

The Principal's Toolkit: Harnessing Teacher Capacity Building for Optimal Curriculum Implementation In Juba

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Abstract

Most stakeholders in Juba City Council had singled out principals' managerial practices among other factors as the basis and primary cause of the current state of education in public primary schools of Juba City Council as Principals are the custodians of the schools. The study identified a knowledge gap in teachers' capacity building by principals on implementation of the South Sudan National Curriculum. The study was carried out to fill the gap through answering the question, what is the influence of teachers' capacity building by principals on curriculum implementation in public primary schools in Juba City Council? The study found that, principals' management of teachers' capacity building has influenced curriculum implementation in public primary schools in Juba city council. That is, most public primary schools have few skilled teachers. The study recommends that, principals should take the initiative to identify teachers' professional needs and liaise with the Education Supervisors to plan and adopt better strategies to build teacher capacity to improve the quality of education and academic performance in their schools. The study also urges school principals to ensure professional patronage and feedback after classroom visits and professional documents/ records checks to update teachers on their areas of strengths and improvement.

Key Words: *Teacher's Capacity Building, Curriculum Implementation, Principal's Leadership, Education Quality.*

Introduction

Globally, education is ratified as a fundamental human right UN (1948) universal declaration of human rights. Similarly, the Kenyan constitution (2010,) as well as South Sudan (2011) renewed in (2016) national constitution including the South Sudan General Education Act (2012) recognize education as a right and compulsory for the citizens. The Millennium Development Goal (MDG 2) under the Dakar framework for action 'EFA' (2000) further makes emphasis on achieving universal primary education while the Sustainable Development Goal (SDG 4) focuses on "Ensuring Inclusive and Equitable Quality Education to promote lifelong learning opportunities for all" (UN, 2015, Bruns et al., 2019; Ferguson & Roofe, 2020; Kopnina, 2020). The objectives also aim to guarantee that both boys and girls have access to high-quality education regardless of their personal circumstances, resulting in effective and relevant learning outcomes in terms of academic performance (Boeren, 2019). It is crucial to remember that education is a basic human right, a public good, and the basis for the realization of human rights. According to Galigao & Liema (2019), education is a crucial component of global progress and change and is therefore crucial for long-term growth, peace, and stability both within and between nations, as well as meaningful participation in 21st-century society and economies.

Curriculum serves as a guide for achieving targeted instruction, so it plays a major role in determining the educational system's effectiveness and influence (Apsari, 2018). It is the process by which the educational system instills in learners the information, knowledge skills, competences, values and attitudes that students must know in a specific field including the aspirations of the society Agangu (2009) and Aneke (2015). Because the quality of education is directly dependent on the national curriculum, there must be a curriculum that navigates a nation towards predefined goals.

According to a World Bank report from 2018, there are a number of reasons that hinder the implementation of curricula, but researchers have primarily blamed education administration systems for this. A study by Grissom et al. (2021) shows that selecting and preparing an effective principal workforce, effective teaching, creating a supportive school climate, and reducing teacher

turnover are crucial to achieving positive student outcomes, effective teaching, and improved management techniques. The managerial strategies used by the administrators are essential for increasing teachers' job engagement.

A study conducted in Nigeria by Oyewole, Ola-Ogundele and Bamikole (2020) found that, principals' management practices such as supporting teachers with supervision, directing and controlling the use of instructional resources, building teachers' capacity and involving the community in school management and governance positively improved school performance. The principal as the school manager is at the helm of implementation of educational policies and curriculum. He/she is responsible for administering the school using the human and material resources at his disposal effectively to ensure the attainment of school's objectives (Ezeugbor & Emere, 2017). The principal is expected to provide instructional leadership as a key responsibility to attain quality education and better learning outcomes of students (Asiyai, 2020). The principal further performs managerial functions involving activities like planning, organizing, coordinating, directing, motivation coordinating, and communicating towards the realization of both instructional and educational objectives (Arop, Owan & Agunwa, 2019). According to studies conducted in the United States by Marvel and Morton (2006), principals are responsible for guiding all activities (curricular and co-curricular) that occur in and around the school building. According to Rijal et al. (2017), principals cultivate a calm environment, uphold order, plan for the school, recognize difficulties there, and work to improve academic success.

