

Critical Review Of Non-Governmental Organizations Support For Teaching And Learning Resources In Secondary Schools In Juba, South Sudan

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Abstract: Availability of learning and teaching resources, their relevance and adequacy contribute to academic achievement. In South Sudan the increase of school enrolment rates following the declaration of independence and the subsequent return of refugees, especially in the capital Juba; have placed undue strain in teaching and learning resources. Though, both local and international non-governmental organizations have been instrumental in supporting the education sector, their role in the provision of teaching and learning resources in schools in the area is not well understood. Therefore, the purpose of this study was to find out the role played by NGOs in the provision of teaching and learning resources in secondary schools in Juba, South Sudan. that most of the NGOs were not very active in the provision of teaching and learning resources, especially, text books in secondary schools in the area. Descriptive survey research design was used targeting 21 secondary school heads, 92 heads of local NGOs and 130 local heads of international NGOs in Juba County. A sample of 151 respondents was selected randomly from the target population. Data collection was done using pilot tested questionnaires. Descriptive statistics involving means, modes and standard deviations, and inferential statistical methods involving Pearson's Product Moment correlation and multiple regression analysis, were used to analyse the data which were presented in tables. The findings revealed that, most of the NGOs were not very active in the provision of teaching and learning resources, especially, text books in secondary schools in the area. It was, therefore, recommended that the NGOs work closely with the government of South Sudan and other stakeholders to develop universal curriculum so as to enable them to strengthen their interventions in terms of availing instructional material to the schools.

Key words: Non-Governmental Organizations, Teaching and Learning Resources

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I. Introduction

1.1 Background of the Study

Despite global efforts at achieving universal literacy consistent with Millenium Development Goal number 2, progress towards the 2015 goal of universal education has been slowing down, leaving 67 million school age children locked out of classrooms – and many more receiving a sub-standard education. Poverty, child labour, early marriage, and armed conflicts are among the scourges holding back progress in education, along with failures of political leadership (Brown, 2012). This situation is more prominent in conflict hot spots in Africa like the Republic of South Sudan, the world's youngest nation just emerging from decades of sustained armed conflict (IDMC, 2012). According to the Education for All (EFA) Global Monitoring Report (GMR), South Sudan stands second to last in the world ranking for net enrolment in primary education – and last in the world league table for enrolment in secondary education.

Studies have shown that efficient management of school teaching and learning resources is crucial in order to make the school a pleasant, safe and comfortable centre that will increase students' attendance, motivation and willingness to participate adequately in both curricula and co-curricula activities (Robinson, 2006; UNESCO, 2006). Boissiere (2004) observes that learning and teaching resources form one of the potent factors that contribute to academic achievement in the school system. They include the classrooms, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. The study further notes that their availability, relevance and adequacy contribute to academic achievement. However, Adelabu and Ayeni (2011) quickly adds that unattractive school buildings and overcrowded classrooms among others contribute to poor academic attainment. Quality education has also been linked to well-educated and trained teachers (Barrett, 2007).

School effectiveness studies on wider scales have underlined the need for the provision of textbooks and other learning materials to improve student performance. For example, Fuller and Clarke (1994) reviewed

School Effectiveness studies in less developed countries that adjusted students' achievements for their family background and found "rather consistent school effects" in relation to availability of textbooks and supplementary reading materials. Velez, Schiefelbein and Valenzuela (1993) reviewed 18 empirical quantitative studies at the primary level conducted in Latin America and the Caribbean mainly in the 1980s and observed that access to textbooks and other instructional materials were related positively to academic achievement. More recently, the World Bank Operations Evaluation Department's review on the "determinants of education quality in developing countries" further confirmed textbooks and writing materials as key contributors to school effectiveness at the primary level in developing countries (Boissiere, 2004).

