

**STRATEGIC PLANNING AND QUALITY OF INSTRUCTION:
A CASE OF SELECTED PUBLIC SECONDARY SCHOOLS
IN JUBA COUNTY, SOUTH SUDAN**

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DECLARATION

I, **Riing Garwech Kuol**, declare that the study titled: **Strategic Planning and Quality of Instruction: A Case of Selected Public Secondary Schools in Juba County, South Sudan** is my own work and all the sources quoted here have been indicated and acknowledged by means of complete references.

Signature  _____ Date _____27/09/2025_____

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APPROVAL

This is to confirm that this dissertation titled: “**Strategic Planning and Quality of Instruction:** A Case of Selected Public Secondary Schools in Juba County, South Sudan conducted by **Riing Garwech Kuol** has been conducted under our supervision and guidance and now ready to be submitted for examination with our approval

Signature _____ **Date** _____

Dr. Okello Benson

Signature _____ **Date** _____

Assoc. Prof. George Wilson Kasule

DEDICATION

I dedicate this simple achievement to my meek and humble wife Nyanchiew Biim Bath,
my late mother Nyeluony Nyamuon Ken and Garwech kuol Larjor.

ACKNOWLEDGMENT

I would like to register my profound gratitude to God for His Providence, good health and protection He provided for me since the inception of my course to its successful completion. I am extremely indebted to my humble, lovely, virtuous and beautiful life partner for her endurance, patience and strong standing beside me in time of need, she honestly demonstrated unprecedented longsuffering throughout this period. I am also pleased to thank my supervisors, Dr. Okello Benson and Associate Professor, George Wilson Kasule who relentlessly sacrificed their precious time to patiently review and professionally correct my research project to produce the best academic document and supported me with the necessary advice and guidance. I would not also forget the fabulous job done by my lecturers; Dr. Joseph Rwothmio, Dr. Philips Owino, Associate Professor Ayikoru, , Dr. Wilberforce Okongo and others at school of Education and Department of Educational Planning and Management at Kyambogo University . These lecturers made my academic efforts and dreams to cometo fruition. My close classmates also take the greatest appreciation for the mutual interdependence they demonstrated from the start of the course till the end. Inexpressible thanksgiving is directed to my late parents who brought me to existence so that I support them physically and psychologically. My sincere thanks also go to my sisters and relatives for their moral support and encouragement they showed during my course. It is worthy of remembering the remarkable cooperation shown by the National and Central Equatoria State Ministries of Education by facilitating a smooth data collection process. I thank all the Head teachers, Teachers and students in the five selected secondary schools, who unconditionally accepted to answer the research questions without hesitation.

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ABBREVIATIONS AND ACRONYMS

MOGEI:	Ministry of General Education and Instruction
EMISS:	Education Management Information System
USAID:	United States Agency for International Development

ABSTRACT

This research was conducted to assess the relationship between the dependent variable (DV) that include (Strategic Planning Status Quo, SWOT Analysis and Strategic Plan Implementation) and Independent Variable (IV) these include (teachers' Pedagogical Knowledge and teachers' Content Knowledge) in selected government high schools in Juba County, South Sudan. The main objective of the study is to investigate any potential connection that existed within strategic plan and quality of Instruction. The researcher used a correlation in his research design method to measure the linkage between school strategic plan and quality of instruction in government high senior schools in Juba. He used a blended research design method in order to collect relevant respondents' views to investigate certain burning issues and improve people' social situations. He also used stratified sampling technique in order to place respondents into strata as per the school category (academic and technical schools). He chose a simple random method to select the subjects and applied descriptive statistics to analyze quantitative data, employing Statistical Package for Social Science (SPSS) to facilitate understanding the connection between the two variables. According to the research findings, the association between Strategic Plan (SQSP), Quality of Instruction (QOI) and was due to the following reasons: 1) achievement of organizational goals, objectives and values resulted to positive impact on Quality of Instruction, 2) by encouraging learners and making them feel the ownership of the school strategic plan, and 3) great improvement in the quality of instruction through implementation.

CHAPTER ONE

INTRODUCTION

1.0 Brief Introduction

The research tried to assesses any possible existing linkage within school strategic planning versus quality of instruction in public secondary schools in Juba County, Central Equatoria State. This chapter highlighted the background, problem, purpose, specific objectives, questions, scope, research significance, key terms definition, and perceived conceptual framework.