The gap between policy formulation and policy implementation is a recurrent theme in the research literature on the expansion of access to primary education policy to universal levels in Sub-Saharan Africa, South Asia, and Latin America. In Sub-Saharan Africa, it is reported that, curriculum implementation is ineffective because of numerous factors including limited principals' managerial practices used in the implementation process (Bello 2018). This is in confirmation with a study conducted by Westbrook et.al (2013) who found that the implementation of many innovations and policies has never been as successful as hoped especially in developing nations. He has observed that, a wider gap exists between the expected goals of curricular reforms and actual, majorly being associated with gaps in principals' managerial practices as a result of ill preparation towards their roles. Kitavi and Van der Westhuizen (2002) established a leadership training gap in a study of school head teachers in Kenya which Kanelechi and Tope (2013) similarly established in Nigeria that, most school administrators were not able to cope with the demands needed to implement education curriculum. A further study carried out by the Kenya Institute of Education (2011) established that, the gap between the intended, implemented, and achieved curriculum in Kenya is still too wide. Kuyok (2019) similarly found the same state of the curriculum in South Sudan correlated to principals' educational managerial deficiency.

Despite the launch of the national curriculum and endeavors made by MoGEL, Principals, teachers including other stakeholders, not many of the envisioned goals have seemingly been realized since 2015 to date. According to the South Sudan National Bureau of Statistics (2013), South Sudan has not made any significant progress in improving its education moreover, the country did not achieve EFA by 2015 as aimed. UNESCO (2018) data also reveals that the country has one of the highest illiteracy rates in the world, currently standing at 73 percent) being even worsened by the outbreak of COVID-19 including insecurity (Awut, 2020).

Stakeholders in Juba City Council had higher expectations on the implementation of the new curriculum in public primary schools as government-owned but indicators reveal drawbacks in terms of pupils' academic performance. Kuyok (2019) in his study, highlighted a myriad of factors that have hampered the implementation of the national curriculum across the country and Juba city, in particular, such as; low investment in education, ill-preparation of school leaders, poor teacher training, unstrengthened school governance, scarce teaching resources and unsystematic introduction of the curriculum cum insecurity. Most stakeholders in Juba City Council had singled out principals' managerial practices among other factors as the basis and primary cause of the current state of education in public primary schools of Juba City Council as Principals are the custodians of the schools. Against the above background therefore, the researcher intended to investigate the influence teachers' capacity building by principals on the implementation of the curriculum in South Sudan National Curriculum in public primary schools in Juba City Council.

Literature Review

As per UNESCO (2005), capacity alludes to an individual's perceived ability in terms of expertise, knowledge, competencies, skills, or fitness. On the other hand, capacity building or development is the process through which individuals and organizations acquire, improve, and maintain the skills, knowledge, resources, and equipment necessary to complete their tasks successfully (Kumari, 2022). It involves a continuous process of enhancing individuals' ability to perform core responsibilities, solve problems, establish and achieve goals, as well as comprehend and address developmental requirements. Building teachers' capacity implies investing in human capital through mentoring and coaching of teachers, organizing seminars, workshops, conferences, invitation of resource persons, or continuous professional development as on-job or in-service teacher training to enable them to teach effectively (Kasten & McDavis, 2005).

Principals' involvement in planning for capacity building of teachers in schools is a key obligation and a prerequisite. Teachers should be prepared for their roles on curriculum implementation for them to gain trust, skills and knowledge including positive attitudes toward reform in order to help their institutions succeed. Yambo (2022) suggests that teachers should completely understand a specific curriculum for easier implementation after Momani & Rop's (2020) study on teacher preparedness for the integrated English curriculum in Kenya came to the conclusion that teacher preparedness affects curriculum outcomes.

Because they turn these into meaningful learning experiences for pupils, teachers are more significant than technique, method, or curriculum (Asiyai, 2020). The teacher's involvement is extremely important in determining whether or not the anticipated educational achievements have been achieved. For instance, a study in South Africa found that effective teacher professional development programs included ongoing coaching and mentoring, collaboration with peers, and alignment with school improvement goals. For the purpose of achieving the established national objectives, teachers must be empowered through conventional professional practices because they have significant roles to play in appropriately preparing students for their duties in society (Asiyai, 2021).

