibilities, the majority of teachers 45.2% agreed that headteachers delegated responsibilities and work to their subordinates, 35.5% said there was delegation of responsibilities by head teachers and only 6.5% either disagreed or strongly disagreed.

Delegation of responsibilities and duties to different teachers guarantees trust and confidence as well as learning among the staff, that is learning through practice. This reality was observed in some schools in the absence of head teachers. Their deputies or subordinates took charge of responsibilities.
McLean (2010) stresses that giving staff at all levels responsibilities in accordance with their skills and remit fosters a culture of leadership where staff feel they share power with management and have some autonomy within their areas of responsibility. He emphasizes that those leaders whose leadership drive is based on a healthy self-esteem and autonomous control show confidence, trust and respect in their working relationships. They adopt a flexible and resonant style and are good at delegating and distributing tasks that stretch colleagues, and their transformational leadership is based on principles of equity and collegiality.

Harris (1999) avers that we both have expertise, it is a symbiotic relationship. I need your input and I also need your respect and trust; that I am a professional, skilled, knowledgeable and experienced in the field of education. Working collaboratively has involved a redesign of work not only for the head teacher, but for all the educational stakeholders. School improvement means building capacity that requires the head teacher to share leadership with others; sharing leadership responsibilities engages stakeholders more fully in school improvement and thereby enables schools to respond better to the complex changes emanating from high expectation.

Teachers’ opinion on school leadership response to grievances was also sought. It was found that the majority of teachers 61.3% agreed that school leadership was responsive to grievances expressed by staff and students and 22.6% strongly agreed on the same while 9.7% were undecided and only 6.5% of the respondents strongly disagreed that leadership was responsive to any expressed feelings from either staff or students. A head teacher of one of the schools said that whenever one of his teachers was in grievance;

I could allow the grieved teacher to express himself or herself, while in case of loss, I ask the other teachers to contribute financially to help our colleague. This is my policy in the school towards my teachers who are aggrieved; in this case the teacher feels the support of the school community. This way, every teacher feels that he or she is understood and accepted.
The findings agreed with McLean (2010) who says that the empathic leadership style means you listen to colleagues before giving feedback and encourage a two-way sharing of thoughts and feelings. The study too found that 45.2% of teachers agreed that the head teachers had high expectation of staff and students in academic, social and emotional efforts, while 35.5% strongly agreed that the heads had high expectation of staff and students regarding academic, social and emotional efforts. However, 12.9% of teachers remained undecided on the matter while 3.2% strongly disagreed or disagreed that school heads had high expectation of staff and students in terms of academic, social and emotional efforts.

Ensuring high expectations from both students and staff gives hope and encouragement to students and staff to work hard. Better performance or results are always due to hard work. As administrators, head teachers are expected to be flexible and open to people’s views and differences. Teachers were asked to evaluate the head teachers. The findings were that 51.6% of respondents confirmed that head teachers were flexible and open to people’s point of views and differences. 29.0% strongly agreed on the issue, 12.9% were neutral and 6.5% disagreed.

Brook (2011) asserts that a language of acceptance in school opens up and makes staff or students feel more comfortable and at ease. When the leader communicates in an accepting way, he or she is using a tool that facilitates positive effects in students. Harris (1999) adds that people are important; their views, opinions, feelings and values must be respected and every student must get a fair academic chance. Mathynssens (n. d.) also confirms that employee recognition through compliment is ranked the number one motivating factor when it comes to employee motivation in the workplace. Compliment encourages workers because it makes them feel worthy. When the head gives a compliment, the employees feel that what they are doing is appreciated.
The researcher thought of communication as an important aspect in institutions such as schools. Teachers were asked to rate the head teachers’ communication skills to staff and students. 45.2% of the teachers strongly agreed that the heads communicated directly to staff and students; 42% of them asserted the same thing. Only 9.7% disagreed while 3.2% remained neutral. Communication in school is vital; it ensures smooth running of the school.

Communication rules out suspicion, favoritism, preferences and factions. It promotes a clear line of responsibility, division of labor and team work which leads to peaceful cooperation and better results.

Lee (2008) argues that communication is fundamental to build relationships and the ability to lead; therefore, leadership cannot exist without communication. It happens when leaders build strong personal relationships with their team and with stakeholders. He stresses that good communication is both carefully planned and the result of everyday interaction. High quality communication rests on a mutual respect built between the school or school system and its various stakeholders. Therefore, school leaders with good communication skills recognize and serve all the many and diverse audiences in a school community.

**4.5 Student’s Opinion on Leadership Style in Schools**

The researcher sought to establish the opinion of students concerning the leadership of head teachers on learning and overall school environment. This is important because what students think of the head teachers’ leadership shapes their conduct and affects morale. The results of the students’ respondents are shown in Table 11.
Table 11: Students’ Responses on Leadership in Schools

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher welcomes students in his/her office and ready to talk to.</td>
<td>8.5</td>
<td>10.8</td>
<td>12.6</td>
<td>30.9</td>
<td>29.6</td>
</tr>
<tr>
<td>The head teacher compliments both staff and students in their work.</td>
<td>5.4</td>
<td>5.4</td>
<td>7.6</td>
<td>34.5</td>
<td>40.8</td>
</tr>
<tr>
<td>The head teacher has a good relationship with teachers and students.</td>
<td>4.0</td>
<td>-</td>
<td>3.1</td>
<td>21.5</td>
<td>68.6</td>
</tr>
<tr>
<td>The head teacher encourages students to work hard.</td>
<td>4.9</td>
<td>4.9</td>
<td>9.9</td>
<td>38.6</td>
<td>38.6</td>
</tr>
</tbody>
</table>

The school is a social institution where students expect good treatment regardless of their requests and need for education. The majority of students 31.0% agreed that the head teachers welcomed students to the office; 29.6% strongly agreed that they felt welcomed whenever they came to the head teachers’ office. However, 12.6% remained neutral, 10.8% disagreed and 8.5% strongly disagreed.

Regarding compliments, the researcher wanted to know whether the head teachers complimented their staff and students. The findings showed that 40.8% of students strongly felt that head teachers were welcoming whenever they went to the office, 34.5% of students agreed that the head teachers complimented staff and students and only 7.6% of students remained neutral while 5.4% strongly disagreed or disagreed. A head teacher declared that in his school,

Whenever a staff or a student did something good and deserved appreciation, he would give a token such as school bag or money for the good work done besides a word of thank. This would encourage hard work among staff and students. Everyone prefers encouragement than being discouraged.

In addition to attitudes of welcoming and complimenting, the researcher intended to establish whether head teachers had good academic relationships with students and staff.
Majority of students 68.6% strongly agreed that there were good academic relationships between head teachers, staff and students, 21.5% also agreed while 4.0% strongly disagreed and 3.1% of students remained neutral.

Mathynssens (n.d.) argues that for schools, students learning is the prime contextual issue that must be considered. A culture of positive relationships across the school contributes to student achievement. Leadership should impact on such a culture in such a way that students and teachers work together to achieve their best. He emphasizes that affirmative relationships build teachers’ confidence and motivation and creatively challenge students to achieve their best, foster positive perception of teachers and teaching, demonstrating commitment to learning for student and teacher. The study also found that the majority of students 38.6% strongly felt that head teachers encouraged students in their academic endeavor and hard work. This was confirmed in the interview by one of the head teachers:

As a head teacher, I talk to students and encourage them to work hard by quoting examples of former students who did well in the school here and now they have either gone to university or are already working. These examples act as a powerful motivator and encouragement for students to work hard to attain their academic goals.

The same percentage of students 38.6% asserted that head teachers did encourage students to study hard. However, 10.0% of students were neutral and 5.0% either strongly disagreed or disagreed. Brook (2011) strongly urges both staff and students to work hard and so school must be outstanding in everything it does. Everyone in school must embrace a culture of high expectation. The administration should show zero tolerance to bullying and focus on both high academic achievement and high levels of student behavior.

From the findings, both teachers and students expressed the conviction that head teachers’ leadership style was clearly shown: they welcomed students into their offices, complimented students for good work, and encouraged students to work hard. They were also
noted for their good attitude towards workers. In other words, it was reported that head-teachers had good working relationships with workers and delegated duties or responsibilities to subordinates, complemented staff and students for good work done, involved teachers and other stakeholders in decision making, and communicated clearly with staff and students.

This study highlighted, in particular, the importance of a model of leadership that promotes an orderly and favorable behavioral climate, positive learner motivations and a learning culture that predicts positive changes in pupil behavior and attendance, as intermediate outcomes that themselves promote improvement in attainment. Instead of laying more emphasis on the process of education in general, the focus now shifts to improvements as to whether pupil outcomes can be enhanced through leadership. Although teacher quality has the greatest influence on student motivation and achievement, Fullan (2001) contends that the quality of leadership matters in determining the motivation of teachers and the quality of their teaching, which subsequently affects student performance.

Furthermore, what is really expected of school leadership is outputs or outcomes. Traditionally, leadership was viewed as individualistic and non-systemic perspectives that reinforced a focus on short-term activities and a sort of charismatic hero. The contemporary view, however, sees leadership in education as a systemic force that empowers, transforms collective learning, and is community oriented. Gronn and Hamilton (2004) and Spillance (2007) say that school leadership contemporarily no longer refers only to officially designated positions; instead it has become a collective construct that can be distributed among teachers and support staff for purposes of cultivating favorable working relationships and networks.
4.6 The Influence of School Physical Environment, Facilities and Resources on Provision of Quality Education

The study sought to establish how the school environment affects provision of quality education. The teachers were asked to rate how the availability or lack of teaching–learning resources or materials and physical facilities in the school affected the provision of quality education in schools. The table below shows the findings on this score.

Table 12: Teachers’ Responses on Influence of School Physical Environment, facilities and resources on Provision of Quality Education

<table>
<thead>
<tr>
<th>Statements</th>
<th>To no extent</th>
<th>To an extent</th>
<th>To neither extent</th>
<th>To some extent</th>
<th>To most extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are inadequate instructional materials for learning and teaching in the school.</td>
<td>9.7</td>
<td>16.1</td>
<td>3.2</td>
<td>32.3</td>
<td>38.7</td>
</tr>
<tr>
<td>Poor physical facilities (classrooms, desks, seats) have affected the quality of education in the school.</td>
<td>38.7</td>
<td>9.7</td>
<td>6.5</td>
<td>29.0</td>
<td>16.1</td>
</tr>
<tr>
<td>The school has small space (overcrowded classes and sport facilities).</td>
<td>32.3</td>
<td>12.9</td>
<td>-</td>
<td>22.6</td>
<td>32.3</td>
</tr>
<tr>
<td>My teaching is content-centered.</td>
<td>19.4</td>
<td>12.9</td>
<td>-</td>
<td>45.2</td>
<td>22.6</td>
</tr>
<tr>
<td>My teaching is student-centered.</td>
<td>6.5</td>
<td>22.6</td>
<td>-</td>
<td>32.3</td>
<td>38.7</td>
</tr>
<tr>
<td>My teaching is both content and student centered.</td>
<td>12.9</td>
<td>16.1</td>
<td>3.2</td>
<td>25.8</td>
<td>41.9</td>
</tr>
</tbody>
</table>

From the table, 38.7% of teachers said that to most extent there was lack of adequate instructional materials for teaching and learning in the schools, 32.3% said to some extent instructional materials were lacking in schools while 16.1% said to an extent there was scarcity.
of teaching and learning materials, 9.7% of teachers said to no extent there was scarcity and only 3.2% were neutral.

Physical facilities were also rated. The results showed that 38.7% of the teachers said to no extent did poor classrooms, desks/chairs affect quality of education in the schools, 29.0% said it did to some extent, while 16.1% said that to most extent poor facilities affected education. 9.7% said the effect was to an extent and 6.5% said it did not.

The effect of facilities on students’ academic performance by and large had been regarded as less influential. In the literature review, it was mentioned that quality school facilities seemed to have an indirect effect on learning, an effect which is hard to measure (UNICEF, 2000). The researcher, therefore, disagreed with the findings and agreed with Pennycuik (1993) who says, on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on critical learning.

As regards facilities, it was observed that some schools lacked fences and pedestrians and motorbikes crossed to and from across the schools. Such environments could not be suitable for learning. Besides, it was also observed that some school buildings were not really designed as classrooms. This created uncomfortable settings for learning. Besides, the researcher measured the school space in terms of size and how comfortable the classrooms and sport facilities were.

The results showed that 32.3% of teachers said to most extent some schools had overcrowded classes and small space for sports activities; 32.3% said to no extent did classes and space for sports pose a problem to academic performance. Meanwhile, 22.6% said to some extent schools were overcrowded. Finally, 13% of respondents said to an extent schools were both overcrowded and had small spaces for sports and leisure time. The same percentage said that overcrowded rooms and small spaces for extra-curriculum activities never posed problems
academically. This group of teachers underestimated what was pointed out by some of the head teachers in the interview, that their schools lack space for extra-curriculum activities. As far as learning is concerned, it is not chalk and blackboard that aid learners’ education; other educational activities also contribute to the quest for knowledge.