1.1 Background to the Study

The research background was classified into four sub-sections. The first one elaborated on the historical perspective, digging deeper into the impact of school strategic planning on quality of instruction. The second part summarizes the theoretical perspective that underpins the influence of school strategic planning on quality instruction. The third sub-section presents the conceptual perspective and its concepts that are closely related to strategic planning and quality of instruction.

1.1.1 *Historical perspective*

Late evaluations propose that educators teaching exercises can create a big variation for pupils' learning process and certain element to larger extent is significant than classroom capacity, class environment, and educators' experience and professional capacity building (Baumert et al., 2010; Bryk, Sebring, Allensworth, Easton, & Luppescu, 2010; Hattie, 2009; Konstantopoulos & Chung, 2011; Seidel & Shavelson, 2007; Timperley & Alton-Lee, 2008). Lipowsky et al (2009, p. 527) state that, latest researches point out that the influence of educators features and teaching is more powerful than guessed in the past assume. Although a seemingly consensus was assumed that educator teaching plays a great role, the discipline still falls short of mastery command educators' various teaching process in regard to pupils' learning environment. School managers and stakeholders

must endeavor to employ high quality teachers with excellent pedagogical content knowledge to ensure an excellent pupil's learning. Lakkala, Iilomäki and Kantosalo (2011) pointed out their definitions on pedagogical activities as multiple categories of roles/tasks, ways of doing things or sort of sequential activities and practices that lead to effective and efficient instruction and learning. Some modern explanations attributed *quality* instruction as a form of teaching dynamics and status affecting teaching that confidently shapes learners' accomplishments (Fisher & Neumann, 2012, p. 116). A similar agreement became apparent that there were several essential proportions that are fundamental for excellent-quality teaching in disciplines or subject areas. The partners of *clarity in teaching, mental configuration, conversation characteristics* and *conducive environment* had been selected as a primary investigation viewpoint due to the fact it has been considered as fundamental elements for quality teaching (Klette, 2015; Gersten et al. 2009; Praetorius, Pauli, Reusser, Rakoczy, & Klieme, 2014). These sequential activities accord to Lakkala included being ready in advance the relevant detailed schemes of work, good lesson planning, clear lesson notes, and teaching and learning resources; immediate preparation of well written and actual exercises; giving timely feedback to pupils after formative and summative assessment, and giving remedial coaching and teaching for effective and efficient learning outcomes.

Schools strategic plan has now become the vehicle for school improvement that is important document for any school development for accomplishment of pupils' outcomes and high-quality instruction, which is in line with its mission, vision, values, goals and objectives.

1.1.2 Theoretical Perspective

In relation to selection of the relevant theory, this study adopted the systems theory that is analogous to education production function. A holistic approach to educational planning can result to effective utilization of scarce or available resources for effective, quality

teaching, efficient learning and management of the school system. Cory and Betts (2007) on their study on the role of teacher quality in the education production function established that, variation in teacher quality is an important contributor to student achievement. According to John (2010), education has a high-priority function in the production of human resources, and that the production function is a relationship between the amount of input and intervening factors to produce a certain good, with consideration to its quality. An education production function, therefore represents a functional relationship between school and students' inputs to an associated measure of school outputs. To ensure the production function adequately addresses the demands of society, education policy makers and managers must determine clear and precise objectives; and select the inputs and strategies that will be transformed through the productive process into a qualified product; possessing certain competences in form of skills, abilities, and knowledge that can be transferred to the productive sector of the economy with efficiency and effectiveness (John, 2010). Arnold and Wade (2015) remarks that, projections are needed to be made in education for proper planning and also, planning for enrolment without paying attention to the availability of other educational facilities can only boil down to failure. Guberman (2004) maintains that the system theory is more all-embracing and comprehensive, incorporating specialized perspective, as one aspect of a general conception. It is based on individual, competition, training for a specific profession, and indoctrination into a specific culture of harmony within and around the school premises for meaningful teaching and effective management of education.

