

**SCHOOL BASED FACTORS INFLUENCING PROVISION OF
EDUCATION FOR RETURNEE STUDENTS IN SECONDARY SCHOOLS
IN BOR COUNTY OF JONGLEI STATE, SOUTH SUDAN**

Peter Ador Riak Nyiel

**A Research Project Report submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Education in Emergencies**

University of Nairobi

2014

DECLARATION

This research project report is my original work and has not been presented for examination or award of any degree in any other university.

Peter Ador Riak Nyiel

E55/66884/2011

This research project report has been submitted for examination with our approval as the University Supervisors.

Dr. Daniel K. Gakunga

Lecturer

Department of Educational Foundations

University of Nairobi

Dr. Loise Gichuhi

Lecturer

Department of Education Administration and planning

University of Nairobi

DEDICATION

This research project report is dedicated to my wife Priscilla Akech Malith Biar and my children Neema, Chol and Agok who gave me great support in the course of my studies.

ACKNOWLEDGEMENT

The greatest lesson I have learnt in the compilation of this project report is how much we need others in doing anything substantial in academics. Many people were helpful in one way or the other, indirectly or directly. I wish to take this first opportunity to sincerely thank God for His enablement. This far, it has taken His mighty hand.

I wish to thank my supervisors, Dr. Loise Gichuhi and Dr. Daniel K. Gakunga for their critical and liberal manner in which they painstakingly guided me to eventually come up with this work and for their tireless assistance and invaluable guidance and advice throughout the stages of writing this research project report. I would also want to take this opportunity to thank my respondents who took their time in assisting me to have the questionnaires filled during the data collection stage. The government played a vital role in allowing me to conduct this study. My wife, Priscilla Akech Malith, was of great assistance in helping me type this document, and John Kiarie who assisted me in the data analysis. To my sponsor, thank you so much for sponsoring me throughout this noble course. To all of you, I cannot thank you enough, God bless you. Finally, I thank my family and Malek Academy for their endless love, care, support and understanding in my academic endeavours.

TABLE OF CONTENT

Content	page
Title page	i
Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of content.....	v
List of tables.....	viii
List of figures	ix
Abbreviations and acronyms.....	x
Abstract.....	xi

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem	6
1.4 Objectives of the study.....	7
1.5 Research questions.....	8
1.6 Significance of the study.....	8
1.7 Limitations of the study	9
1.8 Delimitation of the study.....	9
1.9 Assumptions of the study.....	9
1.10 Definition of significant terms.....	9
1.11 Organization of the study	11

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction	12
2.2 An overview of returnee students to schools	12
2.3 Influence of south sudan curriculum on returnee students	13
2.4 Effect of teachersø motivation and training on returnee students.....	14

2.5 Influence of language on returnee students.....	16
2.6 Influence of teaching and learning resources on returnee students.....	17
2.7 Summary of review of related literature.....	19
2.8 Theoretical framework.....	20
2.9 Conceptual framework.....	20

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	22
3.2 Research design.....	22
3.3 Target population.....	22
3.4 Sample size and sampling procedures.....	23
3.5 Research instruments.....	23
3.6 Instrument validity.....	24
3.7 Instrument reliability.....	25
3.8 Data collection procedures.....	25
3.9 Data analysis techniques.....	26

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction.....	27
4.2 Questionnaire return rate.....	27
4.3 Background information of principals, teachers and students.....	29
4.3.1 Age of principals, teachers and students.....	29
4.3.2. Gender of principals, teachers and students.....	30
4.3.4 Years of service as a teacher/principal.....	32
4.3.5 Years of service of principals/teachers in a particular school.....	33
4.3.6 Teaching subjects of principals and teachers.....	35
4.3.7 School type.....	36
4.4 Type of curriculum used.....	37
4.5 Curriculum used in secondary schools.....	37

4.6 Reward system to students according to teachers and students themselves	38
4.7 Non monetary rewards practiced in secondary schools	39
4.8 Selecting teachers/students for rewards	40
4.9 Benefits of reward system	40
4.10 Language of instruction and returnee students	41
4.11 Language spoken by returnee students at home according to teachers	42
4.12 Strategies of increasing the integration of returnee students.....	43
4.13 Roles played by teachers/principals to enhance integration.....	44
4.14 Factors that influence the provision of education to returnee students.....	45

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	50
5.2 Summary of the study	50
5.3 Major findings of the study	52
5.4 Conclusion of the study.....	54
5.5 Recommendations from the study	55
5.6 Suggestion for further research	56
References	57

APPENDICES

Appendix I: Introductory letter to schools	61
Appendix II: Questionnaire for the teachers	62
Appendix III: Questionnaire for the students.....	67
Appendix IV: Interview schedule for the principals	69
Appendix V: List of secondary schools in Bor County	71
Appendix VI: Research permití í í í í ...í í í í í í í í í í í í í í ...í ...	73

LIST OF TABLES

Tables	Page
Table 4.1	28
Table 4.2	28
Table 4.3	29
Table 4.4	30
Table 4.5	31
Table 4.6	33
Table 4.7	34
Table 4.8	35
Table 4.9	36
Table 4.10	37
Table 4.11	39
Table 4.12	39
Table 4.13	40
Table 4.14	41
Table 4.15	42
Table 4.16	43
Table 4.17	45
Table 4.18	48

LIST OF FIGURES

Figure	Page
Figure 2.1: Conceptual framework	21

ABBREVIATIONS AND ACRONYMS

CPA	Comprehensive Peace Agreement
IOM	International Organization for Migration
MOE	Ministry of Education
NGO's	Non- Governmental Organizations
SSCCSE	Southern Sudan Centre for Census, Statistics and Evaluation
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
USAID	United States Agency for International Development

ABSTRACT

The purpose of this study was to investigate factors influencing provision of education for returnee students in secondary schools in Bor County of Jonglei state in South Sudan. The study was guided by the following objectives: Determine the school based influence of South Sudan curriculum on returnee students in secondary schools; determine the teachers' motivation and training as well as establishing the influence of English and Arabic language on returnee students in secondary schools in Bor County of Jonglei State. This was because there was a lot of perception that there was tremendous influence by English and Arabic languages in the school learning system. The study also sought to bring out the influence of teaching and learning resources on returnee students on secondary schools in Bor County of Jonglei State. The theory of social integration was employed here as the study sought to find out the integration of these languages in the system. In its broadest conception, social integration theory shows lack of positive social interaction and acceptance has negative consequences from an individual, family, community and societal perspective.

The study used descriptive survey research design to collect data from a large population in order to determine the correlation between variables. This was used because it allowed the collection of deeper insights into the issues under investigation. It also reduced time wastage and ensured that the representation of the respondents was according to those who were found in secondary schools; thus, both qualitative and quantitative data was collected using a self administered questionnaire. The population consisted of principals and teachers in secondary schools in Bor County. The total number of principals was 8, 128 teachers and 2000 students. The researcher used census sampling technique to select 8 secondary schools. Simple random sampling technique was used to obtain a sample size of 200 students and 60 teachers. The analysis was done with the aid of SPSS software and presented in form of tables, frequencies and percentages upon which data findings were easily interpreted. According to the study, curriculum, motivation, language of instruction and teaching and learning resources had high influence on provision of education for returnee students in secondary schools in Bor County.

The study concentrated on examining the formal factors affecting returnee children in a classroom setup. This was the problem whose factors were being sought. These returnee students who come from other countries where language of instruction was not English found it difficult to fit in an English instructed classroom when they came to South Sudan. This has had an effect on the provision and delivery of quality secondary education to returnee students in Bor County of Jonglei State in South Sudan.

The study findings indicated that most of the schools offered South Sudanese and foreign curricula to their students which greatly affected the quality of education offered. Most schools lacked proper motivation for their students and this led to many of them dropping out of school. The research established that the language of instruction offered in most schools was not the language spoken by students at home. It also established that most schools lacked adequate teaching and learning resources. The researcher, therefore, suggests that other studies on the same should be carried out in other counties in South Sudan.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is the key to development. It takes up a large segment of the budget in both the developed and the developing countries as it is a fundamental asset that an individual or even a government needs in order to achieve the highest satisfaction economically, socially, or politically. Globally, returnee students in the world face a myriad of challenges in terms of provision of secondary education. According to Makamba (2011) Burundi official languages of instruction are French and Kirundi. Children of refugees returning after decades spent in Anglophone countries such as Tanzania, often find it difficult to continue their studies and some drop out. To ensure such students continue learning, a group of teachers has set up an education centre in the commune of Mabanda near Tanzania in Burundi.

In South Korea as acknowledged by Makamba (2011) Korea Poly School is the most reputable and well-established English language institute in the country. This school specializes in educating returnee students ó students who have studied abroad and have acquired a high level of English proficiency using North American curriculum standards. Japan on the other hand recognized as early as 1966 that Japan's school system faced challenges in the education and re-integration of children who had returned from overseas (Fry, 2007). Under the idea of *nihonjinron*, which stressed the alleged uniqueness of Japanese society, returnee students began to be characterized in the 1970s as problematic children who needed assistance in readjusting to Japanese society; they were thought to be too westernized and individualistic. Ironically, much of the image of returnee students

as educational orphans in need of rescue came from the parents of such children themselves. During the 1980s, however, returnee students came to be seen as new elites rather than as problems; their language and cultural skills gained respect as valuable tools for the internationalization of Japan (Kano, 2004).

In July 2011 after more than two decades of civil war South Sudan began life as the newest country in the World and as the 193rd UN Member State. It also was and remains one of the world's poorest and least developed countries. In education it is ranked second lowest out of 123 countries for primary education and last out of 134 countries for secondary education. Less than 20% of primary schools teach beyond the fourth grade and the proportion of pupils; 2.2% of total enrolment in 2010 who reach grade 8 in South Sudan is small (Brown, 2011). As the former British Prime Minister has reported, in almost any measure of performance, South Sudan 'is anchored to the bottom of the international league table.'

