

**PARENTAL INVOLVEMENT IN THE DEVELOPMENT OF
CHILDREN'S WRITING SKILLS**

A CASE OF SELECTED BASIC SCHOOLS IN JUBA-SOUTH SUDAN

BY

SUZAN ALFRED WANI

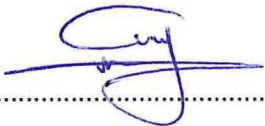
2011/X/HD/405/MVP

**A DISSERTATION SUBMITTED TO GRADUATE SCHOOL IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF MASTERS IN
VOCATIONAL PEDAGOGY OF
KYAMBOGO UNIVERSITY**

FEBRUARY 2014

Declaration

I, Suzan Alfred Wani do hereby declare that this is my own original work and has never been presented by any group or individual for an award to this University or any other University or institution of higher learning.


Signature.....

Date: 11/02/2014.....

Suzan Alfred Wani

Approval

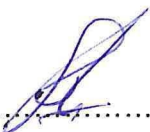
This is to certify that Suzan Alfred Wani has written this research report under our supervision and that it is ready for submission.

Signature: 

Date: 11/2/14

Dr. Godfrey Ejuu

Principal Supervisor

Signature: 

Date: 11/02/14

Mr. John Mugisha

Co-supervisor

Dedication

I dedicate this work to my parents Alfred Wani and Deborah W. Abba and my beloved mother Aisha Keji. I wish she was alive to see this, but the Lord gives and takes.

Acknowledgements

I thank the Almighty Father for His guidance and wisdom he gave to me until I finished my studies.

I would like to express my deepest gratitude and thanks to my supervisors Dr Godfrey Ejuu, and Mr. John Mugisha for their guidance, help and patience through all my study period.

In a special way I would like to thank the head of department of Art and Design, Kyambogo University, Mr. John Mugisha and the coordinators Mr. Ali Kyakulumbye, Mr. Christ Serwaniko and the other Mentors who contributed to the healthy academic atmosphere of the university and to all those who in one way or another offered assistance to make this research possible toward our study. Also my thankful goes to Norwegian Masters Abroad (NOMA), and the Government of Republic of South Sudan (RSS) who have given us the full support and the scholarship during our period of study.

My appreciation also goes to my beloved husband, Dr Edward Q. Bepo, who helped, encouraged, sacrificed, and found time to correct my writing, spellings, and grammar in each chapter. And also express appreciation to my colleagues and friends at the university.

Finally, special thanks goes the Ministry of Education (MOE), Central Equatoria State, Juba and the Educational Inspector at the county and Payam levels; Juba, Kator, and Munuki. Also to those teachers, parents and children who patiently filled with me the questionnaire and providing me with all the necessary information.

Abstract

The study was conducted in the Republic of South Sudan Juba, Central Equatoria State at selected schools of Juba County. The purpose of this research is to explore how parental involvement can be used to develop children's writing skills in Basic Schools of Juba, South Sudan. This study was guided by the three objectives; to find out factors that influence children's writing skills in basic schools of Juba South Sudan; to find out the role of parents in development of children's writing in basic schools and to investigate challenges that teachers face in the development of children's writing skills in Basic Schools of Juba South Sudan. The study used qualitative research approach and followed descriptive research design. Data were obtained through interviews, focus group discussions and documentary analysis. Results showed a marked awareness amongst parents, teachers and children about the importance of children's writing skills in the Basic Schools. And also it showed that socio-economic situation in South Sudan and physical conditions of children (Handicapped children) affect teaching and learning. Other factors include effects of Arabic language background, overcrowded class rooms and lack of learning materials in the Basic Primary Schools. The result showed that provision of learning materials by parents and attending parents meetings were among main factors that contribute in promoting children' writing skills; other factors include assisting in home work and guiding children in writing. The study revealed overcrowded classrooms, lack of learning materials and poor payment of teachers were among the most challenges that teachers face in teaching writing skills. I concluded that education stakeholders were aware of the importance of children's writing skills in Basic Schools of Juba, South Sudan.

Table of contents

Declaration	i
Approval	ii
Dedication	iii
Acknowledgements	iv
Abstract	v
Table of contents	vi
List of Figures	ix
List of Tables	x
CHAPTER ONE INTRODUCTION	1
1.1 Overview	1
1.2 Background to the study.....	1
1.3 Statement of the problem	5
1.4 Purpose of the study.....	6
1.5 Objectives of the study.....	6
1.6 Research questions.....	6
1.7 Scope of the study.....	7
1.7.1 Geographical scope.....	7
1.7.2 Content scope	7
1.7.3 Time scope	7
1.8 Significance of the study.....	8
1.9 Justification.....	9
1.10 Limitation of the Study.....	9
1.11 Conceptual framework	10
1.12 Definition of operational terms.....	11

CHAPTER TWO LITERATURE REVIEW.....	13
2.0 Introduction	13
2.2 Factors that influence children’s writing skills in Basic School	13
2.3 The role of parents in the development of children’s writing in Basic schools.....	16
2.4 Challenges facing teachers in developing children’s writing.....	19
CHAPTER THREE: METHODOLOGY.....	22
3. 0 Introduction	22
3.1 Research Design	22
3.2 Target Population.....	22
3.3 Sampling size	23
3.4 Sampling Technique	23
3.5 Method of data collection.....	24
3.5.1 Observation	24
3.5.2 Documentary analysis	24
3.5.3 Interview	24
3.6 Data Collection Procedure	25
3.7 Data processing and Analysis.....	26
3.8 Validity and Reliability	26
3.9 Ethical consideration.....	26
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTEPRETATION.....	27
4.0 Introduction	27
4.1 Demographic information:	27
4.2 Factors that influence children’s writing in basic schools of Juba, South Sudan.	30
4.3 The Role of parents in the development of children’s writing in basic school.....	38
4.4 Challenges that teachers face in the development of children’s writing in basic schools.....	45

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATION.....	54
5.1 Introduction	54
5.2 Factors that influence children’s writing in Basic school	54
5.3 The role of parents in the development of children’s writing	58
5.4 Challenges that face teachers in development of children’s writing in Basic schools.....	62
5.5 Summary	66
5.6 Conclusion.....	67
5.6 Recommendations	68
References	72
Appendices.....	78
Appendix I: Interview Guide for Teachers	78
Appendix 2: Interview Guide for parents	80
Appendix 3: FGD for Children	82
Appendix 4: A map of the Republic of South Sudan Showing Juba County in Central Equatroia.....	83
Appendix 5: Interview in Juba county and payams.....	84

List of Figures

Figure 1.1: A map of the Republic of South Sudan Showing Juba County in Central Equatorial	8
Figure 1.2: Conceptual Framework	10

List of Tables

Table 3.1: <i>Showing the number of respondents in their respective selective method.....</i>	23
Table 4.1: <i>Category of respondents.....</i>	27
Table 4. 2: <i>Teachers by gender</i>	28
Table 4.3: <i>Parents by gender</i>	28
Table 4. 4: <i>Children by gender</i>	28
Table 4. 6: <i>Factors that influences children's writing skills in basic school as given by teachers</i>	30
Table 4.7: <i>Factors that influences children's writing in basic school as given by parents</i>	31
Table 4. 8: <i>Factors that influence children's writing skills in Basic School as given by children.....</i>	32
Table 4. 9: <i>Summary of factors that influence children's writing skills in Basic Schools</i>	33
Table 4. 10: <i>Roles parents are playing to support their children to write as given by teachers</i>	39
Table 4. 11: <i>Roles parents play in promoting writing skills as given by parents.....</i>	39
Table 4. 12: <i>How parents help children to learn to write? as given by children</i>	40
Table 4. 13: <i>Summary of the role of parents in developing children's writing in basic school</i>	41
Table 4.14: <i>Challenges that teachers face in the development of children's writing skills in Basic Schools as given by teacher</i>	46
Table 4. 15: <i>Challenges that teachers face in the development of children's writing skills in Basic Schools as given by parents</i>	47
Table 4. 16: <i>Do your parents' help you with writing skills at home? As given by children</i>	48
Table 4. 17: <i>Summary of challenges that teachers face in the development of children writing skills</i>	49

CHAPTER ONE INTRODUCTION

1.1 Overview

Parents with limited experiences of education may give educational responsibility to the teacher rather than see education as a partnership between families and school (UNICE, 2005). The following introduction are brief guidelines to help schools promote a supportive environment, and the ability to identify children writing and assess their needs, sensitive transition and orientation programs, strengthening relationships between students, staff and parents. It also presents my personal background which explains my educational qualification and work experiences. I further present the statement of the problem which gives a brief account of reasons as to why this research report is worth undertaking. These are followed by the purpose, specific objectives, and research questions and scope of study.

1.2 Background to the study

Human beings are social animals that must communicate regularly with other human beings. Communication can be in many different ways that include writing. Writing skills is a complex technique developed in children to enhance their competences to experiment with words. According to UNESCO cited in Othman, (2005) writing skills are a part of literacy skills. Since literacy skills are regarded as basic human rights, therefore, it is a government's responsibility to provide its citizens with the skills. Literature review has revealed that writing skills are the highest language skills paralleled to the development of the brain and language experiences. In language skills, its function primarily is to communicate and resolve daily affairs in the area of education, social, and job related tasks. According to Eliášová, as cited in (Tandlichova, 2008)

noted that, writing is a means of developing communicative skills and competencies that represent complex variety of activities which are in a dynamic interactive process, as it motivates learners to play with learning materials.

It should be noted that sometimes learning writing is not as easy as we may think. Students may experience difficulties in writing for a variety of reasons. These difficulties may vary in cause, nature, intensity and duration. Students who need additional support in writing often demonstrate significant difficulties in planning, writing and revising text. Some students may have difficulty in communicating ideas, events and experiences because of a limited repertoire of spoken and written English. Others may have difficulties with the 'mechanical' aspects of writing, such as handwriting, punctuation and spelling. In the case of Southern Sudan, combinations of factors have led to poor writing and literacy skill development among children.

Republic of South Sudan just emerged after a long period of two very devastating civil wars (1955 to 1972) and the second from (1983 to 2005). The wars affected every aspect of development and life, including educational systems. At present, illiteracy rates are high in the country, it is estimated that more than eighty percent of the South Sudanese population cannot read and write, (2012)¹. As the country tries to recover in different sectors, in the area of education, it is still challenged by lack of educational learning materials, low teacher salaries, and large class sizes with children commonly sitting on the floor, (Broown, 2005)².

¹ South Sudan Education 2011
[Http://en.wikipedia.org/wiki/education, in South Sudan](http://en.wikipedia.org/wiki/education_in_South_Sudan)

² Educational yei officer South Sudan
<http://hri.ca/tribune/2-1-2.html>.

³<http://www.edgov/programs/titlepart/reportcardsguidance.doc>.

In Sudan, the education system is arranged in the following ways: After Sudan's independence in 1956, the education system changed from elementary to primary school. The elementary system used to run for four years before a pupil joins junior school (three years), senior school level (three years) where a student sits for Sudan School Certificate to join a university. At late eighties, the primary school level was changed to Basic School; this runs for eight years where a pupil attains a basic school certificate to join a secondary school (three years) and attains a Sudan School Certificate to join the university. After the South Sudan independence in July 2011, the Government of Republic of South Sudan continued with the same system of basic Schools and secondary schools. Thus, the focus of this study is on Basic Education, which is the lower primary section.

The Republic of South Sudan consists of ten States. Each State is composed of between three to twelve counties. Each county is made up of small divisions called Payams. Similarly, the Payams are made up of smaller units called Bomas. Each Boma is made up of villages as the smallest unit of the administrative division of the country. In these villages, interaction with parents is necessary to promote early learning and development of writing skills.

Parental interactions with children can have a large positive effect on child development, (Eitel 2011). Parents who spend time playing and teaching their kids through reading and by Performing various types of hands-on games and activities can have a positive impact on their children development Henderson and Berla, (1997). Parental involvement is a working link between social class and pupil achievement and adjustment. It is the process of improving

teaching and learning where parents and the community can intervene and assist in school improvement, these reflect good practice in engaging families in helping to educate their children, because students do better when parents are actively involved in the education process, both at home and at school. Dickson and Simmon, (2002)³ When schools work together with families to support learning, children tend to succeed not just in school, but also through life, state that, the importance of parent involvement in increasing children achievement, the evidence is beyond dispute, when families are involved, children do better in school, Henderson and Berla, (1997).