Classrooms with large windows, natural lighting and enough benches helped students to perform better than their peers in classes without these features (Vandiver, 2011). Both the study and the findings agreed with AFT (2008) that overcrowded classes increased discipline problems, caused distractions: too many students made class management or control almost impossible. Ayeni (2000) asserts that schools with enough space for the teachers to walk around in the classroom while delivering the lesson ensure rapt attention of students and good academic performance.

Ayeni warns that too much pressure on facilities utilization would result in over use of facilities and that would lead to their rapid deterioration and breakdown. For instance, when a classroom built to accommodate 40 students is constantly being used for 60 students, the returns from these facilities may not be maximized in terms of teaching and learning. Furthermore, Berry (2002) argues that a lower density of students per classroom increases teacher-student interaction and communication. Therefore, comfortable learning facilities not only boost the morale of teachers and students but also ensure the realization of the set educational objectives in secondary schools.

The teachers were also asked to rate instructional methods they used in class and 45.2% of them somewhat used content-centered methods; 22.6% said to most extent they used a content-centered method, 19.4% said to no extent did they use the methods and only 13% used content-centered method in teaching. Still on methods, 38.7% said to most extent they used a
student-centered method, 32.3% said to some extent, 22.6% said to an extent and only 6.5% said to no extent. 42% used both content and student centered instructional methods, 25.8% used both methods, 16.1% used both methods to an extent and only 13% said to no extent.

From the observation guide, it was established that most of the schools did not have adequate physical facilities such as classrooms, assembly halls, administration block and staffroom, toilets and stores for teaching equipment. Moreover it was noted that most of the schools did not have adequate water supply services, signs to direct visitors, facilities for disabled students and sports facilities.

Regarding facilities for disabled students, school facility planners and educators had to make modifications to existing facilities. Vandiver (2011) says that both Public Laws, now known as The Individuals with Disabilities Education Act (1975) and Section 504 of the Rehabilitation Act of 1973 require that school facilities be made accessible to handicapped children. Educators and school systems have to act to meet the requirements of the laws. South Sudan is no exception.

From these findings, school administrations and the Ministry of Education should provide schools with teaching and learning facilities to improve teaching and learning for better academic performance. The analysis also revealed that most of the schools lacked adequate teaching and learning resources such as textbooks, instructional aides and had overcrowded classes. This calls for the Ministry of Education to ensure that schools have the required resources so as to improve students’ performance.

It was also shown that teaching was both content and student centered and teachers used the limited teaching and learning resources well. In other words, students mostly depended on
teacher’s notes. With a good environment, students could do better and much needs to be done in terms of teaching resources as well as physical facilities in the schools.

**Table 13: Teachers’ Responses on School Environment Support in Provision of Quality Education**

<table>
<thead>
<tr>
<th>Statement</th>
<th>To no extent</th>
<th>To an extent</th>
<th>To neither extent</th>
<th>To some extent</th>
<th>To most extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a good school management style that offers good environment for teaching and learning.</td>
<td>3.2</td>
<td>22.6</td>
<td>-</td>
<td>32.3</td>
<td>41.9</td>
</tr>
<tr>
<td>There is a cordial relationship between students and teachers.</td>
<td>6.5</td>
<td>6.5</td>
<td>-</td>
<td>32.3</td>
<td>54.8</td>
</tr>
<tr>
<td>Our school is safe, clean, and well-maintained.</td>
<td>9.7</td>
<td>16.1</td>
<td>-</td>
<td>35.5</td>
<td>38.7</td>
</tr>
<tr>
<td>Students enjoy good interpersonal relationships.</td>
<td>9.7</td>
<td>9.7</td>
<td>-</td>
<td>25.8</td>
<td>54.8</td>
</tr>
</tbody>
</table>

School management is the task of the administration and a priority in an institution. The researcher wanted to find out how happy the staff and students were, in as far as management was concerned, 42% of the respondents said that to most extent, there was good management in schools and this offered a good environment for teaching and learning, 32.3% agreed that to some extent the management style ensured a conducive environment for learning and 22.6% said to an extent management was good. While only 3.2% disagreed that there was a good management system in schools.

Regarding cordial environments in schools, the results showed that 54.8% of the participants reported that to most extent there was cordial relationship in schools between students and teachers, while 32.3% said to some extent there was cordial relationship. Only 6.5% said to an extent or to no extent was there cordial relations between students and teachers.
The findings concurred with the current study which stresses personal competency in various roles according to teachers’ skills and specialization in as far as teaching and learning is concerned. Elmore (2000) asserts that the purpose of leadership in terms of management is to improve the instructional practice and performance regardless of the role. Evetts (1992) adds that management structure in the school setting is modeling according to school objectives in a more collegial culture. According to Southworth (2003), successful school management leaders should focus on building up the capacity of their teachers through the exploration of their talents and skills in order to create more favorable conditions where teachers can engage in collective explorations of their diverse experiences and approaches to teaching and learning.

As regards school safety, cleanliness and maintenance, 38.7% asserted that to most extent the schools were safe, clean and well-maintained. Regarding safety of both students and staff, generally there was no physical threat in schools, except perhaps in areas where insecurity was experienced at night. 35.5% agreed that schools were generally safe, clean and well-cared. 16.1% agreed to an extent and only 9.7 disagreed. On interpersonal relationships, the results showed that 54.8% of teachers stated that to most extent the students enjoyed good interpersonal relationships in schools. 25.8% agreed so to some extent and only 9.7% disagreed.

From these findings, it was clear that there was a good management style in the schools which offered a good environment for teaching and learning; a good relationship existed between the staff and students and also among the students themselves. The findings therefore agree with the study observation that positive perception of students by teachers communicates that teachers care about students and desire their success. In this environment, students tend to work hard towards fulfilling those expectations. Further, the findings revealed that the physical
environment was clean and well maintained and the security was good. This showed that the environment was conducive for students to do well academically.

The findings were in line with the study where it was pointed out that school policies and their implementation must promote safety of both physical and mental health. Shouse (1996) asserts that a safe school community is built on thorough and clear expectations for personal conduct; respect for others, conflict resolution techniques and fair and enforceable consequences for violations. AFT (2008) agreed that providing a healthy and clean environment rendered schools conducive to learning.

4.7 Facilities and Resources in Schools

In this section, the researcher sought to establish whether schools had enough physical facilities and how they affected student learning and academic performance. The students were asked to rate various statements concerning facilities and resources and how they support the provision of quality in terms of academic performance.

Table 14: Students Responses on Facilities and Resources Availability in Schools

<table>
<thead>
<tr>
<th>Statements</th>
<th>To no extent</th>
<th>To an extent</th>
<th>To neither extent</th>
<th>To some extent</th>
<th>To most extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school is clean and an attractive.</td>
<td>9.0</td>
<td>14.8</td>
<td>4.5</td>
<td>27.8</td>
<td>36.8</td>
</tr>
<tr>
<td>My school has big classrooms.</td>
<td>13.0</td>
<td>17.5</td>
<td>9.4</td>
<td>26.5</td>
<td>33.5</td>
</tr>
<tr>
<td>My school has enough benches and desks.</td>
<td>19.3</td>
<td>14.3</td>
<td>5.8</td>
<td>22.0</td>
<td>32.2</td>
</tr>
<tr>
<td>We have enough textbooks.</td>
<td>42.6</td>
<td>12.1</td>
<td>9.4</td>
<td>20.6</td>
<td>7.6</td>
</tr>
<tr>
<td>The school has science laboratory.</td>
<td>44.4</td>
<td>13.5</td>
<td>9.4</td>
<td>10.8</td>
<td>14.8</td>
</tr>
<tr>
<td>The school has computers for learning.</td>
<td>64.1</td>
<td>6.7</td>
<td>11.7</td>
<td>4.0</td>
<td>13.5</td>
</tr>
<tr>
<td>Our school has enough opened space for games.</td>
<td>28.3</td>
<td>12.1</td>
<td>5.4</td>
<td>19.3</td>
<td>28.7</td>
</tr>
<tr>
<td>Our school has clean drinking water.</td>
<td>26.5</td>
<td>12.1</td>
<td>6.7</td>
<td>25.6</td>
<td>23.3</td>
</tr>
</tbody>
</table>
Facilities and resources in schools are complements to student performance, 36.8% of students said to most extent their schools were clean and attractive; 27.8% also asserted the same while 14.8% agreed to an extent. Only 9.0% disagreed and 4.5% were neutral. On classrooms, 33.5% of students said to most extent the schools had big classrooms; 26.5% said this was to some extent, 17.5% said to an extent and 13.0% said no while 9.4% doubted or remained neutral.

According to Lackney and Picus (2008), school facilities should be responsive to the changing programs of educational delivery. School facilities should provide an environment that is safe, secure, comfortable, accessible, well-ventilated, well-illuminated, aesthetically pleasing, and should be an integral component of the conditions of learning.

The students were also asked to rate the quality of benches and desk infrastructures in schools, 32.2% said to most extent there were benches and desks, 22.0% reported that to some extent the schools had enough benches and desks and 19.3% disagreed, saying these facilities were not adequate. However, 14.3% said to an extent the schools had benches and desks and 5.8% said to no extent did the school infrastructures prove to be enough. The findings show that there were enough benches in schools. This was affirmed by one of the head teachers:

Schools were provided with benches by the Ministry of Education, Science and Technology South Sudan. However, these facilities served just a little fraction of all the educational facility needs that the schools lacked in Central Equatoria State.

The researcher observed that the schools indeed had new desks and chairs. Unfortunately classes were too congested due to large student numbers. Such facilities are means to facilitate students’ learning in terms of comfort and other learning supports. The findings concurred with the study observation that positive interpersonal relationships, recognition of the needs and success of the individual, and support for learning constitute a good psychological school environment.
However, regarding textbooks, the results show that majority 42.6% of students said they did not have enough textbooks. From the interviews, most of the respondents expressed the same feeling. Even the new syllabus of South Sudan was not implemented with relevant books and materials. However, 20.6% of students said to some extent they had textbooks, 12.1% agreed to an extent, 9.4% remained neutral and only 7.6% asserted that they had enough textbooks.

The findings were related to what the study observed in the literature review section, that the effective school must have a classroom with sufficient books available for each student for better learning; otherwise quality education cannot be guaranteed. Altbach (1983) says that nothing has ever replaced the printed word as the key element in the educational process. Thus, as a result, textbooks are central to schooling at all levels. He emphasizes that when textbooks are available instructional time is not wasted as when teachers and students copy text on and off the blackboard.

Science laboratories in schools were also rated. 44.4% of students said these facilities were not present in schools; only 14.8% said to most extent did schools have laboratories. 13.5% agreed to an extent while 10.8% said to some extent.

The availability of computer laboratories was also assessed. The majority of students 64.1% reported that their schools lacked these facilities, with only 13.5% reporting that their schools had computer laboratories. Meanwhile, 11.7% said to neither extent did the schools have computers for learning, 6.7% said to an extent and only 4.0% said to some extent the schools had computer laboratories to enhance learning.

The teacher cannot do a good job when they do not have the necessary resources. The findings are in line with the study where the researcher said that to improve quality education, classrooms must be in good condition, 2 students should at least a book between them and
classroom libraries should be in place. Postlethwaite and Ross (1992) assert that to develop a good reading ability, there must be a classroom library in which sufficient books are available for each student.

Computer laboratories are considered teaching aids. Rutter (1983) says that in the educational setting, the computer has replaced the television as the medium of modernity. Sometimes computers are used to provide direct instruction in subjects such as reading, math, language and science. Therefore, learning without a computer is ineffective and constitutes incomplete learning.

Extra-curriculum facilities in schools were also examined and 28.7% of respondents said to most extent the schools had open space for sports activities while 28.3% reported that there was not enough spaces for games, 19.3% agreed to some extent, 12.1% to an extent except, and only 5.4% said schools had neither enough sport facilities for academic purpose nor for personal leisure and relaxation.

Concerning clean water, the results clearly demonstrated that among the nine sampled schools, 26.5% of students reported lack of clean drinking water, 25.6% said to some extent the schools had clean water, while 23.3% said to most extent there was clean water in schools and 12.1% agreed that to an extent the schools had clean but 6.7% said neither extent were schools had clean drinking water. Clean drinking water is a basic necessity that schools should have as a priority.

The findings agreed with related studies in chapter two where it was pointed out that students and staff comfort in terms of facilities, services (clean drink water supply, electricity), noise control and sanitation were important for better teaching and learning. Besides, in the
observation guide process, it was observed that some schools depended on the Nile waters for drinking. However, this water was never treated or purified.

From the findings, it was clear that majority of the schools had good physical appearances which were clean and attractive to everyone; the schools had big classrooms with enough benches and desks. However most of the schools lacked textbooks, laboratory and computers. Also there was not enough space for games and the schools lacked clean drinking water. Lack of library and laboratories for both science and computer studies limited students’ academic achievement. Students should read a variety of textbooks to broaden their perspectives and understanding. Limiting students to teacher’s notes on the blackboard does not open up their intellectual ability.

In addition, science laboratories support learning; after theory, students should back it up with experiments in the laboratory. Similarly, a computer laboratory is also important for practical reasons. At this age, education cannot do without computers. Many students talk about computer and internet but they do not know how they work. Learning is no longer restricted to the teacher and the blackboard; multimedia is another avenue for learning.