According to Armah (2021), who was quoted in Citi News Ghana on May 19, 2021, "The most valuable resource in a continually expanding global economy is not the natural riches that will propel Ghana towards prosperity (oil, gold, lumber, and cocoa), but rather the educated people who will drive the workforce by advancing innovation and technology. The human resource foundation of a nation determines its capacity for economic growth and development." This explains why developed countries constantly advocate for high-quality educational leadership and why they now experience high-quality student achievement relative to developing countries.

Capacity building allows teachers to obtain teaching skills and information, share their teaching experiences and cooperate with colleagues, receive access to professional development opportunities, and improve their teaching quality. According to (Jaquith, Dan, Wei, & Darling-Hammond, 2010), teachers are exposed to a variety of professional development opportunities through capacity-building forums, including curriculum support and study groups, as well as mentorship and induction programs. There is a statistically significant positive correlation between principals' involvement in enhancing teachers' capacity and students' academic performance, according to the findings of a study by Kilonzo, Mulwa, and Kasivu (2020) on the topic. The study was conducted in public secondary schools in Machakos County, Kenya.

Teachers have the right and obligation to engage in professional development to develop professional competencies and keep abreast with developments in their field (UNESCO, 2019). Osiesi (2020) also noted that in order to carry out their responsibilities within and outside the classroom and be able to favorably influence students' behaviors, ways of life, and ways of thinking, teachers essentially need to engage in ongoing and lifetime learning. The study by Khanyi and Naidoo (2020) in South Africa also shown that increasing teachers' capacity is crucial for advocating for and supporting teachers' leadership capacity, which is required for performance in their day-to-day jobs and subsequent academic development.

In addition to focusing on performance enhancement, capacity building also aims to promote job happiness and self-assurance, Ndupuechi (2021) study's goal was to define the kind of capacity-building abilities that principals possess in relation to teachers' work performance. The results showed that principals who developed the skills of their staff members boosted staff members' job satisfaction and productivity, which in turn improved students' performance.

Many industrialized nations have established and implemented educational policies and initiatives, such as teacher training programs and curriculum creation, to raise the caliber of schools (Budiono & Wening, 2021; Mariana, 2021). By implementing regulatory and legislative changes to increase the quality of teachers, particularly the beginner, this has been empirically demonstrated throughout the world in nations including England, France, Germany, Norway, Austria, and the United States (Mayer, 2021; Simpson et al., 2021 & Totto et al., 2018). The government of England, in the United Kingdom, in particular has recently introduced and implemented several reforms on its teacher development programmes as part of teacher recruitment and retention strategy being designed to help enhance teachers' practice, knowledge and working habits including developing their expertise in specialist areas of teaching (Ofsted-UK, 2023). In Canada, the government has invested in teacher professional development through initiatives such as the Teacher Learning and Leadership Program, which provides funding for teacher-led professional development projects (Government of Canada, 2021). In Singapore, teacher professional development is considered as a key component of the country's education system with opportunities for both individual and collaborative learning (Ministry of Education, 2021).

The current teaching style Inadequate funding, a lack of strategic plans, institutional corruption, poor internal school administration of staff development programs for teachers, unstable educational policies, political instability, and a lack of data or information on training need gaps are just a few of the many factors that hinder educational reform in developing nations, especially Sub-Saharan Africa Ogunode McBrown (2022). According to Audu & Pajo (2020), due to ineffective staff development policy implementation,

primary school teachers in Nigeria do not benefit from staff development programs as intended by federal, state, and local government agencies. Many teachers in Ghana have also reported that, they do not have access to high-quality professional development opportunities Ministry of Education Ghana (2019) which has been a basis to low students' outcomes with high rates of school dropouts, low completion rates, and poor academic achievement (World Bank, 2019). Kuyok (2023) similarly stated that, the teacher's education development polices have not been strengthened in South Sudan as such, about 90% of South Sudan's teacher workforce is untrained or undertrained.