According to LeRiche and Arnold (2012), more than 2.5 million people were killed and more than five million internally displaced while others had been externally displaced, becoming refugees as a result of the civil war and war-related impacts ranging from 1983 to 2005. Jonglei is the largest state in South Sudan occupying an area of 123,070 km². Bor County, one of the 11 counties, is the headquarters of Jonglei state government. This makes it both an economic, educational and a fast growing urban centre for the state citizens (SSCCSE, 2010). The region suffered from great instabilities since 1955 that finally ended in a Comprehensive Peace Agreement (CPA) in 2005. Among the top grievances Natsios (2012) noted that there was denial of South Sudanese fundamental basic human right to education which resulted into them being treated as second class

citizens in a country they think has been their ancestral gold since the times of Adam and Eve (Dau, 2011). The Southern part of the then -The Sudanø has never had a suitable educational system because of the biasness in the state curriculum and the lack of equal access to the few state schools that were available.

Between 1983 and 2005, the Sudan People Liberation Movement/Army (SPLM/SPLA) administration areas were served by curricula of the nearest neighboring countries depending on the accessibility. For example, people living in areas in Eastern Equatoria (Natinga and Narus) used the Kenyan 8-4-4 curriculum. However, even though this was meant to keep children in school, it impacted on children negatively because they were learning foreign content in their own country. The situation remained worse even after the Comprehensive Peace Agreement and 2011 independence. Today, the South Sudan education system is served by The Sudan, Kenyan, Ugandan, and its own curriculum according to a MoE 2011 general education strategy and action plan. Both the government, local and international organizations are working around the clock to put different forms of education system together and to make it accessible to the children of South Sudan.

A large number of the population began returning after the 2005 CPA reaching the climax in 2011 when the country got her independence as noted by Ministry of Humanitarian Affairs and Development (MOHDA) (2012). Majority of this population that belongs to Jonglei State settled in Bor town, the governmentø administrative centre. They returned home with challenges ranging from language barrier to poverty. The added pressure on resources and services because of large populations returning to Jonglei has

led to tension and conflict thus resulting into massive return of people back to refugee camps in neighbouring countries like Kakuma in Kenya for better services.

In Africa, education has been described as a tool for freedom from poverty, ignorance, diseases, conflict, corruption, and illiteracy; done so with lots of initiatives, for example, Education for All, put forth for protection of its growing population (Kerry, 1982). In Kenya, for example, basic education has been made free and compulsory as one way to combat poverty and to achieve the Global Millennium Goals (MDGs). The South Sudan government has endeavored to provide education to its entire citizenry through political campaigns and statements since 2005. As acknowledged by World Bank (2011) now is the most propitious time for the schools and training institutions to work together towards the common goal of effective professional training for benefit and development of the people of South Sudan.

Concerns have however been raised on the quality and inclusiveness of education offered to the returnee children and its role in fostering integration. There are no systematic studies that have been done to address these concerns hence the viability of the current study which sought to meet this academic gap. This study, therefore, intended to examine the school based factors that influence the delivery of quality education for returnee children bearing in mind that education is a basic human right.

A close look at the state of education in South Sudan revealed that, like other Sub-Saharan African countries recovering from civil wars is not exceptional in the fight against factors hampering facilitation of education. At the heart of the central government is the drive to reconcile the divided society of about 64 communities. However, education

is placed among the urgent priorities that need maximum recognition. Formal provision of peace, civic, and citizenship education would be through primary and secondary schooling. Nevertheless, the national education system in South Sudan faces serious challenges (Davies, Smith, and Williamson, 2011).

South Sudan schools usually do not follow a common curriculum, but, rather, they use whatever resources that are available. Although a South Sudanese curriculum exists, most schools that can provide curriculum-based schooling continue to teach the Ugandan or Kenyan curricula they used in the past; this is owing to the slow training of teachers which has as a result negatively impacted on the possibility of adopting a unified curriculum. Consequently, this makes it difficult to determine the level of a child's education (Davies, Smith, and Williamson 2011).

Secondary schools remain rare, particularly outside urban areas, and students must walk several kilometers to reach the nearest one. Access to university education is even more limited. Moreover, class sizes in both primary and secondary schools are large, averaging to about 70 pupils to one teacher. High drop-out rates among students are compounded by family obligations and social constraints that may prevent young people, girls in particular, from attending school (Deng, 2006; Hewison, 2009). Most teachers and officials at education ministries lack the capacity to provide quality well managed services as a result of corruption and redundancy. For instance, a 2009 assessment revealed that 96 percent of all teachers in South Sudan have no formal training (Hewison, 2009). Despite a growing focus on teacher training, that number is likely to remain high for years.

The government is struggling to build and coordinate a national education system as it decentralizes powers to the State and Payam levels (IOM, South Sudan 2012; Hewison 2009). South Sudan cannot fully fund its own services, placing donors in a crucial position with regard to the development of education, especially curriculum. The focus of this study was on the provision of returnee children in schools; therefore, the study sought to examine the formal factors of language of instruction, curriculum of studies, teacher qualifications, and teaching/learning materials and how they affect returnee students in their quest for education.

1.2 Statement of the problem

There are a number of factors that influence the provision of education to the returnee students in secondary schools in Bor County. These factors range from formal to informal factors. The formal ones include classroom factors of: language of instruction, teacher character, curriculum, and learning materials. The informal ones are tribal conflicts, poverty, living conditions, and cultural practices among others. The study concentrated on examining the formal factors affecting returnee children in a classroom setup. These returnee students who come from other countries where language of instruction was not English found it difficult to fit in an English instructed classroom when they came to South Sudan. This has had an effect on the provision and delivery of quality secondary education to returnee students in Bor County of Jonglei State in South Sudan (MOHDA 2012).

Many children face learning difficulties ranging from integration, low teacher capacity, and irrelevant issues, as some have never lived in South Sudan and they do not speak the local languages. Teachers who teach in secondary schools in Bor County have difficulties

in reaching the returnee students appropriately because of language related issues. Most of them have not undergone proper training; they lack teaching experience and motivation. All these factors are known to have a bearing on the provision of education to the returnee students, hence the need for this study.

1.3 Purpose of the study

The purpose of this study was to determine the school based factors influencing provision of education for the returnee students in secondary schools in Bor County of Jonglei State in South Sudan.

1.4 Objectives of the study

This research study was guided by the following objectives:

- (i) To determine the influence of South Sudan curriculum on returnee students in secondary schools in Bor County of Jonglei State.
- (ii) To determine the effect of teachers' motivation and training on returnee students in secondary schools in Bor County of Jonglei State.
- (iii) To establish the influence of English and Arabic language on returnee students in secondary schools in Bor County of Jonglei State.
- (iv) To establish the influence of teaching and learning resources on returnee students on secondary schools in Bor County of Jonglei State

1.5 Research questions

The researcher endeavored to answer the following research questions:

- i. How does the South Sudan curriculum influence returnee students in secondary schools in Bor County of Jonglei State?
- ii. How does teachers' motivation and training affect returnee students in secondary schools in Bor County of Jonglei State?
- iii. How does English and Arabic language influence returnee students in secondary schools in Bor County of Jonglei State?
- iv. To what extent do teaching and learning resources influence returnee students on secondary schools in Bor County of Jonglei State?

1.6 Significance of the study

This study generated information on the school based factors that influenced the delivery of quality education to returnee students in secondary schools. This information was likely to enable the modification of national plans of education and secondary school curriculum to incorporate the returnee children education and enhance provision of quality and inclusive education in a classroom. The study generated knowledge which would be useful in managing the education of the returnee children in South Sudan. The knowledge generated would also help all education actors including parents, children, Ministry of Education (MoE) and UNICEF to increase accessibility to quality and inclusive education for returnee children in South Sudan. The findings might also encourage constant professional development for teachers in Jonglei State, South Sudan. Other scholars might use the research findings as point of reference for further studies.

1.7 Limitations of the study

The major limitation for this study was that the respondents gave socially accepted responses to avoid offending the researcher. Another limitation was unwillingness of respondents in some secondary schools to share/divulge information. This limitation was overcome by assuring respondents confidentiality of their identity.

1.8 Delimitation of the study

This study was carried out in Bor County of Jonglei State in South Sudan. The study was based on a sample of South Sudan secondary schools in Bor County of Jonglei State that presented candidates for the Secondary School Certificate Examination for the period, 2010 ó 2013. The study focused on the principals, teachers, and returnee students in upper secondary.

1.9 Assumptions of the study

The study was based on the following assumption:

- i. The school administration will allow the researcher to access the institutional documents on admission, planning, accessibility and provision of quality and inclusive education.
- ii. The respondents will be honest in giving out the information as required.

1.10 Definition of Significant terms

Accessibility to education refers to the ability of all students to have equal opportunity in education, regardless of their social class, ethnicity, background or physical disabilities.

Curriculum factors refer to the South Sudan curriculum, curriculum for the country of origin of the returnee students and admission criteria.

Inclusive Education refers to ensuring the presence, participation and achievement of all individuals in learning opportunities. It involves ensuring that education policies, practices and facilities respond to the diversity of all individuals in the context of returnee students.

Planning is the process of determining the objectives of: education, educational institutions, or educational programs and the means, activities, procedures and resources for attaining them.

Quality Education refers to tangible inputs in the education system can be used to describe quality of education They include physical conditions of schools, number and types of books, materials in teaching-learning process, teacher- pupil ratio, entry behavior of the learners and teachers characteristics all these will determine the quality of education.

Returnee refers to a person who returns to his native country, especially after war having been in a foreign country for quite some time. In the context of South Sudan, a returnee child is a school going pupil returning from exile.

Refugee refers to someone who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of their origin or nationality, and is unable to, or owing to such fear, is unwilling to avail themselves of protection of that country.

School based factors in this study include language of instruction, curriculum factors, teacher factors, teaching and learning resources used in secondary schools.