When we turn to the foreign language, some teachers would say that children should not be expected to write in a foreign language until they have developed strong speaking, writing, and reading skills. Many textbooks for young learners would appear to support this attitude. Writing activities are often insignificant other than word matching. There are few writing activities in most commercial textbooks that require children to express their ideas in the new language in a written form. Yet, writing is “difficult to teach because it is the most complex form of communication; however, it is critical because it is a common mode of communication, especially when they have introduced a new language to the school and children. Limited information exists in South Sudan about children’s writing skills. Most information focuses on general education; thus this study will try to find out factors that influence children’s writing, more specifically, about parental involvement in the development of children’s writing skills in the Basic Schools of Juba, South Sudan.

Sudanese journal for human right culture and issues

www.sudan-for all.org

Official languages can be divided into statutory and symbolic. The first refers to languages becoming official by law and for the second languages become symbols not by legislation but by history. Pinnocke cited in (Gacheche k. , 2010). He noted that, the use of foreign language for teaching and learning is 75% of the out-of school children, one found in linguistically diverse countries that enforce a non-indigenous language for schooling and value of mother tongue based on education to improved reach and quality of education.

1.3 Statement of the problem

South Sudan after its independence in July 2011 adopted English as its first official language of instruction as Arabic Language was the first before independence. Arabic language writings start from right to left side, while English writings from left to write. This change in direction has dramatically affected the speed and quality of handwriting. The effect now is that it is estimated that more than eighty percent of the South Sudanese population cannot read or write, (Chan, 2011). There are no studies on parental involvement, available studies only focus on general education status in S. Sudan. Children who complete Basic School children in Juba continue to leaving with limited writing skills that make it difficult for them to communicate in written form. Parents on other hand have left the responsibility of teaching and supporting their childrens developing the writing skills to teachers. This has resulted into writing poorly and rising illiteracy rates thus failing to meet the Millennium Development Goal (MDGs) 2 whose target is to ensure that by 2015, children everywhere, boys and girls alike will be able to read and write. This study therefore sought to establish necessary information on the nature of

parental involvement in the development of children's writing skills in Basic Schools of Juba, South Sudan.

1.4 Purpose of the study

To explore how parental involvement can be used to develop children's writing skills in Basic schools in South Sudan.

1.5 Objectives of the study

This study will be guided by the following objectives:

1. To find out factors that influence children's writing skills in Basic Schools of Juba South Sudan.
2. To find out the role of parents in the development of children's writing in Basic Schools
3. To investigate challenges that teachers faced in the development of children's writing in Basic Schools of Juba South Sudan.

1.6 Research questions

The study will be guided by the following research questions:

1. What are the factors that influence children's writing skills in Basic schools of Juba South Sudan?
2. What are the roles of parents in the development children's writing in basic schools?
3. What are the Challenges that teachers face in the development of children writing in Basic school in Juba South Sudan?

1.7 Scope of the study

The scope consists of geographical scope and Content scope.

1.7.1 Geographical scope.

The research was conducted in the Republic of South Sudan Juba Central Equatoria State, at selected schools. Juba County has three payams, namely; Juba, Kator, and Munuki. Five primary schools were selected randomly from each payam.

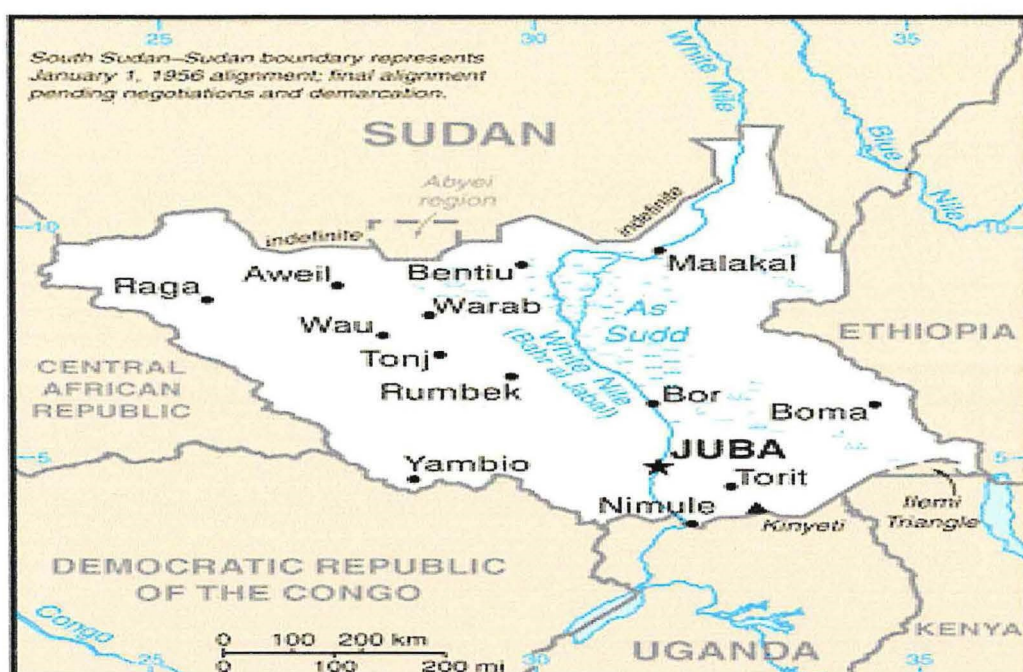
1.7.2 Content scope

The content of this study was limited to information advocating for writing skills specially was limited to those information that given parents their involvement in and helping their children at schools or homes to teach them how to write in a proper way. Also information that gives teachers pedagogical skills for preparing children for designed practical lesson on writing. The content was limited to information that could be found available from 2010 – 2013.

1.7.3 Time scope

I have limited my content to only existing information that could be found between 2005 and 2010. This is because it is very difficult to obtain data before 2005 since they are destroyed during the war. From 2005 up to now, the Ministry of General Education through the Education Information Management System and Development partners have managed to obtain useful data. This is why the years between 2005 and 2010 are pretty important.

Figure 1.1: A map of the Republic of South Sudan Showing Juba County in Central Equatorial



Source: Google map of the Republic of South Sudan Stat

1.8 Significance of the study

- 1.This research may also be used by policy makers in Ministry of Education to introduce a new system of education.
- 2.Information on parental involvement established in this study may be used by parents in other payams by them using the same activities to support their children’s learning of writing skills.
- 3.The challenges teachers face in the teaching of writing established by this study may be used by head teachers to provide the needed support to the teachers so that they can be comfortable and teach writing effectively.

1.9 Justification

The long civil war in South Sudan has affected all the social services, including health, infrastructure and educational system. Most of the schools are affected before the peace agreement due to lack of trained and qualified teachers in South Sudan. Primary and basic schools tend to be overcrowded, class sizes are large, and schools rarely offer the complete primary cycle. Between 2002 and 2009, the average enrollment in a primary school doubled to 429 students, resulting in many overcrowded schools. In 2009, the average pupil-teacher ratio in primary schools was 52 when volunteer teachers are included and 81 excluding volunteers, and there were 129 pupils per classroom, on average. Most of the primary schools (75 percent) and some of the basic schools do not have permanent structures, which leads to the loss of school working days World Bank (Chan, 2011).

1.10 Limitation of the Study

Limited time: Some respondents were having busy schedules and this made the interview appointments with respondents to be re-scheduled. This limited the interactions with respondents. In-depth interviews could not be carried out. Thus data was collected within the time respondents were available. This in a way could have affected the quality and amount of data collected.

1.11 Conceptual framework

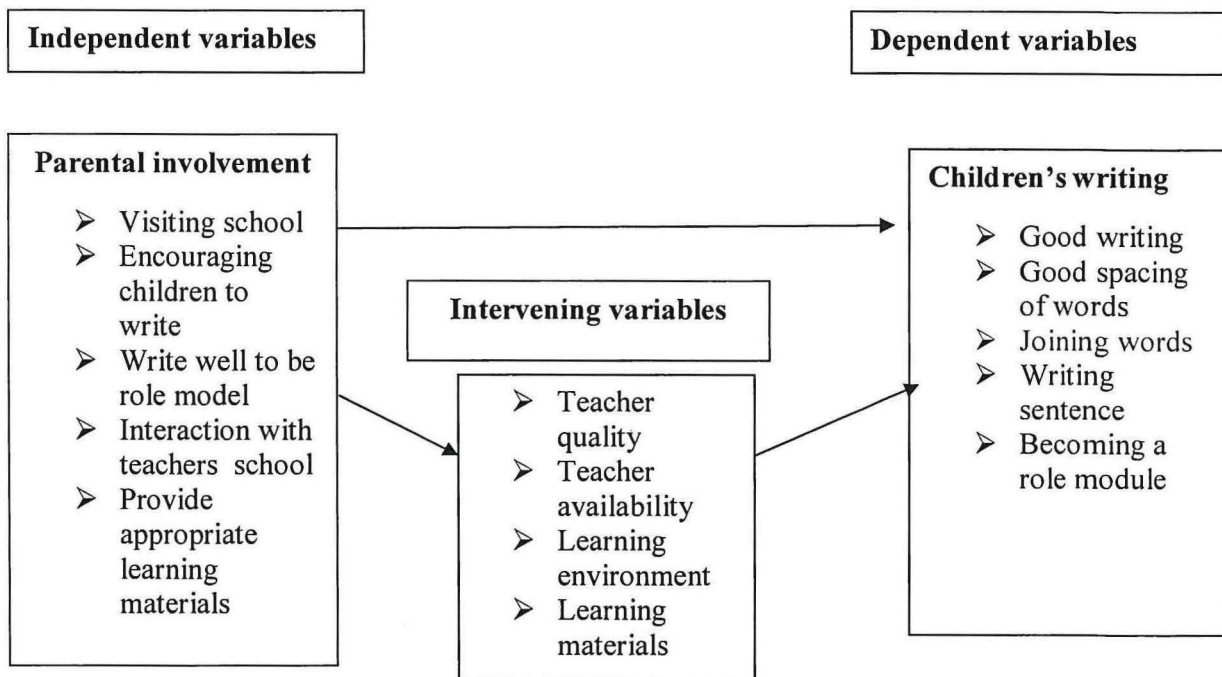


Figure 1.2: Conceptual Framework

Explanation of the Conceptual framework

In this study, the conceptual framework explains the interconnection between the independent and dependent variables. It further explains the effects of intervening variables on parental involvement in the development of children writing skills. the independent variables show that parental involvement in visiting schools encouraging children to write, being role models, interacting with teachers and providing appropriate learning materials would lead to development of children's' writing skills in form of clear words, good spacing of words, joining words and excellent sentence construction. However the school encouragement, teacher quality,

teachers' availability, learning environment and learning materials were perceived to affect both the independent and dependent variables.

1.12 Definition of operational terms.

In the context this study, the following are the meaning of the key terms.

Early Childhood Education means pre-school education provided either within a primary school or in an institution specially designed for that purpose and suitable to the needs of children three years of age or older but less than six years of age.

Primary education means education beginning from the age of six which comprises eight years from primary one through primary eight.

Parental Involvement where parents and the community can intervene and assist in school improvement; these reflect good practice in engaging families in helping to educate their children,

Writing Skills are basic skills that should be acquired by every pupil right from the start of his or her primary education, and it can be through reading and listening.

Parenting skills in parent-child interactions; home conditions to support study; information to help schools know child

Teaching service means the section of the labor force employed to carry out teaching function.

Teacher trainee is a learner under a teacher training programme.

Learning environment is defined as a school community and its infrastructure such as a designated space, a compound, building, classrooms, recreational areas, water points, sanitary

facilities, administration offices, libraries, laboratories, or other requirements for learning.

Directorate of General Education shall be responsible for providing strategic direction in developing and implementing general education programme at the primary, secondary, and alternative education levels.

Vocational education means a course of study providing practical skills and professional education in a vocational school or institute.

National languages, refers to all indigenous languages of Southern Sudan as stipulated in the Interim Constitution of Southern Sudan, 2005.