The caliber of teachers is one of the most crucial elements influencing educational effectiveness and academic accomplishment. According to studies, a teacher's expertise, experience, and degree of education can significantly affect the learning and achievement of pupils (Hanafiah et al., 2022). According to a study done in Sukabumi by Farida et al. (2022) and Nugrahanti et al. (2022), instructors with higher education levels are typically more successful at encouraging student accomplishment than teachers with lower education levels. It has also been established that, experienced teachers are more effective at promoting student learning and achievement than novice teachers Duan et al. (2018), Hanushek & Rivkin (2012). These findings recommend efforts to improving and upgrading teachers teaching skills and practices through effective strategies to subsequently improve school effectiveness and student achievement.

Teachers fundamentally require a continued lifelong learning so they can shoulder their duties in both the classroom and outside and be capable to positively induce pupils' behaviours, way of life and the way they think including promoting academic achievement Osiesi (2020) and Kolo (2009). In South Africa, a study found that effective teacher professional development programs included ongoing coaching and mentoring, collaboration with peers, and alignment with school improvement goals (Reddy & Juan, 2017). Teachers need to be updated and cope with the ever-changing professional demands of the 21 centuries regardless of their pre-service trainings from colleges in the last two years of teacher training is insufficient for a teacher trainee to grasp the subject content and pedagogical abilities in all seven courses according to group of researchers in Kenya (Republic of Kenya, 2010). A research conducted in Sukabumi found that, teacher experience through continued and lifelong learning positively correlates with students' academic achievement (Pambreni et al., 2022; Ramadan & Julacha, 2019)

According to a UNESCO report on the development of teacher education, it is important to give teachers long-term support and growth by giving them opportunities for ongoing professional development in order to equip them with pedagogical knowledge and skills as teachers who have adequate knowledge of their subject matter and are skilled in delivering teaching that is in line with state standards and learning objectives are more effective in promoting student learning and academic achievement (Iskandar, 2023). As such, it is imperative to emphasize that, the significance of teachers' capacity building in curriculum implementation cannot be underestimated; otherwise, policy reforms will never have the desired effect.

Methods

The study used Bush's (2003) collegial theory of school management which underscores the importance of shared authority in curriculum implementation, emphasizing collaboration among group members. Adeyemo (2012) further posits that educational management should foster an environment where individuals work collectively towards set objectives. This study also draws on the System theory by Ludwig et.al (1950), which views organizations as interdependent systems where human behavior results from collective interactions within a social framework. For successful curriculum implementation, all components and stakeholders must synergize, echoing Aristotle's notion that the whole surpasses the sum of its individual parts. The study adopted a descriptive design used to present the variables....

The research was carried out in Juba City Council, Juba County of Central Equatoria State, encompassing the three blocks of Juba, Munuki, and Kator. Juba City Council is located along the White Nile in Juba South Sudan. It has a population of about 525,953 (Wikipedia, 2017) and an area of 52 square kilometers (20 square miles), with the metropolitan area covering 336 square kilometers (130 square miles).

The target population of the study was drawn from 36 public primary schools in the three blocks of Juba City Council namely; Juba town, Kator, and Munuki (David Long field & James Tooley survey report (2013) including the 3 City council block education directorates. Stratified random sampling technique was used to select 11 principals and 110 teachers from 11 public primary schools in the 3 City Council Blocks of Munuki, Kator and Juba which formed the strata to suit the heterogeneous population. The 38 SMC officials and 6 Education Supervisors were selected using purposive sampling because they are experts in their respective capacities and have handy information on curriculum implementation in their various schools.

The main data collection tools were questionnaires and interviews which collected both quantitative and qualitative data from the participants. A pilot study was conducted in Rejaf County with 10% of the sample participating. To determine the validity of the research instruments, the researcher and the supervisor critically evaluated the test items to eliminate any ambiguity or uncertainty. The researcher evaluated the consistency of replies on the piloted instruments under the supervision of the supervisor to ascertain their reliability.

Descriptive statistics including frequencies, percentages, means, and standard deviation were used to assess the quantitative data. ANOVA Test Analysis in Statistical Packages for Social Science was used for inferential analysis (SPSS Version 26) to check whether there was any significant difference in the mean of any of the three groups of block sample schools on the four variables. The qualitative data, in contrast, was examined thematically in accordance with the study's objectives and was presented as narratives.