From the observation guide, it was also seen that in all the schools, student-textbook ratio was high, some schools did not have displayed maps and globes in the classrooms and staffrooms. In addition, audio-visual aids (TV and radio) were also missing, as well as equipments for teaching science.

This situation demands that the education stakeholders intervene in providing the facilities. It was also established that most of the schools lack library facilities; the few that had a library suffered from a lack of variety of books for references; further, the course books were old.
Libraries and other teaching and learning facilities enhance learning; without these tools teaching and learning is limited. Chinapah (2000) says that resources and services enable teachers to enrich their classroom teaching. So, the lack of such basic and fundamental needs must be addressed to attain a reasonable quality of education.

Vandiver (2011) further says that as educators, if we were unable to construct the type of facilities that are conducive to a successful educational environment for children, we, as a group of professionals, are letting future generations down. He emphasizes that in providing quality, equitable and efficient education for students, lawmakers and educators must take into consideration the role school facilities play in the educational and learning environment. Educators must understand and find ways to help increase student performance to make teaching and learning meaningful to consumers of education.

Therefore, educators must understand the relationship that exists between learning and school facilities. He says the facilities that are needed to facilitate effective teaching and learning in an educational institution include classrooms, offices, libraries, laboratories, conveniences and other buildings as well as furniture items and sports equipment. All these complement teaching and learning and even make it easier for teachers to teach and students to learn.

4.8 Teaching and Learning Environment

The environment in which teaching-learning takes place is of paramount importance. This study could not therefore ignore this factor. The researcher therefore asked the students to rate various statements concerning the teaching and learning environment in the school and how it enhanced the provision of quality education. The table below shows the responses.
Table 15: Students’ Responses on Teaching and Learning Environment in Schools

<table>
<thead>
<tr>
<th>Statements</th>
<th>To no extent</th>
<th>To an extent</th>
<th>To neither extent</th>
<th>To some extent</th>
<th>To most extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school has enough teachers.</td>
<td>26.5</td>
<td>16.6</td>
<td>8.1</td>
<td>31.4</td>
<td>17.5</td>
</tr>
<tr>
<td>Our school is a safe learning environment.</td>
<td>10.3</td>
<td>14.8</td>
<td>5.8</td>
<td>26.5</td>
<td>38.1</td>
</tr>
<tr>
<td>Teachers have high expectations from students.</td>
<td>6.1</td>
<td>12.6</td>
<td>4.5</td>
<td>30.5</td>
<td>41.3</td>
</tr>
<tr>
<td>Assignments and homework are marked and returned on time.</td>
<td>12.1</td>
<td>12.6</td>
<td>6.7</td>
<td>29.6</td>
<td>34.5</td>
</tr>
<tr>
<td>Tests are given regularly to assess students’ learning.</td>
<td>17.5</td>
<td>16.6</td>
<td>8.5</td>
<td>23.3</td>
<td>31.4</td>
</tr>
<tr>
<td>Teachers use teaching and learning aid materials to help students understand the lessons.</td>
<td>27.8</td>
<td>13.0</td>
<td>8.5</td>
<td>24.7</td>
<td>21.5</td>
</tr>
<tr>
<td>Rules and regulations are proportionately applied in school as regards offenses.</td>
<td>43.5</td>
<td>9.4</td>
<td>15.2</td>
<td>11.7</td>
<td>13.0</td>
</tr>
</tbody>
</table>

The table above shows that 31.4% of students asserted that to some extent their schools had enough teachers, while 26.5% said to no extent, 17.5% said to most extent and 16.5% also said to an extent, 8.1% said that to no extent did the schools have enough teachers. Although the findings show there were enough teachers in schools, this result contradicted the finding in Table 7 that teachers had a high workload due to their small number viz-a-viz the big number of students.

On safety, the study found that 38.1% of students said to most extent their schools were safe learning environments whereas 26.5% reported that to some extent they had a safe learning environment in schools, 14.8% also agreed that to an extent their schools were safe and conducive for learning. But 10.3% of the students disagreed.
Caine and Caine (1991) have observed that the learning environment should be safe, challenging, comfortable, social, and enriched for students. According to the American Federation of Teachers, AFT (2008) unhealthy and unsafe school conditions make it difficult for students to concentrate, for teachers to teach, and for staff to do their jobs.

As part of learning and practice, class assignments and homework were rated, 34.5% of students said to most extent class assignments and homework were always marked and returned on time to students, 29.6% agreed that teachers were punctual in marking assignments and homework. Another 12.6% said to an extent the assignments were marked and returned to students. However, 12.1% did not agree while 6.7% of the students remained neutral. In sum, despite the large class classes, teachers were faithful in marking assignments.

Tests were also considered, 31.4% of students said to most extent tests were given on a regular basis to assess students’ learning. 23.3% agreed. However, 17.5% reported that to no extent was there assessment with 16.6% saying to an extent there was assessment, 8.5% of the students said that no tests were given on regular basis to assess students’ learning.

Just as home-work and assignments were given to students for practical and familiarity purposes with the lessons, assessment tests were also given to measure students’ knowledge on what they had been learning. Regular assessment of students enables the teacher to know students’ areas of weaknesses. Low performance in assessment tests can help the teacher to concentrate where necessary, especially on the slow learners.

Regarding use of teaching and learning aid materials, 27.8% of students said to no extent did teachers use materials such as maps, charts and scientific learning aides to help students understand the lessons. Only 24.7% said that to some extent teaching aids were used, 21.5% said
to most extent teaching aids had been used in class while 13.0% said to an extent, teachers used teaching and learning aids in their classes, 8.5% of students remained neutral.

Rules and regulations in schools are part and parcel of education, 43.5% of students said to no extent were rules and regulations proportionately applied, 15.2% said to neither extent were rules or regulation correctly applied while only 13.0% affirmed that to most extent rules and regulations were applied according to offenses or in the right way, 11.7% said this happened to some extent and 9.4% said to an extent rules were indeed applied correctly.

Punishment in schools in South Sudan is still prevalent, for any offense that students commit. The usual punishment is caning on the hands for girls and buttocks for boys. Slashing, collecting rubbish and clearing grass with hoes are other modes of punishment.

The researcher intended to know about punishment, since it is now illegal to use corporal punishment in schools, a requirement from which South Sudan is not exempt. Thus, other means of discipline should be explored so as not to go against the law. The Ministry of Education and educators need to formulate some other form of discipline, such as cleaning, manual work or sending the student home.

Generally the findings show that to some extent the teaching and learning environment was good for students and staff. McEvoy and Welker (2000) say that a positive school climate, interpersonal relationships, and optimal learning opportunities for all students increase achievement levels and reduce disruptive behavior in students. They assert that the learning environment has both direct and indirect impacts on student achievement. A good learning environment frees students from physical stress, makes it easy for students to concentrate on schoolwork and induces students to logical thinking.
4.9 Parents/ Guardians and Community Members/ Leaders’ Involvement and Support in Schools

Partnership between the school administration and the parents/guardians and the community plays a significant role in the school’s attainment of its goals. The study sought to establish the cooperation of parents and community members/leaders in school activities, especially in the provision of quality education in terms of student discipline and decision making in the school. Table 16 below shows the teachers’ responses on this matter.

Table 16: Teachers’ Responses on Parents/ Guardians and Community Members/ Leaders’ Involvement and Support in Schools

<table>
<thead>
<tr>
<th>Statements</th>
<th>To no extent</th>
<th>To an extent</th>
<th>To neither extent</th>
<th>To some extent</th>
<th>To most extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/guardians and community members are involved in school activities.</td>
<td>35.5</td>
<td>22.6</td>
<td>9.7</td>
<td>22.6</td>
<td>9.8</td>
</tr>
<tr>
<td>Teachers always ask the help and support of parents/ guardians and community members for students’ good behavior.</td>
<td>6.5</td>
<td>25.8</td>
<td>-</td>
<td>29.0</td>
<td>38.7</td>
</tr>
<tr>
<td>In school, there is a good staff-parents/guardians working relationship.</td>
<td>19.4</td>
<td>29.0</td>
<td>3.2</td>
<td>35.8</td>
<td>22.6</td>
</tr>
<tr>
<td>In school issues, parents/guardians and community members are always consulted.</td>
<td>32.3</td>
<td>19.4</td>
<td>6.5</td>
<td>29.0</td>
<td>12.9</td>
</tr>
<tr>
<td>Parents/guardians and community members are involved in school decision-making.</td>
<td>38.7</td>
<td>22.6</td>
<td>6.5</td>
<td>22.6</td>
<td>9.7</td>
</tr>
<tr>
<td>Apart from school fees, parents/guardians and community members contribute financially for extra school expenses.</td>
<td>54.8</td>
<td>6.5</td>
<td>19.4</td>
<td>9.7</td>
<td>9.7</td>
</tr>
</tbody>
</table>
The majority of respondents 35.5% said to no extent were parents/guardians and community members/leaders involved in school activities, 22.6% rated the involvement as being to some extent while 9.8% said to most extent parents/guardians and community members/leaders were involved and 9.7% reported that parents/guardians and community members/leaders were not active in school affairs.

Parents’ and the community’s help and support for teachers were also determined. The majority of teachers 38.7% said to most extent teachers sought the support of parents and community on issues of student behavior, 29.0% said to some extent there was support, while 25.8% said to an extent parents and community were supportive of the school administration and teachers. Only 6.5% of teachers reported no support from parents and community members. These findings were supported by one of the parents, who pointed out that,

The school administration always called for parents/guardians’ support and help whenever students committed a grievous offense. He added that in education, the work would always be complex where both parents and teachers or school administration needed collaboration and support for education of young people.

The working relationship between staff and parents/guardians and community was also established. The majority of teachers 35.8% said to some extent there was a good staff-parents/guardians and community working relationship, 29.0% agreed that the school administrations and parents/guardians and community worked together and 22.6% asserted that to most extent there was good working relationship between school administrations staff, parents/guardians and community members/leaders. However, 19.4% of teachers said there was no positive working relationship and 3.2% remained neutral.

Meanwhile on school issues concerning parents/guardians and community members/leaders’ opinions, the results demonstrated that the majority of respondents 32.3% said that school administrations did not consult parents/guardians and community members/leaders,
29.0% said to some extent there was consultation while 19.4% of the teachers said to an extent the opinions of parents/guardians and community members/leaders’ was sought. About 13% said to most extent there was consultation of parents and community members/leaders on school issues and 6.5% of the teachers remained neutral.

In addition, the study also investigated parents/guardians and community members/leaders’ involvement in decision making in schools. The findings show that the majority of the teachers 38.7% said that parents/guardians and community members/leaders were not involved in schools decision making, 22.6% said this happened to an extent while 9.7% said to most extent there was mutual involvement of parents and community members/leaders in decision-making and 6.5% of teachers remained neutral.

Parents and community members/leaders involvement in schools was extended to include contributions such as financial support for extra expenses or contingencies. The findings indicate that the majority of teachers 54.8% said to no extent did parents/guardians and community members/leaders contribute financially, 19.4% remained undecided, while 9.7% said to some or to most extent parents and community contributed for extra expenses in schools and 6.5% said to an extent there were contributions whenever school budgets were exhausted.

From the findings, it is clear that parents/guardians and community members/leaders were rarely involved in school activities (e.g. meetings, school open days), decision making, and consultation. Also parents and community members/leaders rarely contributed financially for extra expenses. Instead they were involved in discipline issues and their working relationship with school administrations was rated as good. In a nutshell, there was little involvement of parents/guardians and community members/leaders in practical activities of the schools.
The findings contradict what was found in the literature review, that there are new forms of new governance and partnership in schools, including shared decision-making with teachers, parents and community. School heads and other agencies now need to become coalition builders as much as managers; internal running of schools themselves are no longer as precise as they once were. Furthermore the findings also contradict the report of the Royal Commission on learning (1994) which found school-community relations as the number one priority for school improvement, describing it as the “first engine.” The report states that every school should have a school-community council, led by the principal and comprising of parents, teachers, and students responsible for bringing appropriate community resources into the school to assume some of the obligations teachers now bear alone.

In as far as the involvement and support of parents and community members/leaders to schools is concerned, it was observed that in some schools, there were no Parent Teacher Associations. A parent said the following regarding their involvement,

We are waiting and even more ready to help if the head teacher could form PTA membership or committee in the school; otherwise, as parents we would not interfere in schools unless the head teacher and teachers recognize that our involvement in school is important; we would not interfere but respect the school authority.

Therefore, concerning the limited participation of both parents and community in schools, the researcher concurs with Mulford (2003) who argues that there is a new kind of partnership in schools, in which both the school and the community contribute directly to the strengthening and development of each other. This can provide a firm foundation for both educational renewal and community regeneration. He emphasizes that in order to achieve this important partnership goal, creative education and innovative community builders must begin to work together to discover new ways to mobilize the many and varied resources of local schools as essential components of on-going community development efforts.
Mulford emphasizes that each local school should be seen not only as an educational institution but also as a rich collection of specific resources which can be used for strengthening the social and economic fabric of the entire community. At the same time, educators must see their local community as active, strong and full of assets. Successful communities come in all shapes and sizes, all economic levels, urban and rural, and they possess many assets, which, once mobilized and connected, make community life rich and vibrant. So to ensure a high quality public education in a globally competitive environment, an effective use of local capacities, assets, and networks in schools is required.