1.1.3 Conceptual Perspective

The literal meaning of quality of instruction is contingent on the definition determined in reference to the word of quality, which implicitly includes various distinct and intertwined denotations. The quality of instruction is a continuous learning exercise whereas educators acquire and polish their teaching methods and this is heavily

contingent on strategic plan and quality level of school management. Biggs indicated (2001) that, the word “quality” may in other word refers to end results, characteristics or the way certain things are done by an individual. Consequently, this may slightly be true that the concept of “quality instruction” had referred to multiple connotations. Hativa (2001) draw special interest in the following ingredients: arrangement of lesson and simplicity, spontaneous desire in learning process, and conducive or attractive atmosphere in school classrooms. According to Taylor (2003) enumeration, there are several capabilities required for quality instruction and learning process that include:- interactive participation at local and international, influential interaction with age mates and friends, fairness and course of action, governance and leadership, continuous interaction with students, business enterprises, planning for education activities, instruction for learning process, Evaluating learning feedback, Assessment of instruction and learning process, meditative application and improvement of profession, Individual, leadership and management of instruction and learning process.

1.1.4 Contextual Perspective

In South Sudan, the teachers’ knowledge of related subject content is limited that reveals the acquired low academic and professional competencies, meanwhile, the current primary teachers and secondary levels lack the required teaching skills (Analysis of EMIS 2009). Majority of students and pupils in South Sudan learn under different types of classrooms that include: permanent, semi-concrete and under tree classes (EMISS 2016). Under-training of the educators coupled with shortage of learning and teaching resources at different educational levels and imbalanced allocation of learning and teaching materials were cited as major reasons for sub-standard quality instruction and learning (World Bank, 2012). Lack of basic learning necessities such as storages, lighting and latrines at schools is another key challenge, and only 33% of schools have latrines ((EMISS 2016). According to (EMISS 2009), there is a need for an efficient and

professional educator' based workforce to maintain daily educational operations and quality teaching in the country. It was reported that, 43% of assessed schools teach their pupils in open air or under trees. While it also reported that 12% of learners received their lessons in concrete building. Educators always conduct active classrooms lessons under precarious and harsh teaching and learning environment in windy, hot and cold weather that normally force them to postpone or stop their lessons. The EMISS analysis also stated that 46% of educators carry a basic education leaving certificates, a segment of 45 % of teachers possess a senior high certificate, while 61 % of educators had never attended any professional capacity enhancement as educators. Promotion of the professional and teaching methodology of competent educators requires an immediate intervention from the Ministry of Education. The quality instruction among teachers was affected by poor distribution of learning and teaching resources across Juba County secondary schools and the mean of students versus educator ratio remains very high in schools, which compromised effective pupils learning outcomes and teachers' performance. Inadequate guidelines regarding a well-defined calendar timeframe and hours throughout the academic year, whereby some learning intuitions operate only within few months, incompleteness of the approved school syllabus on time in most schools represents a clear indicator to lack of agreed teaching time, and deprive learners of acquiring knowledge every academic year. All these shortcomings pose a threat to quality instruction in various secondary schools throughout Juba County. In Juba County in particular, essential teaching determinants are hard to find, the quality of instruction in classrooms attracts a lot of wonders or questions and there is need for improved strategic plan to address the escalating and deteriorating quality teaching among the secondary school teachers, which prompts the researcher to divulge deeper.

1.2 Statement of the Problem

Though the South Sudan MoEST is firmly committed to improving the quality of education through teachers training, the challenges are huge. There is an ongoing and worsening crisis in teaching profession in the country that had been driven by multiple factors including lack of continuing professional development for teachers and numerous unqualified teachers, less competitive salaries and incentives, low teaching profession status, poor working conditions of teachers, inadequate learning and basic instructional material, overcrowded classrooms, absence of adequate school infrastructure, lack of capacity to develop teacher leadership and innovation, (Care, G, 2023). Teacher professional development in South Sudan is at a critical juncture; 96% of primary and secondary school teachers have no formal qualification and 63 % of primary teachers have no teacher training at all (USAID, 2009). A good number of educators in primary and some secondary schools suffer from low professional development and quality teacher training whereas 70% of them possess a certificate of basic education. Majority of these teachers never finish the entire cycle of basic education curriculum, 30 % of them secondary school level and only a few of 2% at least possess a minor diploma degree and relatively a higher certificate (SPLM, 2003). This has a dramatic effect on teachers' quality instruction and students' learning outcomes (USAID, 2009). Quality instruction standards within Juba County is faced with a lot of challenges that include lack of learning and teaching resources, storage, water, lighting at schools, services and physical facilities in the schools (EMIS, 2016) and only 33% of schools have latrines. The main teaching weaknesses found out in the report include improper employment of learning resources, irrelevant interrogative methods and inappropriate usage of learner focused instruction techniques (EMISS 2016). An excellent and high-quality teaching provides a quality education for the future generation (USAID, 2009). To achieve this objective, schools' managers & stakeholders must endeavor to employ high quality teachers with excellent pedagogical content knowledge. In fact, if these teaching issues are not addressed, the quality of instruction of teachers will be in