Results

The objective sought to establish how Principals manage teachers’ capacity-building to implement the curriculum. **Tables 1 and 2** below show responses from Principals and Teachers

Table 1:Principals and Teachers’ Views on Principals’ management of teachers’ capacity building in Public Primary Schools

Test Item	Category of Respondents			
	Principals		Teachers	
	f	%	f	%
In-service Teacher Training	4	30.00	35	37.23
Preservice Teacher Training	2	20.00	08	08.51
Professional Seminars	5	50.00	49	52.13
School Meetings	8	80.00	74	78.72
Professional Patronage	6	60.00	56	59.57

The results in table 4.5 indicate that the majority of Principals use school meetings as a common way to manage teachers’ capacity buildings where they talk to and guide the teachers. This is shown by 80.00 % of Principals and 74.00 % of Teachers respectively. 60.00 % of principals and 56.00 % of teachers agreed that professional patronage is also one of the ways Principals use to build teachers’ capacity while 50.00 % of Principals and 52.00 % of Teachers mentioned Professional Seminars as one of the ways Principals use for building teachers’ capacity. 30.00 % of head Principals and 37.23% of teachers respectively agreed that in-service teacher training is one of the ways Principals manage teachers’ capacity buildings while only 20 % of Principals and Teachers mentioned pre-service as a way principals use to build teachers’ capacity as public primary schools in Juba City Council.

Table 2: Principals and Teachers' Views on Principals' management of teachers' capacity building in public primary schools

Teachers' Capacity Building and Curriculum Implementation

Summary of responses from Principals

Summary of Test Items

	SA		A		U		D		SD		Mean	Std.
	f	%	f	%	f	%	f	%	f	%		

Teachers' capacity building has strengthened teachers' ability to teach	6	60.00	2	20.00	0	0.00	1	10.00	1	10.00	1.9	1.8974
Teachers' capacity building has enabled teachers to use a variety of teaching methods	3	30.00	5	50.00	2	20.00	0	0.00	0	0.00	1.9	1.4832
Teachers' capacity building has enabled teachers to use instructional resources with ease	4	40.00	5	50.00	1	10.00	0	0.00	0	0.00	1.7	1.2650
Teachers' capacity building has made teachers well verse with content of the new curriculum	6	60.00	3	30.00	1	10.00	0	0.00	0	0.00	1.5	1.0954
Teachers' capacity building has improved learners' grades in formative and summative assessments	2	20.00	6	60.00	2	20.00	0	0.00	0	0.00	2.0	1.5492

Summary of responses from the Teachers

Summary of Test Items

	SA		A		U		D		SD		Mean	Std.
	f	%	f	%	f	%	f	%	f	%		

Teachers' capacity building has strengthened teachers' ability to teach	38	40.43	40	42.55	4	4.26	7	7.45	5	5.32	1.9468	1.7504
Teachers' capacity building has enabled teachers to use variety of teaching methods	33	35.12	39	41.49	6	6.38	9	9.57	7	7.45	2.1277	1.9624
Teachers' capacity building has enabled teachers to use instructional resources with ease	37	39.36	46	48.94	3	3.19	5	5.32	3	3.19	1.8404	1.5642

Teachers' capacity building has made teachers well verse with content of the new curriculum	49	52.13	33	35.11	4	4.26	3	3.19	5	5.32	1.7447	1.5506
Teachers' capacity building has improved learners' grades in formative and summative assessments	40	42.55	42	44.68	5	5.32	4	4.26	3	3.19	1.8085	1.5368

The Likert scale table 4.6 above indicates the results of findings from Principals and Teachers on Principals' capacity building of teachers and Curriculum Implementation in the Juba City council.

On the view that Principals' capacity building of teachers has strengthened teachers' ability to teach, a majority (60.00%) of the sampled principals strongly agreed, and 20.00 % agreed. No Principal was undecided while 10.00 % disagreed as well as 10.00 % strongly disagreed respectively. On the other hand, 40.43% of average teachers strongly agreed with the view. 42.55% agreed, 4.26 % were undecided, 7.45% teachers disagreed and 5.32% strongly disagreed. These generated a mean (M) of 1.9 and a Standard Deviation (Std) of 1.8974 for Principals and a Mean of (M) of 1.9468 and a Standard Deviation (Std) of 1.7504 for teachers.