Parent Teachers Association refers to a body of teachers and parents that mobilizes resources from the community on behalf of a primary school, and participates in passing the school's annual plans and budget.

(CPA) Comprehensive Peace Agreement

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

In this chapter I reviewed the literature which is guided by the objectives of this study, The approach is intended to give an analytic understanding how parental involvement in development of children writing in basic schools of Juba South Sudan, and how the knowledge and the skills have been gained through teaching, parent- teacher intervention among learners with the competences acquisition and to find out the role of the parents in developing children writing in basic schools, also the challenges that facing teachers in developing children writing skills.

2.2 Factors that influence children's writing skills in Basic School

Writing is defined as the way of emotional processes and motivation, as opposed to what of writing, the product and the how of writing. It is further linked to self effectiveness which Bandura explains to encompass beliefs in one's capabilities to organize and execute the courses of action required in managing prospective situations including writing (Bandura, 1998).

There are many factors that influence child development, and for most of them we do not have any control. If we have a good understanding of what children need to grow and understand, we are better able to address how learning affects the development of children writing (Tandlichova, 2008). Writing idea has also been with us for some time. It is a complex of techniques developing learners' language competences, mainly writing skills. It serves as a "bridge" natural integration of literature into language learning.

Most preferred learning activities are those connected with playing games, drawing and writing hand on hand activities working with natural, different expectations and emphasis on the part of the home and school regarding what is acceptable language; for instance, parents may believe that the local language should be the medium of instruction, while the teachers need to expand their selection of techniques, tools and strategies beyond the typical linguistic and logical ones used in traditional school system, transferred to the foreign language in the classroom.

Addition to that, a child may affect using a native or a different language which is a mother tongue, when he /she pronounce a word or a joining sentence. This forces learners and teachers to opt for rote teaching and learning where the children merely memorize what the teacher says without necessarily understanding the meaning (Gacheche, 2010) “Children who are members of an ethnic or linguistic minority or an indigenous group enter school with poorer prospects of success and emerge with fewer years of education and lower levels of achievement”

A context for learner’s development is framed by skills such as listening, speaking, reading, writing, guessing and interpreting, etc, abilities and language functions starting conversation, and writing ability. We can identify another area which is also taken into consideration by the transformation to another language. It is the process of learning and learner’s responsibility for learning and self assessment.

(Eva, 2008) Foreign language perception acquisition is more appropriate than (institutional) learning - a conscious approach to another language than our mother tongue? Or can we suggest that learning is more than just transformation of information [about the language] from a course book or other teaching material into learner’s memory?

Foreign language is a process within which individual learner's personal knowledge and skills are combined. It is the ability to make the system of knowledge, skills, abilities, social and cultural values, attitudes, emotional and other personal qualities in various contexts and activities work effectively.

Handwriting readiness can be developed by activities to improve children's excellent motor control and isolated finger movements, Handwriting is complex perceptual-motor skill that is dependent upon the maturation and integration of a number of cognitive, perceptual, and motor skills, which is developed through instruction and it is an academic skill that allows individuals to express their thoughts and feelings to communicate with others. (Blote, 2007).

Although handwriting instruction is mostly the responsibility of teachers, an Occupational therapist plays an important role in determining the underlying postural, motor, sensory-integrative, and perceptual deficits that may be causing the bad writing (Pratt, 1989) The Occupational therapist provides intervention wherever appropriate by devising exercises to develop necessary skills, providing teachers with strategies to improve classroom performance, and supporting home activities. It is a known fact that children learn best by manipulating objects.

According to (Doly, 2010) only about 12% of what we learn comes from hearing while 75% comes from what we observe. It is ideal to conclusively say that what is seen is what is best learned. Teaching learning materials on writing is therefore well suited for practical and experiential learning. Indeed teaching materials on writing is quite useful that teaching cannot afford to do without in their day-to-day classroom practice.

2.3 The role of parents in the development of children's writing in Basic schools

Parents are the most important factor in school development. Whether a child is raised by parents, grandparents, or others, a family provides bonding and first relationships between a child and a teacher in school, levels of parental involvement is not much bigger than differences associated with variations in the quality of schools. This impact is evident, in the research showing that parents should involve themselves in school activities, helping with a home work, and attending parents meeting in school. Sharp cited in (Jenny, 2005). However, the author did find that parents influence the homework environment, for example, by encouraging the child to complete their homework and creating appropriate conditions for learning this in turn may be associated with achievement at school.

Suggest that the benefits of parental involvement in schools mainly accrue to the child of the participating parent and more significantly, may come at a cost to other children in the class because the parent may put pressure on the teacher to devote time to their child.

Differences between parents in their level of involvement are associated with social class, poverty, health, and also with parental perception of their role and their levels of confidence in fulfilling it. Some parents are put off by schools and teachers.

The strongest support for learning occurs at home through positive parenting styles, night reading, homework policies, and high expectations. Schools that measure their success in reaching and design their approaches to increasing and enhancing partnerships may want to

consider some additional Contacts with families that tend to be about problems students are having in schools to be strong partners with schools about their children.

Constructively theories focus on the processes by which learners build their own mental structures which interact with an environment. Their pedagogical focus is task-oriented. They favor hands-on self directed activities oriented toward design and discovery. They are useful for structuring learning environment, such as stimulated words, so as to afford the construction of certain conceptual structures through engagement in self –directed task piaget, cited, in (Wenger, 1998)

This practical resource can assist teachers to develop and adjust teaching strategies and class programs to meet the needs of a range of learners experiencing difficulties in basic schools.

Learning material in basic schools is one of the factor that affect children writing in basic schools. Textbooks, maps, charts, posters, and blackboard, it is also shown how they are related to the quality and basic materials of education. In South Sudan there is acute shortage of textbooks and current base line assessment found that about half of the primary pupils have no textbooks, while only 13% having at most two textbooks. Children with no textbooks carry a high risk of not attending schools (Biong, 2006). Children who need additional support in writing often demonstrate significant difficulties in planning, writing and revising text. Some students may have difficulty communicating ideas, events and experiences because of a limited repertoire of spoken and written English. Others may have difficulties with the ‘mechanical’ aspects of writing, such as handwriting, punctuation and spelling.

(De La Pa, 2007) The aim of teaching writing is to equip students with the knowledge and skills to write effectively for a range of purposes and

in a variety of contexts. For students needing additional support with writing, it is the quality of teaching and assessment that makes the most difference to their achievement.

Primary schools, which meant that no child, especially from poor families, would be without access to primary education, because of inability to pay school fees. The schools were responsible for collecting funds from parents for learning materials and other operational expenses while the government was mainly responsible for the salaries of teaching staff. In addition, schools were allowed to recruit extra teachers paid by parents to cater for shortages.

As practical skills, communication consists of the ability to speak, write, and read. Some times parents and teachers were not in good contact. There is lack of communication between them in the school, some teachers claim that parents were not turning up whenever they were called and also parents were claiming that teachers were not calling them when school had a function, hence lack of communication between teachers and parents in school. Children may not have enough chances in the development as a disciplined child in school. Moore, (2009) of all the knowledge and skills you possess as a teacher, those concerning communication will be among the most significant and the most useful, through communication you interact with students and parents, you teach, and students learn. Without communication teaching could not occur and school would not function,

2.4 Challenges facing teachers in developing children’s writing

(Eitel, 2011) It is important to engage children in lesson activities both physically and mentally. Children and teachers need to work on developing social and cooperative skills, concentrate on the children's acquisition of basic skills which is reading and writing.

Writing is an essential skill that can help children become stronger readers; it can provide the means to enhance vocabulary, comprehension and spelling abilities. With the help of teachers the importance of writing skills teachers and parents can do to make the process smooth and successful. Teachers are the most valuable investment schools make and the quality and most important schooling factor influencing children achievement. Many teachers and schools have worked together to develop interactive methods of teaching. (Ferlazzo, 2012). It's likely that our students are intrinsically motivated—just motivated to follow their own interests, not to do what we want them to do. Teachers' challenge is to work alongside our students, to know their interests and goals, and to develop trusting relationships that help students connect their learning to their goals in a way that motivates from within.

It’s important to note that there are individual teachers who are highly effective although they lack one or more of these qualities, just as there are ineffective teachers who have all of them. But on average, the presence rather than absence of these qualities is more likely to produce effective teaching. As shown in this study (2008). Show that, teachers who have professional education training, or “pedagogy,” produce higher student achievement than those who enter the profession and lack this background.

Another obstacle to learning within primary grades is the size of the class. In many cases, teachers can have a total of about 80-100 children at a time in a regular sized classroom, which

creates a congested learning environment. In such cases it is almost impossible for a single teacher to meet the needs of every individual learner. In overcrowded classrooms, teachers face many challenges which in turn affect student performance. Firstly, they are under a great deal of force to teach all of the curriculum outcomes in order to prepare students for their examinations. Combined with a lack of funding and classroom space teachers are at a loss when it comes to planning creative lessons.

(Tran, 2000). Teachers of the Year to determine which aspects of the physical environment affected their teaching the most and these teachers pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors. In particular, the teachers emphasized that the ability to control classroom temperature is crucial to the effective performance of both students and teachers.

Some parents lack the skills or confidence to get involved their child's learning, particularly in a school setting. A study found that some parents said they had difficulties in reading from a children's book and some found out that it was difficult to understand and recognize numbers, Parents are also concerned that they might be 'doing things wrong' because teaching methods have changed since they were at school

Particularly to this challenges associated with lack of use of teaching and learning materials on writing that facilitate teaching and learning in Basic schools South Sudan, Through my observation some teachers and parents they have not completed secondary education due to the poor economic condition of the family, illiterate and poorly educated parents, lack of facilities at home for learning and School for this reason, government should intervene and support

parents teachers, and children in terms of development. Teaching writing skills need to be practical and teaching through learning.

It is a well known fact that children learn best by manipulating object. According to (Doly, 2010) only about 12% of what we learn comes from hearing while 75% comes from what we observe. It is ideal to conclusively say that what is seen is what is best learned. Teaching learning materials on writing is therefore well suited for practical and experiential learning. Indeed teaching materials on writing is quite useful that teaching cannot afford to without in their day-to-day classroom practice.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

The chapter focuses on the methodology that was used to determine the problem of the study. Information on the following aspects of the study were presented as follows: research design, target population, sampling procedure and sampling size, data collection techniques and instruments, Data quality management i.e. pilot testing, validity and reliability, data collection procedure, data analysis procedure and ethical issues, anticipated limitations

3.1 Research Design

This study used a qualitative approach following a descriptive research design specifically using a case of selected Schools in Juba, South Sudan. According to Ian (1993) qualitative research deals with meanings mediated mainly through language and action. In qualitative research, the researcher listens to the respondents' opinions and views as they express their concerns on problem affecting them. The study took a descriptive study design because the researcher was interested in analyzing and interpreting the result in a narrative form.

3.2 Target Population

Population refers to both persons and objects under investigation (Wangusa, 2007). But Amin (2005, p. 234) puts it that it is the population to which the researcher ultimately wants to generalize the result. For this study, the target populations were teachers of primary schools, parents from different payams, and children from primary schools. I chose these respondents

because of their knowledge and the skills to wards teaching primary levels in the Republic of South Sudan.

3.3 Sampling size

The sample size was 50 respondents as categorized in the below table

Table 3.1: Showing the number of respondents in their respective selective method

Target category	Population	Sample size	Sampling technique
Teachers from primary schools	100	20	Purposive
Parents from different payams	100	20	purposive
Children of primary school	100	10	Random

3.4 Sampling Technique

I collected the data from the three payams of Juba County, Juba, Kator and Munuki. All the three payams of Juba County are considered urban. The study areas covered only urban settings. I used simple random sampling technique to select Basic School children and some parents because I wanted to give each respondent a chance to participate in the study without bias. A list of all the schools was provided by the education unit in each payam. The schools totalled to fifteen. They were listed alphabetically and from the list made, I chose every two schools skipping one every time. Out of the fifteen schools ten schools were selected using simple random sampling. All teachers and parents were purposively selected for the study because they are key informants in the study.

3.5 Method of data collection

Three different questionnaires were designed and pre-tested to capture information from teachers, parents and children. I conducted one to one interviews with school teachers and parents. I used a focus group discussion to capture information from school children. During the interview, I used a camera to enable me capture some data in form of picture that could be analyzed once again from different point of view.