1.1.1 The Case of South Sudan

For the majority of people in South Sudan, the full realization of education benefits has yet to arrive. The net enrolment rate is just 44%, implying that around 1.1 million children in the relevant age range are out of school. Secondary school enrolment is reported to be less than 10 %. Drop out rates are very high. Using 2009 data, the World Bank put the gross enrolment rate at 145 per cent for grade one, falling to just 8 per cent at grade eight (UNESCO, 2011). As a result even for those who are able to continue with school, the quality of education is seriously short of the international standards, hence, as Brown (2012) observes, the country's education system is not, as presently constituted, fit for the purpose of supporting the country's social and economic development, peace-building, and state-building. Questions of access and retention are inextricably linked to issues of quality. Though data on student learning outcomes is lacking, tests administered to a sample of Grade 6 students, primarily in urban areas of four states, revealed low levels of learning in language (35% of expected achievement) and mathematics which was 28% of expected achievement (OECD, 2011). Only 13% of teachers are trained, making the ratio of qualified teachers to pupils 1:117.

Teachers' knowledge of subject content is weak, given the limited academic and professional training received; some 46% of teachers have only primary school education themselves. Teacher tardiness and absenteeism are recorded at disconcerting levels; while poor compensation and conditions of service combine with a lack of effective management and supervision to impinge on teacher motivation, performance and retention (Makum & Smith, 2012). Moreover, textbooks, classrooms and other materials are also in short supply. Currently, only one English book and one mathematics book are available for every four students, though a distribution by DFID of over 9 million textbooks (to be sent to all schools, both public and private) to rectify this situation is forthcoming.

1.2 Statement of the Problem

While it is quite evident that the school enrolment and completion rates have improved significantly, in terms of the quality of education which is anchored in the second part of the framework, still presents a considerable challenge (UNESCO, 2011). The increase of enrolment rates have placed undue strain in teaching and learning resources and it is not uncommon to find public schools with low teacher to students ratio, inadequate text books and poor libraries, insufficient writing materials for both teachers and students and also a sorry state of school infrastructure. In South Sudan, a country just emerging out of decades of long armed conflict, the situation is evidenced by the thinly stretched teaching and learning resources such as 117:1 student-teacher ratio and 134:1 student-classroom ratio (UNICEF, 2012) calling for the government to enlist more support from non-governmental organizations (NGOs) in the provision of teaching and learning resources. The role of the NGOs in the provision of teaching and learning resources in schools in the area is not well understood. The study sought to establish the role of the NGOs in the provision of teaching and learning resources in secondary schools in Juba, South Sudan.

1.3 Objective the Study

The purpose of this study was to establish the role played by NGOs in the provision of teaching and learning resources in secondary schools in Juba, South Sudan.

II. Literature Review

2.1 Non-Governmental Organizations

NGOs are professional, non-profit, non-membership intermediary organisations which are independent of the state and which undertake a range of activities in order to further development objectives (Renz, 2010). The word "non-governmental organisation" came into existence in 1945, when the United Nations (UN) wanted to make differentiation in the participation rights between international private organizations and intergovernmental specialized agencies (Jacobs, 2011). The non-governmental Organisations are individual's organisations, whose structures' are out of the structure of governmental frames. In addition, they operate mainly on humanitarian, social, cultural, development, environmental, and human rights fields, they are usually non-profit orientated and for some of their activities, they can get governmental support.

NGOs are seen as much more reliable and efficient channels for foreign aid, because of the growing mistrust in inefficient developmental state, and the unequal market. NGOs are formed using social capital, which in essence is a collective entity, the 'cement' that bonds people to a group by creating trust among them. In civil society, if social trust exists, spontaneous sociability and collaboration prevail. Economies with this treasure function better, because co-operation is easier and the cost of transaction is lower (DfID Malawi, 2004). Besides, revising political performance, social capital can also improve economic performance. NGOs are considered as effective and efficient entities that have favourable outcomes on socio-economic development, and that are increasingly demonstrating ability to stimulate democratic change and stability. Relations between the state and NGOs are not necessarily antagonistic any more. Nowadays co-operation and mutual recognition describe their relationship.

For many years the Department for International Development (DfID) has provided support for provision for education. It has been active in the liberalization of the book sector in its country programmes. It has supported decentralized policies of book selection, ordering and procurement in many of its country programmes, such as, Uganda, Kenya, Tanzania, Rwanda and Ghana. DfID has also encouraged the creation of national book policies that address the core issues of reliable national provision and the parallel development of local skills and capacity (DfID Malawi, 2004). Recent DfID reviews have stressed the need to look more closely at the factors that can help or impede access to the range and diversity of learning materials and to focus on value-for money solutions.

