THE INFLUENCE OF MAJOR STAKEHOLDERS' POST CONFLICT INTERVENTION MEASURES ON THE RECONSTRUCTION OF PUBLIC PRIMARY TEACHERS' TRAINING COLLEGES IN SOUTH SUDAN

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University

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DEDICATION

I dedicate this thesis to my family and friends.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACCORD African Centre for the Constructive Resolution of Dispute

ARCSS Agreement on Resolution of Conflict in the Republic of South Sudan

CESA Continental Education Strategy for Africa

CPA Comprehensive Peace Agreement

CoH Cessation of Hostilities

CRS Catholic Relief Services

EFA Education for All

EiE Education in Emergencies

GEFI Global Education First Initiative

HLRF High-level Revitalization forum

IDMC Internal Displacement Monitoring Centre

IDPs Internally Displaced Persons

IGAD Inter-governmental Authority on Development

INEE Inter-Agency Network for Education in Emergencies

MoE Ministry of Education

MoEST Ministry of Education, Science and Technology

MoGEI Ministry of General Education and Instruction

NGOs Non-Governmental Organizations

NTTIs National Teacher Training Institute

RWTA Rwanda Genocide Teachers' Association

SASA South African Schools Act

SDG Sustainable Development Goals

SPLA/M Sudan People's Liberation Army/Movement

SSCCSE Southern Sudan Centre for Census, Statistics and Evaluation

TGoNU Transitional Government of National Unity

UN United Nations

UNESCO United Nations Educational Scientific and Cultural Organization

UNICEF United Nations Children's Fund

UNMISS United State Mission to South Sudan

USAID United States Agency for International Development

ABSTRACT

This study assessed the influence of major stakeholders' post-conflict interventions on the reconstruction of NTTIs. The specific objectives of the study were: to determine the influence of government, humanitarian assistance, faith-based initiated peace building, and local community interventions on the reconstruction of NTTIS. The study reviewed the literature on government, humanitarian, faith-based peace-building and local community interventions as they relate to the reconstruction. The review of literature also covered the peace-building and conflict prevention theory which was used to provide anchorage to the rest of the variables of the study. The study adopted a descriptive cross-sectional survey design and a total of 1963 respondents including the tutors, principals, and student-teachers from 3 operational institutes were targeted. A stratified random sampling technique was used to select 319 respondents as the sample size. A pilot study was conducted to assess the validity and reliability of the instruments. The study collected primary data using questionnaires and interview guides. The analysis of the collected data was conducted using descriptive statistics that is percentages and frequencies besides descriptive statistics, the study also used inferential statistics including regression and correlation analysis. The essence of inferential statistics was to enable the researcher to draw deductions on post-conflict interventions and how they influenced rebuilding. Qualitative data from the interview guide was analyzed through content analysis. The findings were presented using Figures and Tables. The study established that government interventions ($p<0.05$), humanitarian assistance interventions ($p<0.05$), faith-based initiated peace-building intervention measures ($p<0.05$), and local community interventions ($p<0.05$) were all significant. Therefore, the study rejected all the formulated null hypotheses in favor of the alternative hypotheses since their p-values were all less than a 0.05 as a 5 percent was considered as the level of significance in the study. Based on the p-values and regression beta coefficients of the individual variables, the study concluded that government interventions, humanitarian assistance interventions, faith-based initiated peace building measures, and local community interventions all had a positive and significant influence on the rebuilding of NTTIs. The study recommended that the MoGEI should work in close collaboration with all the stakeholders in the field of education as far as reconstruction of NTTIs is concerned. The efforts of reconstructing institutes cannot bear fruits unless stakeholders including the local community, the government, and faith-based organizations have been actively involved. Future studies are recommended to be conducted in other conflict-oriented areas and countries including Libra, Somalia, Haiti, and Nigeria. Future studies should also cover advanced education systems like private institutes and the institutions of higher learning.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Conflicts across the globe and in many regions have been closely associated with poor educational levels as many schools are closed down and many learners suffer. According to Justino (2014) wars and conflicts have greatly affected the education system and the resulting case is many people become uneducated and which generally affects their well-being. The national and local governments as well as non-governmental organizations, often work hand-in-hand to restore the education system when the conflicts are resolved or the war is over (Zahariadis & Exadaktylos, 2016). Since an educated society can think before reacting to issues and work to solve their problems amicably, and for the success of the education system, then it is paramount to look at teacher training colleges as an intervention to solving the conflicts.

According to the UN (2015) report, major of armed groups across the global deliberately target learning facilities, children, and teachers. Attacks on the learning institutions of a country include a range of serious violations specifically those that expose learners to high risk resulting to them being denied access to a basic human right of quality and equitable education (Human Rights, 2015). They include attacks on learning spaces, on children and teachers and caretakers. It also includes the occupation and militarization of learning facilities which are converted into barracks or police points, intimidation and harassment of communities; including forced recruitment or disappearance of learners. Learners and children drop out of school, in some cases, they absented

themselves as a result of intimidation or fear of lives. At the end, children lose in education because their learning sessions are interrupted, or their learning facilities destroyed (Lansford, eta 2016). These cases have been witnessed and experienced in countries like Rwanda, South Sudan, Iraq, Afghanistan, or Liberia.

According to Schauer et al. (2018), there are ongoing emergency educational interventions in Iraq and Afghanistan for instance; where foreign donors have pumped in huge funds in support of the educational system; setting the infrastructure necessary for the learning environment, equipping possible teachers with necessary skills and competency to perform, availing learning materials which are to be used by learners and other learning facilitation materials across the two countries but to no great effect. Insecurity remains a challenge, particularly the threat posed by religiously-inspired armed groups of ISIS and Taliban respectively, who are opposed to a secular education curriculum (UNESCO's 2013). In Iraq, Johnson (2016) noted that in-service training institutes have very poor condition with limited capacity in designing, planning, managing and monitoring of comprehensive programmes. However, with support from UNESCO, the Ministry of Education managed to train a reasonable number of teachers who were later deployed to teach in schools across Iraq. For Afghanistan as noted by Pherali & Sahar (2018), in its strategic plan (2006-2010) the Ministry of Education acknowledged to have facilitated teachers trainings for those already in service and those not yet in service. As noted, a record number of more than 137,000 teachers were recruited and deployed to schools in the country. The goal of the plan were to come up with a; 1) finance rehabilitation and construction of 30 institutes where teachers are trained across the country 2) structure and system that would enable training of 232,000 teachers for both primary and secondary schools, 3) Equip and deploy more than 2100 trainers

to train teachers in the provision of ongoing in-service training besides other support services. Politics, economy, and education system were highly affected during the protracted conflict, and as noted by Like Pherali and Sahar (2018). In the transitional period, the education system deteriorated as a result of security status, poor governance structure and high level of corruption. This led to rebels' capture of infrastructure used for learning. They used these spaces as radicalization centers to teach their followers on violent extremism.

In Afghanistan, the system of education was seen to fall between the worsening level of insecurity, poor governance structures as well as alarming cases relating to corruption (Noorajan, 2020). This resulted in a situation where classrooms were turned into grounds for radicalization and extremism by the rebel individuals. It was clear that to resolve the security issues, it was important for the government to use the education system as an intervention to end the conflicts and war.

In Liberia, after the civil war that ended in 2003, the country's education system operated on an ad-hoc emergency basis (UN, 2015). A $70.6 Million, three years Action Program which consisted of eight components was put in place to bring back on track primary education. There was a free and compulsory primary education supported by significant grants. From 2003 when civil war came to an end, net enrollment ratio (NER) increased steadily with a 12-percentage point increase from 2007 to 2008. According to the 2010-2020 education sector plan, the Liberian government renewed primary teacher training programs through the Liberia Training Project that resulted in the reopening of four training institutes by 2011. The report further indicated that as of the year 2009, the ministry charged with the management of educational

affairs in the country had a capacity of certifying about one thousand teachers for primary school levels within a year through the programs that allowed those in school teaching and those yet to start teaching in a project dubbed "Liberia Teacher". The Liberian government worked together with private investors through privatization of education especially the case of training institutes, as noted by Klees (2017). It further noted that Liberia had a poor illiterate population with only 38 percent of total school enrolment and some schools closed down due to a lack of teachers, this then pushed the government to consider allowing private investors to train teachers so as increase school enrolment as well as literacy rates in the country.

The Republic of Rwanda has proved to be a good example after strongly coming out of crisis and restructuring the education sector (UNICEF, 2015). In 1996, the education sector was allocated a share of 15 percent of which 65.1 percent was for primary education, 15.5 percent for secondary education, 9.5 percent for higher education, and the remainder 9.9 percent covering other services. This can be taken as an indication of how important primary education is. The number of pupils enrolling in primary school steadily rose from 942,729 in 1994 to 2,019,991 (214 percent) in 2006 on the other hand raising the demand for primary school teachers (MoE, 2007). According to the 2007 policy related to competency development and management of teachers, the Republic of Rwanda established a new regulatory framework that would strengthen the support given to teacher training colleges and where the financing was a joint effort and monitoring for compliance was the responsibility of the government’s department of education.

As such, it is important to understand the role that education systems play in nations affected by conflicts that are in the process of recovery. It is argued that higher education has a mediating

role especially in conflict-prone areas (Bacevic 2013); as the case may be during this time of higher education in South Sudan (Babyesiza 2013). One other form of supporting higher education in post-war countries like Iraq and Afghanistan has revolved around partnership agreements with universities and the extension of scholarship opportunities. In some other cases, there have been protections of learners in the higher education programs from attack (GCPEA 2013).

Improved education system is a key to effective recovery and reconstruction of lives and livelihoods. The interventions should focus on teacher education through quality training. A qualified teacher is an important driver of desirable change in the behavior of society recovery from conflict. An improved education system produces a skilled and knowledgeable workforce needed to promote economic growth which has a direct correlation with stability. For instance, Feuer, Hornidge, and Schetter (2013) shared that education was one way of post-war recovery for the younger generations, as it gave them something to do than idling. It creates hope in them and this is only made possible by having trained teachers the system to be able to handle a wide range of conflict contexts, such as per capita income, and levels of violence, as shared by Berdal (2009). Education is a positive catalyst during and after conflict. It provides minds with alternative judgments especially among youth or those in the opposing camps. Skilled youth build their careers through self-reliance (Steenkamp 2009; Boyle 2014).

Existing evidence point out that basic education displays more resilient characters in times of conflict as compared to the elementary and tertiary level education largely because of the capacities of the local communities to come up with strategies that would primary learning

centers to continue with operations as the infrastructure is destroyed in conflicts (Buckland, 2005; Rose & Greeley, 2006; Davies, 2009). As such, it is important to have a working system for teacher training to be able to equip the younger generation with values and morals to withstand violent persuasions. In contrast, training of persons who are to disseminate knowledge requires more financial support, extra skilled workforce, technical inputs, and better management of key functions which makes coping mechanisms inadequate in the running of complex systems (Rose and Greeley 2006). Since a good teacher can churn out well-modeled and equip students from the education system that can withstand the pressures. This has been advanced by previous scholars as to the key reason as to why training of teachers ceased to function in conflict-prone areas in countries like Afghanistan and Somalia where the teaching system collapsed (MOHE/IIEP, 2004).

Several conflicts around the global end up in political settlements and agreements with set roadmaps intended to return the country (ies) in to normalcy. These roadmaps are spelt out in forms of programmes aim at stabilizing the communities. As the process of reconstruction start, many programmes become priorities. However, social services like education are mostly neglected in the prioritization. The appropriate curriculum, learning spaces, and a qualified facilitator form the basic need of any education system. As it is noted earlier, education is a key factor in a smooth road to recovery after war; therefore, it must be prioritize. The teacher component is necessary; therefore, there is a need to invest adequate resources in the training. Destroyed training centers should be renovated or reconstructed as well as planning for construction of more facilities. The quality of the teacher determines the quality of the learner

that will be produced for the labour market and especially for sustainable co-existence. They determine the quality of education system which determines the country's human capital.

A report published (Buckland, 2005) by the World Bank summarized that total lending for primary, tertiary, and secondary education was at 43%, 12%, and 8% respectively across the developing countries. Agresto (2007) noted that in Iraq, a total of $18 billion was allocated for reconstruction after the long war, however, not a single part this funding went into teacher education. Experts in post reconstruction argue that teachers play important role in the reconstruction, and their needs including long term developments in forms training should be addressed.

However, major of the countries negatively impacted by conflicts largely prefer short-courses and trainings as noted by (Akil & Ahmad, 2016) while ignoring developmental long-term programmes which enhance recovery, reconstruction, and resilience of the communities emerging from conflicts (Barakat, 2005). When effectively supported, colleges can have an important role to play in enhancing the capabilities of people in the society. This helps to speed up the recovery process.

South Sudan witnessed civil wars for many decades which resulted in destruction of almost all the social livelihoods and amenities including education as noted by (Al-Salem, Herricks & Hotez, 2016). A publication by UNESCO Institute for Statistics (UIS) in 2014 found that in South Sudan, the teacher-to-student stood at 50:1 which was relatively acceptable. The report also indicated that only 44 percent of those teaching were trained. It also indicated that the

country required 79,000 teachers. UNICEF (2014) gave a similar indication that the education sector had major and serious issues including a lack of qualified teaching workforce. The report indicated that there were only 40 percent trained teachers teaching in primary level. In its conclusion, UNICEF urged for massive and targeted actions for the country to achieve it goals on the provision of the United Nation call for Universal Primary Education for All stipulated in the its Millennium Development Goals and specifically, goal #2 on education linked towards the achievement of Sustainable Development Goals contained in the agenda 2030 and with focus on SDG #4.

Furthermore, a report by UNHCR agreed with GEC and INEE that education provision protection and refugee, returnees, and IDPs children and youth feel accommodated and protected when in a school environment. They learn, interact, and play among themselves. They also make new friends including teachers, social workers and even people from the host communities. This helps them to forget all the practice experiences they witnessed or went through. This becomes the beginning of recovery and reconstruction of lives. However, this transition must be guided by qualified social workers including teachers. Resources should be mobilized and their use properly coordinated (Loh & Teo, 2016). UNHCR recommends effective coordination among all the stakeholders including the government in the rolling out of teachers training programmes.

There should be effective and sound resource usage after the conflict rendered them desolate and useless and alignment of the teacher pieces of training, their deployment, and placement in schools in the hope of rebuilding the education system in South Sudan (Ajieng, 2018). Furthermore, improved coordination between humanitarian responses and development

programming will also help to ensure that education services are available and can respond to the complex needs of refugee learners. It was against this background that the study sought to determine and examine the major stakeholders' post-conflict interventions on the reconstruction of national training institutes in South Sudan.

1.2 Statement of the Problem

Conflicts and war in the regions of the world, call for education and training as an intervention to reconstruct, recover the economy, and social well-being for the society and its people. In countries like Rwanda and Liberia, education has been used to support sustainability and peaceful co-existence. However, their education systems still face major setbacks. In these countries, schools are destroyed and where there are, they are few. South Sudan got her independence in 2005 and has currently an approximated population of 13 million among them, only 34.7% literate. As it recovers from the long civil wars, education system has suffered huge setbacks. There are seven (7) government's registered National Teachers Training Institutes in the entire country meant to produce teaching workforce to achieve both the United Nation's Sustainable Development goals (especially # SDG4) and South Sudan's development agenda of 2040. In any education system, a teacher is central. However, in post conflict states like South Sudan, it becomes more critical because it is in the learning centres where human resource is produced to support peace building, socio-economic, and social well-being enhanced through knowledge, skills and desirable attitude required for recovery and reconstruction. Of the seven National Teachers' Training Institutes, only three are functional. There is an approximated 42, 000 primary school teachers of which only 47% is trained. Also, there is an approximated 2.8 million children out school. Without adequate and proper resourced colleges; the number of

teachers, learning outcomes, number of children out of school, management of education and illiteracy rate will continue to decline, be poor, increase, deteriorate and rise if nothing is done to improve teacher education. All these factors will hamper post conflict recovery and reconstruction and this is why the study sought **to examine the major stakeholders' post conflict interventions on Reconstruction of National Teachers Training Institutes in South Sudan.**

1.3 Purpose of the Study

The purpose of this study was to examine the role major stakeholder post-conflict interventions on the reconstruction of National Teachers Training Institutes in South Sudan

1.4 Objectives of the Study

The study was guided by the following research objectives;

i. to examine the role of government interventions on reconstruction of national teachers' institutes.

ii. to examine the role of humanitarian relief interventions on reconstruction of national teachers' institutes.

iii. to establish influence of Faith based initiated peace building interventions on reconstruction of national teachers' institutes.

iv. to examine the role of local community interventions on reconstruction of national teachers institutes.

1.5 Research Hypothesis

The study sought to test the following hypotheses:

H_1: Government intervention measures do not significantly influence reconstruction of public teacher training colleges in South Sudan.

H_2: Humanitarian assistance intervention does not significantly influence reconstruction of public teacher training colleges in South Sudan.

H_3: Faith based led Peace Building Initiatives do not significantly influence and the reconstruction of public teacher training colleges in South Sudan.

H_4: Local community intervention does not significantly influence the reconstruction of public teacher training colleges in South Sudan.

H_5: The combined interventions by government, humanitarian, faith based led peace building initiatives and local community do not significantly influence reconstruction of public teacher training colleges in South Sudan.

1.6 Significance of the Study

The study findings are hoped to be of value to several stakeholders; the study would be useful to the government of South Sudan who can use it by creating policy papers that would lead to the growth of the teacher training colleges, churning out high-quality teachers that can be used to change the conflict-ridden region. The educational managers and directors can gain guidance from the findings of the study on educating the masses and creating policies that advocate for literacy, so as maintain peace and completely resolve the conflicts in the country. Furthermore, the government would be able to look at the governing policies and principles that characterize teacher training and seek measures to strengthen it.

Overall, the findings of this study are likely to contribute to the general pool of knowledge on teacher training as a post-conflict intervention from the South Sudan perspective. Consequently, future researchers can use this material for literature review, referencing material and it will guide them on where to conduct future studies. In the field of academia and research, the findings of the study may contribute towards an understanding of the role played by different stakeholders like the government and donors in the reconstruction of teacher training colleges. As such, future scholars carrying out related studies may have an opportunity to review the literature of this study, particularly on the reconstruction of training institutes in the post-conflict context.

1.7 Limitations of the Study

Some of the respondents were unwilling to take part in the study, for fear of disclosing information that may be deemed confidential, especially when it came to sharing information on post-conflict interventions for fear of retribution and angering certain factions. Part of the reason why some of these respondents were unwilling to take part in the study was due to fear that information shared would be used to intimidate them. To overcome this challenge, the study had a letter of introduction from the University of Nairobi that clearly stated the purpose of the study. Besides this letter of introduction, the study had sought a research permit from the Ministry of General Education and Instruction. Furthermore, assurance was provided to respondents that any information shared was only to be used for academic purposes.

During the collection of qualitative data using the interview guide by the research assistants, some of the humanitarian organizations had relocated their physical location making it hard to locate them. To overcome this limitation, the research assistants made phone calls to inquire

about the location of their organizations that had relocated. Some organizations did not even respond to phones as the researcher tried to reach out to them. To mitigate this, the researcher used Google maps to locate such an organization. At the same time, the ministry of education officials was busy and could not be found in their offices during the collection of data. To overcome this challenge, the research assistants engaged the secretaries who took the interview guides and shared them with the officials later when they had come back from their official duties. The language barrier was a key challenge during the collection of data especially among representatives from humanitarian and faith-based organizations. Some of the officials of these organizations only understood the Arabic language which was hard to communicate with them in English. To cover come to this limitation, the study sought the services of translators

1.8 Delimitation of the study

This study was carried out in South Sudan and was based on a sample of only three of the seven training institutes. Specifically, the study focused on government intervention measures, humanitarian assistance measures, faith-based initiated peace building intervention, and local community intervention measures as the key measures of post-conflict interventions. The post-conflict resolution was examined because it was deemed to be an important step towards the reconstruction of teacher training college. Such mechanisms were believed to provide a suitable environment that would support the resilience and recovery of the national training institutes. Furthermore, country had undergone periods of conflicts and thus a focus on the post-conflict resolution would be one step towards recovery. Theoretically, the study focused on conflict prevention and peace-building theory that provided anchorage since the study was on post-conflict interventions and reconstruction as independent and dependent variables respectively.

Methodologically, the study targeted 1963 students' teachers, college tutors, and NTTI principals. The sample size of the study was 319 out of the 1963 respondents that were targeted. The study collected primary data with the aid of questionnaires and interview schedules. The questionnaires were formulated and customized for each specific group of the student-teachers, college tutors, and NTTI principals while the interview guides were formulated for the ministry of education officials.

1.9 Assumptions of the Study

This study used the following assumptions:

i. Government of South Sudan interventions influenced the reconstruction of national training institutes.
ii. Humanitarian organizations' interventions influenced reconstruction of national training institutes.
iii. Faith based organizations' interventions influenced reconstruction of national training institutes.
iv. Community interventions influenced reconstruction of national training institutes.

1.10 Definition of Operation Terms

Faith based organizations interventions these are post conflict recovery efforts by religious organizations that aim to provide capacity building, infrastructure, funding, food program and religion.

Government intervention the regulatory actions that the State takes up so as to in effect or bring interference on decisions made at an individual level irrespective of the economic and social issues.

Humanitarian assistance refers to actions and aid designed by both the public and private setor which are aimed at saving lives, alleviation of suffering, maintenance and protection of human respect and dignity and enhancing the degree of preparedness to such circumstances and situations. Many non-governmental organizations offer basic needs to the general public for survival during and after wars and conflicts.

Humanitarian organization intervention refers to a post conflict recovery mechanism where non-governmental organizations provide funding, offer capacity building, provide food and improve infrastructures of the public teacher training colleges

Intervention measure refers to intentionally becoming interested in challenging circumstances so as to prevent or improve it from turning out to be worse. They are actions taken to prevent the worst case scenarios from occurring during conflicts.

Local Community intervention refers to an intentionally involvement by group of people living in the same place in order to improve a situation. The local communities can work together to prevent the extent of conflicts from harming the community members.

Peace building initiatives describes various actions undertaken to ensure that the risk of lapse/relapse into conflicts by ensuring that the national capacities are strengthened in all levels

and areas of conflict management. This helps in laying a strong foundation for development and peaceful coexistence.

Post-conflict is a conflict situation in which open warfare has come to an end after a period of active conflicts and wars. Such circumstances are said to be tense for a number of years and can turn into violence on a large scale. In post-conflict areas, there is absence of war, but not essentially real peace. Adequate and quality education goes a long way in promotion of understanding between communities for peaceful and harmonious country.

Public teacher training colleges refers to the training institution where a potential teacher receives instructions and guidance in order to qualify him or her as a trained primary school teacher.

Reconstruction of national teachers training institutes refers to the end results of the post conflict interventions which cover outcomes like learning and teaching resources, proper buildings high enrolment, trained teachers, enhanced security.

Reconstruction refers to the act or process of rebuilding something, or is a recreation of past events. In this research it implies rebuilding teacher education institutions after the political conflict of December 2013 in South Sudan.

1.11 Organization of the study

The thesis is structured into five chapters. The first chapter is the introduction which covers the background information on the study covering the statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions, and definition of significant terms and

organization of the study. Chapter two deals with a review of related literature, chapter three focuses on research methodology used in this study, chapter four deals with data analysis, interpretation, and presentation, and finally chapter five presents the summary of the study, a summary of key findings, conclusions, and recommendations of the study and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section reviewed the literature on Post-Conflict reconstruction of education in various regions. An overview of the reconstruction of the education sector worldwide for the countries that have been hit by major setbacks like natural and man-made disasters is outlined. In so doing, the role of Governments, Humanitarian Agencies, Faith-Based Organizations, and Local Communities in Education System Reconstruction was highlighted; as well the theoretical and conceptual framework underlying this study presented and discussed.

2.2 General overview of world Post Conflict Reconstruction of National Training Institutes

About 50 percent of the population around the global is believed to live in states prone to conflicts with high fragility (Nicolai, 2008). Since there are difference conflicts based on duration, localization and intensity, system of education is also affected in various ways. Studies have shown various dimensions of the education system that are affected differently and negatively by conflicts irrespective of the region, ethnicity, or religion in the society. However, not every country that is affected by conflicts is off-track in ensuring that its systems are reconstructed in line with development goals. Through the World Bank Group, a total of 13 areas affected by conflicts have been identified and are being tracked in the realization of the goal of universal primary education. These include countries like Sri Lanka and Colombia (Buckland, 2005).

In some dynamics, conflict is seen as an opportunity as well as a challenge. It provides avenues for improvement for building back better in all aspects of development (Buckland, 2005; Nicolai, 2008). However, educational strategic policies response during the reconstruction requires understanding the complex role played by conflicts in regard to the education system. Teacher training programmes are excellent post-reconstruction interventions. They equip teachers with new skills and practices needed to teach in the new post-conflict context. The acquired knowledge is used to facilitate teaching of skills and desirable attitudes.

In Rwanda; Rubagiza, et.a (2016) explored that qualified teachers as agents of peace building and promotion of social cohesion, helped the country to transition after the genocide period. Teachers together with other professionals are important part of the social change in the communities. In Rwanda, they worked with other colleagues to preach peace through engaging in voluntary programmes and community works.

Milton and Barakat (2016) examined interventions that facilitate reconstruction in the communities impacted by conflicts and concluded that the teachers' education curricula consist of the following; comprehensive context aim at stimulating interventions require for the child development; problems of trauma and ways of confronting them, assessing the environment to determine it protective capacity for both learners and social workers. The training programmes are also aimed at support teachers' wellbeing individually and among themselves. As they go through the sessions, they shared life experiences. In the process, they build resilience and confidence. The program also covers the contents of the learning knowledge and experiences as shared by the teachers during training sessions, and also by providing a common language

practices in which the teachers discuss, and reflect upon their lives' experiences and encounters. The training curricula and programmes should also be practical and interactive; because teachers play an important part in the development of training programmes and activities of refresher seminars. This makes the program becomes easily adapted to both the local needs and the conditions of the teachers during the recovery. And the fourth characteristic is that the teacher training curricula are community-based and encourage schools to cooperate with other actors or organizations that can be of necessary assistance or start new Non-Governmental Organizations which include introduction of voluntary work into the learning spaces.

2.3 Government Interventions on Post Conflict Reconstruction of National Teachers Institutes

In this study, government interventions include such measures as policies, funding, security provision, and infrastructures. Peace-building initiatives' started by the government or civil societies have been shown to play a major role in reconstructing the education sector. Recent studies by UNICEF (2009) found that due to government efforts, the Republic of Congo (DRC) is working so hard to attain the global millennium development goal of facilitating universally accepted education at primary levels. The Teacher DNS training (n.d) noted that in the Congo Republic, the education ministry allied with HPP–Congo and Humana People to ensure that 54 colleges for training teachers are well established in 2012. This is a clear indication that government involvement, wiliness, and initiatives taken, play and contribute to the revival and growth of both the education infrastructure and student enrolment in schools in a country recovering from war (UNICEF, 2009).

Elsewhere, the 100-day Rwandan genocide of 1994 was undoubtedly a tragic event in the country's turbulent history but also offers important lessons in post-conflict reconstruction. The genocide that took place in Rwanda had a far-reaching effect on the economy including on the education sector. For example, the report by the World Bank indicated that over two-thirds of the teachers at primary and secondary school levels lost their lives while others had to flee the conflict-affected areas (Buckland, 2005). The major target of the attacks was the teachers and there were higher probabilities that educated youths were to die from the conflict (de-Walque & Verwimp, 2009). After the genocide, the government was at the forefront in the process of reconstruction. This was supplemented by different associations and organizations within the peace-building movement. The Rwanda Genocide Teachers' Association (RWTA) facilitates teachers to acquire different skills in teaching and learning Genocide studies so that they can perform their teaching job perfectly.

Looking at the case of government intervention through teacher training in Sierra Leone, Sinclair (2001) in education in emergencies, the paper established that teachers did not display aspect of immunity to the system since they emerge to be targeted; victims and some time the perpetrators of violent acts. This resulted in top massive displacement on an internal scale as well as to neighboring countries. The return of peace meant that the task of reconstruction becomes daunting. The interviews conducted across the country gave tarrying experiences which were reported by the participants as far as war and its effects on teachers were concerned. The system of education encountered several issues and challenges in the period of post-war and some of these institutions are in the same state presently, ten years when the war officially came to an end. These challenges included the need for qualified teaching staff; lack of access to teacher training institutions; poor teacher resource facilities and teacher attrition. At the same time,

Novelli and Higgins (2017) argue that the education policy cannot be implemented unless it is accompanied by budgetary allocation into the education sector such that the funds will be channeled to teacher training colleges and institutions, hiring of teachers and primary and secondary education for all children. When talking about education for all, then the education policy coming into effect also looks at the national government and the level of funds allocated to the education sector. Barakat (2009) states that failed promises in getting funding from multi-donor trust funds have negatively impacted the reconstruction of the education sector in war –ton regions which in general reduce the progress for the post-conflict reconstruction of the entire economy. Therefore, funding is an important aspect of the post-conflict reconstruction efforts, while the education sector plays the biggest role the societal reconstruction, and teacher pieces of training are the starting point (Sinclair, 2001).