It was also pointed out that parents were involved in students’ discipline and behavior. But this small scale involvement of parents and community members’ was only to secure the administration side for fear of being blamed for punishing or sending students home without the consent or knowledge of the parents/guardians. Otherwise, the most crucial involvement in schools is in shared-leadership and decision-making as well as involving parents and community in school committees, where roles and responsibilities are shared in concrete educational issues.

UNESCO (2003) avers that parents and community involvement in school gives a strong voice in school management, increases teacher and student attendance, improves efficiency of resource use, and mobilizes community support for schools for students’ learning.

4.10 Parents/ Guardians and Community Members/ Leaders’ Involvement and Support in Schools

The researcher was also interested to know the experience of students on the participation or lack thereof, by their parents/guardians and community members/leaders in school activities. Of particular interest to the researcher was administrative issues and financial support for schools. The data obtained was analyzed statistically and is presented in Table 17.
Table 17: Students’ Responses on Parents/ Guardians and Community Members/ Leaders

Involvement and Support in Schools

<table>
<thead>
<tr>
<th>Statements</th>
<th>To no Extent</th>
<th>To an Extent</th>
<th>To neither Extent</th>
<th>To some Extent</th>
<th>To most Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents/guardians and community members/leaders visit our school.</td>
<td>42.2</td>
<td>21.1</td>
<td>11.2</td>
<td>13.0</td>
<td>12.2</td>
</tr>
<tr>
<td>At home and in school, parents/guardians and community members/leaders talk to us about academic performance.</td>
<td>9.9</td>
<td>13.5</td>
<td>4.0</td>
<td>21.1</td>
<td>51.5</td>
</tr>
<tr>
<td>My parents/guardians and community members/leaders contribute for extra school expenses.</td>
<td>21.1</td>
<td>17.5</td>
<td>11.7</td>
<td>17.9</td>
<td>28.7</td>
</tr>
<tr>
<td>Parents/guardians and community members/leaders participate in school meetings and other activities.</td>
<td>24.7</td>
<td>19.3</td>
<td>10.8</td>
<td>13.7</td>
<td>28.7</td>
</tr>
<tr>
<td>Parents/guardians and community members/leaders are involved in school decision making.</td>
<td>39.4</td>
<td>13.0</td>
<td>13.5</td>
<td>17.0</td>
<td>17.0</td>
</tr>
<tr>
<td>Parents/guardians and community members/leaders help school administration in issues of students’ discipline.</td>
<td>22.0</td>
<td>14.8</td>
<td>11.7</td>
<td>18.4</td>
<td>28.8</td>
</tr>
</tbody>
</table>

From Table 17, the majority of students 42.2% said parents/guardians and community members/leaders never visited the schools to show their involvement, 21.1% said to an extent parents/guardians and community visited the schools, while 13.0% reported that to some extent parents and community members/leaders were concerned and visited the schools. Only 12.2% said to most extent this happened with 11.2% being neutral.
The researcher was also interested to find out whether at home or at school parents/guardians and community members/leaders discussed the academic performance of their sons and daughters. The findings show that the majority of students 51.5% said to most extent parents and community leaders talked to students at home and in schools about their performance, 21.1% said this occurred to some extent while 13.5% reported that to an extent their parents/guardians and community leaders were concerned about their academic performance. Similarly, 10% of the respondents said that parents/guardians as well as community leaders were not concerned about their results and 4.0% of students remained undecided.

The contribution of parents/guardians and community leaders to extra school expenses was also rated, 28.7% of students said that to most extent their parents or guardians and community leaders contributed to school extra-expenses; 21.1% said to no extent did they contribute. About 18% asserted that to some extent parents/guardians and community leaders contributed to extra-expenses; 17.5% said this happened to an extent while 11.7% remained undecided.

Again students were asked to evaluate parents/guardians and community members/leaders’ participation in school meetings and other activities, 28.7% of them said to most extent parents/guardians and or community leaders participated in schools meetings; 24.7% said parents and community leaders did not participate in schools meetings while 19.3% said to an extent they were involved, 13.7% of students asserted that to some extent parents/guardians and community leaders participated and 10.8% of students remained neutral.

Parents/guardians and community members/leaders’ involvement and support in school decision-making was the most relevant activity they would be involved in, 39.4% of students
responded that parents and community members were not involved in school decision-making; 17.0% said they did to some or most extent, 13.5% of students remained neutral and 13.0% said to an extent parents and community members took part in school decision-making.

Parents and community leaders involvement in student discipline was rated, 28.8% of students said that to most extent parents and community leaders were present in discipline issues, 22.0% said parents and community were never involved while 18.4% said to some extent parents and community leaders or members were present whenever there were cases of student indiscipline, 14.8% of students agreed and only 11.7% remained undecided.

From these findings, it is clear that there was discussion at home or schools about students’ academic performance. Further, parents and community members/leaders contributed to extra-expenses and participated in schools meetings and other activities. In addition, in disciple matters, parents and community members were involved. However, parents and community leaders were never active in visiting schools, nor were they part of decision-making in schools.

Although there were many positive points regarding the involvement of parents and community in schools, these findings contradict teachers’ responses regarding parents’ and community’s limited involvement in schools. The findings could be due to limited interaction of students with parents and community members in as far as their education was concerned rather than mere presence or students’ perception of parents or community members/leaders in schools. The fact that they were limited in their involvement in schools signals a problem.

The reasons for parents’ disengagement from the education of their sons and daughters can be attributed to ignorance about their role as parents and community. Harris and Goodall (2008) assert that across the world, there is a growing recognition of the importance of engaging
parents, families and communities in raising the educational aspiration and attainment of young people. Similarly, in the related literature, Kathuri (1997) agrees that children whose parents paid regular visits to find out their progress and who attended school functions, do better academically than those whose parents never show any interest in their children.

It is clear from the findings that parents and community members/leaders were rarely involved in school activities such as decision making, visiting except during disciplinary cases. However, the study concurred with Ayeni (2000) in the reviewed literature who holds that the relationship between the school and other community institutions, such as community organizations, businesses and churches, can create interpersonal relationships between individuals across these institutions and provide the glue for innovative collaborations on the institutional level.

These partnerships strengthen relationships among people in the entire community; in other words, building collective capacity for schools to thrive. In this way both have a direct impact on student achievement. So, active presence of both parents and community in school functions and even in taking role in schools alumna and other membership groups brings about more support both morally and materially to the schools as well as a sense of ownership. For students, this collaboration enhances active-quality learning and better academic progress.

4.11.0 Challenges faced in Schools by Students, Teachers, Head teachers, Parents/ Guardians and Community Members/ Leaders

The study tried to find out from the above mentioned groups the challenges they encountered. Furthermore, the researcher thought it was necessary to seek the contribution of these groups as they had on-the-ground experience of the challenges that hinder provision of
quality education in public and private secondary schools in Central Equatorial State, Juba County South Sudan. The data obtained is shown in Table 18.

4.11.1 Challenges faced by Students in Schools

Students face many and varied challenges in the schools. Obviously, these can impact negatively on their performance, if they are not identified and addressed. The researcher sought to establish from the students the challenges they faced. Table 18 shows that students faced substantial problems in their pursuit of quality learning.

Table 18: Students Responses on Challenges they faced in Schools

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers missing lessons.</td>
<td>47</td>
<td>21.1</td>
</tr>
<tr>
<td>Lack of laboratories for practical lessons.</td>
<td>33</td>
<td>14.8</td>
</tr>
<tr>
<td>Lack of enough qualified and trained teachers.</td>
<td>24</td>
<td>10.8</td>
</tr>
<tr>
<td>Lack of clean water and proper sanitation.</td>
<td>36</td>
<td>16.1</td>
</tr>
<tr>
<td>Lack of library in the schools.</td>
<td>25</td>
<td>11.2</td>
</tr>
<tr>
<td>Long distances to school.</td>
<td>58</td>
<td>26.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>223</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

From the table, the major challenge students faced was long distances covered on foot to school; this was reported by 26.0% of the students. This shows there is need for more schools to be built so as to reduce the distance students cover, 21.1% of students reported that another major challenge was teachers missing lessons, forcing students to go without learning. One of the students wrote that,
Some teachers are absent for their lessons; on that day the students go without lessons. This leads to some students also skipping classes, especially after short break or even being reluctant to attend classes on a regular basis because of lack of seriousness shown by these teachers.

This absenteeism by teachers shows low motivation due to low remuneration as was pointed out earlier in this study. Another challenge reported was lack of clean drinking water. 16.1% of the students felt that lack of clean water and proper sanitation was a major challenge in their schools, while 14.8% said there was lack of laboratories for practical lessons for both science and computer studies. This, they said, hindered the provision of quality education in terms of students’ learning and academic performance.

Other challenges included lack of enough qualified and trained teachers, lack of libraries in most of the schools, and lack of enough space and chairs for the students during recreation hours/break time. Poor time management by both students and teachers was reported as a major challenge.

### 4.11.2 Challenges faced by Teachers in Provision of Quality Education

Table 19 presents various challenges faced by teachers in offering quality education in schools. It was so important for the researcher to seek and establish from the teachers some of the challenges they faced in providing quality education in Juba County South Sudan.
Table 19: Teachers’ Responses on Challenges they faced in Provision of Quality Education

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unorganized curriculum.</td>
<td>19</td>
<td>61.4</td>
</tr>
<tr>
<td>Inadequate teaching and learning aids.</td>
<td>18</td>
<td>58.7</td>
</tr>
<tr>
<td>Lack of motivation due to poor salaries.</td>
<td>22</td>
<td>72.5</td>
</tr>
<tr>
<td>Language barrier.</td>
<td>10</td>
<td>32.3</td>
</tr>
<tr>
<td>Political and economic instability.</td>
<td>14</td>
<td>45.0</td>
</tr>
<tr>
<td>Indiscipline by the students.</td>
<td>8</td>
<td>30.4</td>
</tr>
<tr>
<td>Poor educational background of some students.</td>
<td>6</td>
<td>19.4</td>
</tr>
<tr>
<td>Overcrowded classrooms</td>
<td>10</td>
<td>32.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The majority of the teachers 32.3% lacked motivation due to poor salaries. It was also found that 19.4% of them experienced the problem of inadequate teaching and learning materials. Most of the schools had few resources; this gave teachers a hard time seeking teaching aids and preparing lessons. It also undermined the assessment of students. As a result, assessment tests in some schools were not done because of lack of stationery.

Due to high enrolment, 16.0% of the teachers said that there was a high number of students in the schools, leading to class congestion, sharing of desks and limited resources in the schools. Such conditions made it difficult for teachers to exercise classroom control and lead to poor delivery and lack of proper understanding of lessons by students, especially the slow learners.
Other challenges reported were unorganized curriculum in the country. There were three curriculums being followed. Moreover, there were no textbooks for all of them, especially the new syllabus of South Sudan. Different and poor educational backgrounds of students created differences in students’ performance, both in understanding content and examinations. Furthermore, there was lack of respect for teachers by students, especially towards female teachers. This led to indiscipline cases among students.

Language barrier also played a major role in hampering communication with some students in class. Most of students had started their education in Arabic. They found it difficult to shift from Arabic to English. This made it difficult for them to understand instructions or even write. In addition, there was lack of seriousness by students. Political and economic instability affected both students and teachers, making things rather difficult in as far as educational provision was concerned.

4.11.3 Challenges faced by Head teachers in Provision of Quality Education

The study established from the head teachers some of the challenges they faced in their administrative-supervisory and instructional leadership roles. These were found to be many and varied as is captured in the Table 20 summarized from head teachers’ responses during the study.
Table 20: Head-teachers’ Responses on Challenges facing them in Provision of Quality Education

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insecurity in the school.</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>High enrollment.</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Lack of enough resources (textbooks and teaching and learning aids).</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Lack of enough qualified and trained teachers.</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Poor economic background of students’ families.</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Lack of support from the parents and community.</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the table, 33.3% of the head teachers considered teaching and learning resources as priorities in providing quality education. Therefore, lack of educational resources was a major challenge they faced. The head teachers reported that schools lacked enough resources, both physical and financial, to help in the smooth running of the institutions.

Lack of enough professionally qualified and trained teachers was another big challenge for head teachers and 22.2% of head teachers said schools lacked qualified and trained teachers. As a result of this problem, school administrators employed whoever wished to teach in any field of qualification (see figure of head teachers and teachers’ qualifications). This constituted a setback to students’ academic performance. A teacher is instrumental in students’ education. The academic achievement of students depends on the competencies of the teacher.

Agyeman (1993) notes that teachers who lack academic and professional qualifications have a negative influence on the teaching and learning of their subject. He adds, however, that a
teacher who is academically and professionally qualified but works under unfavorable conditions will be less enthusiastic to his work and thus will be less fruitful than a teacher who is unqualified but works under favorable conditions.

Other challenges included high enrolment of students, which posed a challenge to schools heads in supervising teachers’ performance in class. The high number of students made it difficult to share the available resources. Hence in most cases there was a shortage of resources, such as desks, textbooks and chalk. In some schools the student-textbook ratio was 5:1 (one textbook shared by five students), especially in language classes and Christian religion. Few subjects had textbooks; mathematics and other science subjects did not have textbooks.