Student refers to a male or female aged between 14 to 18 years who is studying especially in a secondary school.

Teacher factors refers to the level of training, experience, motivation, category of teachers, attitude towards returnee and teaching methods of the teachers.

Training refers to the process of providing teachers with specific knowledge and skills in order to enable them to perform specific teaching tasks.

1.11 Organization of the study

This study is organized in five chapters. Chapter one focus on background of the study, statement of the problem, 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 the introduction, an overview of returnee students to schools, influence of South Sudan curriculum on returnee students, effect of teachers' motivation and training on returnee students, influence of English and Arabic languages on returnee students, influence of teaching and learning resources on returnee students, summary of literature review, theoretical framework and conceptual framework. Chapter three deals with introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four contains data analysis, interpretation and discussion whereas, chapter five focuses on the summary, conclusions and recommendations from the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section discussed the literature related to the school based factors influencing provision of education for returnee students in secondary schools. It also particularly focused on South Sudan curriculum, English and Arabic languages of instruction, teachers' motivation and training, teaching/learning resources and on how they influenced provision of education for returnee students in secondary schools. These were considered the pillars of the study. The review was conceptualized under the objectives of the study.

2.2 An overview of returnee students to schools

Quality environments for teaching and learning should be supportive, comfortable, safe and secure, with the appropriate facilities to encourage returnee students learning and to enable teachers to teach effectively. A conducive learning environment also engages parents, students, teachers, school authorities and support staff in a community working together to achieve the goal of providing quality education for all of its returnee students.

According to EFA: GMR (2005) two principles attempt to define quality education offered to the returnee students: The first identifies learners' cognitive development as the major explicit objective of all education systems. The second emphasizes education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development.

Quality education determines how much and how well returnee children learn and the extent to which their education translates into a range of personal, social and

developmental benefits. Goal 6 of the Dakar Framework for Action (2000) emphasizes the need of a stimulating pedagogy. It is the teaching and learning process that brings the curriculum to life and that determines what happens in the classroom and subsequently the quality of the learning outcomes.

In the words of the Delors Commission (UNESCO, 1996) “education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all our talents to the full and to realize our creative potential, including responsibility for our own lives and achievement of our personal aims.” Provision of quality education enables returnee students to develop all of their attributes and skills to achieve their potential as human beings and members of society. This can only be achieved through provision of quality education.

2.3 Influence of South Sudan curriculum on returnee students

Debate about the learning curriculum is extensive. But a broad meaning refers to curriculum as the organization of sequences of learning experiences in view of producing desired learning outcomes. For purposes of this study, we/the researcher referred to Alberta Education's (2007) definition of integration curriculum that describes it as an approach to teaching and learning that is based on both philosophy and practicality or approach that purposefully draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas.

The components of the curriculum are connected and related in meaningful ways by both the students and teachers. In the context of South Sudan, the concern for segmented subject areas connectivity remains a strong desire by the researcher. However, research

reveals that there are two main reasons for failure of curriculum in developing countries to have them hoped for resources. Schools have only limited ability to shape the returnee pupils attitudes to the job they want to do. What matters, is the incentive structures in the wider economic system. Occupational aspirations are determined by the individuals' perceptions of opportunities as well as their innate references. Curriculum determines the ability of the graduates to get jobs or create their own jobs. (World Bank Report 2011)

According to Brown (2011), for young South Sudanese education is a passport to employment. It also prepares citizens for their constitutional and historical rights if appropriate and relevant. At the concept of this proposal, majority of young South Sudanese face identity crisis. The history books from the serving curricula are truly irrelevant and cannot help children answer questions related to citizenship and nationality. Somebody trains on curriculum that does not answer the immediate needs the individual and the country. For instance, someone trains as a teacher but says he does not want to become a teacher because the schools did not prepare them to become what they want to become in life. This is a waste of time. Formal school system is an inhospitable venue for occupational training to impact knowledge, skills and attitudes. In this study, the researcher explored the effect of curriculum on quality education offered to the returnee students in Bor County.

2.4 Effect of teachers' motivation and training on returnee students

There is a stark contrast between the levels of teacher quality in the developing countries and developed world because of the kind of exposure they go through. In developed countries you can't teach the same way you teach in developing countries because one is expected to motivate the class (Kerry, 1982).

They have different policies on teacher training as compared to those of developing countries. In developing countries the emphasis is on in service training because the pre service system is more expensive. In South Sudan the government and other education actors employ untrained teachers then in service them until they perfect the art of teaching. A mixed pool of teachers from the Sudan and East African countries namely Kenya, Uganda and Tanzania trained in either Arabic or English. The interim constitution (2011) of South Sudan provides English as the official language of instruction. The majority of trained teachers have left teaching for other careers due to poor reward system in education sector.

Both methods above give different qualities of teachers. In service program lacks enough time to do research and read the course adequately. There also no adequate reading materials for adequate training. In service program may take many forms which include short term residence program, distance education by correspondence and or by radio, school based program and continuous within the school.

In service courses have an advantage over the pre service program because they can be tailored to suit the local conditions in which the teacher work. It is practical oriented. Issue raised can be tackled within short time because of experience. However because of lack of enough time and resources and materials the course is found to be superfluous unlike the pre service where materials are concentrated in one center and students have humble time to use them. The quality of teacher is also depended on the entry behavior. The initial qualification of the teacher before pre service or in service course is very significant on determining the quality of teacher.

Quality teaching methods are ensured through the recruitment of high caliber candidates to teaching, the provision to them of high quality initial teacher education and the support throughout their career of continuous professional development. Teachers are the most important educational resource and a critical determinant of quality. They must be treated as respected professionals. Teaching must provide an attractive career choice, and must remain sufficiently attractive, in terms of salaries and conditions of employment, to retain the best teachers in the service.

2.5 Influence of language on returnee students

Language of instruction is the major inhibitor in the conceptualization by the returnee students. Schools with proper language policy do better than those without better policy. Children from homes where the language spoken at home is the same as the language of instruction at school do better than those whose languages are different (Kano (2004). For the purposes of this study, language as an instrument of knowledge transfer was examined in a classroom setup in relation to teachers teaching in the language they did not train in and children being taught in a language they too do not understand. This scenario had an impact on the provision of quality education for the returnee children in South Sudan. The study case sampled secondary schools in Bor County of Jonglei State. Most returnee students in Bor County used different native languages to the ones used in secondary schools. Teachers are also trained in different languages to the ones they use to teach in schools. All these had a bearing on the provision of quality education to the returnee students in Bor County.

2.6 Influence of teaching and learning resources on returnee students

Quality teaching and learning resources include appropriate curricula and inclusive teaching and learning materials and resources which may be provided, through the application of information and communication technology. That is, by harnessing the enormous power of the internet and the capacity and accessibility of modern technology to assist and support teaching and learning. More specifically, these materials include books, classes, chairs, desks, laboratories, latrines/toilets, offices, dining halls, kitchen, playgrounds and computers. All these are thought to have an influence on the provision of education to the returnee students.

INEE (2010) illustrates that tangible inputs to the education system can be used as indicators. They can be expressed in terms of appropriateness, protectiveness, relevance, flexibility, and participation. They include physical conditions of schools, number and types of books, materials in teaching ó learning process, teacher: pupil ratio, entry behavior of the learners and teachers characteristics all these will determine the provision of quality education to the returnee students in secondary schools.

Teaching and learning materials include classrooms, textbooks, students guides, black boards, pens, pencils, mathematical sets and tables, chalk, maps and other teaching items (UNESCO, 2011). All these affect the provision of quality education in one way or another. Good learning or teaching materials must be protective, relevant, flexible, appropriate, and participatory. As argued by UNESCO (2011) and Brown (2011) the standard textbook pupil ratio is 1:2. If the ratio is more than this, then the provision of quality education for the returnee students is greatly affected. One book in a class of 40

students leads to students coping from one another and this affects the quality of education offered.

A standard class size should be such that one student occupies an area of 1.56 square metres. A class of 40 students should be of 56 square metres, that is, 8m by 7m. The space should be enough to create footpaths within the class for individual attention and monitoring the discipline of the students (UNESCO, 2011). Though there is no significance difference between a small and a large class in terms of performance, but in small classes learning can be enhanced through individual attention to the needs of the students. Whereas in large classes, monitoring the discipline of the returnee students may be a problem and monitoring of their progress may not be effective hence detrimental to the learning process and consequently the quality of education delivered to the returnee students.

Small classes may be costly in terms of recurrent expenditure thus reduction in class size may increase recurrent and capital expenditure. In small classes if the teachers are not supervised properly the classes may go unattended because there is a feeling that make ó up time can be created which may not be there. All these have a bearing on the provision of education for the returnee students in secondary schools. Most schools in Bor County lacked adequate physical infrastructure from face value. They don't have permanent structures but makeshift structures which are semi permanent. All the secondary schools in Bor County are day schools apart from one. This confirms that there is wide spread lack of adequate teaching/ learning resources in secondary schools in Bor County. It is for this reason that the researcher wanted to determine the influence of teaching /learning resources on provision of quality education to the returnee students.

2.7 Summary of review of related literature

Provision of quality education for the returnee students, as indicated in the literature review is enhanced by commitment of teachers, appropriate secondary school curriculum, participatory and relevant teaching and learning materials, protective and flexible teacher education programs and training, appropriate and inclusive language of instruction, appropriate leadership and parent involvement in decision making (Brown, 2011). All this translates to high achievement in examinations which is a quality indicator in education circles.

Although the studies above have concentrated on school based factors as determinant factor on school improvement and output effort, (Kerry 1982) examined teachers' teaching experience and students' learning outcomes in secondary schools in Ondo state, Nigeria. In his findings, revealed that teachers teaching experience was significant with students learning outcomes. According to him, teachers experience and competence were seen to be prime predictors of students' performance in all examinations. As a result of that, this study observed the need to study the institutional factors that influence the provision of quality education for the returnee children in Bor County of Jonglei State in South Sudan. The study sought to examine the classroom's life for purposes of determining the quality and inclusiveness of education in schools.