Wurie (2007) said that in the growing level of poverty, post-recovery measures aim at the provision of education as well as ensuring that it is affordable to everyone. To this level, the Sierra Leone government opted to come up with a policy where basic education was freely given. The learning materials for learning institutions were given for free including textbooks in key subjects. This acted as a measure of reconstruction of the country following a period of civil war. Furthermore, according to Betancourt, Simmons, Borisova, Brewer, Iweala, and De La Soudière (2008), the peace policy to reintegrate the former child soldiers into the education system and program would ensure that these children's options in life are improved and they can contribute to the economy of Sierra Leone by seeking and gaining employment in different sectors of the economy.

Because of security, one may view the teacher training colleges as facing issues with insecurity and instability due to various reasons. First, colleges and campuses do house several students

who more often play a role in starting protests and conflicts including civil disobedience (Thyne 2006; Zeilig 2007; Gill & DeFronzo 2009). At the same time, some renowned personalities like Taylor, Garang, and Cano had an important role to play in non-state armed groups. Post-war Iraq gives an important example of teacher training in the field of education that contributes towards increased cases of insecurity as well as instability of the economy. In the year 2003, Iraq experienced a collapse of the state and there was a rise in student groups who threatened the members of the faculty (Krieger, 2007). Due to the failure and breakdown of the control and security measures, there was an increase in cases of radicalization and recruiting of violent groups at the university (Latif, 2006).

The entire process of ensuring that war-tone communities and societies are rebuilt is not easy as there are some complexities in its structuring and organization. In the least broad sense, post-conflict reconstruction has been seen as restoring the pre-conflict infrastructures and assets of the country (Etzioni, 2004). The critic of this approach however is that it has the possibility of bringing in memory the ills pre-conflict societies which contributed to conflicts and therefore, it is important to understand post-war conflict as a holistic mechanism and process which seeks to ensure that the established environment is rehabilitated besides solving key challenges encountered by post-war societies and communities (Barakat, 2005). As discussed above, teacher training is conventionally a low priority in post-war reconstruction strategies, yet the government should place a lot of effort into teacher training such that the young people will get off the streets and war-torn areas and into classrooms and share that knowledge with the future generations.

As a starting point, institutions of higher learning can play an important role in supporting the efforts of reconstructions or training since this is one of the key functions of the sector. This is

particularly in countries that have fragile and regular conflicts (Altbach, 2009). Training and teaching programs in several key areas can play an important role in ensuring that the required skills are supplied in several areas so that completely broken areas in ware-prone areas are rebuilt. Provision of the required skills plays an important role since conflicts completely weaken the skills base seen through the deaths of the proficient and skilled professional (Del-Castillo, 2008). Furthermore, during wartime, the education systems are completely disrupted and interfered with (Buckland 2006). The trained teachers will start the process of rebuilding the education system through teaching the pupils in primary schools and create a group of knowledgeable future people. In using teacher training, the government can intervene through budgetary allocation, subsidies to private entrepreneurs venturing into the area of teacher training provision and subsidies to even the learners so as attract them to the education sector, policy and regulations to ensure the trained teachers become accredited after their training including provisions for distance learning such that the teachers work and go to learn when the schools close and provision of jobs for these teachers (Murray, 2013).

Education in post-conflict reconstruction according to Smith (2005) is a critical aspect, but the sector can only be effective if the specific governments can develop progressive education policies, accompany the policies with the necessary budgetary allocations that will be used in infrastructure development, teacher training, recruitment and deployment across the nation. Schwartz (2010) noted that engaging the youths in educational activities will reduce the conflicts since the youths are the most perpetrators of fighting and wars. The youths who are educated are associated with being change agents, though mindset shifts and change. In addition, Schwartz, reveals that engaging the youths in peace-building activities will help in the security and safety of the society and regions.

From the perspective of establishing peace, teachers have been known to play an important role in modifying and shaping the ideas and mindsets of students (Buckland, 2004). Good teachers are believed to have an important role in the life of students since they ensure that their aspirations and horizons are transformed. At the same time, the desire to have in place quality education requires that teachers who are in place are qualified with the required level of competencies, ensuring that the distribution of qualified teachers within the country even results in a reduction in unequal access to education which improves the living standards of the learners. Furthermore, balancing the representation of teachers motivate girls to put in more efforts to perform as their male counterpart students. This is because it makes the female students have knowledge and awareness that they have the same rights as male students. These should be uppermost in the minds of the education experts and government ministry heads in South Sudan when working to reconstruct their country after the years of conflicts.

2.4 Humanitarian Organization Interventions on Post Conflict Reconstruction of National Teachers Institutes

In this study, humanitarian organizations' interventions include capacity building, food provision, funding, and infrastructure. Organizations play essential role in supplying relief during emergencies. They also engage in long development prgrammes, for example, construction of learning spaces and other facilities. In Afghanistan for example, the UN agencies and humanitarian organizations have continued to support the reconstruction of the systems including education. During the 1994-2001 periods, the Taliban government completely banned most major developments in the country including participation of women. Relief organizations and

community based initiatives participated providing teacher education and other resources need in the sector. This continued even when the new government took over in 2002.

In 2015, the MoE reported that eight and three hundred learners (with 39% girls) were enrolled in the basic education not like in 2001 when only one million learners had enrolled (UNESCO, 2012). According to Skovdal, Emmott, and Maranto (2014) declaring that schools are areas for neutrality and peace can be counted as one of the reasons that education is used in reconstructing the Afghanistan nation. The study also mentioned that teachers are true agents of peace and sustainability, after the conflicts led to the reconstruction of the other social amenities like healthcare and building a stronger nation.

RENCP in the Republic of Rwanda has played a major role in stabilizing and improving educational standards. CRS in collaboration with RPO were tasked to conduct series of teachers training from January 2011. Humanitarian relief has proved to play an important role in reconstructions of national teachers training institutes by providing guidelines, material support, capacity building in the government institutions and communities. The African Union Protocol on refugee return commissioned in Arusha in 1992 recommended that UNHCR provide shelter and other social amenities for six months for refugee returnees. As noted by Bruce (2009), in Rwanda alone, UNHCR spent one hundred and eight-three million dollars for the repatriation of refugees from the neighboring countries back home. Other organizations including, United Nations Assistance Mission for Rwanda (UNAMIR), British Direct Aid and IOM supported the UN-agency in coordination of the relocation of the IDPs and refugees. They also supported in the construction of simple structures to be used as homes by the returnees. They also supported

establishment of learning spaces including teachers training centers to provide refresher courses to help in the reconstruction of the general education system.

As noted by Bruce (2013) the international humanitarian organizations, provided the returnees with food items in the camps and as they traveled back to the original land abodes. Upon reaching their original lands, the humanitarian organizations organized to give them seeds and grains for their planting season to ensure they would have a harvest and re-start their lives. Other than helping the refugee returnees back in Rwanda, these organizations provided them with foods and contributed to their capacity building through aiding their agricultural activities by giving those seeds and grains for planting.

A research project to trace former refugee teachers who trained through International Rescue Committee (IRC) education program in refugee camps in Guinea shows that 63 percent of teachers who were repatriated to Sierra Leone and Liberia were deployed to different schools in their home country. As such these teachers carry with them their pieces of training, the knowledge they acquired skills, and experiences which they shared with the children they teach and later help in intervening in matters of peace creation. The humanitarian agencies, both locally-founded, regionally, or internationally work together with the communities in the conflict-ridden areas to sustain peace efforts. According to Smith (2005), efforts have been in place by humanitarian organizations to ensure that they invest in the education sector. This is done by ensuring that learning materials are availed, sponsoring the training of teachers, establishing structures in schools, and engaging trained tutors on a short-term horizon. Reconstruction and reconciliation measures must be put in place to safeguard and improve the

quality of education outcomes among schools. The training of teachers is an important aspect of enhancing the lives of students who later play an important role in promoting life in the community (Bender, 2011). Trained teachers can help students effectively utilize their inborn abilities and skills. Through training, teachers are empowered so that they can effectively handle the needs of students. In most cases, teachers are believed to have predetermined experience as far as dealing with stressed students requiring special attention is concerned.

Wurie (2007) noted that in Sierra Leone, the local community based and relief agencies collaborated in providing facilities, among them, the provision of basic education, and learning and teaching resources. It also noted that the agencies supported the existing technical institutes to provide skills people need to reconstruct their country after the conflict. These centers delivered required skills and knowledge to support daily living. Some used these institutions as avenues for further studies and entry to tertiary levels. Grant (2005) noted that humanitarian organizations offered free guidance and counseling to those returning home after the conflict to assist them adjust to the new environment. These agencies included regional organizations and internationally across the region and global which worked help rebuild the state and the society.

After the periods that were characterized by excess violence, teachers must be recruited, trained, and re-educated as conflicts may have a negative influence on the profession. A good example is Rwanda were due to civil war, two-third of teachers ended up losing their lives while others had to flee to save their precious lives. The school buildings were also burnt down as the soldiers were trying to flash out those people who were hiding within the school compound (Nadjaldongar, 2008). In Cambodia, the war had an even pronounced effect on teachers, as some of them had to comply with the violent groups and fly out of the country (World Bank, 2005).

The collapsed education system as a result of the deaths of many children and teachers led the international humanitarian organizations to come in and rescue the sector through capacity building and training of the teachers who will aid in the economic recovery of Cambodia. These organizations equally funded the teacher training institutes and provided scholarships to the people willing to be trained to be teachers but lacked funds, the funding extended to infrastructure development of the colleges and institutions (Duggan, 1996).

In Rwanda, the development partners and organizations including local community-based organizations pulled resources reconstruct education system now being accredited in the region and global (Karareba, Clarke & O'Donoghue, 2017). In South Sudan, coordinated interventions by all the local and international organizations will yield good results as it will help improve the service delivery and remedy the challenges which have affected the country throughout the years of conflict.

There are several challenges encountered by this country that limit the degree and progress of development for instance displacement of people, growing level of instability, high levels of poverty, increase in inflationary pressure, low level of private sector investment, a growing number of child labor and a general rise in rates of unemployment among the youths (Middleton & O'keefe, 2006). These challenges and issues have adversely affected the education prospects in South Sudan. To overcome these issues and challenges, the humanitarian bodies and agencies in South Sudan should be vocal so that the pains related to war are alleviated while ensuring that the quality of life is improved.

Several studies agree that teacher training plays important role in the transformation and rebuilding of the societies/states. As indicated by Toh and Kasturi (2012), training institutes have an important role to play enhancing peace building. This helps in improving development of the

state and its societies. Recent studies have indicated that South Sudan is largely made up of a population that is youthful (74%). As the result of the long conflict, opportunities have declined and the situation of this youthful population has become unbearable as there are limited opportunities for improving living and livelihoods. It is noted that some of these youth could acquire opportunities only if they have necessary skills needed in the job market. This supports the call for the training of teachers to take up the training role. Teachers play key role in transforming the economy, therefore, it should be prioritized. Attention and efforts should be design to ensure that teacher trainings are put into operation and utilized to provide knowledge and skills need to promote desired level of resilience to secure sustainable peace and development in South Sudan (Barakat, Connolly, Hardman & Sundaram, 2013).

For over four decades, the country has been a critical experiment in the field of relief humanitarian. In this regard, humanitarian relief operations have been very critical in the provision of much need essential life-savings, documentation of plight, and medical care by local and international development partners. Local community based and international organizations have shown and demonstrated commitment, courage and professionalism as they strive to achieving their goals of alleviating the suffering of the people of South Sudan (Besiou, Stapleton & Van Wassenhove, 2011). At the same time, the pitfalls of extended humanitarian aid have been hotly debated in such situations, not least because large-scale humanitarian operations have become an integral part of South Sudan's politics, economy, and society. Humanitarian activities have become deeply embroiled in the political economy of organized violence in their most practical sense of providing life-sustaining material aid throughout generations. Aid operations have also become a part of South Sudanese people's daily lives, languages, and cultures (Oloruntoba & Gray, 2006).

2.5 Influence of Faith Based Initiatives on Post Conflict Reconstruction of National Teachers Training Institutes

In this section, the study explores the role of faith-based initiatives through capacity building, infrastructure, funding, food program, and religion in post-conflict reconstruction. Religion has influenced the theory and practice of peace-building at a fundamental level. According to Shannahan and Payne (2016), in today's society, faith-based actors are regularly engaged in efforts to resolve conflict. At their best, they have the moral capital, grassroots networks, functioning institutional frameworks, and open-ended commitment to providing a local response to local problems. Given the challenges involved, entering into peace-building relationships with faith groups is not for the risk-averse or fainthearted. Yet the case in countries like Pakistani and Liberia show it is possible - and the potential gains for humanity more than justify the effort put in by the faith-based actors (Iyigun, 2013).

Religion is also credited with driving peace-building and reconciliation and theology can support peace-building, for instance through engendering cultures of nonviolence and spurring action to tackle poverty and injustice, reducing the structural drivers of conflict, as shared by Majeed and Hashmi (2014). And just like religion takes part in peace-building and state reconstruction after the conflicts and wars; it can also create and fuel conflicts case in point-the Islamic State in Iraq and Syria (ISIS) which has radicalized youths in the region and across the world and Al-Shabaab and others (Cockburn, 2015). At the same time, the religious lines can be a source of peace and reconstruction of the world. The faith-based actors include institutionalized actors who cover aspects like Christian ethicists, Muslim Jurists, theologians who work to build and restore peace

in regions that were warring with each other (Bercovitch & Kadayifci-Orellana, 2009). For instance, the Christian ethicists could further be divided under Catholics and offer activities that will bring peace, while working for justice for the opposed and offering social amenities like food, water, education, and healthcare to places that suffered for a long time from conflicts. The other includes faith-based peace-building actors who work in areas like advocacy, civic education, intermediary and mediation, building and restoring the education system, creation of forums for transitional justice, and intra and inter-faith dialogue (Majeed & Hashmi, 2014). Furthermore, faith-based initiatives are not only concerned with peace but Nwaka (2020) reveals they work hard to provide for the well-being of the society through the provision of basic needs like food, social amenities, and the capacity to build the communities that surrounds them. It is with the belief that conflicts can easily be re-visited when provisions are few, poverty is high and members of the community are uneducated.

Presently, the various faith-based players are deeply involved in the resolution of conflicts, especially among the affected areas and countries. The organizations have the required capital to ensure that responses are available to local challengers. These institutions also have an open-ended culture of commitment which is a key challenge among international role players and actors (Prevention, 1999). The capital and religion of faith-based organizations enable them to effect timely take part in the establishment and building of sustainable peace efforts. These organizations are present and operational in many areas and they help to provide the required basic products during the reconstruction process, (Anderson & Wallace, 2013). The faith-based entities advocate for the packaging of locals in the areas that are characterized by the very violence with some dignity including through the use of efforts such as mediation, reconciliation, and human aid (Anderson & Wallace, 2013). Ultimately, faith-based initiatives work with the

local communities to ensure the peace-building programs can give long-lasting results. Nwaka (2020) shares that Nigeria can create lasting peace through building strong alliances by the Christian and Muslim Nigerians through collaborative efforts for infrastructure development, capacity building of the locals, provision of basic needs, and funding programs and projects that increase the income earning capacity of the locals.

In South Sudan, there has been an increase in pro-activeness by faith-based actors. Most of the organizations have formulated their plans as far as the future is concerned about working in peace-building initiatives that will better the livelihoods of the people (Mans, 2008). Most of the organizations are currently planning for their operations in the future in line with the peace-building process. Other organizations are planning for their future operations in line with the need to foster and promote peace. This covers the establishment of religious practices within the communities across the country where such activities could not be practiced (Johnstone & Svensson, 2013). In short, harnessing positive elements unique to faith-based; the combination of moral authority and the ability to create a genuine commitment to peace among large parts of the population makes many policymakers regard religious communities as important drivers of change in peace-building and reconstruction (Collier & Hoeffler, 2002).

As a country, Sudan is made of diverse ethnicities and religious affiliations, and this diversity is believed to be a significant contributor to conflicts and yet it can still be used to enhance peaceful co-existence. The academic dialogue has been a cause of conflict as well as a source of peaceful coexistence (Ashworth, 2016). The field of academia places more emphasis on the role played by religion and faith-based organizations as far as dealing with conflicts is concerned. The Netherlands Institute of International Relations' preliminary study of international faith-based actors highlights this need and provides information on faith-based actors predict peace in

an environment of establishment and beyond. Since the signing of the Comprehensive Peace Agreement (CPA) in January 2005, Sudan has been able to find a political transition (Ahmed, 2009) that covers all aspects of society. After 21 years of civil war, the Government of National Unity has set out an ambitious plan to make attractive unity and create a peace dividend for the people of Sudan (Mans & Osman, 2006).

Nevertheless, CPA implementation has tended to be a hard task to deal with, this is because of not just the consistent violence experienced in Darfur but also issues in the political and cultural dimensions that have not to be resolved. Religious groupings affect the current shifts in Sudanese society as players on this socio-political playing field since Juba has fewer faith-based actors than Khartoum (Bouta, Kadayifci-Orellana & Abu-Nimer, 2005). Peacebuilding efforts go hand-in-hand with capacity building of the local communities, funding community projects and programs, and infrastructure development that will uplift the livelihoods in the area. At the same time, religious leaders must work to enrich the spiritual aspects of the people and even the physical needs are taken care of through the provision of food items, healthcare, shelter, and clothing items. Faith-based activities must be accompanied by actions, activities, programs, and projects that improve the lifestyle of the people (Nordås, 2014).

Netherlands institute of international relations' Clingendael'. The city's minimal resources and history make working in a daunting environment for faith-based actors. Both Christian and Muslim actors struggle in the capital of the autonomous South to unite their communities. Muslims are fighting the new political elite's increasing marginalization, and Christian-based churches are striving to transit from provision of assistance in form of relief to more methods of sustainable involvement in the process of peace (Moro, 2013). There is a national trend towards more active involvement by religious actors in Sudan, despite the differences between North and

South. Although many actors are reluctant to take an overly aggressive approach at a time when the CPA is unstable rather than unified, there is a tendency to predict potential events at the same time as the CPA process (Haynes, 2001).

2.6 Influence of Local Community Interventions on Post Conflict Reconstruction of National Teachers Training Institutes

In this study, the local community intervention measures include land allocation, security, and supply of teachers for the reconstruction of national training institutes in conflict resolution. Angola is one of the countries that witnessed lengthy conflicts that ravaged the country, according to Wessells and Monteiro (2001), the conflicts are associated with significant physical and social damage as far as peace is concerned. The biggest group that is affected during the conflicts is those with high poverty rates, women, and children. The children take the longest time to heal from the violent experiences that they witnessed and Sardinha (2009) shares that in some Angolan communities, rituals are performed to help in the healing process for the children as well as creating harmony among community members. In each of the local communities, some traditional healers lead the community in performing the rituals by connecting the spiritual and cultural aspects to the people. Lewis (1996) shares that community-oriented approaches of reconciliation and healing are also shown by considering the degree and level of sustainability, capacity at the local level, and the overall culture. The local community plays an important role as far as coming up with culturally based means of reconstruction and healing. Wessells and Monteiro (2004) states that it is important for a community to broadly understand its needs so that it can prevent programs that are well customized and designed for the community. The whole idea behind approaches of reconstruction at the community level is that they ensure that

local people are honored, their culture respected and the locals are included in peace-building and post-conflict intervention measures. Wessells (2009) recognizes the value of involving the locals in community reconciliation interventions through dialogue and looking at the root causes of the conflict. The lack of sufficient resources is one of the main reasons for the conflicts especially land, hence peace agreements can only be reached and sustained by re-looking at distribution and ownership of land.

In Burundi, Vervisch, Titeca, Vlassenroot, and Braeckman (2013) looked at the role that efforts for reconstructing the community play as far as the rebuilding of socially generated capital is concerned. The key focus of the economic and social aspects is on technically structured procedural designs that bring about supply generated and driven demand. The researchers do not advocate for the general application of community-based development (CBD), since the value systems, myths, and ethos, culture, and vices that apply in one community do not apply in another community. As such when looking at the local community to resolve the conflicts, it is important to take adequate account of the nature of the interventions and the challenges posed by the particular post-conflict setting.

In Bosnia, Cox (2001) noted that the state build reconstruction efforts and the international response to civil war frequently center on a search for new constitutional structures and political institutions. On the ground, however, the challenge of post-conflict reconstruction is not solely, or even primarily, one of constitutional design, and as such, the solution will not come from changing the constitution. Cox (2001) advocates for the use of community-based approaches and use of the international communities like avoiding taking partisan positions, strengthening the electoral system, using international authority to enforce the rules; developing local institutions, engage with the state and no longer appropriate to bypass the state and deal solely with the two

entities or other local power structure and needs to improve its institution-building techniques. Perry (2003) advocates for use of education in the post-conflict reconstruction efforts in Bosnia and Herzegovina. The education should cover the natural environment of the community and its population which enhances the locals with skills to become economically independent while also imparting skills that can help the young people to be employed. The local community can enhance education in their areas through community efforts in allocating land for schools, funding the construction and infrastructure development, training of teachers, and deployment to the local schools to teach the children.

Haider (2009) was of the view that approaches that are centered and created at a community level ensure that various groups at the community level are empowered so that they have a direct influence on their investment decisions, planning of projects as well as the ability to execute and monitor these programs. All these are realized through a process that ensures that managers at all levels in the organization are actively included and involved in the affairs and activities of the business. The key assumption of approaches that are largely driven by demand is that they play a key role in ensuring that they need in common are identified as well as the required activities to realize them. Taking care of these activities helps in enhancing community ownership and this enhances the level of sustainability of the operations. Pigozzi (1999) indicates that the community has a great role to play in the reconstruction of education in emergencies. The members of the community and the parents should receive a high level of respect in the process of rebuilding primary education where community resources would be included as part of required facilities. In Nigeria, the implementation of the Universal Basic Education scheme heavily depended on the community (Adeyemi, 2011). The community was expected to offer logistics support and enabling environment for the execution of the scheme in the localities.

Belloni (2008) shares that education system can only operate where there is the safety of teachers and learners in the school setting.

Safety teachers play an important role in the education sector as shared by Nyakundi 2012). The local communities have a role to play in ensuring that teachers and school-going children are safe in and out of class. The education system in the Northern parts of Kenya has been negatively affected by the conflicts and Kiprop-Marakis, Kipkoech, and Ferej (2019) reveal that in conflict reconstruction and interventions, the local communities play a big role in securing the area. Teacher training can be improved through neighboring communities agreeing to land division, participation in inter-clan and inter-cultural activities to bring peace and securing the area. For instance, the communities can allocate land for school buildings, set funds for its infrastructure, and promote a culture of peace and cohesion. Simply put, post-conflict intervention measures as based by the local communities will heavily rely on land rights and land reforms it is the allocation and use; safety and security measures as initiated by the local community leadership and training of the people to become professionals and seek employment opportunities for their economic empowerment (Noel, 2016).

According to South African School Act 2012, community leadership is involved in the management and learning of schools which promotes more accountability and a sense of ownership (Republic of South Africa, 2012). One of the suggestions on the report by FMR education supplement in South Sudan is to engage communities in supporting schools and education activities. Primary school teachers in South Sudan have been taken as failures and many qualified and competent teachers have moved to secure other opportunities that seemed to be respectable in the community (USAID, 2015). Both community involvement and attitude

toward public teacher training colleges will play a key role in primary school education in South Sudan.

A report produced by the Global Initiative on Out-of-School Children shows that the number of children who are not receiving an education in South Sudan is approximated to be at least 2.2 million which represents one of the greatest rates of children who are not in the School worldwide. Some of the factors that have contributed to the deprivation of the children's education include conflict, displacement, and the collapse of the economy. Production of this report required joint efforts by the UNESCO Institute for Statistics, the ministry of education of South Sudan, and UNICEF. The study that was conducted around the country suggested the need for increased investment in the enhancement of data that is required in an education system. This helps in ensuring that evidence-based education activities are in place while making sure that out of schools children have been effectively monitored. The study also places more emphasis on schools that have a clean source of water, teachers that are well trained as well as the availability of sufficient books.

Community-based interventions are aimed at empowering local community groups and institutions by offering direct control of investment decisions, planning of projects, execution, and monitoring through a process that emphasizes the inclusivity of participation and management (Hutzel, 2007). The impact of violent conflict and fragility is devastating and comprehensive on a country's society, economy, and political governance. The effects can be tangible and visible; including civilians being killed and injured and destruction of bridges, wells together with health and education facilities. In such situations, the community has often proven resilient, offering structures for uncertainty and fragility for survival and coping. Experience has

shown that social life and organizational systems can re-emerge within community networks, even in areas of sheer desolation. In the recent past, there has been an increased level of attention paid to the need to adopt community-based interventions so that the emerging and wider needs of areas affected by conflicts are identified and addressed (Boyle-Baise & Sleeter, 2000).

There are several stages through which one can effectively implement that community approach. For example, one can use them as a means to prevent as well as ensure that society is prepared for the sake of peaceful coexistence. Improving the community-based approaches should be done in line with the prevailing degree and extent of conflicts as well as fragility in the area (D'Alençon & Visconti, 2016). The degree to which given community processes are linked to the state is determined by the strengths of the local as well as national structures of governance. The key assumption of demand-driven and guided interventions is that the community is well-positioned for the identification of the common needs and actions that are required to ensure that these needs are realized. Being responsible for these processes ensures that there is a sense of ownership at the community level and this grows and enhances the level of sustainability (Noel, 2016).

According to Kusago (2019), the societies that are fragile and which are prone to lots of conflicts, there has been an increase in the adoption of community-based approaches. These can be effective means of building peaceful coexistence so that conflicts are transformed into sustainable solutions that promote peace instead of conflicts. Because public institutions are not so relevant and effective in highly fragile and conflicted areas, community-based approaches can be used to help in reconnecting the state with its citizens and thus enhance governance at the local level. Bruch, Muffett, and Nichols (2016) recognize the value of natural resources in fueling conflicts especially on land rights and ownership; hence the aspect of land allocation and

division comes into play when thinking of building and sustaining peace. Since communities place different levels of priority on natural resources like land, then the community should be at the center in conflict resolution mechanisms. While Chung (2019) shares the value of community-sponsored training programs for the locals to impact on economic development of the area. When looking at facilitating the learning environment, the community members should invest in training programs for the teachers and the leaders who work hand-in-hand with the youths to offer security in the learning institutions. Community-based interventions are likely to sustain the peace efforts when the local communities are involved in the process and are empowered in social and economic aspects (Kusago, 2019).

2.7 Summary of Reviewed Literature

This study sought to examine the Influence of Post-Conflict reconstruction of national teachers training institutions in South Sudan. From the reviewed information, it is evident that conflicts result in a far-reaching and significant impact on the lives of the affected people. Literature review of various studies shows that since the end of the Cold War, governments and the international community, acting through state and non-state agencies have increasingly engaged in vast programs of post-conflict peace-building and reconstruction. Some of these are based on the government interventions to rebuild their country through subsidies, free training schedules for locals, and working with other stakeholders to train and employ the teachers in the schools.

The study also looked at the humanitarian approach in the reconstruction of the education system post-war and conflict. Whereby, the humanitarian interventions covered social aspects like the building of teacher training colleges, providing other social amenities like healthcare services, through provision of educational materials, sponsorship for teacher trainees, building schools and

teacher training colleges and some even engage the trained teachers in short-term employment contracts (Smith, 2005). And faith-based interventions as shared by Shannahan and Payne (2016) and Majeed and Hashmi (2014) who noted that religion is also credited with driving peacebuilding and reconciliation and theology can support peacebuilding. And faith-based actors, including local level religious leaders and faith-based organizations, are regularly engaged in efforts to resolve conflict. And faith-based interventions are involved in the provision of social amenities and humanitarian services in times of crisis; it offers an indispensable avenue for peacebuilding and reconstruction. It can help resolve conflict and decrease tensions and, is an indispensable partner in the reconstruction of education infrastructure and resources in post-conflict situations such as that of South Sudan.