In South Sudan, the Norwegian Church Aid (NCA) has been supporting education since the 1970's. One of the components in this support has been training of teachers. During the time of war SPLM Secretariat of Education (SOE) and UNICEF/OLS developed teacher training materials for shorter emergency courses. As peace grew nearer, the SOE and some NGOs like NCA, recognised the need to develop the modes of teacher training to suit education in Post war South Sudan. Pre-service teacher training was developed as a two year on campus training, and In – service training was being developed with the intention that within four years of studies these students would sit for the same examinations as those who had undergone pre-service training. Over the last years NCA has actively participated in SOE's effort to improve and develop the teacher education, as well as, continued support to different teacher training modes (Wright, 2006).

2.2 Provision of Teaching and Learning Resources

The primary purpose of education is to bring about desirable change in behaviour through acquisition of skills, attitudes, competencies, critical and creative thinking. Teaching is a complex and demanding task that requires highly specialized skills, knowledge and resources to impact significantly on student learning. Availability and utilization of resources in an organization is important in achievement of its goals and objectives. Students learning outcome is influenced by appropriate utilization of school resources. Investing in educational resources is the key to ensuring that schools become institutions where students "work together, learn from each other and benefit from a supportive school environment, and consequently maximize student learning so that all students achieve their full learning potential (UNESCO, 2007).

Studies show that efficient management of school teaching and learning resources is crucial in order to make the school a pleasant, safe and comfortable centre that will increase students' attendance, motivation and willingness to participate adequately in both curricula and co-curricula activities. Hallack (1990) observes that learning and teaching resources form one of the potent factors that contribute to academic achievement in the school system. They include the school buildings, furniture, recreational equipment, apparatus and other instructional materials. The study further notes that their availability, relevance and adequacy, contribute to academic achievement. However, the study quickly adds that unattractive school buildings and overcrowded classrooms, among others, contribute to poor academic attainment.

Reading books ought to be supplied in single copies rather than in class sets and in sufficient quantities to enable every student to have at least one new title to read at least once a week throughout the school year. These are required at every level of education from lower primary up to senior secondary. Initially they form a basic support to the achievement of early literacy but also to the inculcation of the reading habit. They help to develop vocabulary, grammar, comprehension and self-expression and eventually, to support students research skills. The positive impact of books and access to secondary reading materials on reading achievement, creativity, developing language skills and sustaining literacy has been widely acknowledged. But it is difficult to find concrete impact statistics among the academic literature as the positive examples of successful reading programmes or library provisions have to be mirrored by control students or communities that do not have access to the same reading programmes or library services.

For many years, NGOs interventions on classroom materials have been concerned mainly with the provision of textbooks and teachers' guides. However, textbooks by themselves cannot provide everything required to achieve curriculum objectives. This is particularly true where outcomes-based curricula, student-centered learning, problem solving and the development of thinking skills are specified. One impact study

comes from the READ Educational Trust in South Africa, where children in classes with classroom libraries "outperformed control school counterparts by as much as 18.9 per cent, and were ahead by 18 months in reading scores and two years in writing scores" (Montagnes, 2001). "Book floods" that is increasing the number of books available for the child are used as a strategy in Fiji, Singapore and Sri Lanka to increase the amount of reading materials available. Students are immersed in high-interest books designed to be read, discussed and shared in various ways. Evidence shows that book floods bring dramatic improvements in reading, writing, listening, vocabulary and grammar, especially for younger age groups and where children are learning in a language different from their home language. A pilot project in Sri Lanka provided between 100 and 200 books per school for years 4 and 5. Those in the project schools gained three times as much in reading as those in the control schools, together with parallel improvements in writing and listening comprehension. Positive changes were also noticed in pupils' attitudes towards reading as a valuable resource for learning.