There are many challenges that are faced by education system in South Sudan. So many NGOs concentrate on the provision of basic needs like food and clothing at the expense of quality education to the returnee students. It is for this reason that the researcher wanted to determine school based factors influencing provision of quality education to the returnee students in secondary schools in Bor County.

2.8 Theoretical framework

This study was based on theory of social integration. This theory was first formulated by Emile Durkheim, a French sociologist, in the late 19th century. Social integration theory shows that a lack of positive social interaction and acceptance has negative consequences from an individual, family, community and societal perspective (Turner, 1981). Integration studies have demonstrated the positive impact of interaction on isolated groups of society. Actively engaging in social roles helps people build self ó esteem, physical wellness and a sense of commitment to the community around them.

Social integration is the means through which people interact, connect and validate each other within a community. The theory proposes that people experience mental, emotional and physical benefits when they believe they are a contributing, accepted part of a collective. Without that sense of connection, they can experience depression, isolation and physical illness that could limit them from experiencing productive, happy lives.

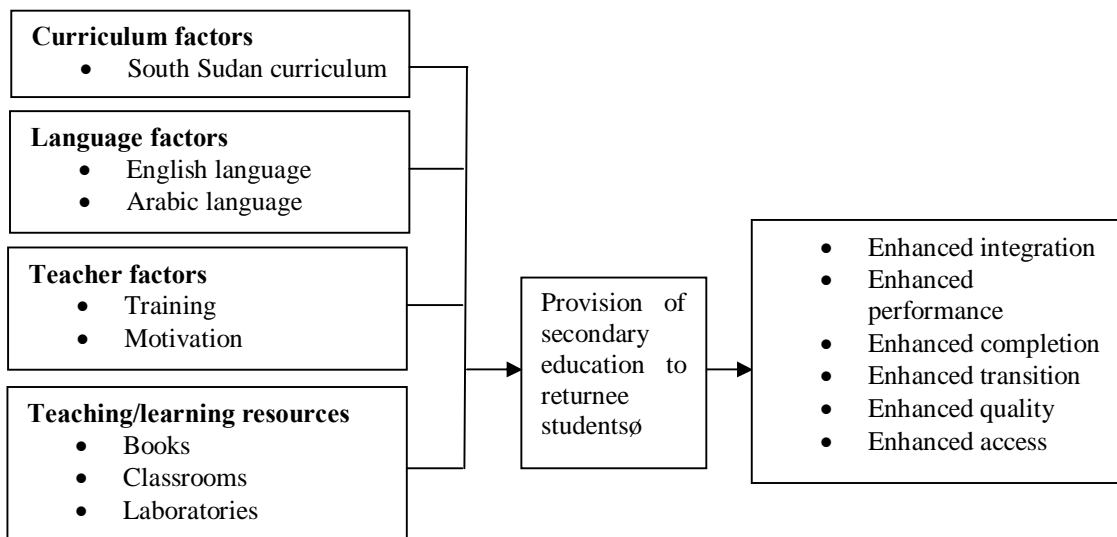
In this study, social integration relied on the peer group as one motivator in retention in an academic environment. Additionally, this study suggested validation from faculty or leadership in creating a sense of inclusion for students struggling with integration in an unfamiliar environment is also beneficial. In studies related to social integration and the impact on student retention, social scientists emphasize validation as a critical part of social integration, citing positive academic experiences for minority groups integrated in an academic environment where they experience faculty support and interaction.

2.9 Conceptual framework

The conceptual framework showed a diagrammatic representation of the inter-relationship between independent, intervening (extraneous) and dependent variables of

the study (Mugenda & Mugenda). The conceptual framework provides a means of understanding how schools draw from different participants, resources and how the exchanges of the different participants bring a holistic picture of the school in determining the quality of education offered to the returnee students in secondary schools.

Figure 2.1: Conceptual framework for school based factors that influence provision of quality education to the returnee students.



Enhanced integration, performance, completion, transition, access and quality of education are seen as being influenced by a number of school based factors. These factors include, curriculum, language, teacher and teaching and learning resources (INEE, 2010). These school based factors were treated as the independent variables and returnee students' attitude was treated as the intervening variable. The dependent variables were enhanced performance, integration, completion, transition, access and quality of education. All these will be attained through the process of provision of secondary education. The independent variables determined the quality of education offered to the returnee students. The outcomes will be a product of the school based factors. Items in the questionnaires will collect data directed to estimating these variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section deals with research methodology used in this study. Specifically, it focuses on research design, target population, sample size and sampling procedures, data collection instruments, data collection procedures, instruments validity, instruments reliability and data analysis techniques.

3.2 Research design

This study was undertaken using descriptive survey research design. Descriptive survey research design is a method of collecting data by interviewing or administering questionnaire to a sample of population (Orodho, 2005). Mugenda and Mugenda (2003) pointed out that descriptive survey research design determines and reports about things as key are. It can be used when collecting data about peoplesø perceptions, attitudes, opinions, habits or any other variable in the society whether qualitative or quantitative. This method was used because it allowed the collection of deeper insights into the issues under investigation. It also reduced time wastage and ensured that the representation of the respondents was according to those who were found in secondary schools and both qualitative and quantitative data were collected using this design.

3.3 Target population

Target population refers to total number of subjects or the total environment of interest to the researcher (Oso and Onen, 2009). According to data obtained from MOE Jonglei state by March 2014, Bor County had 8 secondary schools of which one was a public secondary school while seven were private secondary schools. One was a boarding

secondary school while seven were day secondary schools. The County had 128 teachers; 101 male and 27 female. In addition the County had a student enrolment of about 2024.

3.4 Sample size and sampling procedures

A large sample was statistically chosen for this study so as to minimize the possibility of sample error. Based on this premise, 80% of the 8 secondary schools were adequate for the purpose of this research study. Two secondary schools were used for the pilot study before the researcher conducted the actual study. The researcher used a sample size of 6 secondary schools. Kombo and Tromp (2006) observed that a sample size of at least 10% of the target population would be representative. A sample is part of a whole population which is thought to be representative of the large population (Bell, 2010). According to Mugenda and Mugenda (2003), a researcher selects a sample due to various limitations that may not allow researching the whole population. Sample size of 10% of the student population was used for this study. Purposive sampling and stratified random sampling were used to select the sample size in this study.

The study used systematic sampling technique to select 8 secondary schools in the County. The same technique was used to select a sample of 8 principals. Simple random sampling technique was used to obtain a sample size of 200 form 3&4 students out of 2024 students. The same technique was used to obtain a sample size of 60 teachers out of 128 teachers. Stratified random sampling helped the researcher ensure responsiveness in selecting respondents as suggested by Krejeie and Morgan's table in Kothari (2004).

3.5 Research instruments

A research instrument is a device or tool used for gathering and collecting data with the view of answering stated research questions (Oso & Onen, 2009). Two research

instruments, namely, questionnaires and interview schedule were utilized for data collection. Questionnaires were administered both to students and teachers. Both categories of questionnaires had two sections each. Section A; gathered demographic information while Section B; gathered information on school based factors influencing provision of education for returnee students in secondary schools in Bor County of Jonglei State in South Sudan. The questions were structured in both close ó ended format to elicit certain responses and open ó ended format to leave room for respondents to any additional information that would be paramount for the study yet not captured by the researcher. The target population was largely literate and unlikely to have difficulties responding to questionnaire items.

As an instrument for data collection, direct observation was deemed fit for this study because it allowed the researcher to verify empirically selected items and to triangulate information obtained through other instruments such as questionnaire and interview schedule.

3.6 Instrument validity

Instrument validity was determined through a pilot study as supported by Oso and Onen (2009) who notes that responses from the pre ó test sample can be used to determine if the instrument measures the characteristics it intends to measure. He also supports the use of an expert to establish content validity. The supervisors in this study provided their opinion on content validity of the instruments. Principals, teachers and students participated in the pilot study. Two principals, ten students and six teachers from two secondary schools were picked randomly to participate in the pilot study.

3.7 Instrument reliability

The researcher tested the reliability of his instruments where a set of questionnaire was distributed and data collection was conducted on respondents from secondary schools. The the instruments reliability was tested using Cronbach's coefficient Alpha to determine how items correlate among themselves. Cronbach's Alpha is a general form of the Kuder Richardson (K ó R) 20 formula. K ó R 20 formula was time saving and more reliable. Its application resulted in a more conservative estimate of reliability (Mugenda & Mugenda, 2003).

3.8 Data collection procedures

On the approval of the research proposal, the researcher sought for a permit to carry out research from the Jonglei State Ministry of Education. Thereafter, the researcher reported to the County Commissioner of the area where the study was carried out. Appointments were made to visit the public and private secondary schools to administer questionnaires and interview respondents. The researcher left the questionnaires with the respondents and collected them after two days. The principals were interviewed in their offices on arrival to schools. They were then left with the questionnaires to distribute to teachers and students from where the researcher collected them from. This was pegged on the fact that the principals did not have ample time or gusto of filling questionnaires. The other reason was that the sample size for principals was small. The interview method of data collection was more flexible than questionnaires as it meant that the researcher was available to explain better the purpose of the research study. The interview also enabled the researcher to probe further for additional information that was not easily captured by a questionnaire.

Physical infrastructure was observed within the sampled secondary schools using a checklist that was specifically constructed for the purpose of this study. It contained items to be observed.