3.5.1 Observation

I observed the capability and the standard of teachers who teach in different primary schools, and the standard of the children who were able to write well in schools. I also observed the organization of the class room, number of the children inside the class room, and the school environment. Observation check list was used to record my observation on a daily basis. This technique also cut across all the three objectives.

3.5.2 Documentary analysis

I reviewed the few documents available to extract some relevant information about the basic education in South Sudan.

3.5.3 Interview

I used oral face to face interviews to collect data from respondents. Specifically, parents and teachers were interviewed to obtain information on the nature of parental support being given for promoting writing and their effect on children's writing. According to Bogdan and Keklen cited in Shaila (2011) defines interview as purposeful conversations aim at gathering

descriptive data in participants' own words that help the researcher to understand participants perspective of a situation being investigated. I used interview because some parents are illiterate, and I can be able to capture the information easily through talking and discussing.

3.6 Data Collection Procedure

The research started with proposal as a guide for the whole process of study. Research instruments were developed and pretested in Noma in order to find out whether they were valid and reliable. Secondary, data was collected before going for the primary data. An introductory letter was obtained from Kyambogo University and presented to the study population. While in Juba, I visited the officer in charge of primary education in the Ministry of Education, Central Equatoria State. After brief introduction, I presented the introductory letter from the university; I was welcomed and briefed on the next steps. The officer then referred me to a specialized office in charge of research and quality of education where I was offered a letter addressed to Juba County education department. I visited the county office and again introduced myself and presented the letter. The county education officer then wrote letters addressing the education sector of three payams of Juba, Kator and Munuki. The payam education officer then wrote and communicated to the selected school head teachers introducing to them about my visits and the purpose behind it. My first entry point to each school was the head teacher, after careful introduction, the head teacher then identified teachers at random to be interviewed followed by children with the help of the school teachers. Parents were also selected. I visited the selected parents at their residents and conducted the interviews after introduction and obtaining their consent. I used camera to document most of the interviews.

3.7 Data processing and Analysis

Following the data collection, data cleaning was performed on each questionnaire to correct errors. The data was processed by description. It was further processed by sorting the information received from the respondents and interpreted objective by objective. Cohen and Manion cited in (Okello, 2009) asserted that “the data collected is known to be raw information. It therefore has to be organized in various stages.” In this case, the data collected from the interviews was transcribed, sorted out according to the emerging themes, coded, analyzed, using a calculator to calculate percentages and presented in form of tables the results were discussed based on the literature review and the corresponding themes and objectives.

3.8 Validity and Reliability

Pre-testing the research instruments for validity was conducted in NOMA with students and mentors who are experts in the field of vocational pedagogy and research. Reliability was ensured by asking the same interview questions to the different categories of the study population and checking their responses if they answered the objectives.

3.9 Ethical consideration

Permission to conduct the study was sought from the respondents using the letters obtained from Kyambogo University as well as the Ministry of General Education and Instruction Central Equatoria State. Additionally permission was sought to take the photographs and use them in the text. Confidentiality and objectivity was also observed as part of ethical considerations in the study by coding, storing information in the password protected computer and keeping all the paper works in a lockable drawers

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTEPRETATION

4.0 Introduction

In this chapter, I presented, analyzed and interpreted the data I collected during the study which I conducted in basic schools in the three payams of Juba County; Juba, Kator and Munuki of South Sudan. In the presentation, I only presented significant views of the respondents and used simple analysis technique to present the results in Table form according to the objectives. Statements were captured during focus group discussions and only significant statements were analyzed and interpreted.

4.1 Demographic information:

In this section, respondent categories, gender and qualifications were analyzed. I first analyzed respondents by category and the result show that teachers account for 40% of respondents; followed by parents 40%; and children 20%.

Table 4.1: *Category of respondents*

Category	Freq	%
Teachers	20	40
Parents	20	40
Children	10	20
Total	50	100

Table 4.1 shows that teacher's gender was analyzed; male teachers were found to be 60% and female teachers 40%. This is summarized in the Table below.

Table 4. 2: Teachers by gender

Sex	Freq	%
Male	12	60
Female	08	40
Total	20	100

Table 4.2 above shows teachers by gender. 12 respondents representing 60% were male while 08 representing 40% were female.

Table 4.3: Parents by gender

Sex	Freq	%
Male	11	55
Female	9	45
Total	20	100

Data in Table 4.3 shows that 11 parents representing 55% were male parents while nine parents representing 45% were females.

Table 4. 4: Children by gender

Sex	Freq	%
Male	5	50
Female	5	50
Total	10	100

Table 4.4 shows that five pupils representing 50% were males while five pupils representing 50% were females.

The qualification of the teachers in basic school,

Teachers' qualification play a major role in the standard of schools and children's learning. In this section, teachers' qualifications were analyzed and the result show that majority of teachers were having certificate (45 %); followed by diploma (30 %); graduates (25 %) and no teacher had any kind of training. This is summarized in Table below.

Table 4. 5: *Qualification of the teachers*

Qualification	Freq	%
Certificate	9	45
Diploma	6	30
Graduate	5	25
Un trained	0	0
Total	20	100

Table 4.5 shows qualifications of teachers. Nine teachers representing 44% were certificate holders. Six teachers representing 30% were Diploma holders, and five representing 25% were graduates.

4.2 Factors that influence children’s writing in basic schools of Juba, South Sudan.

This objective was set out to determine factors that influence children’s writing in basic schools of Juba, South Sudan. Understanding factors that influence children’s writing was known to be of greater importance in guiding governments, schools, parents, teachers and children in improving children’s writing skills. The factors were got from different stakeholders; first from teachers, then from parents and children. Here, I interviewed teachers to find out their opinions on factors that influence children’s writing; the result obtained was summarized in Table below.

Table 4. 6: Factors that influences children’s writing skills in basic school as given by teachers

Factors that influence	Freq	%
Overcrowded class	06	30
Lack of learning material	06	30
Arabic background	04	20
Language problem	02	10
Physical handicap	02	10
Total	20	100

The data in Table 4.6 shows that overcrowding and lack of learning materials were the leading factors that influence children writing 30%; followed by Arabic background 20% and both language and physically handicapped 10%.

After interviewing teachers, it was found necessary to get the opinion of parents on factors that influence children's writing in basic school. Here, I interviewed parents to find out their opinions on factors that influence children's writing; the result show that lack of writing skills accounts for 30% of the factors; followed by language problems and lack of qualification 20%; illiteracy 15%; time management 10%; and lack of interaction between teachers and parents 5%. This is summarized in Table below.

Table 4.7: Factors that influences children's writing in basic school as given by parents

Factors that influence	Freq	%
Lack of skills on writing	06	30
Language problem	04	20
Lack of qualification	04	20
Illiterate person	03	15
Time management	02	10
Lack of interaction between teachers and	01	05
Total	20	100

Table 4.7 above presents the meager factors that influencing children writing skill were 30% lack of skill on writing were language problem 20% and lack of qualified teachers.

In order to complete the picture and have better understanding, I went further to interview the children themselves and obtain their opinion on the factors that influence their writing skills; the result got show that Arabic background account for 60% of the factors; followed by lack of

learning materials and having no support from teachers and/or teachers 20% each. This is summarized in table below.

Table 4. 8: Factors that influence children’s writing skills in Basic School as given by children

Factors that influence	Freq	%
Arabic background	06	60
Lack of learning materials	02	20
No support from teachers/parents	02	20
Total	10	100

Data in Table 4.8 shows that, Arabic background is a leading factor which affects children’s writing in basic school. Was account for 60% and follow by the learning material 20%, and 20% from parents and teachers who are not supporting with any kind of provide learning.

From the analyses of the respondents’ views above, the overall summary shows that being from Arabic background was the leading factor that influence children’ writing in basic schools 20.8% followed by overcrowded children 16.6%,, lack of learning materials, language problems and lack of skill on writing account for 12.5%; and lack of qualification on writing 6.25%. This is summarized in table below.

Table 4. 9: Summary of factors that influence children’s writing skills in Basic Schools

Factors that influence	Freq	%
Arabic background	10	20.8
Overcrowded class	08	16.6
Lack of learning materials	06	12.5
Language problem	06	12.5
Lack of skills on writing	06	12.5
Lack of qualification	03	6.25
Illiterate person	02	4.16
No supporting from teachers and parents	02	4.16
Time management	02	4.16
Physical handicap	02	4.16
Lack of interaction between teachers and parents	01	2.0
Total	48	100

Data in Table 4.9 indicates the summary of factors that influencing children in Basic School were Arabic back ground and accounts for 20.8% Of respondents followed by overcrowded class were 16.6% and lack of learning materials at home and school.

Other key informants like head teachers were interviewed to get their opinion on why children were not writing well in basic schools. This was got through interviews as explained in the following paragraphs.

Being from Arabic background was identified as one of the main factors affecting children's writing in the basic schools. This factor made writing challenging as it involved use of two different systems of writing as explained by one of teachers who was interviewed in the following excerpt:

“Here in basic school, we teach children to write from left to right. But these children who have had Arabic teaching background, they write from right to left, so it is difficult to just change them in one day, as they are used to writing in the opposite way interview with Teacher from basic School”

The above excerpt shows that children who are in basic school are already used to another style of writing. Introduction of writing in English is reversing what they have already learnt and therefore needs time to train children in it.

Remuneration of teachers was also raised as an issue that affects children's writing. Teachers need to be appropriately remunerated to motivate them to put extra effort in teaching writing. The teachers however, take long without being paid as explained in the following excerpt.

“For us teachers here, you teach expecting to be paid. But here we go for two or three month without any pay in terms of reward or salary, in this case a teacher will not have interest in teaching, he /she will not be motivated in teaching and therefore not give good attention to children's writing” .teacher from basic school.

The above excerpt shows that teachers are actually not teaching writing because it require doing a lot of work, yet the teachers feel that they are not being rewarded well for the work they are doing. Therefore, without this pay, children will keep writing badly.

Another factor was lack of writing materials and textbooks to be used in teaching writing. Teachers who were not well trained need more teaching materials to be provided to them. This is however, not being done as explained by one teacher in the following excerpt:

“We teachers we are facing some challenges in school, government is not providing enough school facilities like text book, maps, charts, and some important teaching aid, which children need to use to learn. There are no writing books, pencils or any support materials for teachers to teach writing well”.

The above excerpt shows that teachers do not have instructional materials to use to teach children writing. If these facilities are not there, it may become difficult for them to teach writing.

Parents’ opinion on why their children are not writing well in basic school was got through interviews as explained in the following paragraphs.

Illiteracy was identified as one of the main factors which affect children’s writings in basic schools, some parents cannot read and write, and so, you do not expect them to teach children to write in basic school as explained by one of the parents.

“We parents, sometimes we are facing some difficulties in helping our children how to write, and we can’t support them with any kind of teaching, because some of us don’t know how to read and write, that’s why writing becomes a difficult task for us”

The above excerpt, shows that, parents are not helping their children with any kind of teaching and learning of writing skills, because of their illiteracy, therefore, children will not performing well, if parents are illiterate.

Another factor was teachers have a very limited formal educational training and some of the teachers were not qualified, holding a Sudan School Certificate or secondary school certificate, so teaching writing became a big problem to the teachers in basic school, as explained by a parent.

“In basic school, what I have realized as a parent, teachers are not qualified in teaching children’s writing skill, because most of the teachers were not trained and some with a certificate of the secondary school, it is difficult for teachers to teach those children how to write well,”

The above excerpt by a parent indicates that, some teachers are not qualified in teaching children writing skills; therefore, in learning process, children will not have a good quality of writing skills.

There is no forum for parents and teachers to communicate about their children’s progress in basic school. So, if there are some issues like working together to promote writing, parents are not informed as shown in the following excerpt:

“For us as parents, teachers do not call us to school for a meeting or school function; we need to be with our children in school when there is an important issue concerning children’s writing or any activity for example checking their work, or meetings. Without all these children will not perform well in basic school.”

The above excerpt shows that, teachers and parents were not communicating with each other in basic school, during school activity or meeting, if teachers were not interacting with the parents, the school will not function well.

Children's opinion on why they were not writing well in basic school was also got through interviews as explained in the following paragraphs.