Large numbers of students poses a big challenge to academic performance. In a study on class size and its effects on effective teaching and learning in Ghana by Suleman (2012) concludes that class size above 40 has adverse effects on students’ achievement.

On Insecurity, it was observed that most of the schools were not fenced. Thus, strangers would enter the school from any point, leading to much noise and disrupting the environment for learning. This also compromised security of the schools.

Poor economic backgrounds of the students posed a big challenge, especially in feeding them since the schools did not have a feeding program for the students. It was observed that, students stayed hungry all day until evening then they went home. Lack of supervision by the Ministry of Education and limited number of teachers were other challenges faced by head teachers. Lack of supervision all over South Sudan lowered teachers’ motivation and morale.
4.11.4 Challenges faced by Parents/ Guardians and Community Members/ Leaders in their Involvement and Support of Provision of Quality Education

Parents and community members/leaders are key agents of education and stakeholders in education, not only in the study area (Equatoria State) but worldwide. Thus, the researcher thought it necessary to consult these groups. It was found that parents and community members/leaders faced some challenges in their involvement and support to schools. Table 21 below shows these challenges.

Table 21: Parents/ Guardians and Community Members/ Leaders Responses to the Challenges they faced in their Involvement and Support in Schools

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of enough schools for children in Juba County.</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Lack of enough trained and qualified teachers.</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Lack of active participation of some parents and community members/ leaders in schools.</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>Poverty in the families.</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Some schools lack PTA.</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The table above shows that 28.6% of parents/guardians and community members/leaders said they experienced lack of active participation by some of their members. This was confirmed by the researcher. On the day the researcher had an interview with one of the parents, they were to have a PTA meeting. But they did not hold the meeting as some of their members did not turn up.
It was also pointed out by both students and teachers that parents and community members/leaders had little involvement and gave little support to schools. 21.4% of parents and community members/leaders reported that some teachers lacked adequate training and professional qualifications and this was one of the biggest challenges they faced in the provision of quality education for their children. Poverty was another hindrance to their support for education, especially in regard to financial contribution.

Suleman (2012) says in society, families have different magnitude of domestic problems, which badly affect a child’s academic performance. Some families are rich while others are poor; parents and other family members are illiterate. These create problems from ordinary issues in homes; as a result, the children remain depressed.

Other challenges included lack of enough schools for children in Juba County. There were few new schools; most of the schools were built in the 1960s or 1970s. In fact, they were well built; otherwise they would have crumbled by now.

Another challenge was poor representation of the PTA voice in most of the schools. In the observation guide, it was observed that some schools in the County lacked Parent Teachers Association committees. The absence of PTA committees undermined the role of parents and the community’s contribution to quality education in the County.

4.12 Effective Ways to Improve Provision of Quality Education in Schools

Are there some effective ways though which quality education can be assured for the schools in the study area? The respondents were asked to propose the most effective ways for stakeholders to improve the provision of quality education in schools. Below in Table 22a are the findings.
### Table 22: Teachers’ Responses on Effective Ways to Improve Provision of Quality Education in Schools

<table>
<thead>
<tr>
<th>Statement</th>
<th>To no extent</th>
<th>To an extent</th>
<th>To neither extent</th>
<th>To some extent</th>
<th>To most extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>We need more teachers.</td>
<td>9.7</td>
<td>19.4</td>
<td>-</td>
<td>19.4</td>
<td>51.6</td>
</tr>
<tr>
<td>Motivate teachers by increasing salary and incentives.</td>
<td>-</td>
<td>16.1</td>
<td>-</td>
<td>16.1</td>
<td>67.7</td>
</tr>
<tr>
<td>Provide adequate and quality teaching and learning resources.</td>
<td>3.2</td>
<td>9.7</td>
<td>9.7</td>
<td>12.9</td>
<td>64.5</td>
</tr>
<tr>
<td>Put more security measures to ensure secure learning environment (construction of fences).</td>
<td>12.9</td>
<td>9.7</td>
<td>3.2</td>
<td>25.8</td>
<td>48.4</td>
</tr>
<tr>
<td>Provide adequate physical facilities (good building and big classrooms).</td>
<td>9.7</td>
<td>16.1</td>
<td>6.5</td>
<td>22.6</td>
<td>45.2</td>
</tr>
<tr>
<td>More involvement of all school stakeholders in decision making.</td>
<td>6.5</td>
<td>16.1</td>
<td>-</td>
<td>29.0</td>
<td>48.4</td>
</tr>
<tr>
<td>Students should be involved in decisions about things that affect them in school.</td>
<td>-</td>
<td>19.4</td>
<td>6.5</td>
<td>35.5</td>
<td>38.7</td>
</tr>
</tbody>
</table>

The findings showed that 51.6% of the teachers said to most extent they needed more teachers in schools, 19.4% said this was required to some or to an extent while only 9.7% disagreed. On teacher motivation, the majority 67.7% of respondents said to the largest extent, teachers lacked motivation due to low salaries and lack of incentives. This was supported by a good number of head teachers who said in interviews that,

Teachers should be given chalk allowances just as medical doctors and other government sectors get. This would encourage them to commit themselves in their job rather than thinking of other means of survival. In the end, teachers are people who need proper treatment and care in order for them to deliver what they are expected to offer.
Only 16.1% of the respondents said to an extent or to some extent teachers needed increments to their salaries and incentives. Teaching and learning resources were also pointed to, 64.5% of teachers said to most extent, there was lack of adequate and quality teaching and learning resources in schools, 13% asserted that the provision of adequate and quality resources was critical while 9.7% said to an extent or to no extent, learning materials were necessary and important.

Majority of the head teachers and parents said that lack of teaching and learning resources in schools all over South Sudan was a serious setback to education in general and a contributor to poor performance by students in particular and only 3.2% did not agree that the provision of adequate and quality teaching and learning resources was important.

As far as teaching and learning resources were concerned, 48.4% of teachers said to most extent more security measures should be put in place to secure learning environments, 25.8% of teachers agreed to some extent, 9.7% said to an extent while 13% did not think it was important and 3.2% remained undecided.

Infrastructures were also examined, with majority 45.2% of teachers pointing out that provision of adequate physical facilities such as good buildings and big classrooms was necessary, 22.6% agreed that to some extent provision of adequate physical facilities was necessary, 16.1% felt that it was to an extent, while 9.7% felt that it was to no extent and 6.5% felt that it was to neither extent.

It was also established that 48.4% of the teachers felt that to most extent greater involvement of all school stakeholders in decision making was necessary for better collaboration which might lead to good overall performance in school activities, 29.0% agreed to some extent,
16.1% to an extent while 6.5% said it was not necessary. The findings show that involvement of all stakeholders in decision making was very important in the provision of quality education.

Students’ involvement in decision making was also considered. The majority of teachers 38.7% agreed to the most extent that students should be involved in decisions about things that affect them in schools, 35.5% felt it was necessary to some extent while 19.4% seconded the proposal to an extent and 6.5% said it was not necessary. This shows that students needed to be involved in decisions about things affecting them in schools. Adopting this approach would forestall many negative things and improve cooperation.

4.13 Suggestions to Improve Provision of Quality Education in Schools

The study sought to establish some practical suggestions from the respondents on how to improve the provision of quality education in Juba County and South Sudan as a whole. Table 23 presents the proposals.

Table 23: Suggestions to Improve Provision of Quality Education

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment of more educational qualified trained teachers.</td>
<td>55</td>
<td>19.7</td>
</tr>
<tr>
<td>Equipping schools with laboratories and libraries.</td>
<td>40</td>
<td>14.6</td>
</tr>
<tr>
<td>Construction of a public library.</td>
<td>18</td>
<td>6.8</td>
</tr>
<tr>
<td>Guidance and counseling services to be provide in the schools.</td>
<td>24</td>
<td>7.6</td>
</tr>
<tr>
<td>Education should be run by council members.</td>
<td>19</td>
<td>8.7</td>
</tr>
<tr>
<td>In - service training for both teachers and administrators.</td>
<td>50</td>
<td>18.0</td>
</tr>
<tr>
<td>Motivating the teachers by paying them well and on time.</td>
<td>44</td>
<td>15.4</td>
</tr>
<tr>
<td>Construction of more schools in Juba County.</td>
<td>16</td>
<td>5.4</td>
</tr>
<tr>
<td>Construction of teachers’ college.</td>
<td>11</td>
<td>3.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>277</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The findings established that the majority of the respondents 19.7% felt that more qualified and trained teachers needed to be employed by the government to solve the current shortage. One of the parents said:

There should be enough trained and professionally qualified teachers in order to have good results which would raise the name of the school as well as the standard of education in the country. A country is said to be developed because of education it renders.

The findings showed that 18.0% of the respondents suggested that the existing teachers and administrators needed in-service training to improve on the skills of teaching and management. It was observed that guidance and counseling services were not offered in schools. Furthermore, 15.4% of the respondents suggested for better remuneration of the teachers in order to motivate them and 14.6% of the participants suggested that in order to improve education in the country, schools should be equipped with educational facilities, such as laboratories and libraries full of books for consultation, course work and literature books. Otherwise, students wait to receive from the teachers instead of getting extra information through extensive reading.

The researcher observed that there was a very urgent need to construct libraries, laboratories and other physical facilities in the schools. Most of the schools lacked well equipped science and computer laboratories as well as libraries. This made it difficult for teachers to apply good methods of teaching, such as student-centred approach, inquiry method and project method of teaching. Other suggestions included guidance and counseling services which were not offered in schools. So 11.2% of the respondents suggested that guidance and counseling services be provided to students, especially on health and good time management skills.

A good relationship between teachers and students should be inculcated through counseling so as to enhance cooperation during class and in other school activities. In addition, career guidance is necessary; it helps students with career choices. The respondents also
suggested that education should run by the Council of Ministers and that the Ministry of Education should only supervise implementation of the policies laid down by the Council. They added that the Ministry of Education needs to provide enough textbooks, other teaching and learning aid-materials, science and computer laboratories in the schools and clean drinking water. These will ensure effective, quality education.

Construction of a public library in the county was also suggested since most of the schools lack this resource. As a result, 6.8% of respondents advocated for a public library. Further, the government of South Sudan should construct more schools in Juba County. This would reduce the stress on the few existing facilities. As a long term project, teachers training college should be constructed in the country. This would boost teachers training and ease the shortage of trained teachers.

Finally, it was suggested that parents and community members/ leaders should discourage certain social aspects in society which pulled students, especially girls, away from their academic commitment. It was noted that girls spent much time participating in weddings and funeral events. This therefore affects their academic performances.
CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the research findings on factors affecting the provision of quality education in public and private secondary schools in Central Equatorial State, Juba County South Sudan. It also presents conclusions, and recommendations for improvement and suggestions for further study.

5.1 Summary of the Findings

The study provided a background to the problem of quality education in Central Equatoria State, South Sudan. It pointed out that quality education in public and private secondary schools in the State is hindered by lack of trained and qualified teachers, lack of learning facilities such as libraries, science and computer laboratories, textbooks and sanitation as well as clean water supply. In the statement of the problem, the researcher pointed out the experiences and examples of how the educational program in South Sudan and the secondary school certificate had been judged as inadequate by neighboring countries.

In the theoretical framework, the study established how and to what extent each independent variable would interact with the dependent variables and bring about quality education in terms of teachers’ delivery to improve students’ academic performance. The study was guided by six research questions on provision of quality education in public and private secondary schools in Central Equatoria State.
The review of related literature was done on factors affecting the provision of quality education in public and private secondary schools. However, the review of the related literature did not establish the factors affecting the provision of quality education but it established to what extent teachers, school leadership style, school environment, teaching and learning resources, educational facilities such as libraries, science and computer laboratories, and parents/guardians and community members/leaders could influence the provision of quality education in schools.

Research gaps were established, i.e. that the reviewed studies were carried out in developed countries and Africa and mostly considered enrolment, rates of completion, retention, equity and dropout rates. It was shown that in South Sudan, no study had been done on quality education.

Regarding methodology, the reviewed studies used the case study and quantitative approaches. Examples of these are Leu and Price-Rom (2005) in Namibia and Vandiver (2011) in USA (case study of Northeast Texas Secondary School). However, these studies on quality education did not attempt to investigate cognitive development in an in-depth manner. Thus, this study attempted to address this factor. It employed the qualitative method where descriptive survey and naturalistic designs were used to collect data.

The researcher concluded that there was need to study at length cognitive development of the learner to instill higher-order thinking skills, problem solving abilities and investigative reasoning skills. This topic was mostly carried out in developed countries where the resources and facilities cited above were in place and parents/guardians’ role and involvement and support was commendable.

In ensuring the validity and reliability of the research instruments, the researcher sought the assistance of three groups. These included experts from CUEA Research Department,
lecturers, including external lecturers and comments from peers. Reliability of the research instruments was also determined through pilot testing where the split-half technique was employed to compute values. The SPSS version 2.0 was used to compute the values of odd and even numbers.