The local communities can also work together and help in rebuilding reconstruction, and recovery of the local community members, post-war, as shared by Wessells and Monteiro (2001) in Angola, where the local communities using healing and culturally appropriate rituals to restore spiritual harmony at the community level. And Haider (2009) revealed that community-based approaches (CBA) which seek to empower local community groups and institutions by giving the community direct control over all decisions on their economic activities resulted in solutions to their conflicts and solved their differences.

Governments and Humanitarian Agency's interventions are crucial since the armed conflict has a wide-ranging and devastating impact on the country's social, economic, and political institutions; especially its education system. This involves the formulation, implementation of timely and effective policies and programs; that can offset the adverse impact of conflict on the educational sector and more so teacher/students' school enrolment. Ultimately, the high literacy level (an educated citizenry) is essential in not only attaining adequate human resource capacity but

ultimately is contributes to peace national cohesion, and political stability better capacity for conflict prevention, resolution, and reconstruction.

These interventions; Government's and Humanitarian agencies' interventions, faith-based and local community interventions have had positive results in the countries where they have been implemented. Like Rwanda, Bosnia, Liberia, Pakistani, Afghanistan, and Sierra Leone which had experienced conflicts and wars; the case is similar to South Sudan which faced conflicts for decades. It is for this reason that the researcher wanted to establish if the use of teacher training colleges can also have a positive impact on interventions and reconstruction post-conflict. This investigation used the case of training institutes in South Sudan given and its decades' instability and the impact on the education system. The researcher adds to the knowledge on post-conflict reconstruction by evaluating post-conflict interventions on development of teacher education in South Sudan. Table 2.1 provides a summary of the gaps that the present study sought to fill.

Table 2.1: Summary of Knowledge Gaps

Author	**Study**	**Key Findings**	**Gap**	**Focus of present study**
Rubagiza, Umutoni and Kaleeba (2016)	Teachers as agents of change: promoting peace building and social cohesion in	using well-trained teachers as agents of promoting peace building and social fabric in schools would help in healing the nation	The study was conducted in Rwanda	The present study was conducted in South Sudan

	schools in Rwanda	post the genocide era		
Milton and Barakat (2016)	The catalyst that will drive recovery for the societies that are affected by conflicts	the teacher training program aims at creating mutual support by promoting teachers support to each other during the training phase	This study failed to mention aspects of education in emergencies	The present study focused on education in times of emergencies and post conflict situation
Hoxha (2013)	the conflicts and their impact on social life in Kosovo	collapse of education system and loss of the educated population through deaths and displacements, resulted in reduced quality of life and increased intensity of work	The study covered social life as the dependent variable	The present study related to conflicts and education during that time of emergencies
Vervisch,	the role that	The researchers do	The study	The present study was

Titeca, Vlassenroot and Braeckman (2013)	efforts for reconstructing the community play as far as rebuilding of socially generated capital is concerned	not advocate for general application of community-based development (CBD), since the value systems, myths and ethos, culture and vices that apply in one community do not apply in another community	was conducted in Burundi	done in South Sudan
Wurie (2007)	Education reconstruction in post-conflict Sierra Leone	the local and international humanitarian organizations, worked together in providing social amenities	The study was done in Sierra Leone	The present study was done in South Sudan
Sinclair (2001)	education in emergencies:	teachers did not display aspect of	This study focused on	The present study covered government

	the case of government intervention through teacher training in Sierra Leone	immunity to the system since they emerge to be targeted	government intervention alone	intervention measures alongside other interventions like faith based, local community and humanitarian assistance
Cox (2001)	State building and post-conflict reconstruction: Lessons from Bosnia.	the state build reconstruction efforts and the international response to civil war frequently centers on a search for new constitutional structures and political institutions	The study was done in Bosnia	The present study was done in South Sudan

2.8 Theoretical Framework

The study used conflict prevention and peace-building theory formulated by Boutros-Ghali (1992), in "An Agenda for Peace: Preventive Diplomacy, Peace-making, and Peace-keeping" as the guide. This theory was postulated by Boutros immediately when the Cold War just ended as

the era of rapid political and economic liberalization began globally. At the time, proliferations of conflicts within the states and between the nations were intensifying and had considerable effects in the development which threatened regional and global instability. This diverted the attention from the development because resources were redirected to fighting wars or solving conflicts.

This conflict prevention and peace building approach used the Liberia peace model to champion conflict resolutions and peace process across the globe. The peace building processes and agreements prioritize establishment of peaceful settlement by promoting political authority and sustainable stability without violent to enhance roadmaps to recovery and reconstruction.

These paths include the establishment of partnerships and alliance among states/nations, regional and international organizations to support and ensure that steps considered for post conflict and reconstruction are achieved.

This theory is essential as it helps in exploring how states and nations that have experienced protracted conflicts are rebuilt, reconstructed in the hope of ensuring recovery of their communities. The state governments' can come in and help in reconstruction, the local communities, faith-based actors, and organizations' interventions also aid in post-conflict development. When peace building initiatives and efforts are adopted, they strengthen establishment of a strong education sector. Strong education systems enhance recovery after conflict because reforms effected through education help shape the political and individual world view.

Thus, the most primary concern of peace building is the establishment of a legitimate government is fundamental in the provision of security, avoidance of a relapse into violent conflict, and undertaking of long-term, socio-economic reconstruction efforts. This theory will be appropriate in demonstrating the complex linkages between the Government interventions, Humanitarian interventions, faith-based interventions, and Local Community measures in the reconstruction of the national teachers training institutes in South Sudan.

2.9 Conceptual Framework

The conceptual framework of the study is shown in Figure 2.1. It is used to illustrate the relationship between post conflict interventions and reconstruction of national teachers training institutes.

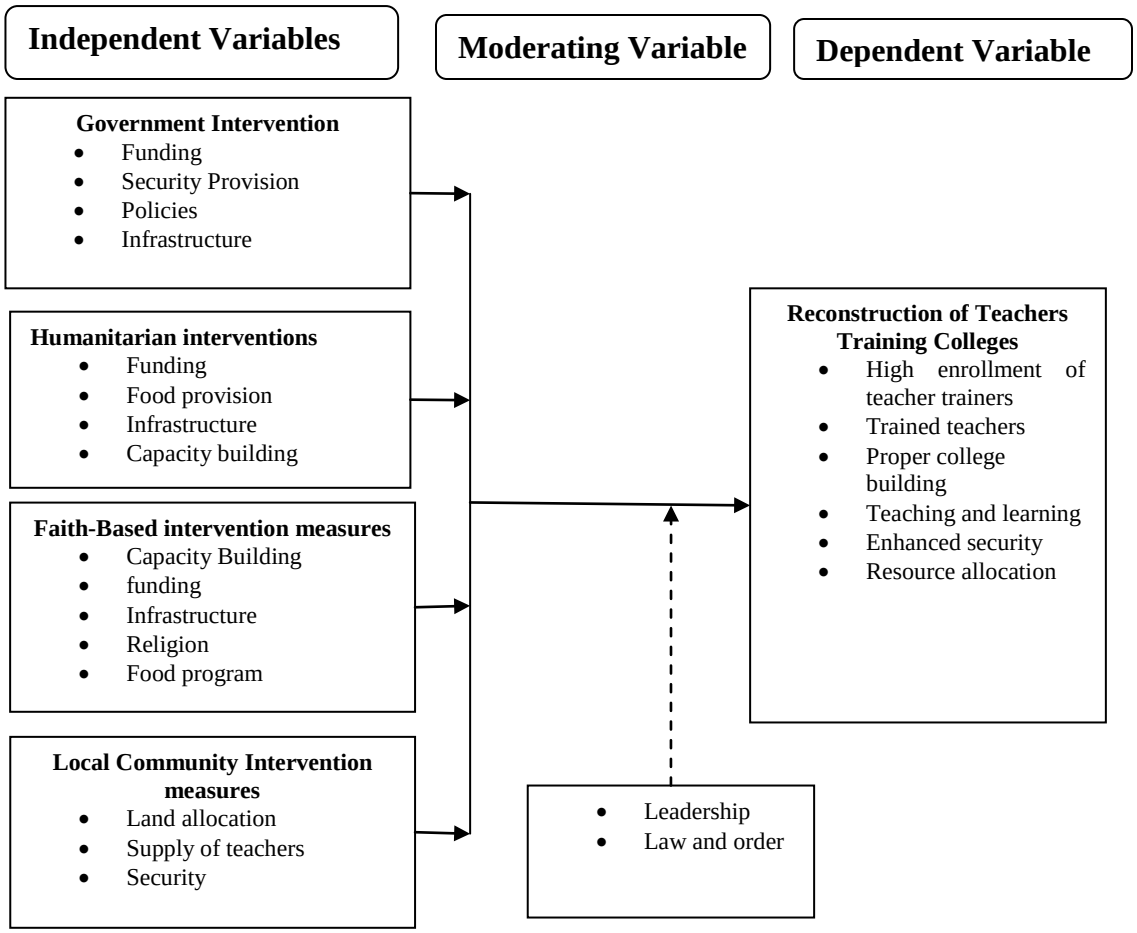

Figure 2.1: Post Conflict Interventions on Reconstruction of National Teachers Training Institutions

From Figure 2.1, there are four independent variables including government intervention, humanitarian interventions, faith-based intervention measures, and local community intervention while the dependent variable is a reconstruction of teachers training colleges. The four specific objective variables are operationalized into different constructs as follows: government interventions; funding, policies, security provision, and infrastructure; humanitarian interventions measures-funding, capacity building, infrastructure, and provision of food; faith-based intervention measures-capacity building, infrastructure, funding, food program, and religion; local community intervention measures-land allocation, security, supply of teachers

while reconstruction of teachers institutes covered teaching and learning, trained teachers, proper college building, enhanced security and high enrolment of teachers. Besides these independent and dependent variables, there are also moderating variables operationalized into two constructs: law and order as well as leadership.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the research methodology adopted by the study. The chapter was further divided into sections that addressed the study design, population of the study, data collection, validity and reliability of data collection instrument, operationalization of variables, data analysis and a summary of research objectives, study hypotheses, and analytical methods used in the study.

3.2 Study Design

Descriptive cross-sectional survey design; studied by Donald and Pamela (2003) explained that it determines the what, how and when of a character or phenomenon. It is appropriate when both qualitative and quantitative data are to be collected (Pollard, 2005). It can be used when collecting data about peoples' perceptions, attitudes, opinions, habits, or any other variable in the society whether qualitative or quantitative. The study thus aimed at describing several key aspects of the state of teacher training education as it exists in South Sudan- in the context of the recurrent civil war.

According to Kerlinger (1986), research design comprises structures and plans that help to investigate and seek answers to the formulated research questions. Kerlinger further noted that survey design help in ensuring that a research problem is well structured including the configuration of the relationship, the framework as well as the organization as a whole.

Various perspectives classify research designs. The common perspectives on which research designs are categorized are; the purpose of the study, method of data collection, and the time horizon of the survey. The purpose of the survey may be descriptive or causal. The method of data collection may be cross-sectional or longitudinal (Sekaran, 2003; Zikmund, 2003).

Various factors shape and predict the type of research design to be adopted in the study for instance the sources of data that are available, the degree of urgency of the decision, and the costs to be incurred in getting the data (Zikmund, 2003). The essence of descriptive studies is to describe the features of a given group of people (Kothari, 2013). For the survey, one is keen to ensure that information from population members is gathered to bring the present status of the population about one or more one item and variables of interest (Gary, 1983; as cited in Mugenda & Mugenda, 2003). According to Zikmund (2003), surveys ensure that accurate, as well as quick ways of conducting an assessment of the information are provided especially when conducted properly.

The study preferred descriptive design because it accommodates the expressed opinions and views about the status of the national training institutes and their role in the process of reconstruction in post conflict. The design was also ideal since the data was collected from across a number of the training institutes at the same period of time. Thus, the design helped the researcher to gather data on major stakeholders' post-war interventions and building back better national teachers' institutes. This was an important step towards achieving the stated objectives and hypotheses that guided this study.

3.3 Target Population

A population is a group of items, individuals, or things that have common features which can be observed (Collis & Hussey, 2009). The other definition of the population is advanced by Babbie (2007) as the group that one is interested to draw conclusions and inferences on. It does not make sense to explore and cover all the items in the population of interest to the study. The definition of population advanced by Kothari (2013) is that it refers to a whole group of items or objects that have common features which can be observed and which give the anticipated information. There were seven (7) national teachers training institutes in South Sudan out of which three (3) were functional at the time of the study. The study targeted these three training institutes with a target population of **1963** in the following classification; three (3) principals, one hundred and fifty (150) tutors, and one thousand and eight hundred (1800) student-teachers, ten key informants composed of the MoGEI officials (4), humanitarian relief organizations' representatives (2), faith-based representatives (2) and community members (2).

Table 3.1: Total Population

Category	**Population**
NTTI Principals	03
College Tutors	150
Student-teachers	1800
Key Informants	10
Total	**1963**

3.4 Sampling Procedure and Sample Size

To sample is to ensure that respondents of the study are systematically selected and these elements represent a relatively larger population. The sampling method is a means used to select the proportionate number of items from the entire population of influence in the study. This ensures that the items selected represent the population of interest to the study. According to

Cooper (2006), sampling helps to select key elements within the population for one to generalize the conclusions to the entire population of interest in the study. The sample size was determined by the following formula given by Kothari (2013),

$$n = \frac{Z^2.N.\sigma^2\hat{p}}{(N-1)e^2 + Z^2\partial^2\hat{p}}$$

$= (1.96^2*1963*0.5^2)/(1963-1)0.05^2+(1.96^2*0.5^2)$

$=1885.2652/ (4.905+0.9604)$

$=1875.6612/5.8654$

n=319

Where; n=Size of the sample

N=Size of the population

e= Acceptable error given as 0.05

$\partial^2\hat{p}$= the standard deviation of the population and given as 0.5 where not known

Z= standard variation at a confidence level given as 1.96 at 95% confidence level.

Once the size had been determined using the above formula by Kothari (2013), the study used stratified random sampling technique and purposive sampling to select the 319 respondents. First, the student teachers to be sampled were determined and selected using random sampling technique as follows:

Sample for student teachers=Total number of teacher students/Population Total*Sample Size

= (1800*319)/1963

= 293 student teachers

Purposive technique was used to select the other 26 respondents (319-293) as follows: one (1) principal, twenty (20) tutors, and five (5) Key Informants {KIs} [Ministry of education officials (2), humanitarian organization representative (1), and faith-based organization representative (1) and local community representative (1)]. At the end of the sampling process, a total of 319 respondents were selected and included in the study as shown in Table 3.2

Table 3.2: Sample size of Student Teachers

Category	Population	Sample Proportion	Sample Size
Student Teachers	1800	Random Sampling	293
College Tutors	150	Purposive	20
NTTI Principals	3	Purposive	1
Key Informants	10	Purposive	5
Total	**1963**		**319**

From Table 3.2, it is evident that both probability and non-probability sampling methods were adopted. The two methods of sampling were used because the population comprised of different strata each with unique attributes. For instance, college tutors, NTTI principals, and key informants were within the strata of the target population although their respective compositions were relatively small compared to student teachers that had the largest proportion. Thus, student teachers were selected through stratified sampling based on their gender categories as male or female. The representative number of respondents was drawn from each of the proportions of the strata of the student teacher to ensure there each element had a chance of being selected. Thus, the 1800 student teachers were stratified into 1456 male and 344 female respondents. From 1456 male teachers, 237 were picked while from 344 student teachers, 56 of them were picked. At the end of this process, 293 student-teachers were considered for the study. This is illustrated in Table 3.3.

Table 3.3: Sampling of the Student-Teachers

Category	Population	Sample Proportion	Sample Size
Male student-teachers	1456	1456/1800*100%=80.9%	80.9%*293=237
Female student-teachers	344	344/1800*100%=19.1%	19.1%*293=56
Total	**1800**		**293**

Given the small proportion of the remaining categories of respondents within the whole cluster (college tutors, NTTI principals, and key informants), purposive sampling was adopted. Thus, from 150 college tutors, the researcher selected 20, out of 3 NTTI principals, only 1 was selected and from 10 key informants, 5 of them were selected.

3.5 Research Instruments

The researcher used structured questionnaires and interview guides to collect primary data respectively. The study used three questionnaires for the different categories of respondents who included tutors, students, and student-teachers. The administration of these sets of questionnaires was conducted on an individual basis among the respondents. The researcher made sure that all the questionnaires issued to the respondents are received. This was realized through proper accountability of all the study instruments that were issued and out and those that were returned from the respondents by having an appropriate register for the same (Cleary, Horsfall & Hayter 2014). The questionnaires were administered using a drop and pick later method to minimize the inconveniences during working hours.

The interview guides were administered among the 5 key informants who comprised of the ministry of education officials (2), humanitarian organization representative (1), faith-based organization representative (1), and local community representative (1). The study engaged one research assistant who helped in the administration of the interview guides to the KIs. Some

challenges were encountered during the administration of the interview guides to the interviewees. It was not possible to get some of these interviewees for instance the ministry of education officials in their offices given the busy nature of their work. To overcome this challenge, the research assistant left the interview guide with secretaries of the respective interviewees who could not be reached in their offices. The research assistant further obtained the contact details of the secretaries to engage them in follow and respond to any concerns that may have emerged as far as filling in the interview guides by the interviewees was concerned.

3.6 Pilot Study

A pilot test is a preliminary study that is carried out to evaluate statistical and variability so that clear sample size is established (Aerts et al., 2016). This helped in identifying flaws and key issues to be faced before the actual study is rolling out. Through pilot testing, one can gather data from a relatively larger sub-sample. This helps in determining the validity and reliability of the instruments used. This is important because it ensures that possible issues and errors to be encountered in the study are minimized (Sreejesh, Mohapatra, & Anusree, 2014).

Mugenda (2003) advised that a pilot sample should be between 1 percent and 10 percent depending on the sample size. This study used the context of Somalia to conduct a pilot study of the instruments. The choice and preference of Somalia as a place for the pilot study was that it had also been exposed to violence and conflicts in the past decades and it was still recovering which offered the same experiences as those of South Sudan. Furthermore, it was not prudent to carry out a pilot study in South Sudan yet the actual study was also being conducted there. The only proximal country sharing the same post-conflict post conflict scenario as South Sudan was Somalia thus the choice of its selection as a destination for the pilot study. Therefore, the study

piloted the questionnaire and interview guides among 30 respondents who were purposively selected to include student teachers (15), college tutors (5), NTTI principals (2), and KIs (8) that involved 2 representatives each from the local community leaders, humanitarian organizations, faith-based organizations, and government officials from the ministry of education of Somalia.

3.6.1 Validity of the Research Instruments

A real data collection instrument should be valid. The invalidity, one looks at the operationalization and sees whether on its face it seems like a good translation of the construct (Trochim, 2006). According to Kothari (2010), validity is used to describe a situation where the underlying differences in the instruments used to measure validity are in line with the differences to be measured by the instruments. Content validity was used to address the extent to which items formulated for operationalizing a construct offer representative and accurate sample of the entire elements which help in measuring the underlying constructs (Kothari, 2004).

Data validity is the extent to which a measure, indicator, or method of data collection possesses the quality of being sound or true as far as can be judged (Liu, Weng, Wan, Yue, Song & Vasilakos, 2017). In practice, the validity of the data is used about the objectives of the study and its interaction with an issue at hand. To determine the validity of the questionnaires, the study engaged supervisors who reviewed the specific items on the instruments against underlying constructs in the conceptual framework, the reviewed theory, and well the general literature reviewed on the variables of the study. This helped in the testing of face, content, and constructs validity of the instruments of the study.

For testing the content validity of the instruments, they were scrutinized considerably. This aimed at ensuring that the administered instruments of the study have the ability to elicit the

information being sought by the study. Face validity was used to confirm the coverage of all the areas of study by cross-checking the questionnaires and also by adopting similar studies' tested instruments. This was used to complement the validity tests done by previous studies from which the research instruments were adapted. The definition of face validity advanced by Kimberlin and Winterstein (2008) is that it refers to judgment subjectively done as far as the operationalization of the items and indicators in the study is concerned. To ensure validity, an individual judgment of the researcher was used. Construct validity was ensured through the operationalization of variables. Furthermore, the supervisors reviewed the items on the questionnaire and the interview guides to ensure that the information captured the key constructs indicated in the conceptual framework and the general literature review on theories and the variables of the study.

3.6.2 Reliability of Research Instruments

A reliability test was performed to test the reliability of the data collection instrument. Reliability indicates the accuracy or precision of the measuring instrument (Norland, 1990). A pre-test is a final step toward enhancing survey results and it entails the evaluation of questions before the study (Cooper & Schindler, 2003). It seeks to ensure that the questionnaire consistently measures whatever it is intended to measure. Reliability is used to indicate the degree to which the study instrument is capable of giving results that can be used for making informed decisions. The information of the study is said to be reliable when it is trustworthy, dependable, and authentic. It is also through reliability that similar studies can replicate the outcomes that are deemed to be consistent. The rationale for this is that consistency is a significant indicator of the reliability of the study instrument (Pierce, 2008). A group of 30 respondents was selected and used to test

reliability of instruments. These respondents were drawn from Somalia covering the student-teachers (15), tutors (5), principals (2), and KIs (8). The KIs included representatives from the ministry of education, faith-based organizations, humanitarian agencies, and local community leaders that were purposively selected for use in the pilot.

Cronbach's Alpha (Cronbach, 1951) was used determine if the instruments were reliable because it plays an important role in measuring and indicating the degree to which a set of items are traced as a measure of one latent variable of interest in the study (Cronbach & Shavelson, 2004). Cronbach Alpha measured the reliability of the questionnaire before data analysis. Cronbach Alpha reliability coefficients normally range between zero and one. The high ones are considered more reliable. A value of between 0.70 and .080 or greater is considered acceptable and more reliable as noted by Nunnally & Bernstein (1994) and Mugenda (2008) respectivley.

Each category of student teachers, principals, and college tutors from Somalia received a customized questionnaire. The breakdown of the questionnaires issued to these categories of sample for pilot testing included student teachers (15 questionnaires), college tutors (5 questionnaires), and NTTI principals (2 questionnaires) and thus 12 questionnaires were issued to these respondents to determine the reliability of the questionnaires. From these total questionnaires issued to respondents for piloting, the study obtained 9 filled questionnaires as follows: student teachers (14), college tutors (4), and NTTI principals (1). The duly filled questionnaires from the pilot testing were cleaned, organized, and entered in excel before being coded into the Statistical Package for Social Sciences (SPSS). Thereafter, values of Cronbach Alpha Coefficients were computed for the individual variables including government

intervention measures, humanitarian assistance measures, faith-based peace initiatives measures, local community interventions as independent variables, and reconstruction of national institutes as the dependent variable. The results computed from the questionnaires are given below.

Table 3.4: Results of reliability test

Variable	Cronbach Alpha Coefficient	Comment
Government interventions	0.834	Reliable
Humanitarian Assistance measures	0.876	Reliable
Faith-Based peace initiatives measures	0.932	Reliable
Community interventions	0.920	Reliable
National institutes' Reconstruction	0.886	Reliable

From the results in Table 3.4, all the variables had Cronbach Alpha coefficients of above 0.8; this means that a reliable scale was used in the study. This was in line with Donald and Delno (2006) who provided 0.7 as an established threshold of deciding whether the instruments are reliable or not. At the same time, Mugenda (2008) offered a threshold of 0.8 on Cronbach Alpha Coefficient values as being reliable.

3.7 Data Collection Procedure

According to Donald and Delno (2006), information for the study can either be primary or secondary. The main focus is to obtain data from primary sources through a self-structured administered questionnaire and in-depth interviews. The researcher obtained a letter of recommendation from the University of Nairobi.

On the approval of the research proposal, the researcher sought a permit from the Ministry of General Education and Instruction to conduct the research in the selected national training

institutes. The researcher then recruited two research assistants who were trained before data collection exercise.

Beyond the actual training, the researcher took a step to induct the two researchers to help them familiarize themselves with the study beforehand. After all, that is done the data collection commenced where the questionnaires were administered by the two research assistants and interviews were conducted by the researcher. There were measures and efforts to ensure that respondents get enough time so that they can give answers to the underlying questions, ensure a sound response rate is achieved while availing an opportunity to respondents to give their views on the items of the questionnaire. The advantage of the use of questionnaires is that they help in obtaining data in a way that is more efficient as fast as costs, time, and energy are concerned (Sekaran, 2003).

The items on the research instruments were structured using a five-point Likert scale (Likert, 1932). Closed-ended questions were preferred because they assisted the respondents in making quick decisions to choose among the set of available alternatives and also made it easier to code the information for subsequent analysis (Sekaran, 2003). A trained research assistant administered some of the questionnaires. To ensure that ethical considerations were applied in the data collection exercise, the research assistant was educated on the need, to be honest. To make sure that the research assistant administered the questionnaire, the respondents were requested to give their e-mail addresses and/or cell phone numbers and stamp the questionnaires. Secondary data on return on assets for three years (2015-2018) was obtained from published audited accounts.

3.8 Data Analysis Techniques

Data refer to raw facts and figures that are collected for the desired reason (Johnston, 2017). When these raw facts and figures have been processed (through analysis), information is produced that can help in decision making, drawing inferences, and deductions. Therefore, the essence of data analysis is to process the raw data that has been gathered in the field so that meaningful inferences, conclusions, and recommendations can be drawn and suggested (Yin, 2017). The study used descriptive statistics and inferential statistics to analyze the findings on the quantitative data that was collected. For qualitative data that was gathered from the interview guides, the study used content analysis that involved the exploration of themes through narration. Using descriptive statistics, the collected data was analyzed into simple contents. Through descriptive statistics (frequencies and percentages), the study was able to get the core features of the gathered information on the variables and the need to carry out other advanced analyses on the data (Mugenda, 2003). The use of descriptive statistics was informed by the need to ensure the key features of the data are established. Hence, descriptive statistics helped in covering all the response variables in addition to the demographic attributes of the targeted population. The dependent and independent variables and the general information of the respondents were analyzed using the frequencies and percentages.

The inferential statistics covered the use of correlation analysis and regression analysis. These inferential statistics played an important role in ensuring that the formulated hypotheses of the study have been tested and necessary deductions have been drawn from the results. The relationship was determined by use of Correlation analysis as suggested by Schmidt & Hunter (2014). The analysis was done to describe the relationships that exist between the dependent

variable (Reconstruction of National Teachers Training Institutes) and independent variables (Government intervention, Non-Government organization intervention, faith-based intervention measures, and local community intervention measures). Pearson Product Moment Correlation was used to show the strength and direction that exists between the dependent and independent variables as well as rank the independent variables in terms of their strength of relationship with the performance. The results were expressed within a range of -1 and +1 were, -1 was the strong negative relationship and +1 was a strong positive relationship (Prion & Haerling, 2014). The result meant that the bigger the value it was to zero, the stronger the relationship and the more significant the variable was.

The interaction between variables was explored using regression analysis were several outputs were generated and interpreted and summarized in model summary, the ANOVA, and the beta coefficient tables. In addition, R square model was used to help in exploring the proportionate variability of the dependent and independent variables and to determine the significance of the study model in predicting the link among the variables, F test was considered as recommended by Mertler & Reinhart (2016).

The R2 value range between 0% and 100% where 0% indicates that none of the independent variables can be used to explain reconstruction of National teachers training institutes and thus reconstruction must be caused by other factors. However, a value of 100% could indicate that the entire reconstruction of National teachers training institutes can be explained by the independent variables only. The study adopted a threshold of 0-50% (poor), 50%-70% (moderate), and over 70% (Strong) to explain the strength of the relationship. F test was used to assess the level of significance of the model by comparing the F value with the overall level of significance and P-

value. If the F value was less than the level of significance or the p-value is higher than the level of significance, then the study rejected the research hypotheses (Harrell, 2015).

Qualitative data was obtained through the interview guides that there administered by the research assistants among 5 representatives from faith-based organizations, government officials from the ministry of education, local community leaders, and humanitarian organizations. The study used content analysis to process the information collected by the interview guides from the key informants. Through content analysis, the study explored themes in the views that the interviewees shared as far as post-conflict interventions were concerned and how they enhanced reconstruction. The results of the qualitative data were then presented in prose form. For quantitative data, the study used tables and graphs to present the findings.

3.9 Ethical Considerations

There were ethical issues the researcher may observe during the collection of data which included non-responsiveness of the respondents, non-monetary rewards, confidentiality of respondents, and the respondents providing false information and clearance by the organizations to be studied. An introductory letter was sought by the researcher as the first step in ensuring that information has been gathered. Thereafter, a permit to carry out the study was sought by the study from the Ministry of General Education and Instruction. It was this letter that gave authority and permission for the researcher to go to the field and gather information from the respondents.