Overcrowdings or large class size was identified as one of the main factor which affect children's writing in basic school, in addition, they don't have enough chairs and tables, this factor presents a big challenge to the children in basic school, a explained by children.

"In our school, there are many children. Sometimes, it is difficult to find a place for sitting so as to learn how to write well because you cannot understand what the teacher is writing when you are sitting far."

The above excerpt shows that, children are overcrowded in class, and there is no enough chairs and tables in class, making writing difficult. It is need from the government to provide more school facilities to unable children to write well in basic schools.

Lack of provision of learning materials by teachers and parents is also another factor that makes children not to write well. Children need support from both teachers and parents to enable them write and perform well as shown in this excerpt, as given by children.

"Our parents and teachers are not providing for us learning material for writing at school or home, sometimes teacher will write for us a lesson and we are not seeing any poster or teaching aid to help us write."

The above excerpt indicates, teachers and parents are not provide learning materials for teaching at home and school; therefore, teachers and parents need to provide learning materials for children, otherwise, children will not perform well in school.

A child absence and irregular school attendance was identified as one of the main factor which affects children's writing in basic school. Parents failed to pay school fees in time, this factor presents a major challenge to the children in basic school, as explained by children.

“We children, sometimes we fail to attend our classes regularly, our parents send us to sell things in markets to pay for our home needs and school fees.”

The above excerpt indicates that, children don't attend classes regularly, adding more challenges to children. Government and parents need to address these concerns, otherwise, children will not learn well.

4.3 The Role of parents in the development of children's writing in basic school

This objective was set to find out from various stakeholders the roles that parents are currently playing in the process of promoting their children's writing in basic school. As already noted, parents' participation in supporting their children in any learning activity is critical for better learning. The roles were got from different stakeholders like teachers, parents and children. In this case, teachers were asked first to identify the roles that parents are currently playing to promote better writing in Basic school.

Table 4. 10: Roles parents are playing to support their children to write as given by teachers

Parents support	Freq	%
Learning materials for writing	09	45
school facilities	06	30
Funds	05	25
Total	20	100

The data in Table 10 shows provision of learning materials by parents account for majority of support 45%; followed by provision of school facilities 30%; and provision of funds 25%. I also consulted and interviewed the parents to gather more information on the roles they play to better promote writing in basic school; their responses are summarized in Table below.

Table 4. 11: Roles parents play in promoting writing skills as given by parents

Activities	Freq	%
Parents meeting	08	40
Homework	06	30
Open day	04	20
Not involve	02	10
Total	20	100

The data in Table 11 shows activities contribution towards promotion of children' writing in basic schools as given by parents. The result indicates that parents meetings contributes greatly

40% towards better improvement of writing followed by home work 30% and those who are not involved 10%

I furthermore obtained children’ opinion on the roles they think parents play in better promoting children writing capabilities in the basic schools. Their responses are summarized in Table below.

Table 4. 12: *How parents help children to learn to write? as given by children*

Through	Freq	%
Guide children to write well	05	50
Encourage children to do holiday work	03	30
Do nothing	02	20
Total	10	100

The data in Table 12 shows that, parents guidance to their children contribute greatly to children’s writing 50%; followed by encouragement by parents to holiday work 30%; and nothing that can be done 20%.

The responses obtained from all the stakeholders; teachers, parents and children on the role of parents in developing children’ writing in basic school were then combined and summarized as in Table below.

Table 4. 13: Summary of the role of parents in developing children’s writing in basic school

Activities	freq	%
Learning material	09	25.0
Parent meeting	08	22.2
Home work	06	16.7
Guide children to write well	05	13.9
Open day	04	11.1
Encourage children to do holiday work	03	8.3
School facilities	03	8.3
Do nothing	02	5.6
Funds	02	5.6
Not involve	02	5.6
Total	36	100

The summary presented in Table 4.13 indicate that provision of learning materials by parents and attending parents meetings have greater contribution in promoting children’ writing skills; other factors include assisting in home work; attending open days; guiding children in writing; encouraging children to work on holidays; though few don’t recognize any role to be played by parents.

Other key informants like teachers were interviewed to get their opinion on how parents were involved in the development of children writing in basic schools, as explained in the following paragraphs:

Educational materials play major role in development of children learning. Parents have to provide learning materials to basic schools to help children learn well, as mentioned by the head teacher.

“In our school, we are lacking learning materials for teaching children how to write, when we inform parents to provide some kind of appropriate learning materials, they usually provide to the basic school, it is very important to teach children using teaching materials”

The above excerpt indicates that, parents were providing materials for learning in basic school, for that reason children will better learn writing skills and improve their performances.

Teachers were responding that, the majority of the parents were attending parents meetings, while few were not involved in any kind of activities in basic school, as mentioned by one of the teachers.

“Here in school, we always call parents for the activities concerning children writing in basic school, for example, for parents meeting. The majority of parents do attend, only very few don't. On that day, parents and teachers discuss issues about their children's writing.

The above excerpt shows that, parent were attending school meetings regularly only few are not attend parents meeting, if parents are not involved in school meetings, children may not succeed to write well.

Parents usually help their children with home work and offer some guidance. Concerning writing skills, some of the parents were responding positively by helping their children on basics of good handwriting and good joining of sentences in basic schools, the statement below was given by one teacher.

“Concerning children’s writing, some of our children in school really show and demonstrate good ability in writing, good spacing and joining of sentences; meaning that some parents were helping their children at home with writing skills.”

The above excerpt shows that, parents were helping their children through home work. Here, parents need to guide and assist their children with home work and other school activities to enable them to improve their writing skills in basic schools.

Parents’ opinion on why their children were not writing well in basic school was got through interviews as explained in the following paragraphs.

Parents to children interactions were identified as a major factor in improving writing, as given by one of the parents.

“For me as parent, concerning the future of my children, I usually teach them at home, and talk to them on how to read and write well in school and at home,”

The above excerpt shows that, parents were helping their children with teaching and writing; so this process of teaching will help those children to improve their writing skills.

Majority of parents attend school meetings, only few attend sports and parents day, as given by parent.

“For me as parent, when the school calls us for the parent’s meeting, I usually attend that. When parents and teachers meet together in school, it encourages discussions on children’s performances and future, indeed it is for our children’s benefit”

The above excerpt shows that; parents attend school meetings and need to attend school meetings regularly to share their children’s concerns regarding writing.

Supporting schools with funds and local materials are full responsibilities of parents; this ensures parental involvement in schools activities and adequate provision of learning materials in schools as highlighted by one of the parents.

“I am a parent and I know how schools are suffering from lack of some basic learning materials for writing; for me, I support school and provide some local materials so that school and the children will perform better”

The excerpt above present that, parents provide local learning materials for writing in school; it is parent’s role to provide learning materials for the benefits of their children

Children’s opinion on why they were not writing well in basic school was got through interviews as explained in the following paragraphs.

Children’s opinion on their parents involvement in the development of children’s writing in basic schools was got through interviews as explained in the following paragraphs.

Involvement of parents in school activities have been known as a factor which promote children’s writing in basic schools. Parents need to allocate time to attend to school activities as given by child.

“For me, my parents always visit my school and attend our school activities, when school has a function; they come and attend those activities”

The excerpt above indicate that, parents were involved in the activities of the schools and that may result in good performance by children; when a parent is involved in school activities, a child usually do better.

Parent to child interaction in school and at home, have mention that parents were attending the schools meeting and help their children with school activities as explain by one of the children.

“For me, my mum drops and picks me from the school every day; if there is a meeting or school function, she always come and attends that meeting; and she usually teaches me on how to write at home”

The excerpt above indicates that, parents were fully engaged in school activities, they attend meetings and help their children with writing at home; this helps to improve children’s ability to write well in school and at home.

4.4 Challenges that teachers face in the development of children’s writing in basic schools

This objective was set to gather from various stakeholders the challenges that teachers encounter in development of children’s writing in basic schools. As already noted, understanding issues that teachers go through in trying to develop children’s writing is very crucial; and this help various stakeholders, including governments to design necessary approaches to help improve the writing skills. Different challenges were noted from

interviewing teachers, parents and children. In this case, teachers were asked on the above mentioned topic and below are the summary of their responses.

Table 4.14: Challenges that teachers face in the development of children’s writing skills in Basic Schools as given by teacher

Challenges	Freq	%
Overcrowded class	07	35
Lack of learning materials	05	25
Arabic background	04	20
Language problem	03	15
Lack of payments	01	05
Total	20	100

The data in Table 4.14 shows factors affecting children writing abilities in the basic schools of Juba, South Sudan, as reported by teacher. The result shows that overcrowded classes have greater effect 35%, followed by lack of learning materials 25%; being from Arabic background 15%; and lack of teachers payment 5%.

In order to gather more information and have better understanding of the challenges facing teachers in development of children writing in basic schools, I interviewed parents and gather their responses as summarized in Table 15.

Table 4. 15: Challenges that teachers face in the development of children’s writing skills in Basic Schools as given by parents

Challenges	Freq	%
Arabic background	05	25
Language problem	05	25
Lack of skill on writing	04	20
Lack of qualification	02	10
Illiterate person	02	10
No any idea on writing	02	10
Total	20	100

The data in Table 4.15 shows factors as reported by parents of challenges that face teachers in development of children writing in basic schools. The result show that being from Arabic background and language problems have greater effect 25%; followed by lack of writing skills 20%; lack of qualification and illiteracy 10%. In addition, children were also interviewed to get their opinions on the challenges teachers face in development of children writing in basic schools, their responses were summarized as in table 16.

Table 4. 16: Do your parents' help you with writing skills at home? As given by children

Challenges	Freq	%
Overcrowded	04	40
Language problem	03	30
Time management	02	20
Illiterate mother	01	10
Total	10	100

The data in Table 4.16 show challenges that teacher's face in development of children writing in basic schools, as reported by children. The result show that language problems contribute greatly 50%; followed by time management 30%; and illiterate mothers 20%.

The responses obtained from all the stakeholders; teachers, parents and children on the challenges that teachers face in the development of children writing in basic school were then combined and summarized as in Table below.

Table 4. 17: Summary of challenges that teachers face in the development of children writing skills

Challenges	Freq	%
Overcrowded children	14	24.5
Language problem	13	22.8
Arabic background	09	15.7
Lack of learning material	05	8.7
Illiterate mothers	04	7.0
Lack of writing skills	04	7.0
Time management	03	5.2
Lack of qualification	02	3.5
No any idea on writing	02	3.5
Lack of payments	01	1.7
Total	57	100

From the summary in Table 4.17, it's clear that being from Arabic background was found out to be the most challenging factor 81%, affecting teachers in their efforts towards development of children writing in basic schools; this is followed by language problems 26% and illiterate mothers 25%.

Other Key informants like teachers were interviewed to get their opinion on the challenges they face in children's writing in basic school, was got through interviews as explained in the following paragraphs.

Lack of interactions and poor communications between teachers and parents in basic school, this issue has made a big challenge to the teachers in school, the following statement as given by a teacher.

“For me, I am not used to go to school regularly, reason being there is not any interaction and communication between parents and teachers in the school, this matter have made a challenge to the teachers in basic schools.

The excerpt above indicates that, there is a lack of interaction and poor communication between parents and teachers in basic school; it meant that children may not receive a better quality of education

Parents’ opinion on why they are facing challenges with teachers and children, through interviews as explained in the following paragraphs.

Time management was identified as a factor which makes parents not to help teachers with provision of appropriate learning materials for teaching children in schools, parents don’t have time to provide teaching materials to schools, as given by parent.

“For me as parent, I don’t have enough time to provide some kind of material production for the school, I ever busy, even I don’t know what I can do to support school, or my child at home, it is becoming a more difficult to adjust my time.”

The excerpt above shows that, parents does not have enough time to provide learning materials used for teaching and writing in school, parents have to contain time to provide learning materials for children, otherwise children may not learn well.

Lack of writing skills by parents has become a challenge that affect children's writing in basic schools, parents were not able to assist their children with any kind of teaching children at home as given by parent,

"In fact it is really I don't know how to write and read, in this reason I cannot able to help and teach my children with any kind of teaching writing or even to direct them to do better, because my situation is not lend a hand to that"

The excerpt above indicates that, parents were not trained on basics of writing skills, making them unable to help their children to write well, parents should be trained on basics of writing skills or assign someone to assist children with writing.