The study was delimited to Senior III students, teachers, head teachers and parents/guardians and community members/leaders in 9 public and private secondary schools in Central Equatoria State, Juba County in South Sudan. The researcher employed descriptive survey and naturalistic designs. Data was collected using questionnaires for students and teachers, interview guide for head teachers, parents/guardians and community members/leaders, observation of physical facilities such as classrooms, toilets and sports facilities. Finally, a document analysis guide was used to elicit information on schemes of work, lesson plans, records of work, students’ note books and mark books.

Simple random sampling technique was used for both students and teachers; head teachers were automatically sampled because in a school, there is only one head teacher. Snowball technique was used to select parents/guardians and community members/leaders. The quantitative data was analyzed using descriptive statistics such as distribution frequency tables, pie charts and bar graphs. Qualitative data was analyzed by summarizing it into themes, categories, narrative reports, direct annotations and excerpts.

In socio demographic characteristics of the respondents, gender was intended to provide information on parity in the education sector in Central Equatoria State. However, the findings clearly showed that there was a gender disparity among students, teachers and head teachers in the education sector. Only parents/guardians and community members/leaders were equally represented. As regards age, the majority of respondents 52% were aged between 16 and 19
years. This can be termed as the right age for secondary school students. One of the advantages associated with this age is that the students had the capability of understanding what the teachers present in class. It is also right in terms of reasoning ability. In addition to its appropriateness in terms of education, this age is also critical for young men and women. It is the period adolescence, a time of crisis for young people. At this age, there are many challenges for school administrators and parents. It is at this age that young people may be indifferent to education and thus pose indiscipline challenges in schools. One of the head teachers said,

At this age, young men and women need a lot of guidance and counseling services, especially in secondary schools. Unfortunately, such services are limited in South Sudan secondary schools. But they could be established if the government was serious in forming this nation.

In addition, 37.2% of students were aged between 20 and 23 years, while about 10% were out of the appropriate age bracket for secondary school. The explanation for these out-of-range age groups was the war situation in the country. Many young men and women had been locked up in rural areas, while others, because of opportunities offered in refugee camps, entered adult education. The peace occasioned by the Comprehensive Peace Agreement and subsequent independence accorded the late comers an opportunity to continue with their education.

Besides, some in these groups could be child-soldiers who were recruited during the war resumed schooling with the dawn of the peace pact. According to GoSS (2009), a great number of adults and children have not had the opportunity to go to school due to decades of civil war. So, as a strategy to ensure achievement of Millennium Development Goals (MDGs), as well as eliminate illiteracy, the Ministry of Education, Science and Technology (MoEST) has chosen to construct both a formal and an alternative education system.

Majority of head teachers 55% had professional qualifications with good years of experience and period of service. Therefore, the findings of the study agreed with Okumbe
(1999) who says that professional and academic qualification of a teacher determines the effectiveness of the teacher’s delivery. Avalos (1981) adds that teachers are central to the delivery of quality education. In other words, the academic and professional training of teachers has a direct and positive bearing on the quality of their services to students and consequently on the provision of the highest standard of education.

However, Mbiti (2007) says that developing nations are faced with the problem of lack of commitment among teachers (although a good number of them are doing an excellent job). A large number of teachers are teaching only because they cannot find a job of their choice; others are lowly motivated, partly because of inadequate training. Many teachers lack professional depth to make them confident in their work and hence acquire job satisfaction. Others have stagnated through lack of reading or in-service training. Therefore, it is advisable that when allocating human resources to these schools, we should take these factors into consideration.

In spite of the head teachers’ professional qualifications, both Diploma and Bachelor of Education holders needed Master of Education professional qualifications as well. Meanwhile, administrative and refresher courses would boost and update those who hold Master of Education degrees. Since independence, the South Sudan government has not trained or offered courses for school administrators, except the overall training of all government staff and university students aimed at brainwashing people’s mind militarily by the Khartoum government.

The findings also showed that the majority of classes had more than 50 students. This implied that the teacher-student ratio was high. This could pose a significant hurdle to the provision of quality education. Overcrowded classes were also indicated in the study as the major challenge in providing quality education. The overcrowded classes in almost all the public
schools were the result of returnees and repatriation of South Sudanese from the neighboring countries. The student population overstressed the limited and old school facilities.

In terms of age, the majority of students 52.2% were between 16 and 19 years, teachers 32.3% were of ages 26 and 30 years, 44.4% of head teachers were aged between 41 and 45 years while parents/guardians and community members/leaders 28.6% were between 24 and 25 years of age. On academic qualifications for teachers and head teachers, 29.3% were not in education but in science and arts; the proportion of head teachers falling in this category was 55.6%.

From the foregoing, the results of the findings (age, teachers’ and head teachers’ academic qualifications and experience) could be generalized to all students, teachers, head teachers, parents/guardians and community members/leaders in public and private secondary schools in South Sudan.

Research question one was intended to bring out the factors affecting teachers’ role in the provision of quality education in students’ academic performance in public and private secondary schools in Central Equatoria State. The findings established that some teachers lacked adequate training on teaching strategies as they lacked motivation and the drive to work. The factors for low motivation were identified as low salaries, high workload, and high teacher-student ratio. The findings also demonstrated that the majority of the subject teachers did not prepare professional documents such as schemes of work, lesson plans and work records. This implied that teachers were not trained to prepare adequately for lessons. This led to poor student performance.

Research question two was meant to elicit information on the school leadership style employed in schools. The findings established that most of the headteachers were easily approached, available, listened to people, delegated duties, complemented the staff and students
for any good work done, involved teachers and other stakeholders in decision making, communicated clearly to the staff and students.

The findings indicated that 61.3% of the teachers agreed that school leadership responded to expressed feelings of both staff and students and communicated directly to staff and students, while the majority of students 68.6% strongly agreed that head teachers had a good relationship with teachers and students. This study highlighted, in particular, the importance of a model of leadership practice that promotes an orderly and favorable behavioral climate, positive learner motivation and a learning culture that predicts positive changes in students’ behavior and attendance as intermediate outcomes that promote improvement in attainment.

Research question three examined the extent to which the school physical environment, facilities and resources affect the provision of quality education in terms of students’ academic performance in public and private secondary schools in Central Equatoria State. The findings indicated that most of the schools did not have adequate physical facilities such as classrooms, assembly halls, toilets and enough stores for teaching equipment. Most of them did not have proper water supply services, signs to direct visitors, facilities for disabled students and sports facilities.

The findings further demonstrated that the majority of the schools had a good physical appearance which was attractive to everyone; the schools had big classrooms with enough benches and desks but with big numbers of students. The classrooms, though big enough, were overstressed and congested. The schools also lacked teaching and learning resources, such as textbooks, teacher guides, maps (wall maps), world maps in the classrooms and audio-visual aids (TV and radio). Most of the schools lacked science and computer laboratories and teaching equipment.
It was also established that most of the schools lacked library facilities and the few which had the libraries lacked variety of books for references and course work. The few they had were outdated or old. In addition, some of the schools had no physical facilities like fences. The findings further established that the physical environment was clean and well maintained. This ensured an academically favorable environment.

Concerning the school environment, majority of teachers 54.8% said there was a cordial relationship in schools between students and teachers and 54.7% of students said teachers affirmed and encouraged students in their learning. But on teaching-learning facilities and resources, the majority of students 64.1% said many schools lacked computer laboratories.

Research question four looked at the role of parents/guardians and community members/leaders in providing quality education for effective students’ academic performance in public and private secondary schools in Central Equatoria State. The findings showed that parents/guardians and community members/leaders were rarely involved in school activities, decision making; they were not consulted on school issues. Most of the parents in PTA committees were not active in school activities. This was due to poor economic background of most of the families, and lack of initiative by school administrations to involve parents/guardians and community members/ leaders in school activities. Parents/ guardians and community members/ leaders also lacked initiative in school activities. This limited involvement was due to ignorance from both school administrations and parents. Similarly, community members did not show interest in school activities nor were they serious to get involved in schools functions.

Regarding the limited involvement of parents/ guardians and community members/ leaders in schools, the majority of teachers 54.8% said parents/guardians and community
members/leaders did not contribute financially for extra expenses, while 42.2% of students said parents/guardians and community members/leaders never visited the schools.

Research question five investigated the challenges encountered by students, teachers, head teachers, parents/guardians and community members/leaders in the provision of effective quality education in public and private secondary schools in Central Equatoria State.

i) Challenges faced by students in provision of quality education: The study established that the major challenges which students faced in school included lack of clean water, inadequate chairs for students during recreation time, lack of teachers, class irregularities, teachers missing lessons, lack of laboratories for practical lessons and lack of computer laboratories. Other challenges cited were cheating in examinations and poor time management by students and teachers, lack of cooperation between students and teachers and lack of proper sanitation in some schools. It was again indicated that lack of libraries in the school was a major setback. Students could not read extensively for extra information apart from teachers’ notes. Furthermore, 91.7% of students reported that they walked long distances to school. Students could not get both breakfast and lunch in schools. Academically, the study found that students lacked motivation or interest since they felt as if they were forced to go to school.

ii) Challenges faced by teachers in provision of quality education: The study established that the major challenges faced by teachers in the provision of quality education included unorganized curriculum i.e. there were three curriculums (from Kenya, Uganda and Sudan) and no books for each of them; insufficient teaching and learning materials which hindered the teacher from preparing well for a lesson and poor pay for teachers. In addition, the majority of teachers 72.5% cited lack of housing for teachers and overcrowded classes as affecting their contribution to the provision of quality education. Furthermore, shifting from use of Arabic to
English had caused communication challenges to students in understanding class instructions. In some schools, assessment tests were never done regularly due to lack of stationery. The different educational backgrounds of the students undermined students’ academic performance, both in understanding and examination performance. It was also reported that students lacked respect for teachers, especially female teachers.

iii) Challenges faced by head teachers in provision of quality education: The findings indicated that the challenges faced by head teachers in the provision of quality education included lack of enough schools to accommodate the big number of students enrolled, lack of clean drinking water and sanitation facilities. Other challenges cited were lack of enough resources, both human and financial, poor economic backgrounds of the students posed challenges, especially in feeding them since the schools did not have feeding programs for students. Lack of supervision by the Ministry of Education all over South Sudan lowered teachers’ motivation. Poor cooperation between the school and parents/guardians and community members/leaders was also reported.

iv) Challenges faced by parents/guardians and community members/ leaders in provision of quality education: The study established that the major problems which parents faced in supporting the provision of quality education included few schools in Juba County and poverty in most families. Further, it was reported that most of the parents in PTA committees or those who attended meetings were women.

Research question six looked at effective ways for improving the provision of quality education which could result in better students’ performance in public and private secondary schools in Central Equatoria State, Juba South Sudan. It was shown that there were few professionally qualified and trained teachers in schools. Therefore, construction of Teacher
Training Colleges was deemed necessary. Also proposed was sending more teachers to neighboring countries for further study in order to raise the standards of teachers.

Also reported was lack of libraries, laboratories and other physical facilities in the schools. In addition, it was suggested that services such as guidance and counseling be provided to students, especially on health and good time management skills.

Teachers, it was proposed, should be motivated by better pay so that they deliver and improve teaching and learning. In the end, this will lead to better results in students’ performance. School administration should be streamlined to focus mainly on achieving the goals of the school. Also, the Ministry of Education should provide enough textbooks, computers and science laboratories in schools, as well as clean drinking water. Public libraries should be constructed since most of the schools lacked libraries.

The government should encourage teachers to take into account the challenges of science subjects and math. Moreover, it was suggested that there was need to employ teachers of business studies and mathematics, agriculture and biology for the development of the country through business and agricultural products. The trained teachers and administrators should be sent for courses, training and seminars to upgrade their knowledge with new ideas, teaching and administrative skills, teaching techniques and technology.

5.2 Conclusions

Based on the findings of the study, the following conclusions were made. The factors which affected the provision of quality education in schools included lack of enough and professionally qualified and trained teachers, lack of enough teaching materials, high teacher-student ratio, lack of textbooks.
It was indicated that there was laxity on the students and lack of feeding programs in schools and therefore the Ministry of Education and the school administrators should employ more teachers in schools and provide teaching and learning resources. The leadership style employed by the head teachers was good which would lead to good students’ academic performance in examinations. This was because head-teachers were open, easily approached, always available, listened to people, delegated duties, complemented the staff and students for any good work done, involved teachers in decision making, communicated clearly to the staff and students.

The study also found that school environment greatly affected the provision of quality education as there were no enough schools in Juba County. Lack of availability of laboratories, libraries, playing fields, clean water supply were hindrance to education in the County. From the findings, however, there was little involvement of parents/guardians and community members/leaders in major decisions making and also in the running of the schools.

In addition, it was also suggested that the major challenges which the stakeholders in education faced were lack of enough trained teachers, lack of resources, high number of students in classes, lack of enough schools in the County, poor economic background of the students and indiscipline in schools.