Each of the study instruments had a letter of introduction from UON that stated the purpose of the study as being for academics. This helped in ensuring that respondents develop trust and confidence in the study being conducted and thus the possibility of giving information without

fear. Efforts were made to ensure that research assistants have declared any personal interests in the study which could in one or the other breach the degree of confidentiality as a clause in the study. The originality of the work was observed during the research process.

Respondents were informed in advance that there was no monetary reward in taking part in the study. Participation in the study was voluntary and those respondents who felt not to take part in the study were not forced in any way but rather, they were free to make a choice. Respondents were assured of their confidentiality by requiring them not to indicate their names on the questionnaires and interview guides. All the questionnaires were to be retained for about three years after which they were to be destroyed to protect the confidentiality of the respondents.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the results of the analysis on the primary data that was gathered from the field. The information that was collected was both qualitative and quantitative. Descriptive and inferential statistics were used in the analysis of the quantitative data and content analysis used in qualitative data. Figures and tables were used to present the results. The chapter is structured into sections covering the return rate of the instrument and the analysis of the objective variables of the study starting with the dependent variable (reconstruction of teachers institutes) followed by government's interventions and reconstruction, humanitarian assistance measures and reconstruction, faith-based initiated measures and reconstruction as well as the local community intervention measure and reconstruction. Thereafter, the combined effect of these intervention measures on reconstruction is presented.

4.2 Instrument Return Rate

The response rate of the study was determined based on the research instruments that were returned as having been dully filled up against the total number of research instruments that were issued to the respondent in the field. In this regard, the study issued out 319 research instruments in the following ratio; 293 to student-teachers, 20 to tutors, 1 to the principal, and 5 to informants comprising of [ministry of education officials (2), humanitarian organization representative (1), faith-based organization representative (1) and local community representative (1)]. The study received 304 dully filled research instruments which represented a

response rate of 95.3 percent. A breakdown of these 304 instruments that were returned having been dully filled is as follows: student teachers 279 (91.8 percent), college tutors 20(6.6 percent)) and NTTI principal 1(0.329 percent) and 4 (1.32 percent) KIs responded. Further analysis of these 4 kIs included; ministry of education officials (1), humanitarian organization representative (1), faith-based organization representative (1), and local community representative (1). This response rate of 70 percent was considered sufficient of the results as it agreed with Mugenda and Mugenda (2003) which argued that any return rate of over 70 percent is appropriate for any study.

4.3 Demographic Information of Respondents

Schweigert (2017) argued that probing of the general information of respondents is one of the ways of getting to understand them and how suitable they are to respond to research questions. The study, therefore, gathered these data from the respondents (student-teachers, tutors, and principals) in the national institutes. The analysis of the general information was presented using frequencies and percentages in tabular forms as illustrated in subsequent sections.

4.3.1 Demographic Information of the Tutors

The study sampled 20 tutors and sought to determine the gender distribution of the principles and the tutors. The question of gender sought to determine whether there was a balance in the distribution of male and female respondents of the study. Mixing both genders in a study is one way of eliminating biases and increasing diversity in views and information sought for the study. The distribution of gender also determines whether the information sought is representative or skewed in one direction. The results are presented in Table 4.1.

Table 4.1: Gender of the Tutors

	Frequency n	Percentage %
Male	19	95.0
Female	1	5.0
Total	**20**	**100.0**

From the results in Table 4.1, the majority of the tutors (95) percent were male while 5.0 percent were female. This showed that there was gender disparity in the study as more male than female respondents were covered. This means that more emphasis on teacher training in the post-conflict scenario has been placed on male teachers as opposed to the female gender which is a worrying trend. This assertion is consistent with Elly (2017) who assessed the role that women play as far as post-conflict peace building in South Sudan is concerned. The study used a case of Jubek State which is found in South Sudan. It was revealed that few women have occupied top leadership positions in South Sudan owing to the culture of discrimination and stereotypes.

To gauge the level of experience of the tutors, the study sought to find out the number of years that they have worked in their respective organizations. The larger the number of years an individual has worked in an organization, the greater the experience gained. People who have worked in an organization for a relatively lower period are said to have a low level of experience as they have not been exposed to different systems and operations of the organization. Table 4.2 indicates results.

Table 4.2: Years of Experience of the Tutors

Item Description	Frequency	Percentage
	n	%
Below 5 years	2	10.0
6-10 years	7	35.0
11-15 years	8	40.0
Over 15 years	3	15.0
Total	**20**	**100.0**

Table 4.2 shows that 40.0 percent of the tutors had worked in their respective institutions for 11 to 15 years, 35.0 percent for 6-10 years, 15.0 percent for over 15 years, and 10.0 percent for less than 5 years. Having worked in their respective organizations for a longer period, it can be deduced that respondents had gained more information on steps that their institutions had taken to reconstruct after periods of conflicts. This was the major topic of discussion in the present study hence the relevance of the years of experience.

The study recognized and appreciated the different age categories of the respondents. This was done to ensure that there was diversity in the study. A mixture of different age categories of respondents serves an important role in validating the views sought for the study. The age of respondents can be used to signify the level of experience and general knowledge in possession. Thus, the age of tutors predicts the years of experience of respondents in a given organization. The results are presented in Table 4.3.

Table 4.3: Age Distribution of the Tutors

Item Description	Frequency	Percentage
	n	%
26-30	2	10.0
31-35	3	15.0
36-40	8	40.0
Over 40	7	35.0
Total	**20**	**100.0**

Table 4.3 indicates that the majority of the tutors (40.0) percent were 36-40 years, 35.0 percent were over 40 years, 15.0 percent were 31-35 years and 10.0 percent were 26-30 years. This means that there was age diversity in the study and thus diverse views were gathered from the respondents as sought by the study. Various levels of education were established and respondents were asked to indicate their most suitable ones. The study sought to determine the level of education of respondents to establish whether they could read and interpret the items provided in the instruments of the study. Learned individuals can read and interpret the research questions in a study which results in reliable findings. Table 4.4 provides the summarized results.

Table 4.4: Levels of Education of the Tutors

Table 4.4: Levels of Education of the Tutors

Item Description	**Frequency**	**Percentage**
	n	**%**
Diploma	3	15.0
Degree	10	50.0
Masters	6	30.0
PhD	1	5.0
Total	**20**	**100.0**

As shown in Table 4.4, most of the tutors (50.0) percent had degrees, 30.0 percent had mastered, 15.0 percent had diplomas and 5.0 percent had PhDs. This means that respondents who took part in the study were generally learned and thus could read and interpret the research questions as sought by the study.

4.3.2 Demographic Data of the Student Teachers

Besides the general information about the principals and tutors, the study also gathered information on students' teachers. The first general information on student teachers sought to understand the gender distribution and Table 4.5 gives the results.

Table 4.5: Gender Distribution of the Student Teachers

Item Description	Frequency	Percentage
	n	%
Male	226	80.9
Female	53	19.1
Total	**279**	**100.0**

As indicated in Table 4.5, a vast majority of the students' teachers, (80.9) percent were male while 19.1 percent were female. This means that both male and female student teachers were covered and thus the information sought by the study was representative. The various modes of study of the respondents of the study were analyzed and the results are as shown in 4.6.

Table 4.6: Mode of Study of the Student Teachers

Item Description	Frequency	Percentage
	n	%
In-service	149	53.4
Pre-service	130	46.6
Total	**279**	**100.0**

As pointed out in Table 4.6, the majority of the student teachers (53.4) percent had in-service as their mode of study while for 46.6 percent, their mode of study was pre-service. This means the student teachers who were targeted by the study had different modes of study. An inquiry was made to determine the key reasons as to why respondents undertake teacher training. Consider Table 4.7 for the results of the analysis.

Table 4.7: Motivation for Joining Teaching as Shared by Student Teachers

Ite m Description	Frequency	Percentage
	n	%
The only option	9	3.2
Sponsorship	167	59.9
The only course	33	11.8
Stone towards other career opportunity	59	21.1
First choice	11	3.9
Total	**279**	**100.0**

Table 4.7 indicates that most of the student teachers 59.9 percent decided to pursue teaching because of availability of sponsorship, 21.1 percent regarded it as a stepping stone towards other career opportunities, 11.8 percent choose to teach because it was the only course available, 3.9

percent opted to undertake to teach because it was their first choice and 3.2 percent felt that it was their only option. It can therefore be inferred that people are motivated to pursue teaching by diverse factors. The study sought to establish how the respondents paid their school fees while in primary teacher colleges. Table 4.8 provides the results.

Table 4.8: Payment of School Fees while in Primary Teachers Institutes as shared by Student-Teachers

Item Description	Frequency	Percentage
	n	%
Humanitarian assistance	104	37.3
Family and friends	35	12.5
Individuals themselves	39	14.0
Government sponsorship	28	10.0
Faith based Funding	73	26.2
Total	**279**	**100.0**

The results in Table 4.8 indicate that student teachers relied on several sources to pay their school fees for instance the humanitarian assistance (37.3) percent, faith-based funding (26.2) percent, individuals themselves (14.0) percent, family and friends (12.5) percent, and government sponsorship (10.0) percent. Out of the available sources of school fees, humanitarian assistance and faith-based funding seem to be most reliable as supported by the highest values of percentages. Thus, policy consideration should be given on these issues as far as enhancing payment of school fees by learners in teachers training colleges is concerned. The government seems to have the least percentage because its role is simply to appoint the tutors to the teacher training colleges. Besides appointing these tutors, the government also has a responsibility of remunerating some of these tutors although this is not adequate and the faith-based agencies and the humanitarian agencies have to step in to meet the gaps.

4.3.3 General Information on the Institutions as Shared by the Principal

The principal was asked to indicate the year when the institution was established. From the results, it was shown that the institution was established 5-15 years before the study was undertaken. This means that the studied institutions had been in operations for a long period and thus relevant to be used as a point of reference in the present study on post-conflict interventions. The study sought further to establish the number of graduates that the institution had produced since 2013. From the results, it was revealed that less than 5000 graduates had been produced in the studied colleges since the year 2013. Thus, the studied institutions had played a great role in training and preparing teachers. Respondents were asked to indicate whether the institution had been functioning since the year of establishment. As shown by the findings, the principal said that occasional conflicts in the area affected the operations of the institution. One of the most surprising results was that there was no female principal in all the three colleges that were sampled and included in the study. This means that females have minimal chances of occupying senior-level positions in learning institutions in South Sudan.

In testing the formulated hypotheses, the adopted simple linear regression analysis, consider the following equations that were used to conduct simple linear regression analysis to decide on whether to reject or accept the formulated hypotheses. Consider 4.9. The decision on whether to accept or reject the hypotheses was informed by the resultant p-values from 4.9. If the p-values were less than 0.05, they were to be rejected. A summary of the inferential statistics used in testing the hypotheses is presented in Table 4.9.

Table 4.9: Summary of Inferential Statistics

Objective	Type of Objective	Hypotheses	Model Specification
to determine the influence of government	Specific objective	H_1: Government interventions do not	$\mathbf{Y=\beta_0+\beta_1X_1+\mu it}$**…….(i)** Whereby

interventions on reconstruction of NTTIs.		significantly influence reconstruction of NTTIs.	Y= reconstruction of NTTIs X_1=government interventions µit = Error Term
to determine the influence of humanitarian interventions on reconstruction of NTTIs	Specific objective	H_2: Humanitarian interventions does not significantly influence reconstruction of NTTIs	**$Y=\beta_0+\beta_2X_2+$ µit…….(ii)** Whereby Y=reconstruction of NTTIs X_2=humanitarian measures µit = Error Term
to establish the influence of Faith based initiated peace building interventions on reconstruction of NTTIs	Specific objective	H_3: Faith based led Peace Building Initiatives do not significantly influence and the reconstruction NTTIs	**$Y=\beta_0+\beta_3X_3+$µit…….….(iii)** Whereby Y=Reconstruction of NTTIs X_3 = Faith based initiated peace building interventions µit = Error Term
to determine the influence of local community interventions on reconstruction of NTTIs	Specific objective	H_4: Local community intervention does not significantly influence the reconstruction of NTTIs	**$Y=\beta_0+\beta_4X_4+$ + µit……..……(iv)** Whereby Y= reconstruction of NTTIs X_4=local community interventions µit = Error Term
to investigate the influence of Post Conflict Interventions on Reconstruction of NTTIs	Purpose/general objective of the study	H_5:The combined interventions by government, humanitarian, faith based led peace building initiatives and local community do not significantly influence reconstruction of NTTIs	**$Y=\beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_3+\beta_4X_4+$µit……(v)** Whereby Y=Reconstruction of NTTIs X_1=Government interventions X_2=Humanitarian measures X_3=Faith based initiated peace building interventions X_4=Local community interventions µit =Error Term

4.4 Data Analysis on Reconstruction of National Teachers Training Institutes

As noted above, the reconstruction of the NTTIs was dependent variable of the study. To achieve this objective, the study formulated several statements on the reconstruction of the NTTIs for respondents to rate their responses. Four key factors guided the formulation of statements on the re-construction of NTTIs and these included government, humanitarian, faith-based, and local community. The statements reconstruction of NTTIs were structured on a four-point Likert scale where 1=not effective, 2=ineffective, 3=effective, 4=very effective. This scale was interpreted with the use of frequencies and percentages.

4.4.1 Student teachers' views on reconstruction of national teachers training institutes.

Several institutions were established and respondents were asked to rate their influence on reconstruction of the National Teachers Institutes. The summarized is provided in Table 4.10.

Table 4.10: student teachers' views on reconstruction of national institutes.

	Not Effective		Ineffective		Effective		Very effective		Total	
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**F**	**%**
National NGOs	33	11.8	29	10.4	147	52.7	70	25.1	**279**	**100**
INGOs	37	13.3	32	11.5	127	45.5	83	29.7	**279**	**100**
National Government	29	10.4	43	15.4	138	49.5	69	24.7	**279**	**100**
Local Community	41	14.7	36	12.9	114	40.9	88	31.5	**279**	**100**
Faith based organizations	30	10.8	45	16.1	141	50.5	63	22.6	**279**	**100**

As shown in Table 4.10, the respondents' responses on the effectiveness of the interventions on reconstruction of NTTIs suggest that (52.7) percent, 50.5 percent, 49.5 percent, 45.5, and 40.5 percent acknowledges that National NGOs, faith-based organizations, national government, International NGOs, and the local community respectively have collective impact. However, as noted, majority of the respondents think that local and Faith-based organizations play huge role in the effective reconstruction of the NTTIs. On the hand, they think local community plays lesser role in the reconstruction. These findings are supported by Milton and Barakat (2016) who studied the catalyst that will drive recovery for the communities or states that are affected by protracted conflicts and shared that teachers' training curricula and programs are community-based and but encourage schools to cooperate and collaborate with local organizations that can be of assistance to enhance effective recovery and reconstruction.

4.4.2 Tutors' views on National Teachers' Institutes Reconstruction.

Tutors' responses on reconstruction of NTTIs are summarized in Table 4.11.

Table 4.11: Tutors' views on reconstruction of NTTIs.

	Not Effective		Ineffective		Effective		Very Effective		Total	
	f	**%**	**F**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Improved quality of trained teachers	1	5.00	1	5.0	5	25.0	13	65.0	**20**	**100**
Improved/Proper college building	1	5.00	1	5.0	3	15.0	15	75.0	**20**	**100**
Improved quality of teaching in primary school	1	5.0	1	5.0	6	30.0	12	60.0	**20**	**100**
Increased resource allocation to colleges	1	5.0	2	10.0	5	25.0	12	60.0	**20**	**100**
Enhanced security around the colleges	1	5.0	1	5.0	5	25.0	13	65.0	**20**	**100**
High enrollment of teacher trainers	1	5.0	1	5.0	3	15.0	15	75.0	**20**	**100**
Availability of teaching and learning resource	2	10.0	2	10.0	5	25.0	11	55.0	**20**	**100**

As summarized in Table 4.11 above, 65 percent agreed that there was improved quality of trained tutors, 75 percent suggested that there was an improvement in institutes' infrastructure. 60 percent admitted that there was improvement in teaching and learning outcomes and resources allocation in primary school and institutes respectively. 65 percent are also satisfied with security measures around the institutes' vicinity. Furthermore, 75 percent acknowledged that there was an increment in the enrolment in the institutes while 55 percent believed teaching and learning materials available in the institutes. From these results, it can be deduced that all the statements on the reconstruction of national teachers' institutes were regarded as very effective which therefore translates that efforts have been put in place to reconstruction the

institutes. These efforts of reconstructions include an increment in enrolment of the trainers, improving the college building, and enhancing the level of security around the colleges. This could be an indication that the efforts of reconstruction made by the involved parties including the government and faith-based organizations have resulted in an effect on reconstruction efforts. These results are supported by Boutros-Ghali (1992) conflict prevention and peace building theory emphasizes that instability in social and economic dimensions around the world remain threat to security and peaceful coexistence among the community members but effective interventions must be sorted.

4.4.2 Principals' views on national teachers' institutes reconstruction.

The study developed instruments on the indicators of re-constructed National Teachers' Institutes where the principals asked rate them. A four-point scale was used covering effective, not effective, ineffective, and very effective. The findings based on the principal's responses, suggested that there was effectiveness in the quality of trained teachers, effective improvement of institutes' buildings, but the resources allocation was not effective. They also acknowledge security effective as a result of collaborative efforts by all stakeholders which encouraged increase in high enrolment. However, they also noted that learning and teaching were not adequate. The principal further acknowledged effective improvement in the quality of learning in primary schools as a result of improved quality of teachers.

4.4.3 Key informants' views on reconstruction of National Teachers Institutes.

This category of respondents was requested to indicate how they could rate the number of public primary teachers' institutes in South Sudan on a scale of 1 to 10. They acknowledged a total that seven national training institutes exist in the country. However, they quickly noted that only three were operational which was attributed to political instability in the country. As noted, the decline in the number of training institutes could have attracted other stakeholders; faith-based organizations, the humanitarian agencies, and the local community to join in partnership in the rebuilding of the institutions.

As it is noted from the findings, the KI from MoGEI informed that study that formulation and implementation of all education policies including the national curricula is a sole role of the National Ministry. The respondent gave teacher training, inspections, and construction of libraries, science laboratories, and remuneration examples of the recent activities the ministry engaged in. The other KIs from the humanitarian organizations shared the role played in the reconstruction of the teacher colleges to include liaising with donors for the sake of funding and organization of capacity-building programs to the teachers. The KI from the faith-based organization shared the role played to include organization of capacity building programs for the teachers, operationalization of the food program in schools, and formulating policies governing the religious activities in schools by faith-based organizations. On the other hand, the representative of the local community noted the role played to include the provision of security and raising awareness for the locals to donate land for the construction of the schools.

4.5 Data Analysis on Government Interventions National Teachers' Institutes Reconstruction

This objective was to examine the influence of government interventions on the reconstruction of national teachers' institutes. Several instruments on government intervention were formulated and administered to the student teachers, the tutors as well as the principal. Some of the statements were formulated on a five-point Likert scale which was analyzed using descriptive statistics including the percentages and frequencies. In addition to the use of descriptive statistics, the study formulated and tested the hypothesis on government intervention measures and the reconstruction of national teacher training institutes using simple regression analysis. The results are presented in subsequent sections.

4.5.1 Student Teachers' Views on Government Intervention Measures

The student teachers were provided with several statements on government intervention measures that were structured on a 3-Likert scale where 1=not adequate, 2=adequate, and 3=very adequate. These respondents were therefore required to rate these statements using the provided 3-point Likert scale. The study used frequencies and percentages to interpret the Likert scale as presented in Table 4.12.

Table 4.12: Student Teachers' Views on Government Intervention Measures

	Not Adequate		Adequate		Very adequate		Totals	
Teaching & Learning Resources	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**
Construction of classrooms	87	31.2	112	40.1	80	28.7	**279**	**100.0**
Construction of computer laboratory	118	39.5	103	34.4	78	26.1	**299**	**100.0**

Provision of textbooks	94	33.7	110	39.4	75	26.9	**279**	**100.0**
Construction of library	102	36.6	85	30.5	92	33.0	**279**	**100.0**
School Infrastructure	**F**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Construction of dormitory	103	36.9	131	47.0	45	16.1	**279**	**100.0**
Provision of electricity	92	33.0	123	44.1	64	22.9	**279**	**100.0**
Construction of tutor housing	122	43.7	103	36.9	54	19.4	**279**	**100.0**
Construction of toilets	120	43.0	89	31.9	70	25.1	**279**	**100.0**
Construction of administration block	106	38.0	130	46.6	43	15.4	**279**	**100.0**
College fence and gate	110	39.4	102	36.6	67	24.0	**279**	**100.0**
Playground	97	34.8	108	38.7	74	26.5	**279**	**100.0**
Construction of dining hall	97	34.8	107	38.4	75	26.9	**279**	**100.0**
Provision of clean drinking water	109	39.1	120	43.0	50	17.9	**279**	**100.0**

Table 4.12 indicates that the majority of the student teachers rated most of the provided statements under government intervention measures as adequate as represented by a high value of percent in the adequate column. For instance, on teaching and learning resources, 40.1 percent of the respondents said that there was adequate construction of a classroom, 39.5 percent perceived inadequacy in construction of computer laboratory, 39.4 percent considered adequacy in the provision of textbooks while 36.6 percent considered the construction of library as not adequate.

Because of the statements on school infrastructures, 47.0 percent said that said there was adequacy in the construction of dormitory, 44.1 percent indicated that there was adequacy in the provision of electricity while 43.7 percent said that construction of tutor housing was not adequate. At the same time, 43.0 percent of the respondents said that construction of toilets was not adequate, 46.6 percent said that construction of administration block was adequate, 39.4 percent shared that college fence and gate was not adequate and 38.7 percent said that the playground was adequate. At the same time, 38.4 percent said that construction of dining hall

was adequately required while 43.0 percent of the respondents pointed out the need for provision of clean drinking water. Barakat (2005) noted that teacher training is conventionally a low priority in post-war reconstruction strategies, yet the government should place a lot of effort into teacher training such that the young people will get off the streets and war-torn areas and into classrooms and share that knowledge with the future generations. Similarly, Majeed and Hashmi (2014) noted that the Christian ethicists could further be divided under Catholics and offer activities that will bring peace while working for justice for the opposed and offering social amenities like food, water, education, and healthcare to places that suffered for a long time from conflicts.

4.5.2 Tutors' Views on Government Intervention Measures

The tutors and the student teachers were provided with several statements on government intervention measures that were structured on a 3-Likert scale where 1=not adequate, 2=adequate, and 3=very adequate. These respondents were therefore required to rate these statements using the provided 3-point Likert scale. The study used frequencies and percentages to interpret the Likert scale as presented in Table 4.13.

Table 4.13: Tutors' Views on Government Intervention Measures

	Not Adequate		**Adequate**		**Very adequate**		**Totals**	
Teaching & Learning Resources	**f**	**%**	**F**	**%**	**f**	**%**	**f**	**%**
Construction of classrooms	6	30.0	10	50.0	4	20.0	**20**	**100.0**
Construction of computer laboratory	12	60.0	5	25.0	3	15.0	**20**	**100.0**
Provision of textbooks	6	30.0	9	45.0	5	25.0	**20**	**100.0**
Construction of library	8	40.0	5	25.0	7	35.0	**20**	**100.0**
School Infrastructure	**f**	**%**	**F**	**%**	**f**	**%**	**f**	**%**
Construction of dormitory	8	40.0	9	45.0	3	15.0	**20**	**100.0**

Provision of electricity	5	25.0	11	55.0	4	20.0	**20**	**100.0**
Construction of tutor housing	10	50.0	8	40.0	2	10.0	**20**	**100.0**
Construction of toilets	13	65.0	3	15.0	4	20.0	**20**	**100.0**
Construction of administration block	7	35.0	11	55.0	2	10.0	**20**	**100.0**
College fence and gate	9	45.0	8	40.0	3	15.0	**20**	**100.0**
Playground	7	35.0	9	45.0	4	20.0	**20**	**100.0**
Construction of dining hall	5	25.0	10	50.0	5	25.0	**20**	**100.0**
Provision of clean drinking water	6	30.0	9	45.0	5	25.0	**20**	**100.0**

The study noted that 50 percent of the college tutors were of the view that the construction of classrooms was adequate, 60.0 percent said that construction of computer laboratory was inadequate, 45.0 percent shared that the provision of textbooks was adequate while 40.0 percent said that the construction of the library was not adequate. Hence, the tutors had mixed views on teaching and learning resources in their institutions. The study noted that 45.0 percent of the tutors shared that the construction of dormitory, 55.0 percent electricity were adequate, 50.0 percent said that the construction of tutor housing was inadequate, 65.0 percent said that the construction of toilets was inadequate while 55.0 percent indicated that the construction of administration block was adequate. It was indicated that 45.0 percent agreed that fence, gate, clean drinking water, and playground were adequate.

4.5.3 Principal's views on Government Intervention Measures

One principal was sampled and included in the study and a question was presented to the principal to be filled in. The questions were formulated using a four-point Likert scale where 1=not adequate, 2=inadequate, 3=adequate, and 4=very adequate. From the results, it was shown that the development of teacher education policy, development of teacher education curriculum, provision of security to colleges, provision of land for colleges, and the provision of accredited college certification were all adequate as shared by the principal. On the other hand, the support

to female teachers and the support of teachers' welfare were all inadequate as noted by the principal.

4.5.4 Qualitative Analysis as Shared by Key Informants

The KIs were asked to share their views on whether they thought there were plans at the moment for the government to enhance security for primary teacher colleges. It was discovered that indeed efforts were in place for the need to improve security by the government especially by working closely with the community. Such efforts to provide security according to the KIs would support education activities as peace will prevail for both teachers and the students.

The study probed further to understand whether there were promotion structures for qualified and high-performing teachers. The KIs disclosed that although there were limited opportunities for promotion of the teachers, efforts were being made to improve on the promotion structure so that teachers were motivated to deliver content when in the classroom. When asked about the amount earned by the lowest-paid teacher relative to the highest-paid teacher, the study noted significant variation. It emerged that the teachers in South Sudan were not adequately remunerated and this could have a serious implication on their morale to deliver content in classrooms for the students to perform.

4.5.5 Regression Results and Hypotheses Testing of Government Interventions against National Training Institutes' Reconstruction

The study regressed government intervention measures against the reconstruction of national teacher training institutes. This was meant to test formulated hypotheses and three output tables were produced.

4.5.6 Model Summary of Government Intervention Measures against Reconstruction of National Teacher Training Institutes

The first Table is the Model Summary (Table 4.14) that contains the values of R, R square as well as the adjusted R squared.

Table 4.14: Model Summary of Government Interventions against National Teachers' Institutes Reconstruction.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.820[a]	.672	.671	.40391

a. Predictors: (Constant), Government Intervention Measures

From Table 4.14, the value of coefficient of determinations R square is 0.672; this shows that model used in predicting the interaction between government interventions and the reconstruction of NTTIs was generally fit and suitable for use in the study. The value of adjusted R^2 is 0.671; interpreted to mean that 67.1% variation in the rebuilding of national primary teachers institutes is explained by government interventions. Thus, apart from the government, other interventions influence on the rebuilding of national training institutes that could include the faith-based or local community interventions.

4.5.7 Analysis of Variance on Government Intervention Measures

An Analysis of Variance (ANOVA) was conducted at 5% significance. Its essence was to indicate overall significance of the model used in the study. The summary is provided in Table 4.15.

Table 4.15: Analysis of Variance on Government Intervention Measures

	Sum of Squares	df	Mean Square	F	Sig.
Regression	99.703	1	99.703	611.135	.000[b]
Residual	48.617	298	.163		
Total	**148.320**	**299**			

a. Dependent Variable: Reconstruction of Public Teacher Training Colleges
b. Predictors: (Constant), GovernmentInterventionMeasures

As indicated in Table 4.15, the value of F calculated is determined as 611.135 while F critical basing on degree of freedom of 1 and 298 determined as 3.873. Hence, the value of F calculated is relatively larger than the F critical value (611.135>3.873), which could be an indication that the overall regression model was significant and thus suitable for predicting the role played by government interventions on the rebuilding of national teachers institutes. Furthermore, the p-value is less than 0.000 ($p<0.05$), which infers that the studied government interventions had a positive effect on the rebuilding of national teachers' institutes. The implication drawn from these results is that the overall regression model of the study was significant and therefore suitable for predicting the role played by major stakeholders' interventions on the rebuilding of NTTIs. As shared by Buckland (2006), during wartime, the education systems are completely disrupted and interfered with. The trained teachers will start the process of rebuilding the education system through teaching the pupils in primary schools and create a group of knowledgeable future people. In using teacher training, the government can intervene through budgetary allocation, subsidies to private entrepreneurs venturing into the area of teacher training provision and subsidies to even the learners so as attract them to the education sector, policy and regulations to ensure the trained teachers become accredited after their training including provisions for distance learning such that the teachers work and go to learn when the schools close and provision of jobs for these teachers (Murray, 2013).