3.9 Data analysis techniques

According to Bell (2010) data analysis entails separation of data into consistent parts or elements and examination of the data to distinguish its component parts or elements separately and in relation to the whole. Data collected in this study was analyzed using descriptive and inferential statistics. It refers to the use of measures of central tendency such as mean, median and mode and measures of dispersion such as range, quartile deviation, standard deviation and variance to describe a group of subjects. Mean was used in this study to describe a group of subjects. Mugenda and Mugenda (2003) noted that inferential statistical analysis always involves the process of sampling and the selection of a small group assumed to be related to the population from which it is drawn. Data collected by use of questionnaires was coded and analyzed with the aid of statistical package for social sciences (SPSS) by use of descriptive statistics. Open ended items from each questionnaire, focus groups, and interviews were arranged and grouped according to the research questions. The responses received were arranged to generate data which was organized to address the research questions. This qualitative data was analyzed using SPSS. Data collected was presented using frequency tables and percentages. This is because of their ease to conceptualize and understand.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter captures data analysis, interpretation and presentation of the data collected. For ease of understanding, different methods of the presentation of the data collected were used, these included frequency tables and percentages. The chapter is divided into subsections where general information of the respondents such as age, gender, highest education level, years of service and teaching subjects were captured. The data was analyzed as per the objectives and the research questions of the study. The purpose of this chapter was to present the result of the procedures described in the methods and present evidence in form of frequency tables, percentages and figures on the school based factors influencing provision of education for returnee students in secondary schools in Bor County of Jonglei state in South Sudan.

4.2 Questionnaire return rate

This section provides a profile of respondents who participated in this study. A total of two hundred and sixty (260) questionnaires were given to the respondents. Two hundred (200) questionnaires for students and sixty (60) questionnaires for teachers. A total of two hundred and sixty (260) questionnaires were returned giving a return rate of one hundred percent (100 percent) as shown in table 4.1.

Table 4.1

Pilot study

Respondents	No. given	Frequency	Percentage
		N	N
Principals	2	2	100%
Total	2	2	100%

The pilot study gave 100% results of return rate of the questionnaire. This gave an assurance of the validity of the research tool. Now the researcher was sure of the tool he was presenting to the respondents.

Table 4.2

Questionnaire return rate

Respondents	No. given	Frequency	Percentage
		N	N
Students	200	100	100%
Teachers	60	60	100%
Principals	8	8	100%
Total	268	160	100%

The average return rate was one hundred percent (100 percent) which was considered appropriate for the research findings of the study.

4.3 Background information of principals, teachers and students

For the researcher to find out the school based factors influencing provision of education for returnee students in Bor County of Jonglei state in South Sudan, it was considered important to establish the background information of the respondents which included: age of the respondents, gender of the informants, highest level of education, years of service as a teacher and as a principal, years of service in a particular school and teaching subjects. The distribution of the respondents according to the above demographic characteristics is shown in tables below.

4.3.1 Age of principals, teachers and students.

The respondents were requested to indicate their age. Below are their responses.

Table 4.3

Age of principals, teachers and students

Age	Teachers		Students		Principals	
	Frequency	%	Frequency	%	Frequency	%
	N		N		N	
11 - 20	0	0	120	60	0	0
21 ó 30	15	25	70	35	0	0
31 ó 40	41	68.3	10	5	6	75
41 ó 50	3	5	0	0	1	12.5
Above 50	1	1.7	0	0	1	12.5
Total	60	100	200	100	8	100

Age is very important critical factor in education provision. Majority of the teachers and the principals 68.3 percent and 75 percent respectively are below 40 years from the findings. This was an indication that most teachers had the requisite qualifications and experience in teaching. Majority of the students 60 percent are in the right secondary school age. About 35 percent of the returnee students were on average above secondary school age. It was established that most had stayed away from school due to other social responsibilities.

4.3.2. Gender of principals, teachers and students.

The informants were requested to indicate their gender. The study sought to know the gender of different respondents. This is to know or establish whether they have any biasness in the provision of secondary school education and handling of returnee students. Below were their responses.

Table 4.4
Gender of principals, teachers and students

Gender	Teachers		Students		Principals	
	Frequency	%	Frequency	%	Frequency	%
	N		N		N	
Male	59	98.3	182	91	8	100
Female	1	1.7	18	9	0	0
Total	60	100	200	100	8	100

Table 4.4 shows that majority of the teachers were male at 98.3 percent against female 1.7 percent. The research established that female teachers were foreigner from Kenya.

This clearly shows that not many South Sudanese females transit to higher institutions of learning and become teachers. Brown (2011) acknowledged that female teachers help in guardian and caretaking and even retention of girl children in schools. This is apparently is not the case in Bor County secondary schools. It was learned the returnee girl students from seven secondary schools which did not have female teachers had no trusted mentor to open up to on their social issues. The study also found that only 9% against 91% were returnee girl students enrolled in the upper secondary. This suggests low economic return rate by the female populace of Bor County.

4.3.3 Respondents highest level of education

The respondents were requested to indicate their highest academic levels. Below are their responses.

Table 4.5

Highest level of education

Education level	Teachers		Principals	
	Frequency	%	Frequency	%
	N		N	
Certificate	23	38.3	1	12.5
Diploma	0	0	1	12.5
Degree	35	58.3	6	62.5
Masters	2	3.3	1	12.5
Total	60	100	8	100

Table 4.5 above shows that majority of the teachers teaching in secondary schools in Bor County were degree (58.3 percent) and certificate (38.3 percent) holders while three point three percent (3.3percent) had master degrees. This is a clear indication that teachers in secondary schools have necessary qualifications to teach in secondary schools. However, as established by the study, only five teachers had their degrees in education while majority had degrees in other field of studies. This is an indication that classroom management and overall teaching methodology is a problem. Returnee children who badly need instructional assistance miss out because the teachers do not have adequate tracking skills and knowledge transfer methodologies. One form three boy in Malek Senior Secondary School lamented that 'they are rough on us I didn't know why and my friend dropped from school because teacher said he was stupid.' The study also noted that only one school had a principal with over 50 years teaching and administrative experience. Although a returnee, both spoken and written English and Arabic were very good. His school was doing better than other schools. This is showed by the school's first School Certificate results of June 2013. This study could affirm the ideal that experience shapes performance.

4.3.4 Years of service as a teacher/principal

The respondents were requested to indicate the years in which they had served as teachers/ principals. The responses are in table 4.6.

Table 4.6**Years of service as a teacher/principal**

Years of service	Teachers		Principals	
	Frequency	%	Frequency	%
Less than year	10	16.7	0	0
1 - 5 years	30	50	0	0
6 - 10 years	5	8.3	5	62.5
Above 10 years	15	25	3	37.5
Total	60	100	8	100

As shown on table 4.6, a significant number of teachers have served for a period ranging from 1-5 and above 10 years. Only ten teachers, (16.7 percent) served for less than a year, while for ranges between 1-5 years, 6-10 years, and above ten years had percentages as 50, 8.3 and 25 respectively. This is a clear indication that they are experienced in the teaching profession. As noted from the teachers' qualification, majority had degrees in other subjects rather than education. This does not allow them to give focused attention to struggling students in classroom.

4.3.5 Years of service of principals/teachers in a particular school

The respondents were requested to indicate the number of years they have served in a particular school. Below are their responses.

Table 4.7**Years of service of principals/teachers in sampled schools**

Years of service	Teachers		Principals	
	Frequency	%	Frequency	%
Less than year	30	50	0	0
1 ó 5 years	20	33.3	6	75
6 ó 10 years	10	16.7	1	12.5
Above 10 years	0	0	1	12.5
Total	60	100	8	100

About 50 percent of the teachers had served as teachers in a sampled school for a period of less than one year as shown in table 4.7. This implies that they may not have proper background information on returnee students in their respective schools. The study established that knowing students by names especially those with difficulties help them improve when called in class by names as a reward. The study established that most teachers were teaching in more than one schools this showed that compensation is a huge teacher-motivational factor. This, however, weakens their commitment in either of the schools. The study also noted that teachers observed in classrooms labeled quite a numbers of returnee children from Arabic background as slow learners. This had a negative impact on their attendance. Those labeled did not attend full classes of such teachers.

4.3.6 Teaching subjects of principals and teachers

The respondents were asked to indicate their teaching subjects. Below are their responses.

Table 4.8

Teaching subjects of principals and teachers

Teaching subjects	Teachers		Principals	
	Frequency	%	Frequency	%
	N		N	
Mathematics	5	8.3	1	12.5
Agriculture	8	13.3	0	0
Biology	4	6.7	0	0
History	6	10	2	25
CRE	11	18.3	1	12.5
Geography	10	16.7	2	25
Physics	4	6.7	0	0
Chemistry	3	5	1	12.5
English	8	13.3	2	25
Total	60	100	8	100

Majority of the teachers teach C.R.E (16.7 percent), Agriculture (18.3 percent) and English (13.3 percent) as shown in table 4.8. Most of the head teachers teach geography 25%, English 25% and history 25%. This is an implication that majority of the teachers in secondary schools are teaching humanity and art subjects. The study showed that one school is served by just one English teacher despite the number of streams. This teacher, the study established, did not have ample time to focus on returnee students. It also means that language of instruction is a big challenge in secondary schools in Bor County. Geography showed the highest number of teachers with 16.7% while chemistry and

physics had the lowest percentage rating at 5% and 0% respectively. This means that many teachers had preferred humanity subjects to science subjects.

4.3.7 School type

The respondents were requested to indicate the school type they belonged to: Below are their responses.

Table 4.9

School type

School	Students		Teachers		Principals	
	Frequency	%	Frequency	%	Frequency	%
	N		N		N	
Public boarding	0	0	0	0	0	0
Private boarding	100	50	10	16.7	1	12.5
Public mixed	20	10	20	33.3	1	12.5
Private mixed	80	40	30	50	6	75
Total	200	100	60	100	8	100

Table 4.9 shows that majority of the schools are private boarding secondary schools as 50 percent of the students were in those schools. This is an indication that private actors in education play a key role in secondary education provision in Bor County as compared to South Sudan government. This study also noted that Bor County is second to Juba County in terms of private schools. It is also noted that all the eight secondary schools except one are day schools. This hampers language development because children go back into their homes' languages, that is, either Arabic or Dinka.

4.4 Type of curriculum used

The teachers and principals were requested to indicate the type of curriculum implemented in their schools. Below were their responses.