Finally, it was suggested that to improve the provision of quality education, the government should employ more teachers and motivate the practicing ones by paying them well. It should also provide adequate teaching and learning resources, ensure a conducive environment in schools, involve all the stakeholders in decision making and provide adequate physical facilities in the schools.
5.3 Recommendations

The government is a key stakeholder in the provision of quality education to the nation. The respondents had the following recommendations which the researcher also deemed important in addressing the challenges that hinder quality education in public and private secondary schools in Central Equatoria State, Juba County South Sudan.

i) This study found that a good number of teachers had no adequate educational and professional qualifications and training. Therefore, it is recommended that the Ministry of Education, Science and Technology should ensure that schools have enough teachers who hold professional qualifications and are well trained. This is the caliber of teachers who can deliver quality instructions and bring about good student academic performance.

ii) The findings also indicated that there were not enough teachers, such that some subjects were not taught by professional teachers of the subjects. Therefore, government should construct Teachers Training Colleges in the country to train teachers on various teaching subjects. Meanwhile, the candidates for the teaching profession should be sent to neighboring countries to study. Also, the government should consider offering five-year contracts to foreign teachers as it trains more of its citizens for the job.

iii) Further, the study has shown that teachers were not motivated because of low remuneration. As a result, it was suggested that improvements be made to teachers’ working conditions. They should be motivated by paying them well and awarding appreciation tokens for good work. Such tokens could include chalk allowances, promotion and recommending others for professional development. This will motivate teachers and minimize staff turnover. Higher teacher motivation will lead to improved teaching and learning as well as better students’ academic performance.
iv) The findings also showed that most schools lacked instructional materials and facilities, such as textbooks, science and computer laboratories and libraries, clean drinking water, good sanitation facilities and fences. The Ministry of Education should provide enough textbooks, put up science and computer laboratories and libraries, provide clean drinking water, good sanitation facilities and construct fences around the schools. A public library should be put up and equipped with relevant course books for students to read extensively.

Other interventions that will boost quality education are the provision of adequate teaching and learning resources, ensuring a conducive educational environment in schools, involving all the stakeholders in decision making and providing adequate physical facilities in the schools. The government should also invite Non-governmental Organizations to construct educational facilities, such as libraries and laboratories in the country. The old printing press should be revived to print educational books and other teaching and learning materials. In addition, donor agencies should be asked to support the country with educational resources, such as textbooks and science apparatuses.

v) The study found that there was poor collaboration between teachers and students; in particular, students were not committed and interested in studies. Furthermore, both teachers and students skipped lessons. We propose that guidance and counseling services be provided to students and teachers, especially on career guidance, good time management skills as well as physical developmental issues, especially for girls. Also, administrative systems should be streamlined to focus mainly on achieving the goals of the school.

vi) Another finding was that there was poor supervision by the Ministry of Education so much so that no proper curriculum was being followed in the schools. Currently, there are three curriculums (Kenyan, Ugandan and Sudan). It was suggested that education in the country
should be run by the Council of Education instead of the Ministry of Education in order to look into curriculum issues and books. The Ministry should only supervise and implement the policies laid down by the Council of Education. The Ministry should delegate some of its powers by appointing a commission to look into issues of education in the region or counties for better implementation of curriculum in schools.

vii) The respondents also reported that teachers and administrators lacked new insights, ideas and skills. Thus, there is need to provide on-the-job training programs for head teachers on supervision and administration. The practicing and untrained teachers should participate in the program on teaching methodology and other teaching skills.

Besides, most of the teachers and administrators travelled from distances to schools so much so that they normally arrived late for classes. In addition, they spent most of their pay on transport and rent. Thus, it was proposed that the government should construct teachers’ quarters in some schools in order to reduce the cost of rent and transportation. Moreover, the teachers’ pay was so low that it hardly covered their basic needs. It was noted that support staff were so dedicated in their duties but the majority were not employed by the government. Thus, they earned less than those in other sectors. The researcher suggests that that the Ministry of Education should grant employment and professional development to support staff, especially clerks, bursars and librarians. This will boost the morale of support staff to work better and more professionally.

5.4 Suggestions for Further Research

The study was by no means capable of exhausting all pertinent areas concerning the provision of quality education in Central Equatoria State, Juba County South Sudan. Therefore,
after careful consideration of the findings, the researcher suggests the following areas for further research:

i) The role, involvement and support of parents/guardians and community members/leaders in schools which aim at providing quality education. The methodology for this type of study could be qualitative.

ii) A similar study that explores school leadership style in the provision of quality education in relation to students’ academic performance. The methodology for this study could be qualitative, otherwise a qualitative study would provide more information that is inaccessible in a quantitative method or useful in deciphering data.

iii) A study in other counties replicating the use of quality education on a state examination, school environment, school facilities and teacher’s role in students’ academic performance. From this type of research study, educators may provide more descriptions on how the physical environment may impact the provision of quality education and students’ academic performance.

iv) Finally, an investigation of whether or not teaching and learning facilities have impact on quality education in as far as students’ academic performance is concerned could be researched.

School leaders must continue to be aware that they are the communicators in the provision of quality education improvement processes. They must work to hone their skills in order to represent the needs, visions, and expectations of their counties and communities. The school leaders and teachers must focus on the school environment to promote school safety from an internal and external approach.
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APPENDICES

APPENDIX 1: Questionnaire for Students

The Catholic University of Eastern Africa
Faculty of Education
P.O Box 62157 – 00200 Nairobi

Dear Student,

I am a student at the Catholic University of Eastern Africa (CUEA) pursuing Master’s Degree in Educational Administration and Planning. As a part of academic requirement, I am conducting a research on Factors Affecting Academic Performance of Students in Public and private Secondary Schools in Central Equatoria State, Juba County South Sudan. You are kindly asked to share your knowledge and experiences to guide me in this study.

Your answers or responses will be used for research purposes only and your identity kept confidential. Please read and answer the questions by putting a tick within the provided brackets and writing where required.

Thank you for your co-operation.

Martin Loku Mödi

Signature ___________________________    Date ________________
Section A: Demographic Information

1. My Gender:
   a) Male [  ]
   b) Female [  ]

2. My age:
   a) 12-15 years [  ]
   b) 16-19 years [  ]
   c) 20-23 years [  ]
   d) 24 and above [  ]

Section B: Facilities and Resources

3. Think about your school environment, to what extent would you rate the following statements about facilities and resources in your school to support the effectiveness of students’ academic performance? For each statement, please tick [ √ ] the appropriate box.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>To no Extent</th>
<th>To an Extent</th>
<th>Neither to an Extent</th>
<th>To some Extent</th>
<th>To most Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>My school is an attractive place.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>My school has big classrooms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>My school has enough benches and desks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>We have enough textbooks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>The school has science laboratory.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>The school has computers for learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>Our school has enough open space for games.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>Our school has clean water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Section C: Teaching and Learning Environment**

4. How much would you rate the following statements on teaching and learning environment in your school for effective provision of quality education? For each statement, please tick [$\checkmark$] the appropriate box.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>To no Extent</th>
<th>To an Extent</th>
<th>Neither to an Extent</th>
<th>To some Extent</th>
<th>To most Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Our school has enough teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Our school is a safe learning environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Teachers affirm and encourage students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Teachers have high expectations for students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Teachers answer questions in helpful ways that make students understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Assignments are marked and returned on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>Tests are given regularly to assess students’ learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>Teachers use teaching and learning materials to help students understand the lessons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>Rules and regulations are proportionately applied in school according to an offense.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Think about your school headmaster. What is your opinion about the following statements on headteacher’s attitude in the school? For each statement, please tick [✓] the appropriate box.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) The headteacher welcomes students in his/her office.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) The headteacher compliments both students and staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Our headteacher has good relationship with teachers and students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) The headteacher encourages students to work hard.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section D: Parents/ Guardians and Community Members/ Leaders’ Involvement and Support in School

6. In your school, how much are parents/ guardians and community members/ leaders involved in and supported school activities? For each statement, please tick [✓] the appropriate box.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Not Often</th>
<th>Often</th>
<th>Neither Often</th>
<th>More Often</th>
<th>Most Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>My parents/ guardians and community members/ leaders visit our school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>At home, my parents/guardians talk to me about my academic performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>My parents/ guardians and community members/ leaders contribute for extra-school expenses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Parents/ guardians and community members/ leaders participate in school meetings and other activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Parents/ guardians and community members/ leaders are involved in school decision making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Parents/ guardians and community members/ leaders help school administration in issues of students’ discipline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. What are the challenges that you face in your school?

8. What are practical suggestions you would give to improve the provision of quality education in your school?

Thank you for completing this questionnaire.
APPENDIX 2: Questionnaire for Teachers

The Catholic University of Eastern Africa
Faculty of Education
P.O. Box 62157 – 00200 Nairobi, Kenya

Dear Teacher,
I am a student at The Catholic University of Eastern Africa (CUEA) pursuing Master’s Degree in Educational Administration and Planning. As a part of academic requirement, I am conducting a research on Factors Affecting Academic Performance of Students in Public and private Secondary Schools in Central Equatoria State, Juba County South Sudan. You are kindly asked to share your knowledge and experiences to guide me in this study.
Your answers or responses would be used for research purpose only and your identity kept confidential. Please read and answer the questions by putting a tick within the provided brackets and writing where required.

Thank you for your co-operation.

Martin Loku Mödi

Signature ___________________________ Date ________________
Section A: Demographic Information

1. Gender:
   a) Male [   ]
   b) Female [   ]

2. Age:
   a) 20-25 years [   ]
   b) 26-30 years [   ]
   c) 31-35 years [   ]
   d) 35-40 years [   ]
   e) 41-45 years [   ]
   f) 46-50 years [   ]
   g) 51 years and above [   ]

3. What is the level of your professional qualifications? Please tick [✓] the appropriate box.
   a) Diploma [   ]
   b) B. ED [   ]
   c) B. SC [   ]
   d) B. A [   ]
   e) Others (please describe) ..................................................

4. Are you a trained or untrained teacher? Please tick [✓] the appropriate box.
   a) Trained [   ]
   b) Untrained [   ]

5. How long have you been teaching? Please tick [✓] the appropriate box.
   a) 1-3 years [   ]
   b) 3-5 years [   ]
   c) 6-10 years [   ]
   d) 11-15 years [   ]
   e) 16-20 years [   ]
   f) More than 21 years [   ]
6. What is teacher-students ratio (the number of students per class)? Please tick [√] the appropriate box.

   a) 30-35 students
   b) 36-40 students
   c) 41-45 students
   d) 46-50 students
   e) 51 and above students

7. How many hours do you spend preparing your lesson? Please tick [√] the appropriate box.

   a) 1 hour or less
   b) 2 hour
   c) 3 hours
   d) More than 3 hours
Section B: Teachers’ Role in Provision of Quality Education

8. To what extent do the following aspects limit teacher’s role in provision of quality education in your school? For each statement, please tick [✓] the appropriate box.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>To no Extent</th>
<th>To an Extent</th>
<th>To Neither Extent</th>
<th>To some Extent</th>
<th>To most Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Some teachers have no adequate training.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Some teachers have low educational qualifications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Teachers lack motivation due to low salary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Teachers have high workload.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Teacher-students ratio is very high.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Teachers are few.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>Student-teacher relationships affect overall school success (e.g. academic achievement, school climate etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>Most teachers do not prepare a lesson plan for every class taken.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>Teachers use various teaching methods and teaching aids depending on the topic being covered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j)</td>
<td>Teachers give home works and assignments to the students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k)</td>
<td>Teachers conduct continuous assessment exams to test students’ progress through performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section C: School Leadership Style in Provision of Quality Education

9. Think about your school leadership style, what is your opinion about the following statements on headteacher’s attitude in raising the moral of both students and teachers in their provision of quality education? For each statement, please tick [√] the appropriate box.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>The headteacher is easy to approach.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>The headteacher compliments both staff and students in their work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>The headteacher has a good relationship with staff, students, parents/guardians and community members/leaders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>In school issues, decision making is done in group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Headteacher delegates responsibility or work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>School leadership responds to expressed feelings by staff and students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>Headteacher has a high expectation of staff and students in terms of academic, social and emotional efforts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>Headteacher is flexible and open to other people’s views or differences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>Headteacher communicates direct and clear to staff and students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section D: School Environment

10. To what extent do you rate the following on school teaching-learning materials and physical facilities which may affect the provision of quality education in school? For each statement, please tick [✓] the appropriate box.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>To no Extent</th>
<th>To an Extent</th>
<th>To neither of Extent</th>
<th>To some Extent</th>
<th>To most Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>There are inadequate instructional materials for learning and teaching process in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Poor physical facilities (classrooms, desks, seats) have affected the quality of education in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>The school has small space (overcrowded classes, field).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>My teaching is content-centered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>My teaching is student-centered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>My teaching is both content and student centered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. To what extent do the following aspects on school environment could support the provision of quality education? For each statement, please tick [✓] the appropriate box.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>To no Extent</th>
<th>To an Extent</th>
<th>To Neither Extent</th>
<th>To some Extent</th>
<th>To most Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>There is a good school management style that offers good environment for teaching and learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>There is a cordial relationship between students and teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Our school is safe, clean, and well-maintained.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Students enjoy good interpersonal relationships.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section E: Parents/Guardians and Community Members Involvement and Support in School

12. How much do you rate parents/guardians and community members’/leaders’ involvement and support in school? For each statement, please tick [✓] the appropriate box.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Not Often</th>
<th>Often</th>
<th>Neither Often</th>
<th>More Often</th>
<th>Most Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Parents/guardians and community members are involved in school activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Teachers always ask the help and support of parents/guardians and community members for students’ good behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>In school, there is a good staff-parents/guardians working relationship.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>In school issues, parents/guardians and community members are always consulted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Parents/guardians and community members are involved in school decision making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Apart from school fees, parents/guardians and community members and leaders contribute financially for school extra expenses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section F: The Effective Ways and Suggestions that could be taken to Improve the Provision of Quality Education

13. Thinking about provision of quality education in your school, to what extent do you agree with the following statements as the most effective ways and suggestions that could be taken to improve provision of quality education? For each statement, please tick [✓] the appropriate box.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>To no Extent</th>
<th>To an Extent</th>
<th>To Neither Extent</th>
<th>To some Extent</th>
<th>To most Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>We need more teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Motivate teachers by increasing salary and incentives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Provide adequate and quality teaching and learning resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Put more security measures to ensure secure learning environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Provide adequate physical facilities (good building and big classrooms).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>More involvement of all school stakeholders in decision making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>Students should be involved in decisions about things that affect them in school.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

14. What the challenges that you face as a teacher in provision of quality education?

…………………………………………………………………………………………………………………………………………………………………………..
…………………………………………………………………………………………………………………………………………………………………………..