Table 4.16 is the coefficient table showing the significance and the regression beta coefficients. The p-values were used in comparison to the threshold of 0.05 to reject or accept the formulated hypotheses of the study. The results are as shown in Table 4.16.

Table 4.16: Regression Coefficients and Hypotheses Testing of Government Intervention Measures

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	11.143	.272		40.977	.000
GovernmentInterventionMeasures	.158	.006	.820	24.721	.000

a. Dependent Variable: Reconstruction of PublicTeacher Training Colleges

From Table 4.16, the following equation is formulated:

$Y=11.143+.158X_1$……(i)

The objective sought to establish influence of government interventions on the rebuilding reconstruction of national training institutes. From Table 4.16, when all the government interventions are kept constant, the reconstruction of national teachers' institutes would be at 11.143. A unit change in government interventions when holding other variables constant would bring about a 0.158 unit change in the NTTIs reconstruction.

The objective was guided by the following hypotheses;

***H_1:* Government interventions do not influence reconstruction of NTTIs significantly.**

It was shown that p-value of government intervention measures p=0.000 which is less than a 0.05. Therefore, the study rejects the null hypothesis H1 and maintains that government intervention significantly influences the rebuilding of the NTTIs.

The first objective was to determine the influence of government interventions on the NTTIs in South Sudan. The hypothesis arising from this objective was that government interventions have significant effects on the rebuilding of the NTTIs. The hypothesis testing was done using simple linear regression analysis. The regression results determined that government interventions had positive and significant effects on the rebuilding of the NTTIs. Thus, the regression results supported hypothesis H1 that government intervention had a significant effect on the reconstruction of NTTIs. The findings showed a reasonable variation in the reconstruction of national training institutes caused by government interventions. The study findings agree with the result of the study by Etzioni (2004), who stated that post-war reconstruction aims at ensuring that assets of the country are restored as well as its infrastructure. It is important to understand the post-war efforts of the reconstruction as a general process that seeks to rehabilitate the environment (Barakat, 2005). On the other hand, Ostby and Urdal (2010, 2011) noted that there exists no evidence 3e to support the assertion that expansion of the higher education system increases political violence risk. According to Ishiyama and Breuning (2012), an increase in rates of enrolment of students would result in a drop in the extent of a resurgence of civil war.

4.6 Humanitarian Relief Interventions and Reconstruction of NTTIs Data Analysis

The study sought to examine humanitarian relief interventions influence on reconstruction of national teachers' institutes. The results of descriptive statistics obtained from the respondents are shown in subsequent sections. Besides the descriptive statistics, the section also presents the analysis of the interview guides, the diagnostic tests as well as the regression results used to test the formulated hypotheses.

4.6.1 Student-teachers and Tutors' views on the influence of Humanitarian Relief Assistance Interventions

The student teachers were asked to indicate how they would rate humanitarian organizations' interventions on national institutes' reconstruction activities. This item was rated on a three-point Likert scale where 1=fair, 2=good, and 3=excellent. The results are indicated in Table 4.17.

Table 4.17: Student-Teachers' views on Humanitarian Relief Interventions

	Frequency	Percentage
Item Description	**N**	**%**
Fair	24	8.6
Good	162	58.1
Excellent	93	33.3
Total	**279**	**100**

From the results in Table 4.17, 58.1 percent of student-teachers agreed that humanitarian relief organizations' interventions were crucial in reconstruction of national teachers' institutes in South Sudan. The results are supported by Husting, Kissam, and Intili (2008) who indicated that, during the Taliban rule in Afghanistan, humanitarian organizations were involved in providing teacher training and learning resources and continued after the return of internationally recognized government in 2002. They have continued to support strengthening of the education system throughout the transition. Similarly, Lopez and Wodon (2005) argued that humanitarian relief interventions crucial in the post war as their services support the communities and governments in building resilience and public engagement and participation which enhance co-existence and sustainable peace.

The tutors were asked to indicate how they would rate humanitarian organizations' interventions on primary teacher colleges' reconstruction activities. This item was rated on a three-point Likert scale where 1=fair, 2=good, and 3=excellent. Table 4.18 (N=20) summarize the findings.

Table 4.18:Tutors' views on Organization relief interventions

	Frequency	Percentage
Item Description	**N**	**%**
Fair	4	20.0
Good	14	70.0
Excellent	2	10.0
Total	**20**	**100**

According to the results in Table 4.18, great number of tutors a 70.0 percent agreed that organizations' interventions are crucial in the rebuilding of national institutes. The results are supported by Husting, Kissam, and Intili (2008) who indicated that humanitarian organizations in Afghanistan, organizations supported the rebuilding of the education system through the past two decades of the civil war. They also noted that these humanitarian supports continued even after the Taliban government was overthrown in 2002. Similarly, Lopez and Wodon (2005) agree that Humanitarian organizations are crucial in reconstruction of national teachers' institutions; they facilitate community participation to enhance sustainable peace building process.

Various statements were formulated on humanitarian organizations relief interventions for student-teachers to provide their opinions. The statements utilized a 3-Likert scale where 1=inadequate, 2=adequate, and 3=very adequate. The results are shown in Table 4.19. (N=279).

Table 4.19: Studen-teachers' views on Humanitarian organizations' relief assistance

	Not Adequate		Adequate		Very adequate		Total	
	f-n	**%**	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**
Provision of funding to support the colleges	68	24.4	138	49.5	73	26.2	**279**	**100**
Capacity building of teachers and principals	60	21.5	149	53.4	70	25.1	**279**	**100**

Provision of college Infrastructure to improve quality	88	31.5	161	57.7	30	10.8	**279**	**100**
Provision of medical service supplies to improve health in the colleges	73	26.2	143	51.3	63	22.6	**279**	**100**
Provision of teaching/learning materials to improve quality in colleges	83	29.7	151	54.1	45	16.1	**279**	**100**
Provision of scholarships programme to support female teachers	96	34.4	142	50.9	41	14.7	**279**	**100**
Improve public engagement on government policies on teacher education	91	32.6	146	52.3	42	15.1	**279**	**100**
Provision of short refresher courses for teachers	104	37.3	129	46.2	46	16.5	**279**	**100**
Provision of certification	85	30.5	142	50.9	52	18.6	**279**	**100**
Provision of food to student-teachers	91	32.6	123	44.1	65	23.3	**279**	**100**

According to Table 4.19 above, the student-teachers rated their responses in term of adequacy and availability as follows; funding support at 49.5 percent, professional development for principals and tutors at 53.4 percent, improved quality of infrastructure at 57.7 percent, improved health services at 51.3 percent, improve provision of education resources at 54.1 percent, scholarship programmes for female teachers at 50.9 percent, public engagement on education policies at 52.3 percent. Furthermore, 46.2 percent that there was adequate provision of short refresher training courses, 50.9 percent perceived adequacy in the provision of certification and 41.1 percent viewed adequacy on the provision of food to student-teachers.

The results in Table 4.19 indicate most of the responses on humanitarian relief assistance were perceived to be adequate, which means that both facilitators and student-teachers felt that relief

was very adequate in the reconstruction of national training institutes. The finding agrees with UNESCO (2012) reports that organizations play crucial role during emergencies and development.

On the other hand, tutors were asked to respond to statements on humanitarian organizations interventions which are summarized below. The statements utilized a 3-Likert scale where 1=inadequate, 2=adequate, and 3=very adequate. The results are shown in Table 4.20. (N=20).

Table 4.20: Tutors' views on Humanitarian organization assistance

	Not Adequate		Adequate		Very adequate		Total	
	f-n	%	f-n	%	f-n	%	f-n	%
Provision of funding to support the colleges	5	25.0	13	65.0	2	10.0	20	100
Capacity building of teachers and principals	6	30.0	12	60.0	2	10.0	20	100
Provision of college Infrastructure to improve quality	3	15.0	16	80.0	1	5.0	20	100
Provision of medical service supplies to improve health in the colleges	4	20.0	14	70.0	2	10.0	20	100
Provision of teaching/learning materials to improve quality in colleges	3	15.0	15	75.0	2	10.0	20	100
Provision of scholarships programme to support female teachers	5	25.0	14	70.0	1	5.0	20	100
Improve public engagement on government policies on teacher education	4	20.0	13	65.0	3	15.0	20	100
Provision of short refresher courses for teachers	4	20.0	12	60.0	4	20.0	20	100
Provision of certification	3	15.0	14	70.0	3	15.0	20	100
Provision of food to student-teachers	2	10.0	13	65.0	5	25.0	20	100

The views of the tutors summarized above suggest that; funding support is adequate at 65.0 percent, professional and capacity development of the principals and tutors at 60 percent,

infrastructure quality at 80 percent, health services and supplies and learning resources were adequate at 75.0 percent respectively. Furthermore, they noted that educational resources had improved at 75.0 which improved the quality of teaching and learning, scholarships for female teachers was adequate at 70 percent, public engagement on education related policies, refresher trainings, certification and availability and provision of feeding programmes were indicated at 65.0, 60.0, 70.0, and 65 percents respectively. As it noted in the UNESCO report of 2012, Humanitarian organizations were so crucial in the development in Afghanistan during and after the civil war. It is noted that by 2015, the Ministry of Education estimated 8.3 million students were enrolled in primary and secondary education unlike in 2001 when it was estimated just at one million students. From the responses above, tutors agree that organizations are key agents of development during and after the civil war.

On the other hand, student-teachers were provided similar statements to indicate their opinion as and the responses are summarized below; The study used a 4-point Likert scale where 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree. The results are as shown in Table 4.21. (N=279).

Table 4.21: Student Teachers' views on Humanitarian organizations' assistance interventions

	Not Adequate		Adequate		Very adequate		Total	
	f-n	**%**	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**
Humanitarian Assistance is a key player in reconstructions of public teacher training colleges by offering guidelines and community awareness	83	29.7	140	50.2	56	20.1	**279**	**100**
NGO are involved in management of the reconstruction process.	78	28.0	149	53.4	52	18.6	**279**	**100**

Involvement of NGO is promoting accountability	86	30.8	159	57.0	34	12.2	**279**	**100**
NGO are involved fundraising for colleges	89	31.9	137	49.1	53	19.0	**279**	**100**
NGO are quality education for all South Sudanese	69	24.7	153	54.8	57	20.4	**279**	**100**
Involvement of NGO is instilling sense of ownership	76	27.2	152	54.5	51	18.3	**279**	**100**
NGOs are involved renovation of college infrastructure e.g. boreholes	81	29.0	146	52.3	52	18.6	**279**	**100**
NGOs are supporting advocacy to increase the number of colleges by government	94	33.7	119	42.7	66	23.7	**279**	**100**

The findings in Table 4.21 indicate that 50.2 percent believed that relief assistance was crucial in the reconstruction of national teachers' institutes by facilitating community awareness and guidelines, further 53.4 percent believed their involvement in the reconstruction of the institutions was crucial. A further 57.0 percent of the respondents agreed that involvement of organizations was promoting transparency and accountability, 49.1 percent said that organizations were involved in resource mobilization for institutes, 54.8 percent suggested that organizations were offering quality education for all and another 54.5 percent of the respondents said their involvement was instilling a sense of ownership. The study further noted that 52.3 percent of the respondents shared that organizations were involved in the renovation of institutions' infrastructure e.g. classrooms, fences, or boreholes and 42.7 percent said that humanitarian agencies were supporting advocacy to increase the number of training institutions by government.

These results indicate that student-teachers agreed that humanitarian organization' interventions are vital in the reconstruction of national training institutes. Lopez and Wodon (2005) noted that humanitarian relief assistance has proved to be an important player in reconstruction of national

teacher training institutes by offering guidelines and support to sustainable peace building through community participation. A project to trace former refugee teachers who trained through International Rescue Committee (IRC) education program in Guinea shows that 63 percent of those trained were repatriated to Sierra Leone and Liberia and deployed to different schools. As such these teachers carry with them their trainings, the knowledge they acquired skills, and experiences which they shared with the learners they teach and later help in intervening in matters of peace building. The relief organizations; local, regional and international worked together with the communities in the conflict areas to sustain peace efforts. Smith (2005) noted that the humanitarian agencies also invest in the education sector, through the provision of sponsorship for student-teachers, educational materials, building of schools, and some even engage the trained teachers in short-term contracts.

The tutors were provided with several statements and they were asked to indicate the extent of their agreement. The study used a 4-point Likert scale where 1=strongly disagree, 2=disagree, 3=agree and 4=strongly agree. The results are as shown in Table 4.22.

Table 4.22:Tutors' views on Humanitarian Relief Assistance Interventions

	Not Adequate		Adequate		Very adequate		Total	
	f-n	**%**	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**
Humanitarian Assistance is a key player in reconstructions of public teacher training colleges by offering guidelines and community awareness	3	15.0	13	65.0	4	20.0	**20**	**100**
NGO are involved in management of the reconstruction process	2	10.0	14	70.0	4	20.0	**20**	**100**
Involvement of NGO is promoting accountability	2	10.0	15	75.0	3	15.0	**20**	**100**
NGO are involved fundraising for colleges	4	20.0	13	65.0	3	15.0	**20**	**100**
NGO are quality education for all South Sudanese	4	20.0	15	75.0	1	5.0	**20**	**100**
Involvement of NGO is instilling sense of ownership	2	10.0	17	85.0	1	5.0	**20**	**100**
NGOs are involved renovation of college infrastructure e.g. boreholes	3	15.0	14	70.0	3	15.0	**20**	**100**
NGOs are supporting advocacy to increase the number of colleges by government	4	20.0	11	55.0	5	25	**20**	**100**

As indicated in Table 4.22, 65.0 percent of the tutors agreed that the adequacy of humanitarian relief is crucial in the rebuilding of national teachers' institutes by facilitating community awareness and guidelines, they also believed that supervision and handling of the reconstruction is at 70.0 percent, it is also noted that their involvement in supporting and promoting accountability and transparency is at 75.0 percent. Organizations' involvement in resource mobilization is rated at 65.0 percent, 75.0 percent noted that they improved access to quality education, 85.0 percent said that there was adequacy in the involvement of organizations in encouraging sense of ownership in the reconstruction process, 70 percent indicated that NGOs were adequately involved the renovation of institutions' infrastructure e.g. parameter fences and

boreholes and 55 percent opined that there was the adequacy of the organizations in supporting advocacy to increase the number of institutes by government.

4.6.2 Principal views on Humanitarian Relief Assistance Interventions

The study purposively sampled one principal who was asked to rate various statements provided under humanitarian relief interventions. The statements were structured on a 4-point Likert scale where 1=not effective, 2=ineffective, 3=effective, and 4=excellent. From the results, provision of funding to establish/expand the college, improvement of infrastructure, provision of college security, and provision of scholarship to needy students were seen to be effective by the principal.

4.6.3 Key Informants' views on Humanitarian Organizations' Relief Interventions

They were asked to explain and provide opinion on some of the organizations' relief interventions that were in place for the rebuilding of national teachers institutes. In the findings, the informant pointed out that they organize training initiatives for the teachers besides provision of resources to close gaps resulting from insufficient funding from government. The other KIs suggested that the humanitarian agencies should enhance rebuilding of national training institutes by investing in infrastructures especially the construction of classrooms and dormitories for learners.

4.6.4 Regression Results of Relief Agencies Interventions and Hypotheses Testing

The study used a simple linear regression analysis to investigate the interaction between relief assistance interventions and rebuilding of national training institutes.

4.6.5 Model Summary of Humanitarian Relief Assistance Interventions

The results of the model summary are shown in Table 4.23.

Table 4.23: Model Summary of Humanitarian Assistance Measures

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826[a]	.682	.681	.39773

a. Predictors: (Constant), Humantarian Assiatance Measures

As seen from the results in Table 4.23 above, the value of adjusted R square is set at 0.681; which means that 68.1 percent variation in the rebuilding of national institutes as individually explained by humanitarian relief assistance interventions. Therefore, it can be seen that apart from the humanitarian relief interventions, there are other interventions with influence on the rebuilding of national teachers training institutes.

4.6.6 Analysis of Variance of Humanitarian Relief Assistance Interventions

The study analyzed an Analysis of Variance at a 5 percent level of significance and the results are as presented in Table 4.24.

Table 4.24: Analysis of Variance on Humanitarian Assistance Measures

	Sum of Squares	df	Mean Square	F	Sig.
Regression	101.180	1	101.180	639.615	.000[b]
Residual	47.140	298	.158		
Total	**148.320**	**299**			

a. Dependent Variable: Reconstruction of Public Teacher Training Colleges
b. Predictors: (Constant), Humantarian Assiatance Measures

The results in Table 4.24 indicate that the value of F is calculated as 639.615 while F critical (at degrees of freedom of 1 and 298) is 3.873. Thus, the value of F calculated is far above F critical, which suggests that the overall model used to predict the role of humanitarian relief interventions on the rebuilding of national teachers' institutes was significant. The p-value from the model is 0.000 ($p<0.05$) which could be an indication that humanitarian relief assistance interventions had

significant effects on the rebuilding of national teachers' institutes. The finding as agreed by Nishimuko (2009) who reveals that rebuilding sustainable peace in Sierra Leone through the education for all policy will need the contribution of the government as well as organizations and faith-based organizations in training of teachers who will then teach the learners in communities. When all the parties collaborate and work together to build teacher training institutes' infrastructure and equipping them to produce qualified teachers, the quality of education will improve. In Sierra Leone, Wurie (2007) shared that humanitarian organizations and local agencies worked together in providing social amenities, the key basic education and its resources. These institutions helped in delivering relevant skills to most people. Grant (2005) noted that humanitarian organizations also offered free guidance and counseling and repatriation for those affected by the conflict, which would help them cope with the situation in post-conflict lives. These humanitarian organizations included locally founded, regional organizations, and internationally based that worked together to help rebuild the country.

4.6.7 Regression Coefficients and Hypotheses Testing

The study tested the formulated hypothesis through the interpretation of the p-values shown under the significance column in Table 4.25.

Table 4.25: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	22.636	.191		118.494	.000
HumantarianAssiatanceMeasures	.264	.010	.826	25.291	.000

a. Dependent Variable: Reconstruction of Public TeacherT raining Colleges

From Table 4.25, the following equation is formulated:

Y=22.636+**.264X_1……(ii)**

This objective sought to determine the influence of humanitarian relief assistance interventions on the reconstruction of national teachers training institutes in South Sudan. The results showed that when humanitarian relief assistance interventions are held constant, reconstruction of national teachers training institutes would be equivalent to 22.636. A unit change in humanitarian relief assistance interventions while holding other factors constant would lead to 0.264 unit increases in the reconstruction of national training institutes.

The study was guided by the following hypothesis:

H_2: Humanitarian assistance intervention does not significantly influence reconstruction of national teachers training institutes in South Sudan.

From the results in Table 4.25, the p-value of humanitarian relief assistance interventions p=0.000 which is less than 0.05. Thus, the study rejects the null hypothesis H2 and suggests that humanitarian relief assistance interventions have significant influence on the reconstruction of national teachers training institutes. In Sierra Leone Wurie (2007) shared that the local and international humanitarian agencies, worked together in providing social facilities and amenities, the key being education and its learning and teaching resources. Some institutes have put in place programs to encourage efforts for recovery and reconstruction. Through these institutes, one can get relevant skills to enter the university programmes. The humanitarian organizations also offered free guidance and counseling and repatriation for those affected by the war, which would help them cope with the situation in post-conflict Sierra Leone.

The objective sought to determine the influence of humanitarian relief assistance interventions on national primary teachers' training institutes' reconstruction in South Sudan. The hypothesis that there is no statistically significant influence on humanitarian relief assistance interventions and the reconstruction of national training institutes was tested using stepwise regression. Based on the regression results, it was established that Humanitarian relief moderated the relationship between humanitarian intervention and reconstruction of national teachers training institutes. These findings are in agreement with a study by Husting, Kissam, and Intili (2008) which state that Humanitarian organization were involved in training of teachers and providing educational resources during and after civil war in Afghanistan. According to UNESCO report of 2015 MoE indicated the enrolment at 8.3 million students (39% F) in primary and secondary unlike in 2001 when it was estimated to be at just one million learners. Just like Afghanistan, South Sudan is characterized by instability as a result of the protracted conflicts. Various social and economic challenges in South Sudan come as a result of several issues arising from the long period of internal conflicts in the country. There is a growing number of people who have been displaced, about 4.21 million people which represents a third of the entire population out of which 1.76 are internal displacements as of April, 2018. There are other challenges and issues that the country does face which act to threaten the degree and level of development in a nation. These challenges include the increased levels of poverty, political instability.

4.7 Data Analysis on Faith Based Initiated Peace Building Intervention Measures and Reconstruction of National Teachers Training Institutes

The third objective sought to establish the influence of faith-based initiated peace-building intervention measures on the reconstruction of national teachers training institutes in South

Sudan. This section, therefore, details the results of the analysis of faith-based peace-building intervention measures starting with the use of frequencies and percentages, the qualitative analysis, and the use of regression analysis.

4.7.1 Student Teachers' and Tutors Perceptions on Faith Based Initiated Peace Building Interventions

The student teachers were requested to indicate how they rated peace-building initiatives by faith-based institutions in your college. The question was structured on a three Likert scale where 1=fair, 2=good, and 3=excellent. The findings are shown in Table 4.26.

Table 4.26: Student Teacher's Perceptions on Faith Based Initiated Peace Building Intervention Measures

	Frequency	Percentage
Item Description	**n**	**%**
Fair	33	11.8
Good	167	59.9
Excellent	79	28.3
Total	**279**	**100**

The results in Table 4.26 show that 59.9 percent of the student teachers and tutors were of the view that faith-based peace-building intervention measures played important role in the reconstruction of national teachers training institutes in South Sudan. According to Shannahan and Payne (2016), in today's society, faith-based actors are regularly engaged in efforts to resolve conflict. At their best, they have the moral capital, grassroots networks, functioning institutional frameworks, and open-ended commitment to providing a local response to local problems

The tutors were requested to indicate how they rated peace-building initiatives by faith-based institutions in your college. The question was structured on a three Likert scale where 1=fair, 2=good, and 3=excellent. The findings are shown in Table 4.27.

Table 4.27: Tutors Perceptions on Faith Based Initiated Peace Building Intervention Measures

	Frequency	Percentage
Item Description	**N**	**%**
Fair	3	15
Good	16	80
Excellent	1	5
Total	**20**	**100**

The study noted that 80.0 percent of the tutors perceived that the peace-building initiatives by faith-based institutions in their colleges were good. Shannahan and Payne (2016) noted that in today's society, faith-based actors are regularly engaged in efforts to resolve conflict.

The student teachers were provided with some statements on faith-based initiated peace-building intervention measures where they were required to rate these statements using a 3-point Likert scale where 1=inadequate, 2=adequate, and 3=very adequate. The results are shown in Table 4.28.

Table 4.28: Students' teachers views on Faith Based Initiated Peace Building Intervention Measures

	Not Adequate		Adequate		Very adequate		Total	
	f-n	**%**	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**
Capacity building of teachers and principals	65	23.3	155	55.6	59	21.1	**279**	**100**
Provision of college Infrastructure	53	19.0	182	65.2	44	15.8	**279**	**100**
Provision of funding to improve college welfare	74	26.5	173	62.0	32	11.5	**279**	**100**
Provision of food to student-teachers	69	24.7	160	57.3	50	17.9	**279**	**100**
Organization of community dialogue meetings in colleges	62	22.2	150	53.8	67	24.0	**279**	**100**
Establishment and support of the college's peace clubs	90	32.3	128	45.9	61	21.9	**279**	**100**
Dispute resolution in the colleges	88	31.5	141	50.5	50	17.9	**279**	**100**
Offering of religious services	90	32.3	129	46.2	60	21.5	**279**	**100**

As indicated in Table 4.28, most of the student teachers 55.6 percent said that faith-based initiated measures were adequately organized for capacity building of teachers and principals, 65.2 percent said that they adequately provided college infrastructure and 62.0 percent talked of provision of funding to improve college welfare. A further 57.3 percent of the respondents said that provision of food to student-teachers was adequate, 53.8 percent of the respondent acknowledged the role played by faith-based organizations in the organization of community dialogue meetings in colleges, 45.9 percent cited establishment and support of the college's peace clubs, 50.5 percent noted dispute resolution in the colleges and 46.2 percent shared on an offering of religious services.

These results thus imply that the majority of the tutors and student teachers rated the role played by faith-based initiated peace building intervention measures in the reconstruction of teaching

training colleges as effective. According to Shannahan and Payne (2016), in today's society, faith-based actors are regularly engaged in efforts to resolve conflict. At their best, they have the moral capital, grassroots networks, functioning institutional frameworks, and open-ended commitment to providing a local response to local problems. Given the challenges involved, entering into peace-building relationships with faith groups is not for the risk-averse or fainthearted. Yet the case in countries like Pakistani and Libera show it is possible - and the potential gains for humanity more than justify the effort put in by the faith-based actors. According to Teacher DNS training (n.d), the Ministry of Primary, Secondary and Vocational Education in DRC agreed with HPP–Congo and Humana People to People to establish new 54 teacher training colleges in the country where the first institute was established in 2012. This is a clear indication that government involvement, wiliness, and initiatives taken play contribute to the revival and growth of both the education infrastructure and student enrolment in schools in the country recovering from war (UNICEF, 2009).

The tutors were provided with some statements on faith-based initiated peace-building intervention measures where they were required to rate these statements using a 3-point Likert scale where 1=inadequate, 2=adequate, and 3=very adequate. The results are shown in Table 4.29.

Table 4.29: Tutors' Perceptions on Faith Based Initiated Peace Building Intervention Measures

	Not Adequate		Adequate		Very adequate		Total	
	f-n	%	f-n	%	f-n	%	f-n	%
Capacity building of teachers and principals	4	20.0	14	70.0	2	10.0	**20**	**100**
Provision of college Infrastructure	2	10.0	17	85.0	1	5.0	**20**	**100**
Provision of funding to improve college welfare	3	15.0	15	75.0	2	10.0	**20**	**100**
Provision of food to student-teachers	3	15.0	13	65.0	4	20.0	**20**	**100**
Organization of community dialogue meetings in colleges	2	10.0	14	70.0	4	20.0	**20**	**100**
Establishment and support of the college's peace clubs	5	25.0	12	60.0	3	15.0	**20**	**100**
Dispute resolution in the colleges	1	5.0	14	70.0	5	25.0	**20**	**100**
Offering of religious services	3	15.0	13	65.0	4	20.0	**20**	**100**

The findings indicated that 70 percent of the tutors shared on capacity building of teachers and principals, 85.0 percent agreed on the adequacy of the provision of college infrastructure while 75 percent agreed on the provision of funding to improve college welfare as being adequate. It was shown that 65.0 percent of the tutors agreed on the adequacy of the provision of food to student-teachers, 70 percent of the tutors said that there was adequacy in the organization of community dialogue meetings in colleges, 60.0 shared on establishment and support of the college's peace clubs, 70 percent agreed on the adequacy of dispute resolution in the colleges while 65.0 percent agreed on the adequacy of the offering of religious services as being adequate. Thus, the tutors had consistent views of the adequacy of the faith-based intervention measures towards the reconstruction of the national teachers training institutes in South Sudan.

4.7.2 Principal's Perceptions on Faith Based Initiated Peace Building Intervention Measures

Besides the tutors and student teachers, the study sampled one principal who was issued with a questionnaire with some items on faith-based initiated peace building intervention measures and the reconstruction of national teacher training institutes. In the findings, the study noted that offering of religious service, construction of college chapels, Provision of college scholarships to needy students, support to peace clubs in the colleges, and offering of religion service were the most effective roles played by faith based organizations.

4.7.3 Key Informants' Views on Faith Based Initiated Peace Building Intervention Measures

The KIs were asked to indicate whether there had been a recent capacity-building initiative by the faith-based. From the results, the KIs noted that capacity-building programs were being organized for teachers and these were meant to enhance their competency to deliver while in classrooms. The KIs noted that the faith-based organizations organized seminars and training programs for the teachers as part of the capacity-building initiatives. However, the KIs failed to concur on whether there were forums where the faith-based and the government could interact on issues regarding education in the State.

4.7.4 Regression Results and Hypothesis Testing

A simple linear regression analysis was conducted to determine the interaction between faith-based peace-building initiatives and the reconstruction of teaching institutes in South Sudan. The results are presented in subsequent sections.

4.7.5 Model Summary

The results of the model summary of the study are presented in Table 4.30.