Type of curriculum

According to the teachers and principals, the curriculum offered in secondary schools in South Sudan is formal as shown from table 4.9. This implies that the informal and non formal aspects of teaching are neglected in majority of secondary schools with formal taking up the whole 100 percent in Bor County.

4.5 Curriculum used in secondary schools

The respondents were requested to indicate the curriculum used in their schools. Below were their responses.

Table 4.10

Curriculum used in secondary schools according to teachers and principals

Curriculum	Teachers		Principals	
	Frequency	%	Frequency	%
	N		N	
Kenyan	10	16.7	2	25
Sudan	15	25	1	12.5
Ugandan	5	8.3	1	12.5
S. Sudan	30	50	4	50
Total	60	100	8	100

Table 4.10 indicates that majority of the secondary schools (16.7 percent + 25 percent +8.3 percent) from Kenya, Sudan and Ugandan respectively in Bor County use both foreign and South Sudanese curriculum. Also from the findings, the head teachers indicated that 50% use South Sudan curriculum while 25% use Kenyan curriculum and Uganda and Sudan have a share of 12.5% each. The study established that the South Sudanese syllabus in use by most schools do not have even a single textbook. The government which is working towards adopting the 8.4.4 system of education recommended Kenyans textbooks that were later distributed to schools in March 2014. Returnee students, for example, who came from Arabic (The Sudan curriculum) background found it difficult to work with Kenyans books. This sadly shows how education system in South Sudan is severely under developed. Speculations have it that the generation of South Sudanese born between 1983 and this time suffers identity problems due to civil war effects. This is because many young people born during this time have had different curriculums in learning, giving them different kinds of orientations. This could ideally one of the reason as to why South Sudanese took up arms against themselves at the end of 2013 just two years after independent. As noted by Brow (2010) lack of proper education leads to societal long suffering.

4.6 Reward system to students according to teachers and students themselves

The respondents were asked to indicate the reward system used in their schools. Below were their responses.

Table 4.11**Reward system for students**

Reward system	Teachers		Students	
	Frequency	%	Frequency	%
	n		n	
Monetary	15	25	20	10
Non monetary	40	66.7	170	85
Both	5	8.3	10	5
Total	60	100	200	100

Majority of the schools use non monetary reward system to reward and motivate the students in secondary schools.

4.7 Non monetary rewards practiced in secondary schools

The respondents were requested to indicate various non monetary rewards practiced in their schools. Below were their responses.

Table 4.12**Non monetary rewards**

Response	Students		Teachers	
	Frequency	%	Frequency	%
Trips	180	90	60	100
Recognition	20	10	0	0
Stationery	0	0	0	0
Total	200	100	60	100

Table 4.12 shows that 90 percent (majority) of the schools use academic trips to motivate their students in school. This ensures that the returnee students are highly motivated while in school and this leads to increased participation and completion in secondary schools.

4.8 Selecting teachers/students for rewards

The respondents were requested to indicate the method used to select teachers and students in their respective schools. Below were their responses.

Selecting teachers/students for rewards

Table 4.13 shows that 100 percent (majority) of the secondary schools very often motivate and reward their students and teachers who are selected based on their performance in school. This criterion of selecting students for rewards ensures enhanced integration, performance, completion, transition, quality and access

4.9 Benefits of reward system

The respondents were asked to indicate the benefits of reward system in their respective schools. Below were their responses

Table 4.13

Benefits of reward system

Response	Students		Teachers	
	Frequency	%	Frequency	%
Increased integration	200	100	50	84
Increased quality	0	0	10	16
Total	200	100	60	100

As shown in table 4.14 above, reward mechanisms used in secondary schools leads to enhanced integration of returnee students.100 percent of the respondents believed there were benefits from monetary rewards amongst the students. This means that these rewards were beneficial.

4.10 Language of instruction and returnee students

The teachers were requested to indicate the language of instruction used in secondary schools in Bor County. Table 4.14 has their responses.

Table 4.14

Language of instruction used to teach in secondary schools

Language	Teachers	
	Frequency	
	n	%
English	55	92
Arabic	3	5
Mother tongue	2	3
Total	60	100

Table 4.14 shows that 92 percent of the secondary schools use English as the language of instruction. Only 5% of the schools use Arabic while 3% indicated that they use mother tongue. This has an implication that those returnee students who come from regions where English is not used have difficulties in the processes of learning in secondary schools. It was noted that most returnee students from Arabic system could not complete or attempt class assignments due to the language barrier.

Some returnee respondents noted that a few of their colleagues dropped from school because they could not cope with instructions in English.

The study also found a few teachers came from Arabic background and got themselves into education system implementing curriculum in English. As acknowledged by teachers' responses, most of such teachers left teaching or chose to operate with minimal interaction in staffroom. Students' responses suggest that such teachers turn to be rude or unfriendly to them due the language barrier. This has severely affected the quality of learning in secondary schools in Bor County.

4.11 Language spoken by returnee students at home according to teachers

The teachers were requested to indicate the languages used by returnee students at home.

Below were their responses.

Table 4.15

Language spoken by returnee students at home

Language	Teachers	
	Frequency	
	n	%
English	0	0
Arabic	10	17
Mother tongue	50	83
Total	60	100

Table 4.15 shows that 50 percent (majority) of the returnee students in secondary schools use mother tongue and other local languages at home. They do not practice English or do

their homework at home. Practically, speaking English is only school's business. This implies that those returnee students have difficulties in the processes of learning in secondary schools hence compromising the quality of education offered to them.

4.12 Strategies of increasing the integration of returnee students

The respondents were requested to indicate the strategies used in secondary schools to enhance the integration of returnee students in their schools. Below were their responses.

Table 4.16

Strategies of increasing the integration of returnee students in secondary schools

Response	Teachers		Principals	
	Frequency n	%	Frequency	%
Motivating students	20	34	1	12.5
Promotion of co-curricular activities	10	17	1	12.5
Rewarding best performing students	0	0	2	25
Providing teaching/learning resources	10	17	2	25

Ensuring proper language policy is used in school	10	17	1	12.5
Making follow up of students who miss school	10	17	1	12.5
Total	60	100	8	100

Principals play a very crucial role in the enhancement of integration of returnee students as shown in table 4.16 above. An observed football activity at Malek Secondary showed that boys who played best were those that came from Khartoum or Kakuma. They participated fully then while in class. It was also noted that a debate activity at Malek Academy exposed returnees among other children. Principals are mainly involved in organizing and financing of teaching and learning resources which are not necessary aimed at increasing interest of the returnees.

4.13 Roles played by teachers/principals to enhance integration

The respondents were requested to indicate the roles played by teachers and principals to enhance integration of the returnee students into secondary schools in Bor County.

From the table above the results show that most (20percent) of the teachers said that motivating students in order to integrate students was the most practiced in Bor County. Principals said that rewarding the best performing students in school and provision of teaching and learning resources was done in majority of schools to enhance integration in the provision of education.

4.14 Factors that influence the provision of education to returnee students

The respondents were requested to indicate the factors that influence the provision of education to returnee students in secondary schools in Bor County. Below were their responses.

Table 4.17

Factors that influence the provision of education to returnee students

School based factors		Very high influence	High influence	Fairly high influence	Low influence	No influence
Teaching methods	Frequency	28	58	20	3	1
	Percentage	25.5	52.7	18.2	2.7	0.9
Teachers perception	Frequency	14	25	42	25	3
	Percentage	12.7	22.7	38.2	22.7	2.7
South Sudan curriculum	Frequency	26	44	16	21	1
	Percentage	23.6	40.0	14.5	19.1	0.9
Teaching/learning resources	Frequency	37	34	17	18	3
	Percentage	33.6	30.9	15.5	16.4	2.7
Admission criteria	Frequency	24	32	35	15	3
	Percentage	21.8	29.1	31.8	13.6	2.7

Language of instruction	Frequency	28	58	20	3	1
	Percentage	25.5	52.7	18.2	2.7	0.9
Curriculum of country of origin	Frequency	14	25	42	25	3
	Percentage	12.7	22.7	38.2	22.7	2.7
Mother tongue	Frequency	26	44	16	21	1
	Percentage	23.6	40.0	14.5	19.1	0.9
National language	Frequency	37	34	17	18	3
	Percentage	33.6	30.9	15.5	16.4	2.7
Experience of teachers	Frequency	24	32	35	15	3
	Percentage	21.8	29.1	31.8	13.6	2.7
Motivation of teachers	Percentage	20	44	26	18	3
	Frequency	21	40	24	16.4	3
Training of teachers	Frequency	20	32	17	18	0
	Percentage	21	30	16	16	0

As shown in table 4.17, provision of teaching/learning resources has very high influence at 33.6% on the provision of education to the returnee students in secondary schools. This implies that if there are no adequate teaching/learning resources then the students have to overcrowd in one place and a lot of time is spent on teaching the students and hence affect the quality of education offered to the returnee students. Also the methods of

teaching 52.7% influence the provision of education. If there is poor organization of teaching methods and limited funding of the teaching/learning resources, then the provision of education may be hampered. Language of instruction 25.5% and teaching experience 21.8% of teachers have very high influence on provision of secondary education. These two variables affect the delivery of content to the returnee students in secondary schools in Bor County. One, most returnee students observed and had their books collected did not have assignments for the past two weeks completed. Arabic pattern teachers observed at Malek Secondary school had minimal interaction with students in classes. The study also established that only one of the eight schools had enough textbooks for both English and Mathematics. Students were seen scrambling for English textbooks at Awakening Senior Secondary school. As noted, returnee students did not bother to get into such groups to share books.

4.15 Availability and adequacy of teaching and learning resources

Teaching/learning resources have been identified as major determinants of provision of education to returnee students in secondary schools in Bor County. In order to get information on availability and adequacy of resources, the principals were requested to indicate the availability and adequacy of teaching and learning resources in secondary schools in Bor County. Below were their responses.