In the Nueva Escuela of Colombia and the Nueva Escuela Unitaria of Guatemala, textbooks have been replaced by self-instructional study guides and supplemented with a wide choice of additional reading and reference materials. Results of the project show that students from these schools score highly in most cognitive and non-cognitive tests. The importance of books and libraries for educational achievement is not questioned in highly literate societies. In these societies the greater challenge is to motivate children and adults to read for self-study and pleasure when competing against television, computer games. A successful project by the Bertelsmann Stiftung (2004) in Germany addressed this challenge and raised library use and reading motivation among students who are reluctant readers. Such projects are important in Germany as the PISA study demonstrated. This study, comparing student achievement in various OECD countries, showed that 21% of young adults in Germany have a low literacy level. Of these, 50% are immigrants. 42% of German students who took part in the PISA study said that they do not read for fun. In this context it is interesting to note that just 20% of Germans regularly use a public library. By comparison, in Finland, which came out top of the PISA study, 80% of the population use public libraries regularly, on average once a month by borrowing 20 items per year. Sociological research showed that Finnish schools and libraries tend to balance out social differences, whereas Germany has the strongest correlation between social background and educational achievement (Bertelsmann & Stiftung, 2004).

A report by UNESCO (2011) links poor enrolment and completion of secondary schools in Nadowli District of Ghana to, among other things, lack of adequate teaching and learning resources. A study by Mbugua (2011) on the adequacy and extent of availability of teaching and learning materials in secondary schools in Kenya found that secondary schools are poorly equipped with the teaching and learning resources for mathematics. There were insufficient mathematics text books in secondary schools poor chalk boards which affected teaching and learning of mathematics. since the subject involved a lot of calculations, which had to be on the chalk board. Three dimension models or aids for teaching and learning mathematics were lacking, those that were available were of poor quality, and also teachers did not use them effectively well. The chalk board is in two dimension and drawing a three dimension on it may distort learners thinking; for example, angles that are 90⁰ of cuboids appear different on the chalk board. Teaching and learning aids contribute to improved performance in mathematics. Similarly, a study by (Otieno & Yara, 2010) found positive correlations between the independent variables; government financial support, trained teachers classroom/laboratories and textbooks/student-ratio and the dependent variable- academic performance in mathematics.

2.3 Theoretical Framework

The study was guided by the Resource Based View. The resource-based view (RBV) provides valuable insights into why organizations with valuable, rare, inimitable, and well organized resources at their disposal may have a competitive edge over the others and enjoy superior performance. Resources are either tangible or intangible in nature.

In the context of the provision of teaching and learning resources in schools, this view has received varied interpretations with those arguing for the provision of more teaching and learning resources, such as, Fuller (1987); Fuller and Heyneman (1989); Lockheed and Verspoor (1991) and; Fuller and Clarke (1994) insisting that provision of more teaching and learning materials per capita would significantly improve learning outcomes. On the other hand Wegner, Sanders and Allan (1995) contend that learning outcomes are not necessarily dependent on the availability of teaching and learning resources, but rather on how well they were used or managed. This theory guided this study in that academic output strongly depends on the strategic input in terms of teaching and learning resources from the stakeholders among them, NGOs. For pupils to perform better the school should be able to facilitate the right studying environment which comprise of adequate learning and teaching resources. These resources are supposed to be mobilised and managed by the school management committee, hence, the need for capacity building among its members.

III. Methodology

The study was conducted in NGO's and secondary schools within Juba, Republic of South Sudan. Juba is the capital and largest city of the Republic of South Sudan. Since this study sought to obtain descriptive and self-reported information on the role played by NGOs in the provision of teaching and learning resources in secondary schools in Juba, South Sudan, the survey design was the most appropriate. There are 222 NGO's and 21 not-for-profit making secondary schools in the area. The study targeted 222 local heads of the NGOs, 21 secondary schools heads or school managers and two teachers from each of the 21 secondary schools in the area which brought the total population to 285. Privately sponsored secondary schools were not considered in this study since it was assumed that through their own financial means, they were able to acquire adequate teaching and learning materials. Simple random sampling was used to obtain the required sample size after which stratified random sampling was used to distribute the sample size proportionately according to their respective strata, that is, the schools, international NGOs and local NGOs. Therefore, since the total population under study was 285, the sample size was computed using the simplified formula by Yamane (1967) resulting in a sample size of 166.