Table 4.30: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799[a]	.638	.637	.42441

a. Predictors: (Constant), Faith Based Initated Peace Building Intervention Measures

As shown in Table 4.30, the value of adjusted R square is 0.637; this means that 63.7 percent variation in the reconstruction of national teachers training institutes is explained by faith-based initiated peace intervention measures. It, therefore, means that aside from the faith-based peace-building initiatives; there are still other intervention measures with an influence on the reconstruction of national teachers training institutes in South Sudan that future studies should focus on.

4.7.6 Analysis of Variance

The study conducted an Analysis of Variance at 5 per cent and the results are summarized in Table 4.31.

Table 4.31: Analysis of Variance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	94.644	1	94.644	525.446	.000[b]
Residual	53.676	298	.180		
Total	**148.320**	**299**			

a. Dependent Variable: Reconstruction of Public Teacher Training Colleges
b. Predictors: (Constant), Faith Based Initated Peace Building Intervention Measures

The results in Table 4.31 indicate that the value of F calculated is 525.446 while that of F critical is given as 3.873. Therefore, it can be clearly shown that the value of F calculated is above F critical (525.446>3.873), which infers that the overall model used to link faith-based peace

building initiatives and reconstruction of national teachers training institutes in South Sudan was significant. Furthermore, the p-value is taken as 0.000 ($p<0.05$), which could be an indication that faith-based peace-building initiatives had a significant influence on the reconstruction of national training institutes in South Sudan. The faith-based initiatives are not only concerned with peace but Nwaka (2020) reveals they work hard to provide for the well-being of the society through the provision of basic needs like food, social amenities, and the capacity to build the communities that surrounds them. It is with the belief that conflicts can easily be re-visited when provisions are few, poverty is high and members of the community are uneducated.

Presently, the various faith-based players are deeply involved in the resolution of conflicts, especially among the affected areas and countries. The organizations have the required capital to ensure that responses are available to local challengers. These institutions also have an open-ended culture of commitment which is a key challenge among international role players and actors (Prevention, 1999). The capital and religion of faith-based organizations enable them to effect timely take part in the establishment and building of sustainable peace efforts. These organizations are present and operational in many areas and they help to provide the required basic products during the reconstruction process, (Anderson & Wallace, 2013). The faith-based entities advocate for the packaging of locals in the areas that are characterized by the very violence with some dignity including through the use of efforts such as mediation, reconciliation, and human aid (Anderson & Wallace, 2013). Ultimately, faith-based initiatives work with the local communities to ensure the peace-building programs can give long-lasting results. Nwaka (2020) shares that Nigeria can create lasting peace through building strong alliances by the Christian and Muslim Nigerians through collaborative efforts for infrastructure development,

capacity building of the locals, provision of basic needs, and funding programs and projects that increase the income earning capacity of the locals.

In South Sudan, there has been an increase in proactiveness by faith-based actors. Most of the organizations have formulated their plans as far as the future is concerned about working in peace-building initiatives that will better the livelihoods of the people (Mans, 2008). Most of the organizations are currently planning for their operations in the future in line with the peace-building process. Other organizations are planning for their future operations in line with the need to foster and promote peace. This covers the establishment of religious practices within the communities across the country where such activities could not be practiced (Johnstone & Svensson, 2013). In short, harnessing positive elements unique to faith-based; the combination of moral authority and the ability to create a genuine commitment to peace among large parts of the population makes many policymakers regard religious communities as important drivers of change in peace-building and reconstruction (Collier & Hoeffler, 2002).

4.7.7 Regression Coefficients and Hypotheses Testing

The results of the regression beta coefficients and the significance are as presented in Table 4.32.

Table 4.32: Regression Coefficients and Significance

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	24.440	.289		84.577	.000
FaithBased Initated Peace Building Intervention Measures	.192	.008	.799	22.923	.000

a. Dependent Variable: Reconstruction of Public Teacher Training Colleges

. From the results in Table 4.32, the following equation is formulated:

$Y=24.440+.192X_1$…… (iii)

The study sought to establish the influence of faith-based initiated peace building intervention measures on the reconstruction of national teachers training institutes in South Sudan The study noted that when faith-based initiated peace building intervention measures are held constant, reconstruction of national teachers training institutes in South Sudan would be at 24.440. A unit change in faith-based initiated peace-building intervention measures when other factors are held constant would result in a 0.192 unit increase in the reconstruction of national training institutes in South Sudan.

The study tested the following hypothesis: H3: faith-based led peace-building initiatives do not significantly influence the reconstruction of public teacher training colleges in South Sudan. The results in Table 4.32 further indicate that faith-based initiated peace-building intervention measures have p-value=0.000 which is less than 0.05. It, therefore, implies that faith-based initiated peace-building intervention measures have a significant effect on the reconstruction of public teacher training colleges. Based on the results in Table 4.30, the study, therefore, rejects null hypothesis H3. There has been an increase in pro-activeness among faith-based role players in South Sudan. Most organizations are now planning for their operations and activities in line with the provisions and peace processes. This covers establishments like new religious communities in areas that were not accessible in the past and plans for developments including setting up schemes to resettle the victims of conflicts (Collier & Hoeffler, 2002).

The influence of faith-based initiated peace-building intervention measures on national primary teachers training institutes' reconstruction in South Sudan was tested using step-wise regression

analysis. It was shown that faith-based initiated peace-building intervention measures have a significant effect on reconstruction. According to the finding by OECD-DAC, (2007), states that after the terrorist attack on the World Trade Centre in New York in September 2001 (9/11), religion has been regarded in some quarters as a cause or catalyst for conflicts around the world as it can be used or mobilized to promote either conflict or peace building. In this context, religion, and the various interpretations of different faiths are often viewed as a source of tensions and as part of the problem. This is however an erroneous assumption as a critical examination of the role of religion in conflict shows that more often than not, it is not the cause of conflict but rather, other underlying political and economic factors such as the quest for resources or state power such as land, Oil, Water, and valuable mineral among others. In Europe since the era of Enlightenment, most countries in the West strongly advocated for separation between religion and politics; and a clear demarcation between Faith-based and State while in Africa, religion has increasingly become an important cog driving a variety of policy agendas. To most African countries experiencing perennial conflicts, religion, as opposed to political players, is considered a neutral interlocutor for conflict prevention, resolution, reconstruction, and peace-building since they draw their membership across the warring factions (United States Department of State, 2015). In South Sudan, there is an increased pro-activeness in faith-based factors. The majority of the organizations do plan for their activities in the future in line with the entire process of peace and its provisions. This involves establishing relatively new communities in religious dimensions in areas and regions that could not be accessed formally and setting plans for developments to be expected in the future. In short, harnessing positive elements unique to faith-based; a mixture of moral induced authority, and the ability to come up with commitments that are genuine for peaceful coexistence among most people make the policymakers consider

religious communities as key agents of change as far as reconstruction and peacebuilding are concerned (Collier & Hoeffler, 2002). Based on the cited studies, the moderating effect of Faith-based initiated peace-building intervention on the national teachers training institutes' colleges' reconstruction in South Sudan seems to be implied.

4.8 Data Analysis on Local Community Interventions and Reconstruction of National Teachers Training Institutes

The last objective of the study was to determine the influence of local community intervention measures on the reconstruction of national teachers training institutes in South Sudan. The results of the analysis as shared by the tutors and student teachers, as well as the principal, are indicated in subsequent sections.

4.8.1 Student-teachers andTutors' Views on Local Community Interventions

The student teachers were asked to indicate how they would rate local community engagement in national teachers training institutes' reconstruction. The statement was structured on a three Likert scale where 1= fair, 2=good, and 3=excellent. The results were summarized and presented in Table 4.33.

Table 4.33: Student Teachers Views on Local Community Intervention Measures

	Frequency n	**Percentage %**
Fair	22	7.9
Good	188	67.4
Excellent	69	24.7
Total	**279**	**100**

As indicated in Table 4.33, most of the respondents 67.4 percent said that local community intervention measures were good in the reconstruction of national teachers training institutes in South Sudan. According to South African School Act 2012, community leadership is involved

in the management and learning of schools which promotes more accountability and a sense of ownership (Republic of South Africa, 2012). One of the suggestions in a report by FMR education supplement in South Sudan is to engage communities in supporting schools and education activities.

The tutors were asked to indicate how they would rate local community engagement in primary teacher colleges' reconstruction. The statement was structured on a three Likert scale where 1= fair, 2=good, and 3=excellent. The results were summarized and presented in Table 4.34.

Table 4.34: Tutors' Views on Local Community Intervention Measures

	Frequency	**Percentage**
	n	**%**
Fair	2	10
Good	13	65
Excellent	5	25
Total	**20**	**100**

The findings in Table 4.34 indicate that 65.0 percent of the tutors believed that local community interventions were good in primary teacher colleges' reconstruction in South Sudan. Community leadership is involved in the management and learning of schools which promotes more accountability and a sense of ownership (Republic of South Africa, 2012). The student teachers were provided with various statements on local community intervention measures. The statements were structured using a four Likert scale where 1=not effective, 2=ineffective, 3=effective, and 4=very effective. The results of the analysis are presented in Table 4.35.

Table 4.35: Student-teachers' views on Local Community Interventions

	Not Effective		**Ineffective**		**Effective**		**Very Effective**		**Total**	
	f-n	**%**	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**
Management of colleges	3	1.1	20	7.2	151	54.1	105	37.6	**279**	**100**
Supply of volunteered casual labour	7	2.5	15	5.4	142	50.9	115	41.2	**279**	**100**
Provision of In-	5	1.8	19	6.8	139	49.8	116	41.6	**279**	**100**

kind support to the colleges										
Provision of local security	14	5.0	23	8.2	134	48.0	108	38.7	**279**	**100**
Fundraising for colleges	10	3.6	17	6.1	146	52.3	106	38.0	**279**	**100**

Table 4.35 shows that 54.1 percent of the respondents said the engagement of colleges by the community was effective, 50.9 percent cited that supply of volunteered casual labor was effective, 49.8 percent noted that provision of in-kind support to the colleges by the community was effective while 48.0 percent cited a provision of local security and 52.3 percent indicated that fundraising for colleges was effective. From the results in Table 4.34, it can be inferred that the local community is very effective in the reconstruction of teacher training colleges. Vervisch, Titeca, Vlassenroot, and Braeckman (2013) looked at community-based reconstruction as an avenue for rebuilding social capital after a long period of conflicts. Whenever it is thought in using community-based development (CBD) approach in recovery and reconstructing the society after the wars and conflict, the key focus of the economic and social dimensions may be on technicalities that may bring about supply and demand-driven. The study noted that there is a need for the perspective of political economy on socially generated capital. This implies that the role played by social capital is shaped and informed by the economic resource type that CBD gives access to. The researchers do not advocate for the general application of community-based development (CBD), since the value systems, myths, and ethos, culture, and vices that apply in the community do not apply in another community. As such when looking at the local community to resolve the conflicts, it is important to take adequate account of the nature of the interventions and the challenges posed by the particular post-conflict setting. Based on security, the colleges for training teachers may be considered and recognized as insecure and unstable due to several reasons. Colleges and campus are used to house students that are active politically as

well as the academicians that play a key role in the initiation of movements and protests in political horizons (Thyne 2006; Zeilig 2007; Gill and DeFronzo 2009). At the same time, people like Taylor of Liberia, Garang of South Sudan, and Cano in Colombia all played a key role as far as state armed groups were concerned.

The tutors were provided with various statements on local community intervention measures. The statements were structured using a four Likert scale where 1=not effective, 2=ineffective, 3=effective, and 4=very effective. The results of the analysis are presented in Table 4.36.

Table 4.36: Tutors' views on Local Community Interventions

	Not Effective		**Ineffective**		**Effective**		**Very Effective**		**Total**	
	f-n	**%**	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**
Management of colleges	2	10.0	7	35.0	9	45.0	2	10.0	**20**	**100**
Supply of volunteered casual labour	1	5.0	6	30.0	10	50.0	3	15.0	**20**	**100**
Provision of In-kind support to the colleges	2	10.0	1	5.0	13	65.0	4	20.0	**20**	**100**
Provision of local security	2	10.0	3	15.0	7	35.0	8	40.0	**20**	**100**
Fundraising for colleges	2	10.0	3	15.0	10	50.0	5	25.0	**20**	**100**

The study noted that 45.0 percent of the tutors were of the view that the management of institutes was effective, 50 percent indicated that supply of volunteered casual labor was effective, 65 percent noted that provision of in-kind support to the colleges was effective, 40 percent indicated that provision of local security was very effective while 50 percent said that fundraising for colleges was adequate.

Student teachers were further provided with the local community initiatives intervention measures on national teachers training institutes' reconstruction and they were asked to rate them. The study used a 4-Liker scale where 1=not available, 2= inadequate, 3=adequate, and 4=very adequate. Table 4.37 gives a breakdown of the results.

Table 4.37: Perceptions of Student Teachers on Local Community Initiatives Intervention Measures

	Not available		Inadequate		Adequate		Very adequate		Total	
	f-n	**%**	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**	**f-n**	**%**
Allocation of land to construct colleges	10	3.6	33	11.8	151	54.1	85	30.5	**279**	**100**
Provision of security to colleges	19	6.8	13	4.7	135	48.4	112	40.1	**279**	**100**
Supply of volunteer teachers to support colleges	19	6.8	30	10.8	134	48.0	96	34.4	**279**	**100**
Supply of learners to colleges	24	8.6	13	4.7	154	55.2	88	31.5	**279**	**100**
Provision of housing for volunteer teachers	17	6.1	27	9.7	139	49.8	96	34.4	**279**	**100**
Provision of food for college community	3	1.1	19	6.8	59	21.1	198	71.0	**279**	**100**

From the results in Table 4.37, most of the highest values of percentages fall in the column of adequate; which means that the majority of the respondents rated the various statements provided under on local community initiatives intervention measure as adequate. More specifically, 54.1 percent of the respondents said that the community helped in the allocation of land to construct colleges, 48.4 percent indicated provision of security to colleges, 48.0 percent noted supply of volunteer teachers to support colleges, 55.2 percent indicated the supply of learners to colleges, 49.8 percent suggested provision of housing for volunteer teachers while an overwhelming 71 percent said that the provision of food for college community was very adequate.

Tutors were further provided with the local community initiatives interventions on national teachers training institutes' reconstruction and they were asked to rate them. The study used a 4-Liker scale where 1=not available, 2= inadequate, 3=adequate, and 4=very adequate. Table 4.38 gives a breakdown of the results.

Table 4.38: Perceptions of Student Teachers on Local Community Initiatives Intervention Measures

	Not available		Inadequate		adequate		Very adequate		Total	
	f-n	%	f-n	%	f-n	%	f-n	%	f-n	%
Allocation of land to construct colleges	1	5.0	3	15.0	12	60.0	4	20.0	**20**	**100**
Provision of security to colleges	2	10.0	3	15.0	10	50.0	5	25.0	**20**	**100**
Supply of volunteer teachers to support colleges	1	5.0	2	10.0	11	55.0	6	30.0	**20**	**100**
Supply of learners to colleges	2	10.0	3	15.0	10	50.0	5	25.0	**20**	**100**
Provision of housing for volunteer teachers	2	10.0	3	15.0	13	65.0	2	10.0	**20**	**100**
Provision of food for college community	1	5.0	4	20.0	3	15.0	12	60.0	**20**	**100**

The findings indicate that 60.0 percent of the respondents shared that allocation of land to construct institutes was adequate, 50 percent said that provision of security to colleges was adequate, 55 percent said that the supply of volunteer teachers to support colleges, 50 percent indicated that supply of learners to colleges was adequate, 65 percent noted that provision of housing for volunteer teachers was adequate and 60 percent of the tutors were of the view that provision of food for college community was very adequate.

4.8.2 Principal's views on Local Community Intervention Measures

The principal was provided with a questionnaire that sought to rate the local community initiatives' intervention measures on primary teachers' colleges' reconstruction. From the

findings, the study revealed that supply of learners, Provision of casual labor, provision of security around colleges, provision of land construction colleges, and involvement in the management of colleges was adequate as far as reconstruction of national teachers training institutes was concerned.

4.8.3 Key Informants' views on Local Community Interventions

The KIs were asked to suggest some of the mobilization strategies that they felt the local community could employ to help in the reconstruction of national teachers training institutes. One of the KIs noted that the creation of awareness to the local community to take their children to teacher training colleges could go a long way to reconstruction of the national training institutes in South Sudan. Another KI said that the local community could give out the land for construction of the classrooms and other facilities including the playgrounds and this would contribute towards a reconstruction of public teacher training colleges in South Sudan.

4.8.4 Regression Results and Hypotheses Testing on Local Community Intervention Measures

The study used simple linear regression analysis to test the formulated hypothesis and the results are as shown in subsequent sections.

4.8.4.1 Model Summary

The results of the model summary of the study are shown in Table 4.39.

Table 4.39: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.764[a]	.584	.583	.45482

a. Predictors: (Constant), Local Community Intervention Measures

From Table 4.39, the value of the adjusted R square is 0.583; this means that 58.3 percent

variation in the reconstruction of public education is explained by Local Community Intervention Measures. Therefore, apart from local community intervention measures, there are also other factors with an influence on the reconstruction of national teachers training institutes in South Sudan which further studies should be done to establish.

4.8.4.2 Analysis of Variance

The ANOVA results are summarized in Table 4.40 and they helped in determining the overall significance of the study model.

Table 4.40: Analysis of Variance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	86.676	1	86.676	419.012	.000[b]
Residual	61.644	298	.207		
Total	**148.320**	**299**			

a. Dependent Variable: Reconstruction of Public Teacher Training Colleges
b. Predictors: (Constant), Local Communityl ntervention Measures

The results in Table 4.40 show that the model of the study was significant and thus suitable for use in the study. The p-value is less than 0.05 which support the assertion that local intervention measures have a significant effect on the reconstruction of national training institutes in South Sudan. The result is empirically supported by Lewis (1996) who shared that the community-oriented approaches of reconciliation and healing are also shown by closely considering the degree and level of sustainability, capacity at the local level, and the overall culture. The local community plays an important role as far as coming up with culturally based means of reconstruction and healing. Wessells and Monteiro (2004) states that it is important the community broadly understands its needs so that it can prevent programs that are well customized and designed for the community.

4.8.4.3 Regression Coefficients and Beta

The results of the beta coefficients and the significance were used to test the formulated hypothesis as indicated in Table 4.41.

Table 4.41: Regression Coefficients and Beta

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	11.671	.303		38.582	.000
Local Community Intervention Measures	.178	.009	.764	20.470	.000

a. Dependent Variable: Reconstruction of Public Teacher Training Colleges

From Table 4.41, the following regression equation is predicted:

$Y=11.671+.178X_1$……(iv)

The last objective of the study was to determine the influence of local community interventions on the reconstruction of national teachers training institutes in South Sudan. From the results, it was shown that when the local community intervention measures are held constant, re-construction of national training institutes would be at 11.671. A unit change in local community intervention measures when other factors are held constant would result in a 0.178 unit increase in the re-construction of national teachers training institutes in South Sudan.

The study tested the following hypotheses: local community interventions do not significantly influence the reconstruction of national teachers training institutes in South Sudan. At a 5 percent level of significance, the study noted that local community intervention measures have a p-value of 0.000 which is lower than 0.05. This means that local community interventions have a significant effect on the reconstruction of national primary teachers training institutes. The study,

therefore, rejects the formulated null hypothesis H4: Local community interventions do not significantly influence the reconstruction of national teachers training institutes in South Sudan.

Haider (2009) noted that community-based approaches ensure that the local members of the community are empowered through ensuring that they have sound information and skills on making investment choices and decisions. . Pigozzi (1999) indicate that the community has a great role to play in the reconstruction of education in emergencies. Parents and the community should be respected partners in the process of rebuilding primary education where community resources would be included as part of required facilities. In Nigeria, the implementation of the Universal Basic Education scheme heavily depended on the community (Adeyemi, 2011). The community was expected to offer logistics support and enabling environment for the execution of the scheme in the localities. According to South African School Act 2012, community leadership is involved in the management and learning of schools which promotes more accountability and a sense of ownership (Republic of South Africa, 2012). One of the suggestions in a report by FMR education supplement in South Sudan is to engage communities in supporting schools and education activities. Primary school teachers in South Sudan have been taken as failures and many qualified and competent teachers have moved to secure other opportunities that seemed to be respectable in the community (USAID, 2015). Both community involvement and attitude toward public teacher training colleges will play a key role in primary school education in South Sudan.

The study sought to establish the influence of local community intervention measures on primary teachers' colleges' reconstruction in South Sudan. Hypothesis H4 was tested by regressing local community intervention measures on primary teachers' colleges reconstruction in South Sudan. The results were compared for conclusions to be made. The results indicated that the combined

effect of land allocation, security and supply of teachers and students plays very critical role on reconstruction of primary teacher colleges' in South Sudan. This is in line with the study by Pigozzi (1999) indicates that the community has a great role to play in the reconstruction of education in emergencies. The community and parents should be key partners as far as the ability to rebuilt primary education is concerned where community resources would be included as part of required facilities. In Nigeria, the implementation of the Universal Basic Education scheme heavily depended on the community (Adeyemi, 2011). The community was expected to offer logistics support and enabling environment for the execution of the scheme in the localities. The World Bank report noted that political strife is directly linked with divisions that are ethically generated and that "the conflict has taken on an increasingly 'ethnic' dimension that the conflict event data indicates that the violence is still multisided. They raise common threads, including the increase in hate speech, closing of political space, attacks on media, atrocities, and 'tit for tat killings" (World Bank, 2017:4/5). From the time South Sudan obtained independence in July the year 2011, there have been growing incidences of internal conflicts in the country. This has been largely evident through the power struggle by President Silva Kiir with the opposition party under Riek Machar as the vice president. There was the first civil war in South Sudan in the year 2013 and the second conflict occurred in the year 2016 July. Within this period, there has been spread of war to other areas that had not been previously affected by civil war for instance Bahr El Ghazal areas.

The overall implication on the findings of the linear regression analysis was that humanitarian assistance measures (β=0.264) had the largest influence on reconstruction of public teacher training colleges in South Sudan followed by faith-based initiated peacebuilding intervention measures (β=0.192), local community intervention measures (β=0.178) and lastly government

intervention measures (β=0.158). Because of the humanitarian assistance measures, Bruce (2009) noted that UNHCR donated and spent 183 million in the repatriation of refugees back in Rwanda and to their original communities and locations. Some of the other humanitarian relief organizations that help in post-conflict recovery and reconstruction included United Nations Assistance Mission for Rwanda (UNAMIR) that took part in the coordination of transport facilities for the IPDs; British direct aid (BDA) and IOM helped in setting up school curricula and programmess for the teachers to equip them to teach the learners. The humanitarian relief agencies embarked on a rural shelter program for the returnees by building simple structures/homes to move the returnees from tents. Bruce (2013) shared that the international humanitarian organizations, provided the returnees with food items in the camps and as they traveled back to the original land abodes. Upon reaching their original lands, the humanitarian organizations organized to give them seeds and grains for their planting season to ensure they would have a harvest and re-start their lives. Other than helping the refugee returnees back in Rwanda, these organizations provided them with foods and contributed to their capacity building through aiding their agricultural activities by giving those seeds and grains for planting.

4.9 Correlation Results of the four study variables

Correlation analysis was conducted to determine the interaction between the variables of the study. Usually, correlation analysis is useful when the study seeks to determine how variables (independent) relate with the other (dependent) variable (Field, 2005). Table 4.42 shows the correlation coefficients for Government Intervention, Non-governmental organization interventions, Faith-Based intervention measures Local Community Intervention measures and reconstruction of public primary teachers' colleges. The results are summarized in Table 4.42.

Table 4.42: Correlation Results

		Reconstruction of Public Teacher Training Colleges	Government Interventions	Humantarian Assiatance s	Faith Based Initated Peace Building Interventions	Local Community Interventions
Reconstruction of Public Teacher Training Colleges	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	300				
Government Interventions	Pearson Correlation	.420**	1			
	Sig. (2-tailed)	.000				
	N	300	300			
Humantarian Assiatance	Pearson Correlation	.526**	.607**	1		
	Sig. (2-tailed)	.000	.000			
	N	300	300	300		
Faith Based Initated Peace Building Interventions	Pearson Correlation	.252**	.301**	-701**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	300	300	300	300	
Local Community Interventions	Pearson Correlation	.564**	.532**	.746**	.268**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	300	300	300	300	300

Correlation values (off-diagonal elements) of at least 0.9 are sometimes interpreted as indicating a multicollinearity problem (Hair et al., 1998). From the results, the correlations are below 0.9. Therefore, the study variables were not highly correlated as to cause multicollinearity. These correlation results showed that the use of regression analysis for the test of hypotheses was justified. The study further established that government interventions ($r=0.420$, $p<0.05$), humanitarian assistance ($r=0.526$), Faith-based initiated peace-building interventions ($r=0.252$), and local community interventions ($r=0.564$) all have a positive correlation with a reconstruction of national teachers training institutes. For effective post-conflict interventions through the education system; there is a need to focus on training of teachers as the drivers of the education and as they are ones who will ensure effective quality education that will yield positive impacts. For instance, Tierney 2011; Feuer, Hornidge, and Schetter 2013 shared that education was one way of post-war recovery for the youths and younger generations, as it gave them something to do than idling around. Education creates hope in the learners and this is only made possible by having trained teachers inside the system to be able to handle a wide range of conflict-affected

contexts, such as per capita income, levels of violence, and types of access regime, as shared by Berdal (2009).

The results from correlation analysis showed that government intervention measures (r=0.420), humanitarian assistance measures (r=0.526), faith-based initiated peace building intervention measures (r=0.252), and local community intervention measures (r=0.564). Thus, it can be inferred that local community intervention measures had the strongest positive relationship with a reconstruction of national primary teachers training institutes in South Sudan followed by humanitarian assistance measures, government intervention measures, and faith-based initiated peace-building intervention measures. Lewis (1996) shares that the community-oriented approaches of reconciliation and healing also shown by closely considering the degree and level of sustainability, capacity at the local level, and the overall culture. The local community plays an important role as far as coming up with culturally based means of reconstruction and healing. Wessells and Monteiro (2004) states that it is important the community broadly understands its needs so that it can prevent programs that are well customized and designed for the community. The whole idea behind approaches of reconstruction at the community level is that they ensure that local people are honored, their culture respected and the locals are included in peace building and post-conflict intervention measures. Wessells (2009) recognizes the value of involving the locals in community reconciliation interventions through dialogue and looking at the root causes of the conflict.

4.10 Overall Regression Results and Hypotheses Testing

The study performed multiple regression analysis to test the last hypothesis which sought to establish whether the combined interventions by government, humanitarian, faith-based led peace-building initiatives and local community significantly influenced reconstruction of national primary teachers training institutes in South Sudan. Table 4.43 gives the summary of the model.

Table 4.43: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.886[a]	.785	.782	.32853

a. Predictors: (Constant), Local Community Intervention Measures, Faith Based Initated Peace Building Intervention Measures, Humantarian Assiatance Measures, Governmen tIntervention Measures

From the results in Table 4.43, the value of adjusted R square is 0.782; which means that local community intervention measures, faith-based initiated peace-building intervention measures, humanitarian assistance measures; government intervention measures all jointly explain 78.2 percent variation in the reconstruction of national primary teachers training institutes in South Sudan. This implies that aside from the government, humanitarian, faith-based led peace building initiatives, and local community interventions, there are other factors with an influence on the reconstruction of national training institutes in South Sudan. That future studies should seek to establish. The ANOVA results are shown in Table 4.44.

Table 4.44: ANOVA Findings

	Sum of Squares	df	Mean Square	F	Sig.
Regression	116.480	4	29.120	269.798	.000[b]
Residual	31.840	295	.108		
Total	**148.320**	**299**			

a. Dependent Variable: Reconstruction of Public Teacher Training Colleges
b. Predictors: (Constant), Local Community Intervention Measures, FaithBasedInitated Peace Building Intervention Measures, Humantarian Assiatance Measures, Government Intervention Measures

From the results in Table 4.44, the value of F calculated is 269.798 while that of F critical is 2.402. Thus, since F calculated is above F critical (269.798>2.402), it can be inferred that the overall regression model used to link government, humanitarian, faith-based led peace building initiatives and local community interventions with the reconstruction of national teachers training institutes in South Sudan was significant and thus suitable for use in the study. Teacher training is important and critical in during recovery process especially with similar conflict like situation in South Sudan (Lasater, 2016). This is because if teachers are not trained, learning process between the learners and the teachers will not happen, hence leading to poor quality of education which will adversely affect the education system. Consequently, the expected process of recovery, resilience, and reconstruction may not be realized. Therefore, to achieve recovery, reconstruction, and resilience, a strong fight against literacy should be a priority, as quality basic education plays an important role in the reconstruction as it produces the largest group of workforce (Smidt, 2020). The skills, knowledge, and desirable attitudes are built right from the basic education through appropriate curriculum facilitated by trained and qualified facilitator. Without proper and good basic education, all these values will be lost and the illiteracy level will continue to rise thus resulting to decline in development.