Low socio-economic class was identified as one of the factors that influence parental involvement in basic schools. Poorer parents were not able to provide school facilities for their children, as given by parent.

"Our situation as parents, financially we are poor, mostly we are surviving for the food, so any think concerning education are more difficult to us, so we are trying to send our children to school, without some useful school facilities."

The above excerpt shows that, parents of low social class are not serving school with important school facilities, the circumstances the more difficult is assumed to be support a children's achievement and adjustment

It has mention that, parents did not attend any school activity in school, it is made a challenge to the children in basic school, the following statement has given by child,

“My Mum don’t attend our school activities or functions, because every day she goes for work from morning up to evening, she is the only one taking care of us after our father passed away! She is always busy and for that reason she did not have time to attend our schools activities”.

The excerpt above shows that, parents were not attend any school activities, it is need parents to attend and involve in school activities if not children will not do well in writing

Writing skills in school, has identified as a big challenge to the children most of children are writing badly in basic school the following statement has given by child.

“I am in primary three, usually my teacher and my parents were not happy with my hand writing, I always write badly, also in my school, children are sitting down, there are not enough chairs for sitting that is why I could not able to write well in school.”

The excerpt above indicate that, children have a difficulties in writing skills, government has to provide enough school facilities for school, to un able children to write well, if not children will keep writing badly.

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this chapter, the results presented in chapter four are discussed. This chapter is a point of convergence where various opinions are expressed, literature used and arguments collected are compared and contrasted following the objectives. Major findings conclusion for each research questions and suggest recommendations that I consider important for further improvement are given.

5.2 Factors that influence children's writing in Basic school

The study found out that change from Arabic to English language was one of the major factors that are influencing children's writing in basic school. Arabic language was the first official language for the whole of Sudan, majority of schools teach in Arabic and Arabic remains the most spoken language used throughout the Sudan; after the Comprehensive Peace Agreement (CPA) in 2005 which resulted into South Sudan becoming a supreme and independent country, the whole educational system changed including English as the official language and medium of instructions in schools. It was established that teachers and pupils were finding difficulty in coping with the change that has just been there for two years. This finding is in line with that of Goforth (2005) who found that change in medium of instructions affects learning and teaching of any skill.

It was also established that there were no writing materials to be used at school to teach children writing in English. Most schools still had Arabic writing materials and not English. Learning materials for writing, is one of the important materials in schools, without learning materials like teaching aid, maps, posters, chalk, and text books, children cannot learn well (Cimermanova, 2008). Thus, these materials serve as examples of how teachers can guide their students to read and write in a manner that leads to learning. Both reading and writing are directly connected with learning and thinking.

Overcrowded class has been mentioned as a factor that influences child's writing in basic schools. Due to limited writing space, children could not be able to practice writing skills. Their writing skills remain poor. Similarly when interviewed, majority of teachers said children could not be able to write well. This is because of a very big number of children reaching up to 100 children in one class. Overcrowded class brings many fourth and negative effects to the class room, there are children who need more help than the others, in the case of an overcrowded class those children might not get the necessary help, (Gary, 2000). Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but also unavoidably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work. This puts strain on the quality of learning outcome.

Language problem is one of the factor which affect children, parents, and even teachers in basic schools. Historically South Sudan has over 60 tribes and different languages which affect the majority of South Sudanese when they speak, write and pronounce some words, (Mulhall, 1997). Teachers and parents through interviews put it very clear that, language problem is a challenge in teaching and writing. This is true from experience for example if you have pronounced a word wrongly also you will write the word wrongly. Another problem occurs

when text books and learning materials are written in a different dialect or language than the "first" language of the child. Consequently, these pupils are disadvantaged in terms of language not because their own is inferior or inadequate but because they are required to conceptualize using words unfamiliar to them.

It was also found that there was limited parent involvement in helping their children to develop good writing skills in basic schools and homes when their children are in need of support. Majority of the parents claimed through interviews that professionally they don't have skills on writings. (Larsen, 2007) instruction covering a broad range of skills, knowledge and strategies, including phonological awareness, handwriting and spelling, writing conventions, sentence level skills, text structure, the functions of writing, periodic conferences with parents and frequent communications with home about the writing program and students' progress as writers.

Findings also revealed that majority of the teachers are not qualified early childhood educators and lack knowledge in teaching writing skills yet teachers are recognized as the main pillar of education system lack of qualified teachers lead to poor teaching in school which also contribute to the negative attitude towards school as well as poor performance in children writing. The finding is in line with (Micheal, 2013) who asserts that effective teachers understand and are able to apply strategies to help students increase achievement. They understand and apply knowledge of child development to motivate and engage students. They are able to diagnose individual learning needs. They know how to develop a positive climate in the classroom in order to make it a stimulating learning environment.

Illiteracy is one of the factors influencing children writing most commonly at homes. Unfortunately, most parents were found not to be able to read and write. This puts parents in a position where they are not able to help their children in the development of their writing skills and their involvement is not active. Because of the illiterate conditions they had. Therefore those parents with a lack of educational background could not help their children with any kind of teaching and learning in the development of writing skills (Riley, 1990). Generally, traditional research has revealed that more highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in school, also children of mothers with high levels of education stay in school longer than children of mothers with low levels of education. Given such a scenario in South Sudan, many children in South Sudan depend only on what the teachers have given them from schools.

It was also found out that parents do not have time to attend the school meetings where issues affecting their children learning are discussed. It is through school meetings that parents can voice concern about their children learning to school authority for better performance. In this way schools will be able to adjust to meet parent expectations. However with limited or no parents' involvement in school meetings such expectations remain unfulfilled. This is in line with Gurian (2011) who holds that when parents contribute effort and time, they have the opportunity to interact with teachers, administrators, and other parents. He adds that they can learn first-hand information about the daily activities and the social culture of the school, both of which help them understand whether the school is ready or preparing to meet their expectations.

Parents are not participating in any school progress or home, although they have many suggestions for teachers and administrators about ways to promote active involvement. Children

were mention about their daily work like home work, their parents do not help them to do their writing home work perfectly, their support is very poor, and is one of the factors making children not to write well in basic school, (Gurian, 2011) Parent involvement, can participate in events at school, monitor homework, provide experiences and materials that supplement course work, and help children with organizational strategies. Parents can influence their children's academic progress by encouragement, reinforcement, and modeling.

It was also established that physical handicap is one of the factors that affect children's writing in basic schools. Children with special needs cannot be able to do some activities in schools like writing skills especially in a situation where the school is overcrowded. Although efforts are underway to make schools a healthy and happy place to be, they are not inclusive enough to cater for both the normal and children with special needs. For example the blind and the lame sometimes sit in a place where they cannot see or hear teacher's instruction. They may need special seating arrangement, special instruction and different lettering and numbering which the current basic schools do not provide. As such writing skills of children with Special needs are not exploited. (Smilouiz, 2005) Asserts that children with special needs require special care as many students with learning disabilities already lack self-confidence in writing

5.3 The role of parents in the development of children's writing

It was established that parents were supporting their children by providing enough learning material was account for 25.0% as a contribution to the school development. Indeed parents are playing a positive role in proving the learning materials as the Ministry of General Education and Instruction and the schools do not have enough learning materials for every child. This is a sign of responsibility on the side of the parents which makes schools accountable to them for

their children teaching (Davis, 2000). When parents are involved in leadership and decision making roles, they become more supportive of the school's efforts and they have a better understanding of school issues and priorities.

Parents' meeting was considered as one of the key functions that bring together parents, teachers and school administration. School meeting provides an opportunity where various issues are discussed that is important for the smooth running of the school. It is through meeting that parents demand for greater transparency and quality learning. On the other hand, they will not be able to demand for better learning if they are isolated from school as evidenced in the current situation that parents were not attending the school meeting regularly. The study shows that parents meeting play a major role into children learning of writing skills. This confirms the view of (Abouchaar, 2003) that holds that in schools where parent meetings are normally conducted, children tend to write and perform better. According to (Abouchaar, 2003) there are four forms of parents involvement in school activities; frequency of parent-teacher contact; quality of parent- teacher interaction; participation in educational activities in the home; and participation in school activities.

It was established that most of the parents could not read and write and some said they do not have time to help their children at home. The school expects parents to help their children in their home work or exercise given to learners by their teachers and handed in the following morning for corrections. Therefore most parents are not in a position of fulfilling their duties as home work supervisors because of their inability to read and write. Parents roles in improving children writing through participation in their home work makes up to 16% of their achievement

in writing, (Reynolds, 2011) given the fact that parents are not helping their children writing at home, their achievement will not be measured up to the expected.

In addition children stay with their parents at home when they are out of school or when they are on holidays. It is expected that parents should encourage students to improve on their performance during the holiday especially in areas where they don't perform well. Parent's contributions to their children's learning work contribute 8.3% towards the achievement of children's writing skills. According to (David, 2000) the strongest support for learning occurs at home through positive parenting styles, night reading, homework policies, and high expectations. But given that most parents are not able to read and write and have no time for their children at home, their children's writing will continue to be impaired.

Open day is another opportunity where all stakeholders are brought together in school to witness different activities presented by students and the school including sports, talents and academic performances. It offers excellent opportunities for both parents and teachers to discuss different aspects of learning, including writing skills of students. The study shows that open days contribute 11.1% towards parents' role in the development of children's writing. As Pyson and Robson, cited in (Jenny, 2005) an important aspect of parental involvement around the country, particularly in preschools and primary schools, parents are acting as classroom volunteers helping out with extra-curricular activities, taking a lead on fundraising, running or attending school events and getting involved in other activities to support the school.

School facilities are one of the roles that some parents are supporting in the development of the school, consist of a set of items ranging from classrooms, offices, toilets, laboratories to materials like teaching aids, maps, etc. School facilities play an important role in the smooth running of schools.

performance Acker and Hardman cited in (Anne, 2013). point out that impediments to learning also include a lack of teaching resources and poor physical conditions of classroom spaces. From what I have noted, the blackboard and student textbooks are the primary teaching aids in a lot of schools.

Socio-economic status of the parent, play a major role in the development of children's writing in basic school, parents could not able to contribute in facilitating school resources, and reason being the poorer standard might not be able to construct schools, adding classes, or pay good salaries to teachers. On the other hand, poor parents don't offer necessary support to their children; like providing learning material, for writing, in addition; majority of them are illiterate (Alberto, 2003) Characteristically, family social class was significantly related to pupil achievement and adjustment at all ages. Children from higher social classes had higher levels of attainment and better scores on sales of personal adjustment than children from lower social classes.

The role of the Parents in school development has to be more effective such as activities where children and school needed. But the study shows that, parents are doing nothing to the development of children writing. (lewis, 2013). Recent research emphasizes the importance of parent involvement in promoting school success children who do not succeed in school have parents who do not get involved in school activities or support school goals at home.

Parents Involvement is more supportive of school funding issues. The study shows that parents are given some funds to the school to facilitate teaching and learning, or to raise teacher's motivation towards school development. There is some shortage in teacher's salary those

parents were helping the schools with providing some kind of hand-offers to the school as well as teachers.

Parental involvement is one of the important parent teacher associations, and strong parents support in school development. Where teachers reported the school parents are not involve in school activities and some parents don't have any idea of school development or about anything happening in school this can lead to the poor standard of the children in school. (Klein, 2000). Parents are important in their children's education, the professional qualifications of their teachers, and the quality of the schools they attend, they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help those schools develop effective and successful academic programs and helping their children if their schools are identified in need of improvement.

5.4 Challenges that face teachers in development of children's writing in

Basic schools

English is an international language and is used globally all over the world. In some countries, particularly South Sudan, English language is considered the second most important language and official in general sectors. Sometimes it affects stakeholders 'like children, parents, even some teachers in schools. This venture makes children unable to write and read well for their effects in pronounce and write wrong words. Here local different languages are the most language which people use daily that affect children's education, and it is currently the major challenge that affects children's writings in basic school, which is account for 28.3%. (Gacheche, 2010). The use of a familiar language to teach children literacy is more effective than a submersion system as learners "can employ psycholinguistic guessing strategies" to learn

how to read and write. This means that since children can already speak the language, they can learn to associate sounds with the symbols they see, thus facilitating understanding, when literacy skills, such as reading, are taught in a foreign language.