Table 4.18**Availability and adequacy of teaching and learning resources**

Resources	Availability	Frequency	%	Adequacy	Frequency	%
Classrooms	Yes	8	100	Adequate	2	25
	No	0	0	Inadequate	6	75
	Total	8	100	Total	8	100
Latrines	Yes	8	100	Adequate	4	50
	No	0	0	Inadequate	4	50
	Total	8	100	Total	8	100
Computer laboratory	Yes	1	12.5	Adequate	1	12.5
	No	7	87.5	Inadequate	7	87.5
	Total	8	100	Total	8	100
Playground	Yes	3	37.5	Adequate	2	25
	No	5	62.5	Inadequate	6	75
	Total	8	100	Total	8	100
Water tank	Yes	8	100	Adequate	7	87.5
	No	0	0	Inadequate	1	12.5
	Total	8	100	Total	8	100
School gate	Yes	7	87.5	Adequate	5	37.5
	No	1	12.5	Inadequate	3	37.5
	Total	8	100	Total	8	100
Dormitory	Yes	2	25	Adequate	1	12.5
	No	6	75	Inadequate	7	87.5
	Total	8	100	Total	8	100
School fence	Yes	8	100	Adequate	5	62.5
	No	0	0	Inadequate	3	37.5
	Total	8	100	Total	8	100

Administration	Yes	7	87.5	Adequate	4	50
	No	1	12.5	Inadequate	4	50
	Total	8	100	Total	8	100
Dining hall	Yes	1	12.5	Adequate	1	12.5
	No	7	87.5	Inadequate	7	87.5
	Total	8	100	Total	8	100
Text books	Yes	0	0	Adequate	0	0
	No	8	100	Inadequate	8	100
	Total	8	100	Total	8	100

On availability of teaching and learning recourses, classrooms and toilets did not have any problems. Water resources, school fences also did not have issues. Conversely, resources like text books had major problems as they were 0% adequate. Others like computer laboratory at 12.5% and dining hall at 12.5% were found wanting.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the findings and conclusions of the study as per the research objectives and questions. It brings together the opinions expressed in the previous chapter in discussing and drawing conclusions from the research on school based factors influencing provision of education for returnee students in secondary schools in Bor County of Jonglei state, South Sudan.

5.2 Summary of the study

The purpose of this study was to investigate factors influencing provision of education for returnee students in secondary schools in Bor County of Jonglei state in South Sudan.

The study was guided by the following objectives.

To determine the influence of South Sudan curriculum on returnee students in secondary schools in Bor County of Jonglei State by generally assessing the status of the current schools in the same County. Another objective was to determine the effect of teachers' motivation and training on returnee students in secondary schools in Bor County of Jonglei State which was basically to assess the mode of motivation applied in Bor County.

Establishing the influence of English and Arabic language on returnee students in secondary schools in Bor County of Jonglei State was also a major objective in the study.

This was because there was a lot of perception that there was tremendous influence by English and Arabic languages in the school learning system. The study also sought to

bring out the influence of teaching and learning resources on returnee students on secondary schools in Bor County of Jonglei State.

The study concentrated on examining the formal factors affecting returnee children in a classroom setup. This was the problem whose factors were being sought. These returnee students who come from other countries where language of instruction was not English found it difficult to fit in an English instructed classroom when they came to South Sudan. This has had an effect on the provision and delivery of quality secondary education to returnee students in Bor County of Jonglei State in South Sudan.

The theory of social integration was employed here as the study sought to find out the integration of these languages in the system. In its broadest conception, social integration theory shows lack of positive social interaction and acceptance has negative consequences from an individual, family, community and societal perspective. The study used descriptive survey research design to collect data from a large population in order to determine the correlation between variables. The population consisted of principals and teachers in secondary schools in Bor County. The total number of principals was 8, 128 teachers and 2000 students. The researcher used census sampling technique to select 8 secondary schools. Simple random sampling technique was used to obtain a sample size of 200 students and 60 teachers. The analysis was done using Statistical Package for Social Sciences (SPSS). The processed data was presented in form of table, frequencies and percentages upon which data findings were easily interpreted. According to the study, curriculum, motivation, language of instruction and teaching and learning resources had high influence on provision of education for returnee students in secondary schools in Bor County.

The study findings indicated that most of the schools offered South Sudanese and foreign curricula to their students which greatly affected the quality of education offered. Most schools lacked proper motivation of their students and this led to many of them dropping out of schools. The research established that the language of instruction offered in most schools was not the language spoken by students at home. It also established that most schools lacked adequate teaching learning resources. The researcher, therefore, suggests that other studies on the same should be carried out in other counties in South Sudan.

5.3 Major findings of the study

This section discusses the findings as per the research objectives and questions.

Curriculum is a major factor in all aspects of education and especially in formal education. For South Sudan, there has been secondary school syllabus since 2007 but without published textbooks. For the successful provision of quality education to returnee students, curriculum is crucial for the purposes of integration and establishment of individual identity.

Curriculum used in secondary schools is a challenge like what has been established in this study. It was observed that most teachers in secondary schools teach curriculum which they were not trained in. Returnee students, who join schools in Bor County from other countries, are taught curriculum different from the one they were introduced to in their countries of origin. This has a great effect on the provision of education to returnee students in schools. The teachers under perform in class and students fail to complete their assignments as a result of subjection to different curriculum of instruction.

Motivation of the human resource in any institution is very crucial for enhanced performance. Training of teachers plays a major role in provision of education to the returnee students in secondary schools. In the view of this study, training of teachers in order to enhance their performance included the workshops and other in ó service training courses, which teachers attended in order to enhance provision of quality education to the returnee students. It has been established by this study that a few numbers of trained teachers are practicing in classroom but majority of them have switched to other professions to seek better compensation.

From the study it was observed that majority of the returnee students use mother tongue at home and when they go to school the language of instruction is English and some other schools use Arabic. This makes the students feel left out and view themselves as not being part of the system. This greatly affects integration and assimilation of the students and most of them decided to drop out. This also influence the quality of education offered to the returnee students because students do not perform well as a result of irrelevant curriculum and language barrier. Teachers with languages different from English have left teaching or developed low self-esteem or become unfriendly to other colleagues or students.

Quality teaching and learning resources include appropriate curricula and inclusive teaching and learning materials and resources which may be provided through the application of information and communication technology. That is, by harnessing the enormous power of the internet and the capacity and accessibility of modern technology to assist and support teaching and learning. More specifically, these materials include books, classes, chairs, desks, laboratories, latrines/toilets, offices, dining halls, kitchen,

playgrounds and computers. All these have an influence on the provision of education to the returnee students in Bor County in South Sudan. From the study, most schools lacked protective classrooms, overcrowded and made shifts. All the schools lacked textbooks and this has far reaching effects on the quality of education offered to the returnee students. The South Sudanese syllabus for secondary education does not have published textbooks. Teachers are forced to either adopt, for example, the History content or just instruct from any book they have. The report established that Ministry of Education (South Sudan) recommended Kenya textbooks for use in secondary schools as it awaits publication of its books. Both teachers and students have raised sharp criticism on the government for downplaying the importance of education sector.

5.4 Conclusion of the study

It can be concluded that school based factors have a very high influence on provision of education to the returnee students in secondary schools in Bor County in South Sudan. The influence of South Sudan curriculum on returnee students was found to be moderately high but still requires some improvement.

Motivated teachers were found to be keener on issues of students and also were found to make follow ups on them. On the language of instruction, use of English was more prominent compared to Arabic and mother tongue. It can therefore be concluded from the findings that the school based factors have a lot of influence on the provision of education to the returnee students in secondary schools in Bor County. Teaching and learning resources were found to have major impact on returnee students and their influence determined the quality of education to returnee students. Also other influences are the outside classroom emerging factors like insecurity, poverty, corruption and lack of

government's political will to make education a top priority. Both factors will have a great bearing on the growth and development of South Sudan as a country.

5.5 Recommendations from the study

From the above findings, the study makes the following recommendations:

- (i) Schools should ensure teachers motivation and training through workshops, seminars, in ó service training programs and motivation trips and rewarding the best performing teachers and students. This would enhance integration of the returnee students.
- (ii) Secondary schools should incorporate new methods of teaching like mentoring and role ó modeling as approaches. This will not only involve the returnee students during the teaching time alone but the entire period of the training. This can be done through the education ministry with the involvement of teachers and parents, coming up with a common language of instruction in teaching.
- (iii) The Ministry of Education of South Sudan should review teacher education policy so that it is in line with the international teacher education standards. This entails the process of sharing experiences, ideas and technologies globally in administration of teacher education through the use of technological appliances, exposures and expertise. This will lead to competent teachers who can teach all genres of students in any part of the world.
- (iv) Improvement of information and communication systems in provision of education. To change for better the face of secondary education, programme, teaching profession and school teachers respectively, there is need to adopt new

educational technology to prepare school teachers. This will improve the training and instruction of teachers and teacher ó trainees.

- (v) Expedite publication of South Sudan textbooks, teacher training; improve teachers' compensation and motivation for immediate removal of other countries' school curricula.

5.6 Suggestion for further research

Education provision has so many factors which affects it. This study findings narrowed into school based factors which were addressed by the study objectives and these factors cannot be fully relied upon in addressing future influences of provision of education to returnee students. Suggestion for further studies is therefore advisable to contribute towards identification of other factors.

- (i) The study should be replicated elsewhere in South Sudan.
- (ii) A comparative study in secondary schools between counties would review more institutional factors influencing provision of education in South Sudan.
- (iii) A study on household/community factors including the current crisis influencing provision of education in South Sudan.