Consider Table 4.45 showing the beta coefficients and the significance used in testing of the last hypotheses of the study.

Table 4.45: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	18.121	.630		28.782	.000
Government Intervention Measures	.097	.016	.506	5.966	.000
Humantarian Assiatance Measures	.049	.021	.154	2.385	.018
FaithBasedInitated Peace Building Intervention Measures	.088	.013	.365	6.988	.000
Local Community Intervention Measures	.115	.018	.062	6.389	.000

From the results in Table 4.44, the following equation is predicted:

$$\mathbf{Y=18.121+.097X_1+.049X_2+.088X_3+.115X_4}\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\mathbf{(v)}$$

The study sought to establish whether the combined interventions by government, humanitarian, faith-based led peace building initiatives, and local community influenced reconstruction of national teachers training institutes in South Sudan. From the findings, it was shown that when holding the major stakeholders' post-conflict interventions constant, reconstruction of national training institutes in South Sudan would be 18.121. A unit change in government intervention measures when holding other factors constant would lead to a 0.097 unit increase in the reconstruction of national training institutes in South Sudan. A unit change in humanitarian assistance measures holding other factors constant would lead to a 0.049 unit increase in the reconstruction of public teacher training colleges in South Sudan. A unit change in faith-based initiated peace-building initiatives when other factors are held constant would result in a 0.088

unit increase in the reconstruction of national teachers training institutes in South Sudan. A unit change in local intervention measures when holding other factors constant would lead to a 0.115 unit increase in the reconstruction of national training institutes in South Sudan.

The study tested the following hypotheses: H5: The combined interventions by government, humanitarian, faith-based led peace building initiatives, and the local community does not significantly influence reconstruction of national teachers training institutes in South Sudan. At 5 percent, the study established that all the variables have p-values less than 0.05 and thus they were significant. Therefore, the study rejects the last null hypothesis which is H5: The combined interventions by government, humanitarian, faith-based led peace building initiatives and the local community does not significantly influence reconstruction of national teachers training institutes in South Sudan.

The overall implication of the results in local community intervention measures (β=0.115) had the largest influence on reconstruction of national training institutes in South Sudan followed by government intervention measures (β=0.097), faith-based initiated peace building intervention measures (β=0.088), and humanitarian assistance measures (β=0.049). Recent studies by UNICEF (2009) found that due to government efforts, the Republic of Congo (DRC) is working so hard to attain the global millennium development goal of facilitating universally accepted education at primary levels. According to Smith (2005) efforts have been in place by humanitarian organizations to ensure that they invest in the education sector. This is done by ensuring that learning materials are availed, sponsoring the training of teachers, establishing structures in schools, and engaging trained tutors on a short-term horizon. Reconstruction and reconciliation measures must be put in place to safeguard and improve the quality of education outcomes among schools. The training of teachers is an important aspect of enhancing the lives

of students who later play an important role in promoting life in the community (Bender, 2011). The faith-based actors include institutionalized actors who cover aspects like Christian ethicists, Muslim Jurists, theologians who work to build and restore peace in regions that were warring with each other (Bercovitch & Kadayifci-Orellana, 2009). For instance, the Christian ethicists could further be divided under Catholics and offer activities that will bring peace, while working for justice for the opposed and offering social amenities like food, water, education, and healthcare to places that suffered for a long time from conflicts. The other includes faith-based peace-building actors who work in areas like advocacy, civic education, intermediary and mediation, building and restoring the education system, creation of forums for transitional justice, and intra and inter-faith dialogue (Majeed & Hashmi, 2014). Furthermore, faith-based initiatives are not only concerned with peace but Nwaka (2020) reveals they work hard to provide for the well-being of the society through the provision of basic needs like food, social amenities, and the capacities to build the communities that surround them. It is with the belief that conflicts can easily be re-visited when provisions are few, poverty is high and members of the community are uneducated.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

A summary of the analyzed findings of the study is provided in this chapter as informed by the objectives of the study. The conclusions drawn from the analyzed findings are also presented. The recommendations that inform policy are presented in this chapter. The areas that require further research as shown by the analyzed results are presented in the chapter.

5.2 Summary of the Study

This study sought to examine the Influence of major stakeholder's interventions on reconstruction of national teachers' institutes in South Sudan using different reports and research findings by individuals and independent groups, the study noted that conflicts result in significant adverse effects on the surviving generation. The study had four specific objectives which were: to examine influence of government interventions on reconstruction of NTTIs, to determine the influence of humanitarian relief interventions on the reconstruction of NTTIs, to establish the influence of Faith-based initiated peace building interventions on the reconstruction of training institutes, to determine local community interventions influence on the reconstruction of NTTIs. These four specific objectives resulted in the formulation of five null hypotheses that guided the study as follows: H1: Government's intervention does not influence the reconstruction of NTTIs significantly. H2: Humanitarian relief intervention does not influence the reconstruction of NTTIs significantly. H3: Faith-based led Peace Building intervention does not influence and the reconstruction of NTTIs significantly. H4: Local community intervention does not influence the reconstruction of NTTIs significantly. H5: The combined interventions by

government, humanitarian, faith-based led peace building initiatives and local community do not influence the reconstruction of NTTIs significantly.

The study reviewed the literature on the four specific objective variables (local community interventions, faith-based organization interventions, government interventions, and humanitarian organization measures) and the dependent variable, the reconstruction of the national teachers training institutes. The review of the literature was conducted along with the key constructs of these variables as follows: government interventions; policies, funding, security provision, and infrastructure; humanitarian interventions; food provision, funding, capacity-building, and infrastructure; faith-based intervention measures-capacity building, infrastructure, funding, food program, and religion; local community intervention measures; land allocation, security, supply of teachers. The reconstruction of NTTIs covered; trained teachers, education materials, enhanced security and high enrolment of teachers. The review of literature also covered the theory of conflict prevention and peace-building which formed the basis of the study.

Descriptive design was adopted by the study where 1963 respondents were targeted in the following classification; Three principals, one hundred and fifty tutors and one thousand and eight hundred student-teachers and key informants (KIs) comprising of the ministry of education officials (4), humanitarian organization representatives (2), faith-based representative (2) and local community representatives (2). From this target population, the study used the formula of Kothari (2013) to determine the sample size as 319 respondents. The study used simple random sampling to select 293 student-teachers while twenty tutors, one NTTI principle and five Key Informants KIs [Ministry of education officials (2), humanitarian organization representative (1),

faith-based organization representative (1) and local community representative (1)] were purposively selected. Questionnaires and guided interviews were used to collect the primary data respectively. The questionnaires were administered to student teachers, the principal, and the tutor while the interview guides gathered information from the KIs who comprised of Ministry of education officials, humanitarian organization representatives, faith-based organization representatives, and local community representatives. The interview guides were administered using research assistants who were trained on the objectives of the study and the ethical issues before data collection. Before data collection, the study piloted the instruments of the study among 30 respondents who were purposively selected from Somalia. The essence of the pilot test was to determine the reliability of the instruments which were values of Cronbach Alpha Coefficients. Once data had been collected from the field, the responses were entered into excel for cleaning before being transferred to the Statistical Package for Social Sciences. Descriptive statistics including percentages and frequencies were used to analyze quantitative with consideration on inferential statistics including correlation and regression for qualitative data. Diagnostic tests covering normality test, linearity test, homoscedasticity, and multicollinearity test were conducted before these inferential statistics to ascertain whether the data was in line with the assumptions of regression analysis. Because of qualitative data that was gathered using the interview guides, the study used content analysis to explore major themes. The findings on this qualitative data were presented in prose form. The results on quantitative data were presented using graphs and tables. Out of the 319 questionnaires issued to teacher students, 304 were filled and returned in a form usable for analysis. This constituted a response rate of 93.5 percent.

5.3 Major Findings of the Study

This section is set out to present the key findings on the objectives and the hypotheses that guided the study.

5.3.1 Findings on the Influence of Government Interventions on Reconstruction of National Teacher Training Institutes

The objective was to examine the influence of government interventions on the reconstruction NTTIs. On educational resources, 40.1 percent of the student teachers said that there was adequate construction of a classroom, 39.5 percent perceived inadequacy in construction of computer laboratory, 39.4 percent considered adequacy in the provision of textbooks while 36.6 percent considered the construction of library as not adequate. Because of the statements on school infrastructures, 47.0 percent of the student teachers said there was adequacy in construction of dormitory, 46.6 percent said that construction of administration block was adequate, 44.1 percent indicated that there was adequacy in the provision of electricity while 43.7 percent said that construction of tutor housing was not adequate. Additionally, 43.0 percent of the student pointed out the need for provision of clean drinking water, 43.0 percent said that construction of toilets was not adequate, 39.4 percent shared that college fence and gate was not adequate and 38.7 percent said that the playground was adequate and 38.4 percent said that construction of dining hall was adequately required while

The study noted that 65.0 percent said that the construction of toilets was inadequate, 60.0 percent said that construction of computer laboratory was inadequate, 55.0 percent indicated that the provision of electricity was adequate, 55.0 percent indicated that the construction of administration block was adequate, 50 percent of the college tutors were of the view that the

construction of classrooms was adequate, 50.0 percent said that the construction of tutor housing was inadequate, 45.0 percent shared that the construction of dormitory was adequate, 45.0 percent said that the college fence and gate was inadequate, while 45.0 percent responses on playground, clean drinking water, and textbooks acknowledge that their availability is adequate.

Hence, the tutors had mixed views on teaching and learning resources in their institutions.

From the views of the principal, it was shown that the development of teacher education policy, development of teacher education curriculum, provision of security to colleges, provision of land for colleges, and the provision of accredited college certification were all adequate as shared by the principal. On the other hand, the support to female teachers and the support of teachers' welfare were all inadequate as noted by the principal.

The KIs indicated that indeed efforts were in place for the need to improve security by the government especially by working closely with the community. Such efforts to provide security according to the KIs would support education activities as peace will prevail for both teachers and the students. The KIs disclosed that although there were limited opportunities for promotion of the teachers, efforts were being made to improve on the promotion structure so that teachers were motivated to deliver content when in the classroom. When asked about the amount earned by the lowest-paid teacher relative to the highest-paid teacher, the study noted significant variation. It emerged that the teachers in South Sudan were not adequately remunerated and this could have a serious implication on their morale to deliver content in classrooms for the students to perform.

The value of the adjusted R square was 0.671; which was interpreted to mean that 67.1% variation in the reconstruction of national teachers training institutes was individually explained

by government interventions. The value of F calculated from the Analysis of Variance (ANOVA) was 611.135 with a p-value being 0.000 which was less than 0.05. This meant that the overall linear regression model for government interventions and reconstruction of national training institutes was significant. The coefficient of correlation from correlation analysis was 0.420; which meant that government interventions had a moderate influence on the reconstruction of national teachers training institutes. The beta coefficient from regression analysis β=0.158 with p-value being 0.000 which was less than 0.05. This meant that government interventions on reconstruction of NTTIs had great significant influence. A formulated hypothesis was: H1: Government intervention does not influence the reconstruction of NTTIs significantly. The p-value of government intervention p=0.000 which is less than a 0.05. Thus, the finding rejects the null hypothesis H1 and maintains that government intervention influence the reconstruction of NTTIs significantly. It means that government plays an important role in education during times of emergencies.

5.3.2 Findings on the Humanitarian Organizations' Interventions on Reconstruction of NTTIs

The study sought to examine humanitarian organizations' relief interventions influence on the reconstruction of national training institutes. 58.1 percent of student-teachers acknowledged that humanitarian relief organizations play huge role in the rebuilding of the NTTIs, 57.7 percent of the trainees agreed that quality of the institutes' infrastructure had improved because of the support from the organizations, 54.1 percent noted that availability and provision of the education resources improved as the result of humanitarian support, 53.4 percent further agreed that capacity-building of principals and tutors was adequate, 52.3 percent acknowledged that

public discourse on government's policies on teachers' capacity building had improved, 51.3 percent admitted the medical services had improved in the institutes, 50.9 percent of the trainees shared similar views scholarship programmes to female trainees and general certification.

Furthermore, the student-teachers rated the humanitarian organizations' service delivery in the training institutes' as follow; funding support at 49.5 percent, refresher trainings at 46.2 percent, feeding programme at 41.1 percent at the bottom. The trainees also expressed their opinions and satisfaction as follows; promotion of accountability by organizations' activities and involvement 57.0 percent, provision of quality and equitable education at 54.8 percent, instilling ownership at 54.5 percent, supervision and handling of post conflict reconstruction plans, renovation of institutes' infrastructure at 52.3, importance of humanitarian relief in reconstruction at 50.2 percent, resources mobilization for training institutes at 49.1 percent, advocacy on the need to increase number of training institutes by the government.

On the other hand, the tutors provided their opinions and views about the influence of humanitarian organizations' interventions on the reconstruction of the NTTIs as summarized herein; importance of the organizations at 70.0 percent, provision of quality infrastructure to improve education at 80 percent, provision of educational learning resources aim to improving quality of education in the institutes at 75.0 percent, certification after completion of trainings at 70.0 percent, availability and provision of health services at 70.0 percent, and tailored scholarship programmes for female trainees at 70.0 percent. The views from the tutors further showed that 65.0 percent were satisfied with feeding programmes provided by humanitarian organizations, 65.0 percent suggested that funding support to the institutes was adequate, 65.0

percent agreed that public debates and engagements on the government's education policies was adequate, 60 percent think that refresher courses and trainings' provision was adequate, 60 percent noted that principals and tutors' capacity-building programmes and support were adequate. The study noted that 85.0 percent of the tutors agrees that the organizations' involvement in stilling ownership of institutes was adequate, 75.0 percent also thought that the organizations' engagement and involvement in the institutes promotes accountability, 75.0 percent believed organizations' involvement ensured access to equitable and quality education, 70.0 percent admitted that the involvement of organizations in handling and management of post war development as well as renovation of the infrastructure were adequate, they also considered adequacy of relief assistance and its importance in the training institutes at 65.0 because they promote community awareness, they further acknowledged that humanitarian organizations' campaigns and involvement in resources mobilization and advocacy to increase the number of training institutes by the government at 65.0 and 55.0 percents respectively.

From the summary of the results, provision of funding to establish/expand the college, improvement of infrastructure, provision of college security, and provision of scholarship to needy students were seen to be effective by the principal. The KIs noted that relief and humanitarian agencies plan and organize short and long term professional development programmes for teachers and facilitators alongside resource mobilization to close resource gaps. The KIs further noted they enhance reconstruction of the institutes through putting huge investments into construction of permanent large buildings including library halls, classroom, parameter fences, boreholes, dormitories in the hope of improving access and quality of education.

As it was noted earlier, the value of the adjusted R square is 0.681; which meant that 68.1 percent variation in the reconstruction of NTTIs is explained by humanitarian relief interventions. The value of F calculated from ANOVA was F=639.615 with a p-value of 0.000. This result implied that the overall simple regression model for humanitarian-based organizations' interventions and reconstruction of NTTIs was significant. The beta coefficient from regression was 0.264 while the correlation coefficient from correlation analysis was 0.526 and hence all were positive. This means that humanitarian organization intervention measures have a strong positive relationship with the reconstruction of NTTIs. The p-value is p=0.000 which is less than 0.05. The following hypothesis guided the study: H2: Humanitarian organizations' interventions do not influence the reconstruction of NTTIs significantly. From the results, the p-value of humanitarian relief organizations' intervention p=0.000 which is less than 0.05. Thus, the finding rejects hypothesis H2 and suggests that humanitarian relief organizations' interventions influence the reconstruction of NTTIs significantly. This finding implies that humanitarian agencies play an important role in education during times of emergencies.

5.3.3 Findings on Influence of Faith Based Initiated Peace Building Interventions on Reconstruction National Teachers Training Institutes

The third objective sought to establish the influence of Faith-based initiated peace-building interventions on the reconstruction of NTTIs. The findings show that 59.9 percent of the student-teachers have the view that faith-based peace-building interventions are crucial in the reconstruction of NTTIs. Most of the student teachers 65.2 percent said that they adequately provided college infrastructure, 62.0 percent talked of provision of funding to improve college welfare, student-teachers at 57.3 percent acknowledge that provision of feeding programmes

were adequate in the NTTIs, capacity-buildings programmes for principals and tutors organized through faith-based interventions were at 55.6 percent adequacy, 53.8 percent of the respondents acknowledged the role played by faith-based organizations in the organization of community dialogue meetings in colleges, 50.5 percent noted dispute resolution in the colleges, 45.9 percent cited establishment and support of the college's peace clubs and 46.2 percent shared on the offering of religious services.

The study noted that 80.0 percent of the tutors perceived that the peace-building initiatives by faith-based institutions in their colleges were good. From the results, 85.0 percent of the facilitators agreed on the availability of the full infrastructure in the NTTIs, 75 percent agreed on the provision of funding to improve college welfare as being adequate, 70 percent of the tutors agreed that principals and facilitators', organization of community meetings', and disputes' resolutions were adequate in the institutes, 65.0 percent agreed on the availability of the provision of food to student-teachers, 65.0 percent agreed on the adequacy of the offering of religious services as being adequate while 60.0 shared on establishment and support of the college's peace clubs, while. Thus, the tutors had consistent views of the adequacy of the faith-based intervention measures towards the reconstruction of the NTTIs.

The principal agreed on offering of religion service, construction of college chapels, Provision of college scholarships to needy students, support to peace clubs in the colleges, and offering of religion service was the most effective role played by faith-based organizations. The KIs noted that capacity-building programs were being organized for teachers and these were meant to enhance their competency to deliver while in classrooms. The KIs noted that the faith-based organizations organized seminars and training programs for the teachers as part of the capacity-

building initiatives. However, the KIs failed to concur on whether there were forums where the faith-based and the government could interact on issues regarding education in the State.

The adjusted value of R square is 0.637; this means 63.7 percent variation in the reconstruction of teaching training college is explained by faith-based initiated peace intervention measures. From ANOVA results, the value of F calculated was F=525.446 with a p-value p=0.000. This shows that the simple linear regression model that predicted the influence of faith-based initiated interventions and reconstruction of NTTIs was significant. The beta coefficient of regression was β=0.192 with Pearson correlation coefficient r=0.252. This means that faith-based initiated intervention measures have a moderate but positive impact on the reconstruction of NTTIs. The p-value was p=0.000 which was lower than 0.05. This study tested the following hypothesis H3: Faith-based led Peace Building Initiatives do not influence the reconstruction of NTTIs significantly. The study rejected null hypothesis H3. Thus, it can be summed up the role played by the faith-based organization in education during emergencies cannot be ignored.

5.3.4 Findings on Influence of Local Community Interventions on Reconstruction of National Teachers Training Institutes

The last objective was to examine influence of local community interventions on the reconstruction of national teachers' institutes. 67.4 percent of student-teachers said that local community intervention measures were crucial in the reconstruction of national teachers' institutes. The study noted that 54.1 percent of the respondents said the engagement of colleges by the community was effective, 52.3 percent of the student teachers indicated that fundraising for colleges was effective, 50.9 percent cited that supply of volunteered casual labor was effective, 49.8 percent noted that contributions of in-kind support to the institutes by the

community were effective while 48.0 percent cited a provision of local security. From the results, 71 percent said that the provision of food for the college community was very adequate, 54.1 percent of the respondents said that the community helped in the allocation of land to construct colleges, 55.2 percent indicated the supply of learners to colleges, 49.8 percent suggested provision of housing for volunteer teachers while an overwhelming, 48.4 percent indicated provision of security to colleges, 48.0 percent noted supply of volunteer teachers to support colleges.

The findings indicate that 65.0 percent of the tutors believed that local community interventions were good in national training institutes' reconstruction. The study noted 65 percent of the tutors said that contributions of in-kind support to institutes were effective, 50 percent indicated that supply of volunteered casual labor was effective, 50 percent said that fundraising for institutes was adequate, 45.0 percent of tutors were of the view that the management of colleges was effective while 40 percent indicated that provision of local security was very effective. From the results, 65 percent of tutors indicate that housing for volunteer teachers was adequate, 60.0 percent of tutors appreciated that allocation of land to construct institutions was adequate, 60 percent of the tutors were of the view that provision of food for college community was very adequate, 55 percent said that the supply of volunteer teachers to support colleges 50 percent agreed that security in institutions was adequate and 50 percent indicated that supply of learners to colleges was adequate.

From the findings, the principal revealed that supply of learners, Provision of casual labor, provision of security around colleges, provision of land construction colleges, and involvement in the management of colleges was adequate. The KIs were noted that the creation of awareness to the local community to take their children to teacher training colleges could go a long way to

rebuilding of NTTIs. Another KI said that the local community could give out the land for construction of the classrooms and other facilities including the playgrounds and this would contribute towards the reconstruction of National Teachers' Institutes.

The adjusted R square is 0.583; this means that a 58.3 percent variation in the reconstruction of public education is explained by local community intervention measures. The value of F calculated from the ANOVA was taken as 419.012 with p=0.000 which was lower than 0.05. This meant model used in predicting the interaction between local community interventions and reconstruction of national teachers' institutes was significant. The beta coefficient β=0.178 with Pearson correlation coefficient value taken as 0.564. This meant that local community intervention measures had a strong and positive relationship with the reconstruction of national teachers' institutes. At a 5 percent level of significance, the study noted that local community intervention measures have a p-value of 0.000 which is lower than 0.05. This meant that local community intervention measures have significance on the reconstruction of national teachers' institutes. The study, therefore, rejects the null hypothesis H4: Local community intervention measures do not significantly influence the reconstruction of national teachers' institutes. Hence, the hypothesis formulated by study was rejected.

The overall implication on the findings of the linear regression analysis was that humanitarian assistance measures (β=0.264) had the largest significance on reconstruction of national teachers' institutes, followed by faith-based initiated peace building intervention measures (β=0.192), local community intervention measures (β=0.178) and lastly government intervention measures (β=0.158). This implies that during emergencies, the local community plays a critical role in education.

5.3.5 Findings on Combined Influence of Interventions by Government, Humanitarian, Faith Based led Peace Building Initiatives and Local Community on Reconstruction of National Teachers Training Institutes

The results from correlation analysis showed that government interventions (r=0.420), humanitarian assistance interventions (r=0.526), faith based initiated peace building intervention measures (r=0.252) and local community intervention measures (r=0.564). Thus, it can be inferred that local community intervention measures had the strongest positive relationship with reconstruction of national teachers' institutes followed by humanitarian assistance measures, government intervention measures and faith based initiated peace building intervention measures.

The study sought to examine the joint influence of interventions by government, relief organizations; faith based led peace building initiatives and local community on rebuilding of national teachers institutes. As established in the regression analysis, the value of the coefficient of correlation R was 0.886; this meant that the joint influence of interventions by government, humanitarian, faith based led peace building initiatives and local community have a far reaching joint significance on rebuilding of national teachers' institutes. The value of the coefficient of determination R square was 0.785; this meant the overall model of the study was fit. The adjusted R square was 0.782; which implied that on overall, 78.2 percent of variation in reconstruction of national teachers' institutes is jointly determined by variation in interventions by government, humanitarian, faith based led peace building initiatives and local community as post conflict intervention measures.

The respective beta coefficients of interventions by government, humanitarian, faith based led peace building initiatives and local community were 0.097, 0.049, 0.088 and 0.115 respectively which were all positive. This means that when post conflict intervention measures are considered as a whole, government intervention measures would account for 9.7 percent, humanitarian organization intervention measures would account for 4.9 per cent, faith based organization measures would explain 8.8 per cent and the largest percentage of 11.5 percent of rebuilding of national teachers' institutes would be determined by local community intervention measures. The overall implication on the findings of overall regression imply that local community intervention measures (β=0.115) had the largest determination on rebuilding of national teachers' institutes followed by government intervention measures (β=0.097), faith based initiated peace building intervention measures (β=0.088) and humanitarian assistance measures (β=0.049).

The analysis of the p-values indicated that government intervention measures (p=0.000), humanitarian organization measures (p=0.018), faith based organization intervention measures (p=0.000) and local community intervention measures (p=0.000) all were less than 0.05. The hypotheses of the study was; H5: the combined interventions by government, humanitarian, faith based led peace building initiatives and local community do not influence rebuilding of national teachers' institutes significantly. Thus, the study rejects this hypothesis.

5.4 Conclusions of the Study

On the first objective, hypothesis testing was done by use of simple linear regression analysis. The regression results showed that government intervention positively influenced the rebuilding of national teachers' institutes. Thus, the regression results supported hypothesis H1 that government intervention significantly influences the reconstruction of national teachers training institutes in South Sudan. Thus, the government has a critical role to play in education in emergencies. This role ranges from construction of classroom, training, and supply of teachers and improvement of the infrastructures for students during times of emergencies. However, there are challenges of financial resources, especially in most sub-Saharan countries making it hard for the government to fully support education during emergencies. This gap is thus bridged by other stakeholders including donors and non-governmental organizations.

The second objective hoped to determine the influence of relief humanitarian interventions on national training institutes' reconstruction. The formed hypothesis, relief humanitarian intervention did not influence rebuilding of national teachers training institutes significantly, was tested using stepwise regression. Using regression analysis results, it was determined that relief humanitarian intervention influenced the rebuilding of the national teachers' institutes significantly.

As established from the findings, South Sudan's education system face several problem resulting from it history of the protracted conflict, based on the evidences, the study hopes to add onto the

post conflict reconstruction literature on the interventions require to rebuild the national teachers training institutes.

The third objective sought to establish the influence of Faith-based initiated peace-building interventions on the rebuilding of national teachers institutes. The results of regression analysis led to the rejection of the hypothesis and thus Faith-based initiated peace-building interventions significantly influence the reconstruction of national teachers training institutes. Religion (Faith-based) and the Local Communities' have always have been at the center of public and political discourses in many parts of the world experiencing conflicts. However, given the cross-cutting nature of mainstream religions (faith-based); its involvement in the provision of social amenities and humanitarian services in times of crisis, it offers an indispensable avenue for peace building and reconstruction. It can help resolve conflict and decrease tensions and, is an indispensable partner in the reconstruction of education infrastructure and resources in post-conflict situations such as that of South Sudan.

The fourth objective was to examine influence of local community interventions on national training institutes' reconstruction. Hypothesis H4 was tested by regressing local community interventions on national teachers training institutes' reconstruction in South Sudan. The results were compared for conclusions to be made. The results indicated that the combined effect of land allocation, security, and supply of teachers and students critical in the rebuilding of national teachers institutes. The study thus concluded that local community interventions significantly influence reconstruction of national training institutes' reconstruction. The community has a great role to play in the reconstruction of education in emergencies. Parents and the community

should be respected partners in the process of rebuilding primary education where community resources would be included as part of required facilities. In Nigeria, the implementation of the Universal Basic Education scheme heavily depended on the community. The community was expected to offer logistics support and enabling environment for the execution of the scheme in the localities.

On the other hand, Government and Humanitarian Agencies' interventions programs since the armed conflict has a wide-ranging and devastating impact on the country's social, economic and political institutions; especially its education system. This involves the formulation, implementation of timely and effective policies and programs; that can offset the adverse impact of conflict on the educational sector and more so teacher/students' school enrolment. Ultimately, the high literacy level (an educated citizenry) is essential in not only attaining adequate human resource capacity but ultimately is contributes to peace national cohesion, and political stability better capacity for conflict prevention, resolution, and reconstruction. The education system in South Sudan is faced by huge challenges given its long history of the protracted conflicts. The study hopes provide evidence that combine interventions from government, humanitarian organizations, local community and faith-based organizations have great impact on the reconstruction of the teacher training institutes in South Sudan.

The broad objective was to examine influence of government interventions on national training institutes' reconstruction. The hypothesis arising from this objective was that government intervention is crucial in the rebuilding of national teachers institutes. The results indicated that the combined interventions by government, humanitarian, faith-based led peace building initiatives and local community interventions significantly influence reconstruction of teachers

training institutes. In particular, local community intervention had the greatest influence on education during emergencies followed by government interventions, peace building, and humanitarian assistance. This means that peace-building and humanitarian assistance intervention measures only come in to reinforce the efforts by the local community and the government to reconstruct education in times of emergencies. It also implies that the community has a big role to play in education during emergencies, probably because it understands the contextual settings compared to other stakeholders like humanitarian agencies. Furthermore, the success of other interventions by humanitarian agencies and peace-building interventions are only relevant when there is full support from the community and the government within a given country. The study, therefore, concludes that the four independent variables have significant impact when interventions are coordinated and directed toward the reconstruction of the teachers training in a post conflict environment.