On the view that, Principals' capacity building of teachers has enabled teachers to use variety of teaching methods, only 30.00% of Principals strongly agreed; 50.00 % agreed, 20.00% were undecided and neither principals agreed nor strongly disagreed. On the other hand, 35.12% of teachers strongly agreed with the view, 41.49 agreed, 6.38 were undecided 9.57 disagreed and 7.45 strongly disagreed. These generated a mean (M) of 1.9 and a Standard Deviation (Std) of 1.4832 for Principals and a Mean of (M) of 2.1277 and a Standard Deviation (Std) of 1.9624 for teachers.

On the view that, Principals' capacity building of teachers has enabled teachers to use instructional resources with ease, 40.00% of Principals strongly agreed, 50.00% agreed, 10.00% were undecided, and neither Principals disagreed nor strongly disagreed. On the other hand, 39.36% of teachers strongly agreed, 48.94 agreed, 3.19 were undecided, 5.32 disagreed and 3.19 strongly disagreed. These generated a mean (M) of 1.7 and a Standard Deviation (Std) of 1.2650 for Principals and a Mean of (M) of 1.8404 and a Standard Deviation (Std) of 1.5642 for teachers.

On the view that, Principals' capacity building of teachers has made teachers well versed with the content of the new curriculum, 60.00% of Principals strongly agreed, 30.00% agreed whereas, 10.00% were undecided. Neither principals disagreed nor strongly disagreed. On the other hand, fairly above-average teachers strongly agreed with the view, 35.11% agreed, 4.26% were undecided, 3.19 disagreed and 5.32 strongly disagreed. These generated a mean (M) of 1.5 and a Standard Deviation (Std) of 1.0954 for Principals and a Mean of (M) of 1.7447 and a Standard Deviation (Std) of 1.5506 for teachers.

On the view that, Principals' capacity building of teachers has improved learners' grades in formative and summative assessments, 20.00% of Principals strongly agreed, 60.00% agreed, 20.00% were undecided, and neither Principals disagreed nor strongly disagreed. On the other hand, 42.55% of teachers strongly agreed, 44.68 agreed, 5.32 were undecided, 4.26 disagreed and 3.19 strongly disagreed. These generated a mean (M) of 2.0 and a Standard Deviation (Std) of 1.5492 for Principals and a Mean (M) of 1.8085 and a Standard Deviation (Std) of 1.5368 for teachers.

These results are consistent with the notion that, teachers' capacity building is essential for the successful implementation of curriculum and the academic success of pupils. This correlates with the study conducted by Sukabumi who found that, teacher experience through continued and lifelong learning positively impacts students' academic achievement (Pambreni et al., 2022; Ramadan & Julaeha, 2019). Jepketer, Kombo and Kyalo (2015) study attests to the view that, the contribution of teacher's capacity development positively influences student's performance to a greater extent. The findings of Çelik and Anderson (2021) also established positive correlation. The above findings thus, conform to the recommendations of UNESCO & Iskandar (2023) who uphold that, it is important to give teachers long-term support and growth by giving them opportunities for ongoing professional development in order to equip them with pedagogical knowledge and skills as teachers who have adequate knowledge of their subject matter and are skilled in delivering teaching that is in line with state standards and learning objectives are more effective in promoting student learning and academic achievement.

4.3.1 Inferential Findings on Principals' Management of Teachers' Capacity Building and Curriculum Implementation

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Capacity Building

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7.508	2	3.754	3.875	.024
Within Groups	97.842	101	.969		
Total	105.350	103			

To check whether there is a significant difference in the mean of any of the three groups of block sample schools on the variable capacity building, the study did an Analysis of Variance (ANOVA). The ANOVA test partitions the total variation in the outcome variable into two components: between-group variation and within-group variation. The results indicated the following: Between-group variation: Sum of squares (SS): 7.508, Degrees of freedom (df): 2, Mean square (MS): 3.754, F-statistic: 3.875, p-value (sig): 0.24, Within-group variation: Sum of squares (SS): 97.842, Degrees of freedom (df): 101, Mean square (MS): 0.969, F-statistic: Not provided, p-value (sig): Not provided.