Thank you for completing this questionnaire.
APPENDIX 3: Interview Guide for Headteachers

Section A: Demographic Information

1. Gender:
   a) Male [ ]
   b) Female [ ]

2. What is your age bracket?
   a) 25-30 years [ ]
   b) 31-35 years [ ]
   c) 36-40 years [ ]
   d) 41-45 years [ ]
   e) 46-50 years [ ]
   f) 51-60 years [ ]
   g) 61 years and above [ ]

3. What are your qualifications?
   a) Diploma [ ]
   b) B. ED [ ]
   c) B. SC [ ]
   d) B. A [ ]
   e) Others (please describe) .................................................................

4. Are you trained or untrained in administration and management?
   a) Trained [ ]
   b) Untrained [ ]
5. How long have you been a head teacher in this school?
   a) 1-3 years
   b) 3-5 years
   c) 6-10 years
   d) 11-15 years
   e) 16-20 years
   f) More than 21 years

6. How long have you been a headteacher?
   a) 1-5 years
   b) 6-10 years
   c) 11-15 years
   d) More than 16 years

7. What is teacher-students ratio (the number of students per class)?
   a) 30-35 students
   b) 36-40 students
   c) 41-45 students
   d) 46-50 students
   e) 51 and above students

8. How many streams in your school?
   a) 1 stream
   b) 2 streams
c) 3 streams

d) 4 streams

e) 5 streams

9. How many support staff do you have in your school?

a) 5 support staff

b) 6 support staff

c) 7 support staff

d) 8 support staff

e) 9 support staff

f) 10 support staff

g) Others (please describe)........................................................................................................................................

Section B: Head teachers’ Experiences and Knowledge and Provision of Quality Education

1. How many qualified and trained teachers do you have in your school?.................................................................

..............................................................................................................................................................................

2. What is teacher-students’ ratio in a class?..............................................................................................................

..............................................................................................................................................................................

3. As a headteacher, how do you motivate your teachers or staff to work hard in order to improve quality education in your school?........................................................................................................

..............................................................................................................................................................................
4. How do you ensure that students have high expectations of themselves and their work?
........................................................................................................................................
........................................................................................................................................

5. How would you outline your own view on the relationships between; staff, parents/ guardians and community members/ leaders?
........................................................................................................................................
........................................................................................................................................

6. As a head teacher, how do you handle both students and staff’s discipline? And have there been cases of students’ indiscipline in the school?
........................................................................................................................................
........................................................................................................................................

7. How conducive is your school in terms of both teaching-learning environment and physical safety of students and staff?
........................................................................................................................................
........................................................................................................................................

8. How would you describe your school physical facilities?
........................................................................................................................................
........................................................................................................................................

9. What kind of teaching-learning facilities, materials and teaching aid materials do you have? And what are you lacking?
........................................................................................................................................
........................................................................................................................................

10. How you would describe your school collaboration with parents/ guardians and community members/ leaders in school activities?
........................................................................................................................................
........................................................................................................................................

11. How active are parents/ guardians and community members/ leaders in school activities and what are they involved in?
........................................................................................................................................
12. In your own view, what are the factors affecting provision of quality education in your school?

13. As a headteacher, how would you describe quality education in your school?

14. What are the practical ways would you suggest to improve provision of quality education in your school?

15. What are the challenges that you face as a headteacher?

16. What are other things that I have not asked and you would like to tell me?

Thank you for completing this questionnaire
APPENDIX 4: Interview Guide for Parents/ Guardians

Section A: Demographic Information

1. Gender:
   a) Male [ ]
   b) Female [ ]

2. What is your age bracket?
   a) 20-25 years [ ]
   b) 26-30 years [ ]
   c) 31-35 years [ ]
   d) 35-40 years [ ]
   e) 41-45 years [ ]
   f) 46-50 years [ ]
   g) 51 years and above [ ]

3. What are your professional qualifications or are you working?
   a) A doctor [ ]
   b) A teacher [ ]
   c) A nurse [ ]
   d) A lawyer [ ]
   e) Others (please describe)…………………………………………………………………………………………..
Section B: Parents/ Guardians’ Role in Provision of Quality Education in School

1. According to your view, how satisfactory is the way teachers teach the students? Are students getting good education? ..........................................................

2. As a parent/guardian, in which way would you contribute to motivate teachers or staff to work hard in order to improve provision of quality education in your school? .................

3. How do you ensure your child/children to have high expectations of themselves and their study? ............................................................................................... 

4. As a parent/guardian, how do you help in students’ discipline in your school? ..................

5. How conducive is your school in terms of both teaching-learning environment and physical safety of students and staff? ..............................................................................

6. How would you describe your school physical facilities? .............................................

1. What kind of teaching-learning facilities, materials and teaching aid materials does school have and what is it lacking? ..........................................................................

2. How would you describe your school collaboration with headteacher and teachers in school activities? ..................................................................................
3. How active are you as a parent/guardian in school activities and what are you specifically involved in?

4. As a parent/guardian, how would you say about the standard of performance in your school?

5. In your own view, what are the factors affecting provision of quality education in your school?

6. What are the challenges that you face as a parent/guardian in your involvement and support in school activities?

7. What are the practical ways would you suggest to improve provision of quality education in your school?

8. What are other things that I have not asked and you would like to tell me?

Thank you for being part of this study.
APPENDIX 5: Interview Guide for Community Members/Leaders

Section A: Demographic Information

1. Gender:
   a) Male [ ]
   b) Female [ ]

2. What is your age bracket?
   a) 20-30 years [ ]
   b) 31-40 years [ ]
   c) 41-50 years [ ]
   d) Above 50 years [ ]

3. What are your professional Qualifications or are you working?
   a) A doctor [ ]
   b) Teacher [ ]
   c) A nurse [ ]
   d) A lawyer [ ]
   e) Others, please specify………………………………………………………………
Section B: Community Members/Leaders Participation in School Activities

1. According to your view, how satisfactory is the way teachers teach the students?

2. As a community member/leader, in which way would you help to motivate teachers or staff to work hard in order to improve the provision of quality education in your school?

3. How do you ensure your child/children to have high expectations of themselves and their study?

4. As a community member/leader, how do you help in students’ discipline in your school?

5. How conducive is your school in terms of both teaching-learning environment and physical safety of students and staff?

6. How would you describe your school physical facilities?

7. What kind of teaching-learning facilities, materials and aid materials do you have? And what are you lacking?

8. How you describe your school collaboration with headmaster and teachers in school activities?
9. How active are you as a community member/leader in school activities and what are you specifically involved in? .................................................................

..................................................................................................................................................

10. As a community member/leader, how would you say about the standard of performance in your school? .............................................................................................................

..................................................................................................................................................

11. In your own view, what are the factors affecting provision of quality education in your school? ..............................................................................................................................

..................................................................................................................................................

12. What are the challenges that you face as a community member/leader in your involvement and support in school activities? ............................................................

..................................................................................................................................................

13. What are the practical ways would you suggest to improve provision of quality education in your school? .............................................................................................................

..................................................................................................................................................

14. What are other things that I have not asked and you would like to tell me? ....................

..................................................................................................................................................

Thank you for being part of this study.
APPENDIX 6: Observation Guide

Section A: Type of School

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Observation</th>
<th>Remarks and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Boys’ public school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Girls’ public school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Boys’ Private school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Girls’ private school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Mixed public school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Mixed private school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>Number of students in the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>Assignments are marked and returned on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>Time allocated for the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j)</td>
<td>Resource materials to be used during the lesson.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section B: Facilities and Teaching – Learning Resources

Rating scale: 3 = Excellent, very adequate, always, very much
              2 = Good, a lot, adequate, often
              1 = satisfactory, usually, little
              0 = Very little, unsatisfactory, never, rarely
1. Classroom Environment

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Number of students in the classroom and space.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Student desk/chairs ratio.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Cleanliness of flour.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Overall quality of building (roofing, walls, windows, doors, chairs, desks and space).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Adequate light, electricity source.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rating scale:

3 = Excellent, very adequate, always, very much.
2 = Good, a lot, adequate, often.
1 = Satisfactory, usually, little.
0 = Very little, unsatisfactory, never, rarely.

2. Physical Facilities

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Classrooms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Assembly Halls.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Administration Block and staffroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Toilets’ Holes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Stores space for teaching equipment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Security locks for high value targets.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>Water supply services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>Signs to direct visitors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>Facilities for disabled students (toilets, chairs and passing ways).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j)</td>
<td>Sports facilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Teaching and Learning Resources

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Students’ textbooks ratio.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Display of maps, globes in classrooms and staffroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Audio-visual aids (TV and radio).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Chalkboard condition and chalk.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Teaching equipment/science equipment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Library

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Availability of library.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Variety of course books, reference books etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Borrowing system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>How often do students go to library?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 7: Document Analysis Guide

Section A: Background Information

1. Type of the school: 
   - Public
   - Private

2. The number of students in the school:

Section B: Documents to be Analyzed

<table>
<thead>
<tr>
<th>No.</th>
<th>Documents</th>
<th>Statement</th>
<th>Available</th>
<th>Not available</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Schemes of work:</td>
<td>i) Availability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) The objectives are well stated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) It contained all the columns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Lesson Plan:</td>
<td>i) Availability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) All the steps in teaching are specified and the activities to be done during the lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) It is in line with the scheme of work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Lesson Preparation Book:</td>
<td>i) Availability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) The objectives are clearly written.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) It is in line with the lesson plan and scheme of work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Record of Work:</td>
<td>i) Availability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) It contains records of previous taught lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) The remarks are good.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Marks Book:</td>
<td>i) Availability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) It contains all the marks of the previous assessments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Students' Class Notes:</td>
<td>i) Availability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) They are well written.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) They are well marked.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>Students' Class Attendance Record:</td>
<td>i) Availability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) The roll call is done every day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) The students are regularly attending classes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>Teachers’ Attendance Record:</td>
<td>i) Availability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Teachers are on time for classes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) Teachers sign in and sign out.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 8: Introductory Letter from the Head of Department Educational Administration and Planning to carry out Research Data Collection

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
Faculty of Education
Department of Educational Administration and Planning

13th September, 2012

TO WHOM IT MAY CONCERN

Re: Martin Loku Modi M MED 1017977: Master of Education Degree Thesis Research

I am writing to introduce to you Martin Loku a final year Master of Education Degree student at the Catholic University of Eastern Africa, Nairobi – Kenya; and to request you to assist him to accomplish his academic research requirements.

Martin's Master of Education Degree specialization is Educational Administration and Planning. He has completed all course work requirements for this Programme. However, every student in the Programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly Martin's proposal for research has been approved. He will conduct research on the following topic:

“Factors affecting the provision of Quality Education in Public and Private secondary schools in Central Equatoria State, Juba County South Sudan”

Thanking you in advance for any assistance you will offer Martin.

Sincerely

Dr. Sr. Marcella Momanyi
Head of Department
Educational Administration and Planning
APPENDIX 9: Introductory Permit Letter from Central Equatoria State Ministry of Education to carry out Research Data Collection


DATE: - 17TH SEPT. 2012.

Head Teacher,
Secondary School.

Dear all,

SUBJECT: - MARTIN LOKU

Approval is hereby given to the above mentioned subject to carry out his research studies leading to his master's degree award.

Cooperate with him and assist where need be.

Regards.

Rev. David Lwam, Director General, Ministry of Education, Central Equatoria State, Juba.

TEL: 0955355274
APPENDIX 10: Photos of the Sampled Secondary Schools in Juba County

Photo i: Big classrooms.

Photo ii: Lack of clear signs and indications for visitors to follow.
Photo iii: Insecurity and safety of staff and students.

Photo iv: Renovation to keep the school attractive.
Photo v: School maintenance and care.

Photo vi: Administration block and staffrooms.
Photo vii: Inadequate teaching and learning infrastructure.

Photo viii: Cleanliness and hygienic awareness is important in school.
Photo ix: Discipline is part parcel of quality education.
APPENDIX 11: Map of South Sudan Counties and States


Key: Central Equatoria State.