Regarding the educational systems Arabic background was the first language during the civil war in South Sudan, all the Sudanese were affected with Arabic because of the Islamic religion which is in the country, up to now after the peace agreement South Sudanese still speak Arabic language, although officially the educational system of South Sudan that English language became an official and spoken language in the country, indicates 19.6%, this change made a challenge to teachers who teach Arabic language and writing skills as well as children schools. (Farah, 2012). Significant reason for the teachers use of mother tongue in the classroom is to achieve natural communication between them and their student, facilitating teacher-student communication” and “facilitating teacher- student report” are two basic objectives for the teacher’s use of student in the classroom, accordance with the previous view that achieving a good relationship between students and teachers in a desirable aim that can be fulfilled through language used.

Basic Primary schools tend to be overcrowded, class sizes are large lead to many problems in the long run for the most time, in this point, teachers mention that, inside the class room teachers are facing a big challenge in teaching children how to read and write, and teachers themselves they could not able to run a lesson in a time were given to them and they will lose valuable lesson time because children cannot keep quiet during lesson. So overcrowding class is one of the challenges that affect children’s writing in basic school, it made 15.2% as teachers reported (Tyre, 2011). It is found that kindergarten and first-grade children who attended classes that were seventeen kids and one teacher or less learned about three weeks more than

kindergartners and first graders who learned in large groups — greater than twenty-five students. In that study, kids in middle- size classrooms — between eighteen and twenty- five kids per teacher — also did slightly better than the kids in the very big classrooms. What we learn is that all things being equal, big classes aren't ideal — medium and small-size ones are better.

Learning material is one of the important materials in teaching children in basic schools, Most of the basic primary schools and some schools do not have permanent structures, which leads to the loss of school working days and there is a severe shortage of textbooks in primary, in this point teachers had mentioned lack of learning material is one of the challenges teacher face in basic schools, account for (10.9%). (Bennoit, 2013). Point out that impediment to learning also include lack of teaching resources and poor physical conditions of classroom spaces from what I have noted the blackboard and student textbooks and a lack of funding to equip teachers with the resources and school materials are the primary teaching aids in a lot of schools, have a negative impact to the students.

Parents are not aware of the positive things happening in a school, Parents who have dropped out of school do not feel confident in school settings. Schooling makes it difficult for them to help their children with homework and other activities in school. For this situation is more difficult by language problem and lack of written skills. For this case mothers mentioned that, in their role they cannot able to help or support their children anyhow in school or home, which contributed to 4.3% of their role. (Davis, 2000). Parental participation improves student learning whether the child is in preschool or in the upper grades whether or not the family is struggling economically or is affluent, or whether the parents finished high school or graduated from college

Illiterate parents have mentioned that, they do not have a strong encouragement to give an education to their children and also they do not understand the value of education to motivate their children in school. In that, parents said in their role they don't know how to read and write, which accounts for 8.7% (Harrop, 2003). Most of the roughly 104 million school-age children who are not attending school are poor and have parents who are uneducated and illiterate. In all countries poor children are less likely to start school, more likely to drop out, and more likely to engage in child labor or domestic chores that keep them from schooling.

Parents are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools have an important responsibility in helping to raise and teach future generations and families trust schools to provide educational foundations for their children's future. But teachers had mentioned that, parents do not have time for their children in schools and home which contributed to 3.4% (Ibrahim, 2006). "Mothers who do not participate in the labor market would be expected to have more time to improve their children's schooling. However, children of working mothers actually attain higher educational levels than those of mothers who do not work." After controlling for a variety of factors, the study finds that a mother's "participation in the labor force increases a child's likelihood of being enrolled in school.

The academic and professional qualifications of teachers determine the quality of instruction in the classroom. The subject content knowledge of primary school teachers is weak, South Sudan does not have enough academically qualified teachers, In Central Equatoria states, more of primary teachers have a secondary certificate. And not well trained according to the standard of educational system, which made learning process inequality of writing skill more challenge to the children, and account for 4.3% (Gist, 2013). A teacher should be the master of his subject in

the act of teaching, he must know the individual needs of his pupil/student and give the kind of attention and assistance most suitable to their needs and there can never be good student's performance without a good quality of teacher.

Teachers were not so motivated to teach children with some activities in schools, in the study teachers mention that, they were not paid back their reward from the Government, this issue has become a challenge to the teachers in basic schools. Teachers face many challenges, which in turn to affect children's performance in school. Learning for the learner and teaching for the teacher is always connected with efforts. The efforts are expected to result in specific and wanted results to be the object for appreciation is a fundamental part of the mental life (Ferriter, 2013). Also posted an article in the Teacher's Leaders Network exclaiming that no matter when external incentives are awarded, they are not effective in education because teachers are already working as hard as they can

5.5 Summary

The study was conducted with the aim of exploring how parental involvement can be used to develop children's writing skills in Basic School of Juba, South Sudan. To establish these three objectives were set. These are; to find out factors that influence children's writing in Basic schools of Juba South Sudan, the role of parents in development of children's writing in basic school and the challenges that facing teachers in developing children's writing in Basic Schools of Juba South Sudan. The study was conducted using qualitative research and the main tools used for collecting the data are interviews, observation and focus group discussion.

The finding revealed that classes are normally overcrowded, this lives learner with no space where they can practice writing. It was also established that there were limited teaching and

learning materials particularly writing material in schools. The study further revealed that some teachers were Arabic pattern teachers who cannot perfectly communicate and teach in English. In addition there were returnees who were learning in Arabic in the north and they found it difficult to learn in English.

The study also established that majority of the teachers in basic school were not qualified teachers. Therefore, they have limited skills of writing as well as teaching. It was also established that parents' role in helping their children in writing at home is quite low. However, it was established that most of the parents are not able to read and write and so they are not able to help their children write well.

5.6 Conclusion

Change from Arabic to English language is one of the major factors that are influencing children's writing in basic school. Arabic language was the first official language for the whole of Sudan, majority of schools teach in Arabic and Arabic remains the most spoken language used throughout the Sudan; after the Comprehensive Peace Agreement (CPA) in 2005 which resulted into South Sudan becoming a supreme and independent country the whole educational system changed including English the official language and medium of instructions in schools. It was established that teachers and pupils were finding difficulty in coping with the change that had just been there for two years.

It was also established that there were no writing materials to be used at school to teach children writing in English. Most schools still had Arabic writing materials and not English. Learning materials for writing is one of the important materials in schools without learning materials like teaching aid, maps, posters, chalk, and text books children cannot learn well

Basic Primary schools tend to be overcrowded and class sizes are large leading to many problems in the long run. In this point, teachers mention that, inside the class room teachers are facing a big challenge in teaching children how to read and write and teachers themselves could not be able to run a lesson in time and they will lose valuable lesson time because children cannot keep quiet during lesson. So, overcrowding class is one of the challenges that affect children's writing in basic school.

5.6 Recommendations

The Ministry of General Education and Instruction

In this study, it was established that teachers did not have skills to train children in writing. It is recommended that the Ministry of General Education and Instruction need to train teachers in skills of teaching writing in basic schools. Since teaching writing in basic school is the most difficult task, teachers need to be equipped with such skills. The training needs to include practice of teachers as well as pedagogical activities in writing skill.

Even though the Ministry is committed to enforce English as the official medium of instruction in schools, there is need to teach a child in a language she or he understands. The teachers who are Arabic pattern themselves need some training in English in order to teach well in schools.

The Ministry of General Education and Instruction also need to provide more learning spaces to avoid the problem of overcrowded classrooms. This may include permanent and temporary structure with conducive learning environment.

Educational inspector

It was establish that, there is a lack of interaction and poor communication between teachers and pupils in primary school, it is recommended that, consideration should be given to support inspectorate and administrative staff to help in acquiring educational skills and understandings of communicative language learning practices so as to be able to undertake and report on school visits, including classroom observations, as well as provide advice to teachers working in English as medium of instruction. Also to improve teacher's knowledge skill and practice must be supported by broader system engagement with other stakeholders including head teachers, school management committees, as well as payams and country level education officers or inspectors. Therefore, training of teachers for basics schools should be part of core teacher training policy.

To the Development Partners

It was establish that, since the ministry is facing lack of fund to fulfill its obligations and meet the expectations of the people they serve, there is need for financial support from development partners for solving some of the challenges highlighted such as learning materials. Therefore there is need for the Ministry of Education to work more collaboratively with development partners in the area of basic education to help it achieve its visions and educational goals.

To the Parents

The parents also need to contribute positively to their children with appropriate learning materials to supplement what the ministry provides. They also need to participate in the

construction of temporary learning spaces to solve the problem of the over crowdedness. In addition they need to provide good learning environment at home.

Since parents are in contact with their children most of the time while they are out of schools, they should guide them in their learning. This will not only improve commitment to study on the side of the child but also help them to find out whether the schools are giving skills that they expect to see.

School and teachers

Teachers should guide learners on writing skills. Their teaching should be learner centered such that the learner does the writing and teacher simply guide. Teachers may need some training to expand how they work with volunteers. When teachers are asked to use volunteers, schools must provide them time to plan for including volunteers in their classrooms.

The schools need to improve on their relations with parents by intruding effective information between them. This should aim at bringing the parents together whenever there is an event that needs parents' presence.

The children

Children need to do more practice in writing than waiting to receive from the teacher. Waiting to receive from the teacher will not improve their hand wring. It is only when they do the writing practice that their writing will improve.

During my period of study as an MVP student, I recommend that parents need to provide their pupils with the necessary capital, knowledge and writing skills to improve their quality of

education. Also teachers need to acquire the best quality of trainings to improve the level and quality of education and writing skills of children.

I also recommend that teaching writing skills need to be practical and follow pedagogical approach putting teaching and learning at the center.

References

- Abouchaar, P. C. (2003). *The impact of parental involvement, parental support and family education on pupil achievements and adjustment*. for education and skills. ISBN.
- Alberto, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievements and adjustment*. For education and skills. quin's printer.
- Anne, L. (2013, April 27). An overview of the Kenyan education system : issues and obstade. *s to learning* .
- Bank, W. (2009). *Consistency between number of teachers and pupils in Government primary school*. Juba: republic of South Sudan minstry of General education and instruction.
- Bennoit, L. A. (2013, April 27). An overview of the Kenya education system: Issues and obstacles to learning. *Abstacles to learning withing classroom* .
- Biong, L. (2006). Education in South Sudan:war status and challenges of achieving . *Education for all* , 27.
- Blote, H.-B. A. (2007). *Hand writing development skills*. center for child development.
- Cimermanova, D. I. (2008). *INTERNATIONAL CONFERENCE E L T IN PRIMARY EDUCATION BRATISLAVA*. of ednglish lanquage.
- David, D. (2000). Supporting Parent, Families, and community Involment in your school. *Northwes Regional Education Laboratory* .

- David, D. (2000, June). Supporting parent, family, and community involvement in your school. *Northwest Regional Education Laboratory*, 1.
- Davis, D. (2000). Supporting parent, family, and community involvement in your school. *Northwest Regional Educational Laboratory*, 39.
- Davis, D. (2000). *Supporting parents, families, and community involvement in your school*. Northwest Regional Educational Laboratory.
- Davis, D. (2000). *Supporting Parents, Families, and community involvement in your school*. Northwest Regional Education Laboratory.
- De La Pa, a. G. (2007). *Writing and spelling strategies*. Department of Education and Training. New South Wales.
- Eva, p. p. (2008). *Looking at some innovative methods in the light of new conceptions of foreign language teaching at primary school*. Faculty of Education, Department of English Language and Literature and National Institute for Education Bratislava. Bratislava: Comenius University Bratislava.
- Farah, M. (2012, June 2). Examining use of Arabic in English classes at the primary stage in Hebron Government schools: Palestinian teachers' perspective. *A quarterly international peer reviewed*, 400-436.
- Ferlazzo, L. (2012, November 1-3). Eight things skilled teachers think, say and do. *Student who challenge us*.
- Ferriter, B. (2013, July 5). Loss of aviation. *Wikimedia Project*.