The between-group variation measures the differences among the means of the three groups of schools. The F-statistic (3.875) and p-value (0.24) are used to determine if the differences in the means are statistically significant. In this case, the p-value of 0.24 is greater than 0.05, which indicates that there is not enough evidence to reject the null hypothesis. This means that there is not a significant difference in the means of the three groups of schools. The within-group variation measures the variability of the outcome variable within each group. The mean square of within-group variation (0.969) is used as the error term in the calculation of the F-statistic. The F-statistic and p-value are not provided for within-group variation because this variation is not used to test the hypothesis of interest. The study also checked whether there is a correlation between principals' management of capacity building and instructional resources, instructional supervision, and community involvement and found a positive correlation existing with correlation co-efficient of 0.979, 0.979, and 0.982 respectively.

4.3.2 Thematic Qualitative Analysis of findings on the Influence of Principals' management of Teachers' Capacity Building on Curriculum Implementation in Public Primary Schools

Qualitative data was collected from Education Supervisors and SMC Officials using an interview guide. During the interviews, the Education supervisors and SMC Officials responded in support of the view that capacity building of teachers has a strong bearing on academic improvement. They agreed with the fact that Principals make efforts to build teachers' capacity in their schools through a series of meetings and professional seminars. The Education supervisors and SMC Officials however disclosed a gap and limitation in teachers' training programs like pre-service in-service, seminars, and workshops. They also added that most teachers in the public schools are not professionals but volunteers, beginners, and part-timers with only secondary school qualifications besides yet being from Arabic background with low English language proficiency the English Language is the main media for instruction in South Sudan. They revealed that the majority of the professionals transferred to private sectors/schools where remuneration is quite fair compared to the government-aided ones. The Education Supervisors and SMC Officials in Juba City council reported that the teachers' qualifications status in schools hinders the effective implementation of the National Curriculum. They emphasized that teacher quality includes not only their formal qualifications but also their job competence and their knowledge of the principles and practice of education, which should be up-to-date. The Education Supervisors and SMC Officials affirmed the fact that the schools have realized a fair improvement despite the perpetual existing gaps. Although not every school needs to have all professionally trained teachers, every school must have teachers who have the basic teaching skills, pedagogy, and qualifications. In Nigeria, the minimum qualification for entry into the teaching service is Nigerian Certificate in Education (NCE), in Kenya, the requirement is PTE Certificate (P1 certificate) for primary schools while in South Sudan like Uganda, the entry requirement is Grade III Certificate of Primary Education for primary schools that is acquired through pre-service or in-service teacher training programs.

Studies have shown that, teacher characteristics such as; their level of education, experience, and expertise can have a significant impact on students learning and achievement (Hanafiah et al, 2022). A research conducted in Sukabumi by Farida et al (2022) and Nugrahanti et al. (2022) found that, teachers with higher levels of education tend to be more effective in promoting student' achievement than those with lower levels of education. It has also been established that, experienced teachers are more effective at promoting student learning and achievement than novice teachers Duan et al. (2018), Hanushek & Rivkin (2012).

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Teachers should therefore be exposed to a variety of professional development opportunities through capacity-building forums, including curriculum support and study groups, as well as mentorship and induction programs (Jaquith, Dan, Wei, & Darling-Hammond, 2010). Yambo (2022) further advises that, teachers should fully comprehend a given curriculum through capacity building for easier implementation.

Conclusion and Recommendation

Drawing from the above findings, the study found that principals' management of teachers' capacity building has influenced curriculum implementation in public primary schools in Juba city council. That is, most public primary schools have few skilled teachers. These findings point to the fact that teachers' capacity building is very important for the promotion of academic excellence. In most public primary schools, teachers' capacity building is mandatory to practice though has not improved learners' grades in formative and summative assessments and curriculum implementation. The Education supervisors and SMC Officials acknowledge the significance of teacher capacity building and its impact on academic improvement. They recognize the role of principals in building teacher capacity through meetings and professional development seminars. However, there are limitations in the current teacher training programs, with many teachers in public schools having low qualifications and language proficiency. Despite these gaps, schools have seen some improvement, with the importance of having well-educated teachers who are part of the learning community emphasized.

The study recommends that principals should take the initiative to identify teachers' professional needs and liaise with the Education Supervisors to plan and adopt better strategies to build teacher capacity to improve the quality of education and academic performance in their schools. The study also urges school Principals to ensure professional patronage and feedback after classroom visits and professional documents/ records checks to update teachers on their areas of strengths and improvement

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