Data was obtained only from primary sources using questionnaires. The questionnaires used were structured in order to capture the respondents' views on the research problem. Piloting was done in Bor the capital of Jonglei County which also had similar characteristics to Juba County

The questionnaire was also given to independent experts to evaluate it for face and content validity, as well as, for conceptual clarity and investigative bias. To ensure questionnaire reliability, the test-retest method of pretesting instruments was done on the instruments. The responses from the two administrations were then correlated using the Pearson's moment correlation formular. A reliability coefficient of $r = 0.8106$ resulted from the pretest of the instruments and this was way above the recommended minimum value, hence, the instrument was adopted for the data collection exercise. The data was analyzed using both descriptive and inferential statistical methods. Descriptive analysis was done using frequencies and percentages to describe the basic characteristics of the population. Inferential statistics involved the use of Pearson's Product Moment correlation and multiple regression models to determine the nature of the relationship between the variables.

IV. Results And Discussions

4.1 Background Characteristics of the Respondents

The background characteristics considered in the study were; range of ages of the respondents, gender, highest level of education attained by them and work experience. The findings on these are summarized in Table 4.1.

Table 4.1: Background Characteristics of NGO Officials and School Heads

Variable	Category	Frequency	Percentage(%)
Age of respondents	19 – 29	17	14
	30 – 40	60	49
	41 – 51	32	26
	Above 51	13	11
Gender	Male	66	54
	Female	56	46
Level of study	Certificate	32	26
	Diploma	62	51
	Bachelors Degree	24	20
	Masters Degree	4	3
Work Experince	0 - 5 yrs	89	73
	6 -10 yrs	28	23
	11 - 15 yrs	5	4

It can be deduced from the results in Table 4.2 that majority 49 % of the respondents were aged between 30 – 40 years of age. This could suggest that the NGOs and secondary schools in the area were recruiting young people due to the population dynamics and perceived competence. The results also indicate that majority (54%) of the respondents were males although the high proportion of females indicated that the gender balance in the NGOs and secondary schools in the area was high. The results also suggest that the highest academic qualifications of most (51%) of the respondents was diploma, although there was also a considerable number of university graduates. Most (73%) of them had worked in the NGOs and secondary schools in the area for less than five years probably due to the instability of the area that had made the setting up of NGOs and schools in the area quite difficult. These demographic characteristics provide a clear spectrum of

the respondents' basic background information, hence, it was reasonably expected that they were conversant with the study problem under investigation and provide reliable information for the study.

4.2 Provision of Teaching and Learning Resources

The objective of the study was to assess the extent to which NGOs provided teaching and learning resources in secondary schools in Juba, South Sudan. The findings are presented in Table 4.2.

Table 4.2: Provision of teaching and learning resources-NGO Officials' Views

Statement	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)
NGOs provide schools with all manner of writing materials	0	31(29)	3(3)	49(46)	24(23)
NGOs find it difficult to provide textbooks because the education system in the area in not yet standardized	35(33)	28(25)	7(7)	7(7)	30(28)
NGO provides blackboards and other teaching aids for the schools	10(10)	37(35)	22(21)	28(25)	10(10)
NGO builds and equips libraries for the schools in the area	8(8)	13(12)	13(12)	65(60)	8(8)
NGO provides limited laboratory aid to the schools	7(7)	41(38)	17(16)	28(26)	14(13)
NGOs experience serious budget challenges while providing teaching and learning materials in the schools in Juba	52(48)	13(12)	10(10)	32(30)	0

It can be deduced from the results in Table 4.6 that most (46%) of the NGOs in the area were not providing the secondary schools with all manner of writing materials. Most (33%) said they found it difficult to provide textbooks because the education system in the area was not yet standardized, that is, there was no universal curriculum. However, most (35%) of the NGO provided blackboards and other teaching aids for the schools. According to majority (60%) of the respondents, the NGO had not built and equipped libraries for the schools in the area though most (38%) of them provided limited laboratory aid to the schools. The results also indicate that majority (48%) of the NGOs experienced serious budget challenges while providing teaching and learning materials in the schools in Juba.