5.5 Recommendations from the Study

Based on the results of data analysis and summary of major findings and recommendations of the study;

i. National MoGEI to work in partnership with all stakeholders (humanitarian organizations, faith-based, and local communities) in education sector specially on reconstruction of national teachers training institutes.

ii. The MoGEI with her development partners to renovate institutes or construct additional facilities.

iii. Government of South Sudan should fully support the reconstruction of national teachers training institutes by investing more resources in training of the teachers to improve quality of education.

iv. In view of the linear regression results, humanitarian assistance interventions had the largest impact on rebuilding of national teachers training institutes followed by faith based initiated peace building interventions, local community interventions, and lastly government interventions. Thus, the study recommends that relief organizations to increase funding to national teachers training institutes to improve quality of education.

v. Based on overall regression results, local community interventions had the largest influence on rebuilding of national teachers training institutes followed by government, faith-based initiated peace building, and humanitarian assistance intervention measures. Thus, the study recommends that more local community actors in South Sudan should be encouraged to take part in reconstruction of national teachers training institutes.

5.6 Suggestions for Further Research

From the findings of this study, the following areas would inform further research;

i) The present study was conducted in South Sudan, thus future studies are recommended to be replicated in other conflict oriented areas and countries such as Somalia, Libra, and Nigeria. In addition, the study should also be conducted in private teachers training institutes to establish comparisons and recommendations.

ii) The present investigation focused on public teacher training institutes, future studies should cover advanced education systems like the institutions of higher learning. This will give a room for comparison of the findings while growing the available body of literature in general.

iii) The four independent variables of the study were found to jointly explain only 78.2 percent variation in reconstruction of national teachers training institutes. This means that apart from the post conflict interventions that this study covered, there are other measures which future studies should seek to establish and investigate.

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APPENDICES

Appendix I: Letter of Introduction

Dear Respondent,

RE: ACADEMIC RESEARCH

Reference is made to the above subject:

My name is Peter Ador Riak Nyiel, a Doctor of Philosophy student in Education (Educational Administration) at the School of Education of the University of Nairobi. I am carrying out a research to investigate Post-Conflict Interventions on Reconstruction of Primary Teacher Colleges in South Sudan. It is in this regard that you have been selected to participate in the study. I kindly request you to honestly fill the questionnaire below. The information obtained will be used for research purposes only and will be accorded the required confidentiality. A summary of the findings will be shared with you and hope they will add value to your operations.

Your assistance will be highly appreciated.

Sincerely,

Ador Riak Nyiel

Appendix II: Principles Questionnaire

My name is Peter Ador Riak Nyiel, a Doctor of Philosophy student in Education (Educational Administration) at the University of Nairobi. I am carrying out a research to investigate Post-Conflict Interventions on Reconstruction of Primary Teacher Colleges in South Sudan. It is in this regard that you have been selected to participate in the study. I kindly request you to honestly fill the questionnaire below. The information obtained will be used for research purposes only and will be accorded the required confidentiality. A summary of the findings will be shared with you and hope they will add value to your operations.

SECTION 1: DEMOGRAPHIC DATA

Answer ALL questions by ticking (√) in the provided spaces. Put other necessary information sought in the spaces

1. What is your gender

   Male [ ]

   Female [ ]

2. How long have you worked in this institution

   a. Below – 5 years [ ]

   b. 6- 10 years [ ]

   c. 11 – 15 years [ ]

   d. above 15 years [ ]

3. Kindly indicate your Age bracket in years.

   a. 26 – 30 [ ]

b. 31- 35 [ ]

c. 36 – 40 [ ]

d. above 40 [ ]

4. What is your highest level of education?

a. Diploma [ ]

b. Degree [ ]

c. Masters level [ ]

d. PhD [ ]

5. When was this institution established?

- Below 5 years ago [ ]
- Between 5 and 10 years [ ]
- Between 10 years and 15 years [ ]
- Between 15 and 20 years [ ]
- Above 20 years ago [ ]

6. How many graduates has it produced since 2013?

- Below 5 000 Graduates [ ]
- Between 5 000 to 20 000 Graduates [ ]
- Between 20 000 to 35 000 Graduates [ ]
- Between 35 000 to 50 000 Graduates [ ]
- Above 50 000 Graduates [ ]

7. Has the institution been functioning since it was established, in all the years?

Yes [ ] No [ ]

8. If not functioning in some years, which years? ----------

1. How would you rate the following services at your training institute?

Organization	**Not adequate**	**In Adequate**	**Very adequate**
Availability of social amenities	[ ]	[ ]	[ ]
Provision of teaching Materials	[ ]	[ ]	[ ]
Student-Faculty ratio	[ ]	[ ]	[ ]
Working Environment	[ ]	[ ]	[ ]
Number of Non-Teaching Staff	[ ]	[ ]	[ ]
Overall Security situation	[ ]	[ ]	[ ]
Community involvement in college management	[ ]	[ ]	[ ]
Students attendance	[ ]	[ ]	[ ]

2. How would you rate the influence of the following institution towards reconstruction of public teacher training colleges (using your college example)

Measures	**Effective**	**Not effective**	**In effective**	**Very effective**
United Nations Agencies	[ ]	[ ]	[ ]	[ ]
International NGOs/Local organizations	[ ]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[ ]
National Government				
Local Community	[ ]	[ ]	[ ]	[ ]
Faith Based Organization	[ ]	[ ]	[ ]	[ ]

SECTION 2: INFLUENCE OF GOVERNMENT INTERVENTION MEASURES ON PRIMARY TEACHERS' COLLEGES' RECONSTRUCTION.

3. How would you rate the government intervention measures on primary teachers' colleges' reconstruction?

Measures	**adequate**	**Not adequate**	**In adequate**	**Very adequate**
Development of teacher education policy	[ ]	[ ]	[ ]	[ ]
Rehabilitation and establishment Colleges	[ ]	[ ]	[ ]	[ ]
Development of teacher education curriculum	[ ]	[ ]	[ ]	[ ]
Provision of tuition-free teacher education	[ ]	[ ]	[ ]	[ ]
Provision of security to colleges	[ ]	[ ]	[ ]	[ ]

Increased funding to colleges	[ ]	[ ]	[ ]	[ ]
Support to teachers welfare	[ ]	[ ]	[ ]	[ ]
Provision of capacity building to college managers	[ ]	[ ]	[ ]	[ ]
Provision of college students exchange programmes	[ ]	[ ]	[ ]	[ ]
Provision of college teaching/learning materials	[ ]	[ ]	[ ]	[ ]
Support to female teachers	[ ]	[ ]	[ ]	[ ]
Provision of health care to college community	[ ]	[ ]	[ ]	[ ]
Provision of land for colleges				
Provision of accredited college certification				

12. Please tick (√) appropriately on the provision of human resources by the government

Number of tutors: Adequate [ ] Inadequate [ ]

Form of employment: Permanent [ ] Contract [ ]

Payment of salaries: Timely [ ] Untimely [ ]

Training of tutors: In – service [ ] Pre – service [ ]

Tutors workload: Normal [ ] Overloaded [ ] underworked [ ]

SECTION 3: INFLUENCE OF HUMANITARIAN ASSISTANCE INTERVENTION ON PRIMARY TEACHER COLLEGES' RECONSTRUCTION.

4. How would you rate the humanitarian assistance intervention measures on primary teachers' colleges' reconstruction?

Measures	**effective**	**Not effective**	**In effective**	**Excellent**
Provision of funding to establish/expand college	[ ]	[ ]	[ ]	[ ]
Capacity building of college managers	[ ]	[ ]	[ ]	[ ]
Improvement of Infrastructure	[ ]	[ ]	[ ]	[ ]
Provision of feed programme to college	[ ]	[ ]	[ ]	[ ]

Provision of college security	[ ]	[ ]	[ ]	[ ]
Payment of tutors salary	[ ]	[ ]	[ ]	[ ]
Provision of scholarship to needy students	[ ]	[ ]	[ ]	[ ]
Support to female student-teachers	[ ]	[ ]	[ ]	[ ]
Renovation of colleges infrastructure	[ ]	[ ]	[ ]	[ ]
Provision of teaching/learning materials	[ ]	[ ]	[ ]	[ ]
Provision of health care	[ ]	[ ]	[ ]	[ ]
Support development of teacher education policies	[ ]	[ ]	[ ]	[ ]
Facilitation of teaching practices	[ ]	[ ]	[ ]	[ ]
Provision of college transport service	[ ]	[ ]	[ ]	[ ]

SECTION 4: INFLUENCE OF FAITH BASED LED PEACE BUILDING INITIATIVES ON PRIMARY TEACHER COLLEGES' RECONSTRUCTION

5. How would you rate the faith based led peace building initiatives intervention measures on primary teachers' colleges' reconstruction?

Faith based led peace building initiatives	effective	Not effective	In effective	Very effective
Provision of capacity building to managers	[ ]	[ ]	[ ]	[ ]
Renovation of Infrastructure	[ ]	[ ]	[ ]	[ ]
Provision of funding to support college development	[ ]	[ ]	[ ]	[ ]
Provision of feeding program	[ ]	[ ]	[ ]	[ ]
Offering of Religion service	[ ]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[ ]
Support to peace clubs in the colleges	[ ]	[ ]	[ ]	[ ]

Provision of college scholarships to needy students	[ ]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[ ]
Organization of community dialogues in the colleges				
Construction of college's chapels				

SECTION 5: INFLUENCE OF LOCAL COMMUNITY INITIATIVES ON PRIMARY TEACHER COLLEGES' RECONSTRUCTION.

6. How would you rate the local community initiatives intervention measures on primary teachers' colleges' reconstruction?

Local Community Initiatives	Adequate	Not adequate	Very adequate	In adequate
Provision of land construction colleges	[ ]	[ ]	[ ]	[ ]
Provision of security around colleges	[ ]	[ ]	[ ]	[ ]

Supply of volunteer tutors	[ ]	[ ]	[ ]	[ ]
Supply of learners	[ ]	[ ]	[ ]	[ ]
Involvement in the management of colleges	[ ]	[ ]	[ ]	[ ]
Provision of housing to volunteer tutors/students	[ ]	[ ]	[ ]	[ ]
Provision of in-kind support to colleges	[ ]	[ ]	[ ]	[ ]
Provision of casual labour	[ ]	[ ]	[ ]	[ ]

SECTION 6: INDICATORS OF RECONSTRUCTION OF NATIONAL TEACHERS TRAINING INSTITUTES

7. How would you rate a re-constructed NATIONAL TEACHERS TRAINING INSTITUTES ?

Indicators	**effective**	**Not effective**	**In effective**	**Very effective**
Quality of trained teachers	[ ]	[ ]	[ ]	[ ]
Improved college building	[ ]	[ ]	[ ]	[ ]
Increased resource allocation to colleges by actors	[ ]	[ ]	[ ]	[ ]

Enhanced security by all actors	[ ]	[ ]	[ ]	[ ]
High enrollment of teacher trainers	[ ]	[ ]	[ ]	[ ]
Availability of adequate teaching and learning	[ ]	[ ]	[ ]	[ ]
Improved quality of learning in primary schools	[ ]	[ ]	[ ]	[ ]
Production of quality workforce	[ ]	[ ]	[ ]	[ ]

Thank you for your input

Appendix III: Tutors Questionnaire

My name is Peter Ador Riak Nyiel, a Doctor of Philosophy student in Education in (Educational Administration) at the University of Nairobi. I am carrying out a research to investigate Post-Conflict Interventions on Reconstruction of Primary Teacher Colleges in South Sudan. It is in this regard that you have been selected to participate in the study. I kindly request you to honestly fill the questionnaire below. The information obtained will be used for research purposes only and will be accorded the required confidentiality. A summary of the findings will be shared with you and hope they will add value to your operations.

SECTION 1: DEMOGRAPHIC DATA

Answer ALL questions by ticking (√) in the provided spaces. Put other necessary information sought in the spaces

9. What is your gender

   Male [ ]

   Female [ ]

10. How long have you worked in this institution

    a. Below – 5 years [ ]

    b. 6- 10 years [ ]

    c. 11 – 15 years [ ]

    d. above 15 years [ ]

11. Kindly indicate your Age bracket in years.

    e. 26 – 30 [ ]

f. 31- 35 [ ]

g. 36 – 40 [ ]

h. above 40 [ ]

12. What is your highest level of education?

e. Diploma [ ]

f. Degree [ ]

g. Masters level [ ]

h. PhD [ ]

7 How would you rate the influence of the following institution towards reconstruction of public teacher training colleges' in South Sudan?

Organization	**Not effective**	**Ineffective**	**Effective**	**Very effective**
Local NGOS	[ ]	[ ]	[ ]	[ ]
International NGOs	[ ]	[ ]	[ ]	[ ]
National Government	[ ]	[ ]	[ ]	[ ]
Local Community	[ ]	[ ]	[ ]	[ ]
Faith Based Organization	[ ]	[ ]	[ ]	[ ]

SECTION 2: INFLUENCE OF GOVERNMENT INTERVENTION MEASURES ON PRIMARY TEACHERS' COLLEGES' RECONSTRUCTION.

8. How do you rate the following government intervention measures on primary teachers' colleges' reconstruction?

Teaching & Learning Resources	**Not adequate**	**Adequate**	**Very adequate**
Construction of classrooms			
Construction of computer laboratory			
Provision of textbooks			
Construction of library			
School infrastructure			
Construction of dormitory			
Provision of			

electricity			
Construction of tutor housing			
Construction of toilets			
Construction of administration block			
College fence and gate			
Playground			
Construction of dining hall			
Provision of clean drinking water			

SECTION 3: INFLUENCE OF HUMANITARIAN ASSISTANCE INTERVENTION ON PRIMARY TEACHER COLLEGES' THE RECONSTRUCTION.

9. How would you rate Humanitarian organizations intervention on primary teacher colleges' the reconstruction activities?

   a. Excellent b. good c. fair

10. How would you rate the humanitarian assistance intervention measures on primary teachers' colleges' reconstruction?

Humanitarian Intervention measures	**Inadequate**	**Adequate**	**Very adequate**
Provision of funding to support the colleges	[ ]	[ ]	[ ]
Capacity building of teachers and principals	[ ]	[ ]	[ ]
Provision of college Infrastructure to improve quality	[ ]	[ ]	[ ]
Provision of medical service supplies to improve health in the colleges			

Provision of teaching/learning materials to improve quality in colleges	[ ]	[ ]	[ ]
Provision of scholarships programme to support female teachers	[ ]	[ ]	[ ]
Improve public engagement on government policies on teacher education	[ ]	[ ]	[ ]
Provision of short refresher courses for teachers	[ ]	[ ]	[ ]
Provision of certification			
Provision of food to student-teachers	[ ]	[ ]	[ ]

11. Use the following point scale to rate the humanitarian organizations intervention; where 1-Strong agree, 2-Agree 3. Disagree, 4. Strong disagree

Information	SA	A	D	SD
Humanitarian Assistance is a key player in reconstructions of public teacher training colleges by offering guidelines and community awareness				
NGO are involved in management of the reconstruction process.				
Involvement of NGO is promoting accountability				
NGO are involved fundraising for colleges				
NGO are quality education for all South Sudanese				
Involvement of NGO is instilling sense of ownership				
NGOs are involved renovation of college infrastructure e.g. boreholes				
NGOs are supporting advocacy to increase the number of colleges by government				

SECTION 4: INFLUENCE OF FAITH BASED LED PEACE BUILDING INITIATIVES ON PRIMARY TEACHER COLLEGES' THE RECONSTRUCTION.

12. How would you rate the Faith based led peace building initiatives on primary teacher colleges' the reconstruction activities?

    a. Excellent b. Good c. Fair

13. How would you rate peace building initiatives by faith based institutions in your college? How different is this question from Q14 above?

a. Excellent b. good c. fair

14. How would you rate the faith based led peace building initiatives intervention measures on primary teachers' colleges' reconstruction?

Faith based led peace building initiatives	**Inadequate**	**Adequate**	**Very adequate**
Capacity building of teachers and principals	[ ]	[ ]	[ ]
Provision of college Infrastructure	[ ]	[ ]	[ ]
Provision of funding to improve college welfare	[ ]	[ ]	[ ]
Provision of food to student-teachers	[ ]	[ ]	[ ]
Organization of community dialogue meetings in colleges	[ ]	[ ]	[ ]
Establishment and support of the college's peace clubs	[ ]	[ ]	[ ]
Dispute resolution in the colleges	[ ]	[ ]	[ ]

Offering of religious services	[ ]	[ ]	[ ]	[ ]

SECTION 5: INFLUENCE OF LOCAL COMMUNITY INITIATIVES ON PRIMARY TEACHER COLLEGES' THE RECONSTRUCTION.

15. How would you rate local community engagement in primary teacher colleges' the reconstruction?

    a. Excellent b. good c. fair

16. What is the level of local community involvement in primary teacher colleges' the reconstruction?

Local Community Initiatives	**Not effective**	**Ineffective**	**Effective**	**Very effective**
Management of colleges	[ ]	[ ]	[ ]	[ ]
Supply of volunteered casual labor	[ ]	[ ]	[ ]	[ ]
Provision of In-kind support to the colleges	[ ]	[ ]	[ ]	[ ]
Provision of local security	[ ]	[ ]	[ ]	[ ]
Fundraising for colleges		[ ]	[ ]	[ ]

17. How would you rate the local community initiatives intervention measures on primary teachers' colleges' reconstruction?

Local Community Initiatives	**Not available**	**Inadequate**	**adequate**	**Very adequate**
Allocation of land to construct colleges	[ ]	[ ]	[ ]	[ ]
Provision of security to colleges	[ ]	[ ]	[ ]	[ ]
Supply of volunteer teachers to support colleges	[ ]	[ ]	[ ]	[ ]
Supply of learners to colleges	[ ]	[ ]	[ ]	[ ]
Provision of housing for volunteer teachers	[ ]	[ ]	[ ]	[ ]
Provision of food for college community	[ ]	[ ]	[ ]	[ ]

SECTION 6: INDICATORS OF RE-CONSTRUCTED PUBLIC PRIMARY TEACHERS TRAINING COLLEGE

18. How would you rate a re-constructed Public Primary Teachers Training College by all the four actors (government, humanitarian, faith based, and local community)?

Indicators	**Not effective**	**Ineffective**	**Effective**	**Very effective**

Improved quality trained teachers	[ ]	[ ]	[ ]	[ ]
Improved/Proper college building	[ ]	[ ]	[ ]	[ ]
Improved quality of teaching in primary school	[ ]	[ ]	[ ]	[ ]
Increased resource allocation to colleges	[ ]	[ ]	[ ]	[ ]
Enhanced security around the colleges	[ ]	[ ]	[ ]	[ ]
High enrollment of teacher trainers	[ ]	[ ]	[ ]	[ ]
Availability of teaching and learning resource	[ ]	[ ]	[ ]	[ ]

Appendix IV: Student Teacher Questionnaire

This questionnaire is to collect data for purely academic purposes. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire. Answer all questions as indicated by either filling in the blank or ticking the option that applies.

SECTION 1: DEMOGRAPHIC DATA

Answer ALL questions by ticking (√) in the provided spaces. Put other necessary information sought in the spaces

13. What is your gender

Male [ ]

Female [ ]

8. When did you enroll as a student? _____ (Specify Day/Month/Year)
9. How long should your program take to complete? _____
10. What is the mode of your study?
    a. In-service [ ]
    b. Pre-service [ ]
11. Why did you choose to train as a teacher?
    a. That was the only option that my grade would allow me to pursue [ ]
    b. I got a sponsorship to train as a teacher. [ ]
    c. It was the only course I would have afford [ ]
    d. As a stepping stone towards other career opportunity [ ]
    e. It was my first choice. [ ]

12. While in primary teacher college, who pays your school fee

a. Humanitarian Assistance [ ]

b. My family and Friends [ ]

c. Myself [ ]

d. Government Sponsorship [ ]

e. Faith based Funding [ ]

8 How would you rate the influence of the following institution towards reconstruction of public teacher training colleges' in South Sudan?

Organization	**Not effective**	**Ineffective**	**Effective**	**Very effective**	
Local NGOS	[ ]	[ ]	[ ]	[ ]	
International NGOs	[ ]	[ ]	[ ]	[ ]	
National Government	[ ]	[ ]	[ ]	[ ]	
Local Community	[ ]	[ ]	[ ]	[ ]	
Faith Based Organization	[ ]	[ ]	[ ]	[ ]	

SECTION 2: INFLUENCE OF GOVERNMENT INTERVENTION MEASURES ON PRIMARY TEACHERS' COLLEGES' RECONSTRUCTION.

9. How do you rate the following government intervention measures on primary teachers' colleges' reconstruction?

Teaching & Learning Resources	**Not adequate**	**Adequate**	**Very adequate**
Construction of classrooms			
Construction of computer laboratory			
Provision of textbooks			
Construction of library			
School infrastructure			
Construction of dormitory			
Provision of electricity			
Construction of tutor housing			
Construction of toilets			
Construction of administration block			
College fence and gate			
Playground			
Construction of dining hall			
Provision of clean drinking water			

SECTION 3: INFLUENCE OF HUMANITARIAN ASSISTANCE INTERVENTION ON PRIMARY TEACHER COLLEGES' THE RECONSTRUCTION.

19. How would you rate Humanitarian organizations intervention on primary teacher colleges' the reconstruction activities?

    b. Excellent b. good c. fair

20. How would you rate the humanitarian assistance intervention measures on primary teachers' colleges' reconstruction?

Humanitarian Intervention measures		**Inadequate**	**Adequate**	**Very adequate**	
Provision of funding to support the colleges		[ ]	[ ]	[ ]	
Capacity building of teachers and principals		[ ]	[ ]	[ ]	
Provision of college Infrastructure to improve quality Provision of medical service supplies to improve health in the colleges Provision of		[ ] [ ]	[ ] [ ]	[ ] [ ]	

teaching/learning materials to improve quality in colleges		[ ]	[ ]	[ ]	
Provision of scholarships programme to support female teachers		[ ]	[ ]	[ ]	
Improve public engagement on government policies on teacher education		[ ]	[ ]	[ ]	
Provision of short refresher courses for teachers		[ ]	[ ]	[ ]	
Provision of certification		[ ]	[ ]	[ ]	
Provision of food to student-teachers		[ ]	[ ]	[ ]	

21. Use the following point scale to rate the humanitarian organizations intervention; where 1-Strong agree, 2-Agree 3. Disagree, 4. Strong disagree

Information	SA	A	D	SD
Humanitarian Assistance is a key player in reconstructions of public teacher training colleges by offering guidelines and community awareness				
NGO are involved in management of the reconstruction process.				
Involvement of NGO is promoting accountability				
NGO are involved fundraising for colleges				
NGO are quality education for all South Sudanese				
Involvement of NGO is instilling sense of ownership				
NGOs are involved renovation of college infrastructure e.g. boreholes				
NGOs are supporting advocacy to increase the number of colleges by government				

SECTION 4: INFLUENCE OF FAITH BASED LED PEACE BUILDING INITIATIVES ON PRIMARY TEACHER COLLEGES' THE RECONSTRUCTION.

22. How would you rate the Faith based led peace building initiatives on primary teacher colleges' the reconstruction activities?

    b. Excellent b. Good c. Fair

23. How would you rate peace building initiatives by faith based institutions in your college? How different is this question from Q14 above?

b. Excellent b. good c. fair

24. How would you rate the faith based led peace building initiatives intervention measures on primary teachers' colleges' reconstruction?

Faith based led peace building initiatives	**Inadequate**	**Adequate**	**Very adequate**
Capacity building of teachers and principals	[ ]	[ ]	[ ]
Provision of college Infrastructure	[ ]	[ ]	[ ]
Provision of funding to improve college welfare	[ ]	[ ]	[ ]
Provision of food to student-teachers	[ ]	[ ]	[ ]
Organization of community dialogue meetings in colleges	[ ]	[ ]	[ ]
Establishment and support of the college's peace clubs	[ ]	[ ]	[ ]
Dispute resolution in the colleges	[ ]	[ ]	[ ]
Offering of religious	[ ]	[ ]	[ ]

services

SECTION 5: INFLUENCE OF LOCAL COMMUNITY INITIATIVES ON PRIMARY TEACHER COLLEGES' THE RECONSTRUCTION.

25. How would you rate local community engagement in primary teacher colleges' the reconstruction?

    b. Excellent b. good c. fair

26. What is the level of local community involvement in primary teacher colleges' the reconstruction?

Local Community Initiatives	**Not effective**	**Ineffective**	**Effective**	**Very effective**
Management of colleges	[ ]	[ ]	[ ]	[ ]
Supply of volunteered casual labor	[ ]	[ ]	[ ]	[ ]
Provision of In-kind support to the colleges	[ ]	[ ]	[ ]	[ ]
Provision of local security	[ ]	[ ]	[ ]	[ ]
Fundraising for colleges	[	[ ]	[ ]	[ ]

27. How would you rate the local community initiatives intervention measures on primary teachers' colleges' reconstruction?

Local Community Initiatives	**Inadequate**	**adequate**	**Very adequate**
Allocation of land to construct colleges	[ ]	[ ]	[ ]
Provision of security to colleges	[ ]	[ ]	[ ]
Supply of volunteer teachers to support colleges	[ ]	[ ]	[ ]
Supply of learners to colleges	[ ]	[ ]	[ ]
Provision of housing for volunteer teachers	[ ]	[ ]	[ ]
Provision of food for college community	[ ]	[ ]	[ ]

SECTION 6: INDICATORS OF RE-CONSTRUCTED PUBLIC PRIMARY TEACHERS TRAINING COLLEGE

28. How would you rate a re-constructed Public Primary Teachers Training College by all the four actors (government, humanitarian, faith based, and local community)?

Indicators	**Not effective**	**Ineffective**	**Effective**	**Very effective**
Improved quality trained teachers	[ ]	[ ]	[ ]	[ ]
Improved/Proper college building	[ ]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[ ]
Improved quality of teaching in primary school				
Increased resource allocation to colleges	[ ]	[ ]	[ ]	[ ]
Enhanced security around the colleges	[ ]	[ ]	[ ]	[ ]
High enrollment of teacher trainers	[ ]	[ ]	[ ]	[ ]
Availability of teaching and	[ ]	[ ]	[ ]	[ ]

learning resource

Appendix V: Interview Guide for Key Informants

vi. How would you rate the number of primary teacher college in South Sudan on a scale of 1 to 10?

vii. What role has played as far as reconstruction of NTTI is concerned?

viii. Do you think there are plans at the moment for the government to enhance security for primary teacher college?

ix. Do you think there are promotion structures for qualified and highly performing teachers?

x. How much does a lowest paid teacher receive compared to the highest paid teacher?

xi. Has there been any recent capacity building initiative by the faith based?

xii. What role does the faith based play in capacity building initiatives?

xiii. In there a forum where the faith based and the government interact in issues regarding education in the state?

xiv. What are some of the mobilization strategies that you feel the local community can employ to help in reconstruction of primary teacher colleges?

xv. What are some of the humanitarian assistance measures that are place for reconstruction of public teacher training colleges

Appendix VI: Research Authorization and Research Permit

The Republic of South Sudan
Ministry of General Education and Instruction
Office of the Undersecretary

Ref No: GRSS/MOGEI/US/J/33 **15th January, 2019**

Mr Peter Ador Riak Nyiel
School of Education-Kikuyu Campus
University of Nairobi
P.o.Box 30197-00100
NAIROBI-KENYA

Dear Peter Ador Riak Nyiel-Reg No. E80/52866/2018

RE: PhD RESEARCH AUTHORIZATION

Following your application for authority to carry out your doctoral research on **'POST CONFLICT INTERVENTION ON RECONSTRUCTION OF PUBLIC TEACHER TRAINING COLLEGES IN SOUTH SUDAN'** I am pleased to inform you that you have been authorized to undertake research in South Sudan for a period ending 30th August, 2020.

You are advised to report to the National and State Ministries of General Education and Instruction before embarking on the study.

On completion of the research, you are required to submit a copy of the research thesis to both National and State Ministries of General Education and Instruction and the National Teacher Training Institutes.

Sincere Regards,

Hon. Michael Lopuke Lotyam
Undersecretary,
Ministry of General Education and Instruction
Republic of South Sudan

Cc: Hon. Minister of General Education and Instruction
Ministry of Higher Education, Science and Technology
State Ministries of General Education and Instruction
Directorate of Teachers' Education
Principals of National Teachers' Training Institutes

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