- Gacheche, K. (2010). challenges in implementing a mother tongue-based language-in-education policy: policy and practice in KENYA.
- Gacheche, K. (2010). Challenges in implementing a mother tongue- base language- in-education policy: policy and practice in Kenya. *university of leed* , 45.
- Gacheche, K. (2010). Challenges in implementing a mother tongue- base language- in- education policy: policy and practice in Kenya. *university of leeds* , 45.
- Gacheche, K (2010). challenges in implementing a mother tongue-based language- in-education policy: policy and practice in kenya. *UNIVERSITY FOR LEEDS* , 45.
- Gary, B. (2000, april 3). impact of inadequate school facilities on student learning. *arcive information* .
- Gist, D. (2013, june 12). Academic performance the effect of shortage of qualified teachers on the student. *Political and National Development of nigeria, a case of abasanjo's Regime*.
- Goforth, A. (2005). consideration for school psychologist working with Arab American children and families. *multicultural Affairs* .
- Gurian, A. (2011). No support from parents. *NYU Longone child study center* .
- Gurian, A. (2011). No support from parents. *how parents involvement pay off* .
- Harris, G. (2007). *writing and spelling strategies*. department of education and training, New South Wales.

- Harrop, E. W. (2003). UNlteracy decade: interview with UNESCO'S Director- General. *articlein UNchronical magazine .*
- Ian, D. (1993). *Qualitative Data Analysis: A User-Friendly Guide for Social Sciientists*. New York: Raylor and Francis.
- Ibrahim, N. B. (2006). Towards universal primary educatin: un millenium project on education and gender equality. *Building gender equality in urban life .*
- Jenny, R. (2005). Parental involmment in their children's learning and schools. *Research policy and the real world , 19.*
- Jenny, R. (2005). *Parents involvement in theie children's learning and schools*. research & policy from the real world.
- Klein, P. (2000). *Parental Involvement*. U S.
- Larsen, G. H. (2007). writing and speeling strateegies assissting student who have additional learning suppotr need. *New south wales .*
- lewis, M. A. (2013, April 29). conference on education leadership. *why some parents do not come to school .*
- Micheal, A. (2013, july saturday 27). What make a teacher effective. *Test results for teacher preparation .*
- Moor, K. D. (2009). *effective instractutional strategies*. (s. edition, Ed.) IOS aNGELOS: SAGE.

Moore, K. D. (2009). *Effective Instructional strategies*. (s. edition, Ed.) London, united kindom : SAGA.

Mulhall, P. T. (1997). *contextualising teaching and learning in rural primary schools: using agricultural experience-*. educational Research, for intenational development, United kindom.

Othman, H. (2005). *proficincity level of Bahasa melay writing skills*. grant: FRGS.

Pratt, S. A. (1989). *Hand writing development skills*. center for child developmenr.

Reynolds, D. M. (2011). *Effective Teaching* (Vol. 3rd). london: SAGA.

Reynolds, J. (2005). Parental involvement in their children's learning and schools. *Research and policy for the real world* , 19.

Riley, W. R. (1990). parents literacy and their children's success in school: recent Reserch implications. *education research report* .

Rrynolds, J. (2005). Prents involvemnt in their children's learning and school. *Research and policy for the realworld* , 19.

Said-Ahmad, M. (2007). English as a marker of South Sudanese Nationalims: social History politics and language in Sudan. *language and Education* .

Smilouiz, J. (2005). *National center for learning disabilities seven facts about learning disabilities and written expression*.

Tran, C. (2000). *impact of inadequate school facilities on student learning*. Arcived information.

Tyre, P. (2011, Aug 6). Does class size really matter? *parent dying to get their kids into small classes* .

Vandebag, R. F. (1983). *the important of early childhood education*. standford.

Wang. (2006). *The important of early child hood education*. standford CA.

Appendices

Appendix I: Interview Guide for Teachers

Section A: Demographic Information

1. What is your qualification?
Not trained Certificate Diploma Graduate
2. Which subject do you teach?
English Mathematics Writing Arts

Section B: Factors that influence children's writing in Basic schools of Juba South Sudan.

3. Do children in your school write well?
Yes No
4. If no, give reasons for your answer

5. Give the causes of children writing in the way you have described

6. What other factors influence children's writing in basic school?

Section C: Role of parents in development children's writing in ECE.

7. Do parents support children to promote writing in your school?
Yes No

If No give reasons for your answer.

8. How do parents support children's writing at school?

9. What activities is your school doing to make parents support children writing?

Parent's day Sport day Parents meeting

10. **Section D: Challenges teachers face in developing children's writing**

11. Which factors make children not to write well in basic school? Give three reasons.

12. Do you usually teach children how to writing ?to

Yes No

13. What makes some teachers not to teach writing as expected?

Qualified Not qualified lack of skill

14. What factors affect teachers as they teach writing?

15. What challenges do teachers face in teaching writing?

Appendix 2: Interview Guide for parents

Dear Sir/Madam,

1. What is your qualification?
 Not trained Certificate Diploma Graduate
2. what is your profession
 Employed Unemployed House wife others

Section B: Factors that influence children's writing in Basic schools of Juba South Sudan.

Do your children write well in basic school?

- Yes No

If No, why?

Give reasons for your answer

3. Do you involve in development of children writing in school?
 Yes No

If No, Why?

4. How is the standard of your children in that school concerning writing skills?
 Fair Good Very Good Excellent

5. What activities in school do you involved in?

Section C: Role of parents in development children's writing in basic school

6. Do you usually interact with your children?

Yes

No

If No, why?

7. When do you help your children to write well?

Not at all

during home work

Holidays

Others

8. Do you support children when they have any school function?

Yes

No

If No, why?

Section D: Challenges teachers face in developing children's writing

9. What do you think as parent, do you help teachers with providing learning materials for writing?

Yes

No

If No, why?

10. What are the difficulties you face during interaction between you and the teacher?

11. When teacher face a challenge during teaching on writing, do you help?

Yes

No

If No, why?

Appendix 3: FGD for Children

Section B: Factors that influence children's writing in Basic Schools of Juba, South Sudan

1. What is your gender? ?
2. Which class are you
3. Do you know how to write your full name?
4. What do you like to write when you are in the school?
5. Do you practice writing every day?

Section C: Role of parents in development children's writing in ECE.

6. Does your parent help you with your home work?
7. Does your parent provide text books for writing during holiday time?
8. What are the most important subject do you like in school?

Section D: Challenges teachers face in developing children's writing

9. During teaching and learning, do you pay attention to your teachers?
10. Are you participating with your teacher when he/ she teach writing skills?
11. Are you cooperating with your teacher during writing activities?

Appendix 4: A map of the Republic of South Sudan Showing Juba County in Central Equatoria



Source: Google map of the Republic of South Sudan State

Appendix 5: Interview in Juba county and payams

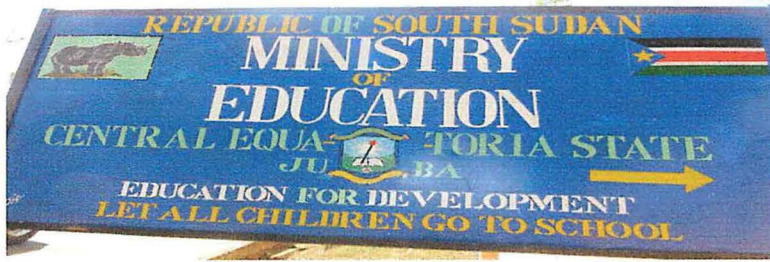


Figure 1.1: Ministry of Education Central Equatoria State

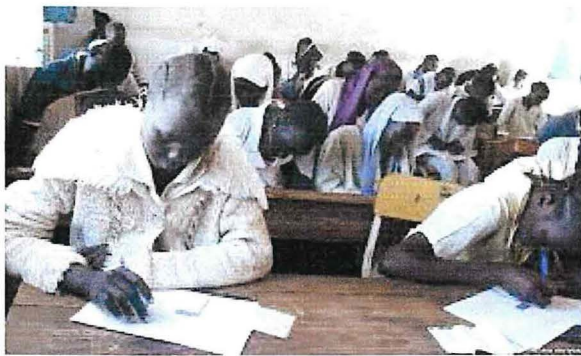


Figure 1.2: Juba one basic school

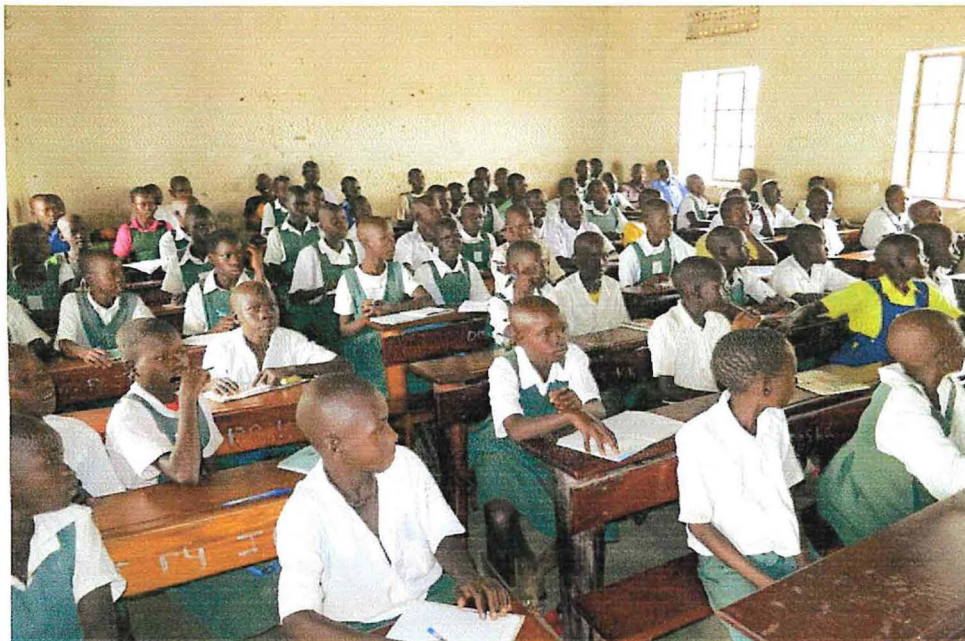


Figure 1.3: Hope Basic schools at Munuki Payama



Figure 1.4: One of the interviews with a school teacher at Shining Star Basic School

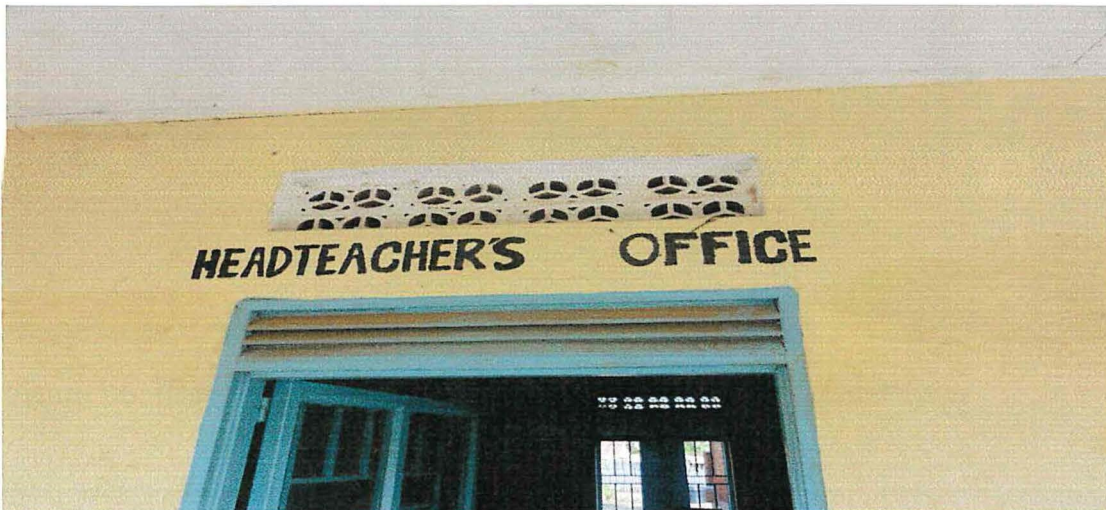


Figure 1.5: Head teacher's office at Juba one Basic School



Figure 1.7: Children of Shining Star attending a class lesson at Kator Payam