Table 4.3: Provision of Teaching and Learning Resources-School Heads and Teachers Views

Statement	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)
The NGOs partnering with our school provides us with all manner of writing materials	2(7)	6(22)	5(19)	10(35)	5(17)
The NGOs find it difficult to provide textbooks because the education system in the area in not yet standardized	7(24)	8(29)	4(15)	5(19)	4(13)
The NGOs provides blackboards and other teaching aids for the schools	4(15)	7(26)	6(20)	6(22)	5(17)
The NGO has built and equipped library for our school	2(6)	5(18)	5(19)	10(34)	6(23)
The NGO partnering with our school has provided laboratory equipment to the school	4(16)	7(24)	2(7)	9(31)	6(22)
The teaching and learning materials provided by the NGOs to our school cover all subjects taught in our school	6(20)	11(41)	3(10)	6(21)	2(8)

It is evident from the findings in Table 4.7 that the NGOs partnering with the schools in the area were not providing them with all manner of writing materials as suggested by majority (35%) of the school heads and teachers interviewed. Most (29%) of them felt that this could be as a result of the NGOs finding it difficult to provide textbooks because the education system in the area was not yet standardized. Nevertheless, it appeared

that most NGOs were providing blackboards and other teaching aids for the schools (26%). Most of the NGOs, it emerged, had not built and equipped libraries for the schools (34%) and had not yet partnered with the schools to provide laboratory equipment (31%). Other findings suggest that in most (41%) schools, the teaching and learning materials provided by the NGOs cover all subjects taught in the schools.

4.3 Regression Analysis

The results are given in the model summary in Table 4.15.

Table 4.4: Multiple Linear Regression Analysis Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.629	.396	.375	4.10120

The results in Table 4.15 show that the value obtained for R, which is the model correlation coefficient was $r = 0.629$. The r square value of, $r = 0.396$, also indicates that the multiple linear regression model could explain approximately 40% of the variations in effective teaching and learning in secondary schools in the area.

4.4 Discussions

It is evident from these findings that most of the NGOs in the area were not emphatic on the provision of teaching and learning resources and most probably preferred directing their resources to other interventions in the schools. These findings confirm those of UNICEF (2012) and Makum and Smith (2012) depicting the poor state of availability of teaching and learning materials in schools in South Sudan. According to their reports, textbooks, classrooms and other materials were in short supply. For example, one English book and one mathematics book were available for every four students, though there was a pledge by DfID of to provide over 9 million textbooks (to be sent to all schools, both public and private) to rectify this situation. However, the hesitation to provide some teaching and learning materials, such as books, was probably due to the lack of a standard curriculum. A report by UNESCO (2011) linked poor enrolment and completion of secondary schools in Nadowli District of Ghana to among other things lack of adequate teaching and learning resources and notably textbooks. For instance, a study by Mbugua (2011) linked the inadequacy and unavailability of teaching and learning materials in secondary schools such as mathematics textbooks and poor chalk boards with underperformance in mathematics. Hallack (1990), Otieno and Yara (2010), UNESCO (2012) and Brown and Watkins (2012) also rooted for more stakeholder involvement in the provision of teaching and learning materials to improve effective teaching and learning.

V. Conclusions And Recommendations

The foregoing findings have revealed important aspects concerning the role played by NGOs in the provision of teaching and learning resources in secondary schools in Juba, South Sudan.

Second, as concerning the second objective, it was evident that most of the NGOs in the area are not very active in the provision of teaching and learning resources especially text books in secondary schools in Juba, South Sudan. The difficulty in the provision of textbooks being attributed to the absence of a standardized education system in the area in not yet standardized, that is, there is no universal curriculum yet in the country. However, though little, the teaching and learning resources availed had a considerable effect on the effectiveness of teaching and learning in secondary schools in the area. Thus, it can be concluded that the role played by NGOs in the provision of teaching and learning resources in secondary schools in Juba County was indeed significant in all but one aspect and led to effective teaching and learning in schools in the area.

Therefore, the study recommends that the NGOs working to support the education sector in the area also need to work closely with the government of South Sudan and other stakeholders to develop universal curriculum so as to enable them to strengthen their interventions in terms of availing instructional material to the schools. The insufficiency of such materials was hampering their efforts in aiding the provision of quality education for all students in the area. The NGOs need to seek alternative ways of improving school infrastructural aid such as more community involvement that could lead to savings in labor, material and managerial costs. This will enable them to build and equip more schools in the friendliest manner and make them more effective for teaching and learning.

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