REFERENCES

- Alberta Education, (2007). *Primary programs – Curriculum integration: teaching and learning*. Canada: Alberta Education.
- Bell, J. (2010). *Doing your research project: A guide for first time researchers in education, health and social science*. England: The McGraw Hill companies.
- Brown, G. (2011). *Education in South Sudan: Investing in a better future*. UK: Global Education.
- Dau, M. I. (2011). *Free at last: South Sudan independence and the role of the church*. Nairobi: Kijabe Printing Press.
- Davis, Smith and Williamson. (2011). *Sudan, South Sudan & Darfur: What everyone needs to know*. London: Oxford University Press.
- Deng D.E. (2006). "Research for school improvement: An Appraisal of some recent trends: Educational Research 12, 4. EJ 280-381
- Fry, R. (2007). "Perspective shifts and a theoretical model relating to kaigaishijo and kikokushijo, or third culture kids in a Japanese context". *Journal of Research in International Education* 6 (2): 131-165.
- Kano P. M. (2004). "Crosscultural upbringing: A comparison of the "Third Culture Kids" framework and "Kaigai/Kikokushijo" studies" . *Gendai Shakai Kenkyu* 6: 67-78.
- GoNU (Government of National Unity) and GoSS (Government of South Sudan) (2008). *Joint Report of the Government of National Unity and Government of South Sudan: Sustaining Peace through Development (2008–2011)*. Juba: GoNU and GoSS.

- Hewison, J. (2009). *Critical issues supporting ways parents and families can become involved in schools*: Cambridge: Harvard family Research project.
- INEE, (2010). *Minimum standards for education: preparedness, response, recovery*. New York: INEE.
- IOM, (2012). International Office for Migration in South Sudan
- Kerry, T. (1982). *The New Teacher: Examining in School Provision for Student Teachers and Probationers*. London: Macmillan Education Ltd.
- Kothari, C.R. (2004). *Research methodology: methods and techniques*. India: New Age International Publishers.
- LeRiche, M., & Arnold, M., (2012). *South Sudan: From revolution to independence*. London: Columbia University Press.
- Levy, A. & Cook, T. (2010). *Southern Sudan at the crossroads: Citizen expectations, aspirations and concerns about the referendum and beyond*. Washington, DC: National Democratic Institute.
- Makamba, K. (2011). *Helping returnee students overcome language barrier*. Mabanda: IRIN- Burundi.
- MoE (Ministry of Education) (2012 ó 2017). *General education strategy and action plan*.
- MoEST (Ministry of Education, Science and Technology) (2009). *Education statistics for Southern Sudan 2009 national statistical booklet*'. Juba: Directorate of Planning and Budgeting, MoEST.

- MoH (Ministry of Health) & SSCCSE (Southern Sudan Centre for Census, Statistics and Evaluation) (2006). *Sudan Household Health Survey-Southern Sudan Report*. Juba: GoSS.
- MOHDA (Ministry of Humanitarian Affairs and Disaster Management), (2012). *Policy Framework*. Juba: GoSS.
- Ministry of Legal Affairs and Constitutional Development, (2005). *The interim constitution of Southern Sudan*. Juba: Ministry of Legal Affairs and Constitutional Development.
- Mugenda, A. G., & Mugenda, O. M. (1999). *Research methods: Quantitative and Qualitative Approaches*. Nairobi: African Centre for Technological Studies.
- National education forum, (2012-2017). *Appraisal of the general education strategy and actions plan*. Juba: Ministry of Education.
- Natsios, A. S. (2012). *Sudan, South Sudan & Darfur: What everyone needs to know*. London: Oxford University Press.
- Orodho, J. A. (2001). *Elements of education and social science, Research method*. Nairobi: Masora publishers.
- Paul, F. H., & Ronald. B, (2012). *South Sudan: challenges & opportunities for Africa's new nation: Global Political Studies*. London: Nova Science Publisher, Incorporated.
- Oso, W.Y., & Onen, D., (2009). *A general guide to writing research proposal and report*. Kenya: Jomo Kenyatta Foundation.
- Poole, L. & Primrose, J. (2010). *Southern Sudan: Funding According to Need*. Wells: Global Humanitarian Assistance.

Southern Sudan Centre for Census, Statistics and Evaluation (SSCCSE) (2010). *Key Indicators for Southern Sudan*. Juba: SSCCSE.

The Brenthurst Foundation, (2010). *Everything is at Zero. Beyond the referendum – drivers and choices for development in Southern Sudan*. Johannesburg: The Brenthurst Foundation.

Turner, J.H. (1981). *The Pacific Sociological Review*. University of California: USA.

UNESCO (2011). *Building a better future: Education for an independent South Sudan*. Paris: EFA Global Monitoring Report Team, UNESCO.

UNESCO (1996). *Education is at the heart of both personal and community development: Commission Delors*. Paris: UNESCO

World Bank, (2011). *Restructuring Paper on a Proposed Project Restructuring of South Sudan Private Sector Development Project to the Government of Southern Sudan*. Washington, DC: World Bank.

APPENDICES

Appendix I: Introductory Letter to Schools

University of Nairobi
Department of Educational Administration and Planning
P.O. Box 92,
Kikuyu ó Kenya.

Dear Sir/Madam

RE: INTRODUCTION LETTER

I am a University of Nairobi student, undertaking a research project on factors influencing provision of education for returnee students in secondary schools in Bor County of Jonglei state, South Sudan. Your school has been selected to participate in this study.

I hereby seek your permission to be allowed to visit your school to collect data and information necessary for this research study. I will present two questionnaires; one for the teachers and the other one for the students. I also seek permission to interview the principal and make direct observation on the physical infrastructure in your school. You are hereby assured that your identity and information you provide will be treated with utmost confidentiality. Your participation in this research study is highly appreciated.

Thanks in advance

Peter Ador Riak Nyiel

Appendix II: Questionnaire for the Teachers

My name is Peter Ador Riak. I am a Post-graduate student at The University of Nairobi who wishes to evaluate the school based factors influencing provision of education for returnee students in secondary schools in Bor County of Jonglei state. Besides pursuing the study for academic purposes, the findings may also help in improving the state of educational in the County. Kindly take a few minutes and complete this questionnaire. In order to guarantee confidentiality, do not indicate your name on this form. Your cooperation is highly appreciated.

SECTION A

Instructions

- i. Respond to all the items
- ii. Please tick () where applicable

Background Information

1. Please tick () against the age category that applies to you

21 ó 30 years 31 ó 40 years 41 ó 50 years
50 years and above

2. Please indicate your gender Male Female

3. What is your school type?

Girls boarding Boys boarding Public
Mixed boarding Mixed day Private

SECTION B

For this section, you are required to tick the most appropriate answer according to you.

4. What type of curriculum is implemented in your school?

Formal Informal Non formal

5. Which curriculum do you use in your school?

Kenyan Sudan Ugandan Any other specify_____

17. a) How is the reward system in your school?

Monetary Non monetary Both

b) What are the various non ó monetary rewards practiced in your school?

í
í í

18. How are teachers selected for rewards? Is it through?

Decision from the principal Group vote Any other

19. How does the school benefit from rewards and recognition of teachers?

Increased integration Increased quality education None of the above

20. What is the influence of teacher training on returnee studentsøeducation?

í
í í

PART D

Kindly tick the most appropriate answer, then fill in the blanks to the best of your knowledge.

21. Which language of instruction do you use in your school?

English Arabic Any other specifyí í í í í í í í í í í í í í í í í í ..

22. Is it the same language used by the returnee students at home?

Yes No

23. What measures do you put in place to ensure that the returnee students understand the language of instruction?

í
í
í í

7. What is your school type?

Girls boarding Boys boarding Private
Mixed boarding Mixed day Public

8. How does the school solve the challenges faced by the returnee students?

- i) _____
- ii) _____
- iii) _____
- vi) _____

SECTION B

9. How often are the students rewarded in your school?

Monthly Quarterly Half yearly Yearly

11. a) How is the reward system in your school?

Monetary Non monetary Both

b) What are the various non ó monetary rewards practiced in your school?

12. How are students selected for rewards? Is it through?

Decision from the principal Group vote Any other

13. How does the school benefit from rewards and recognition of students?

Improved performance Increased integration None of the above

Appendix IV: Interview Schedule for the Principals

1. What is your age?.....
2. For how long have you served as a principal?.....
3. For how long have you served as a principal in this school?.....
4. Do you have returnee students in your school?.....how many?.....
5. What factors influence the provision of education to the returnees?.....

í
 í
 í
 í

6. How do you address the above factors?

í
 í í í í í í í í .í
 í
 í

7. What is the availability and adequacy of the following school teaching and learning resources?

Resources	Availability	Adequacy

Classrooms		
Latrines		
Computer laboratory		
Playground		
Water tank		
School gate		
Dormitory		
School fence		
Administration		
Dining hall		
Text books		
Teachers		

Appendix V: List of Secondary Schools in Bor County

1. Malek Academy
2. Malek Secondary School
3. Bor International School
4. Awakening Senior Secondary School
5. Bor College High School
6. Langbar Modern Academy
7. Duorony Secondary School
8. Werkok Secondary School

Appendix VI: Research Permit



The Republic of South Sudan
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
Directorate of General Education

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

October 25th, 2013

NAIROBI-KENYA

Dear Peter Ador Riak Nyiel-Reg No. E/66884/2011,

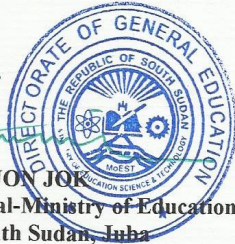
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on '*School based factors influencing provision of education for returnee students in Secondary Schools in Bor County of Jonglei State, South Sudan*' I am pleased to inform you that you have been authorized to undertake research in **Bor County of Jonglei State** for a period ending **30th April, 2014**.

You are advised to report to the **County Commissioner** and the **County Education Officer, Bor County** before embarking on the research.

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, Science and Technology.

Sincere Regards,



ABEL MANYON JOK
Director General-Ministry of Education, Science and Technology
Republic of South Sudan, Juba

Cc: Jonglei State Ministry of Education, Science and Technology
The Bor County Commissioner, Jonglei State
The Bor County Education Officer

Ministerial Complex, P.O Box 567, Juba South Sudan