jeopardy, leading to poor learning outcomes. Hence, the instigator therefore, endeavored to assess the current school strategic plan and its relation to quality of instruction in the public secondary schools in Juba County, which represents undeniable knowledge gaps and suggests pertinent strategies.

1.3 Purpose of the Research

The primary goal of this research initiative is to examine the assumed connection of school strategic planning versus quality of instruction in public high schools in Juba.

1.4 Objectives of the Study.

This research paper adhered and aligned with the below specific study objectives:

- I. Establish the existing relationship between strategic planning and quality of Instruction in government high schools in Juba.
- II. Determine the relationship between SWOT analysis and Quality of Instruction in government high schools in Juba.
- III. Establish the possible relationship between implementation plan and Quality of Instruction in government high schools in Juba.

1.5 Scope of the Research

The research area focuses on the following sections, which include:

1.5.1 Geographical Scope

The research was conducted in selected government high schools in Juba to assess any existing relationship in school strategic plan with quality of instruction in government high schools. The researcher chose this county because it was an urban town that had a number of old and new public secondary schools where the availability and quality strategic planning in those schools in the county raised some questions.

1.5.2 Content Scope

The research focused area assessed the relationship between school strategic plan and quality of instruction with indicators including; scheme of work and lesson plan, teaching

methods, use of appropriate teaching-learning resources, and teachers' pedagogical and content knowledge of the subject matter, effective class management skills, and learners' assessment feedback.

1.5.3 Time Scope

The research exercise opted to use data collection within periods ranging between (2012-2018), this was the period when the South Sudan Government had put in place the education policy contained in Education Act 2012.

1.6 Significance of the Study

This research had been considered to be a useful literature for education planners, managers and other education stakeholders in the Ministry of Education to support secondary school sector to put more efforts on school strategic planning to manage and allocate scarce resources basing on urgent secondary education priorities. It will also stimulate the interests of parents' effective participation in school strategic plan to incorporate ingredients of quality of instruction needs during the development stage of school planning that primarily benefits their children. The study results will empower teachers, head teachers, students and other stakeholders to better understand the essential roles they play when developing their school plan by incorporating their inputs regarding in-service training, teaching, learning materials and professional development to improve children learning outcomes and acquire diverse teaching techniques.

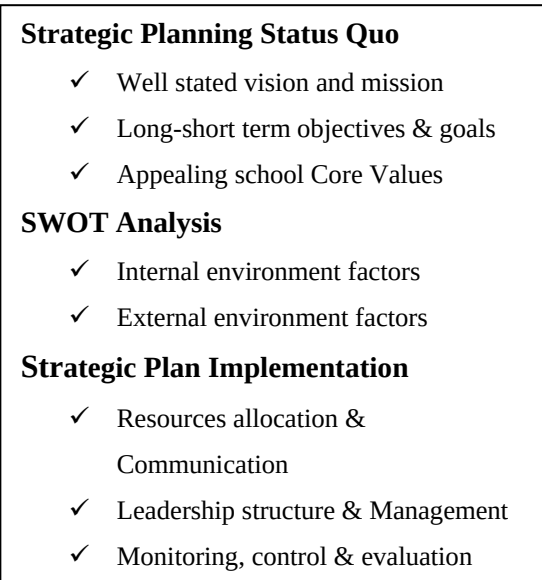
1.7 Conceptual Framework

A conceptualized model is an organized framework that the investigator thinks can optimally elucidate the instinctive forward evolution of observable event under scrutiny (Camp, 2001). This always provides more advantages to study and helps the investigator to find out and builds his/her viewpoint on the subject matter under study (Grant & Osanloo, 2014). The model emphasizes the rationale why such a subject under study is

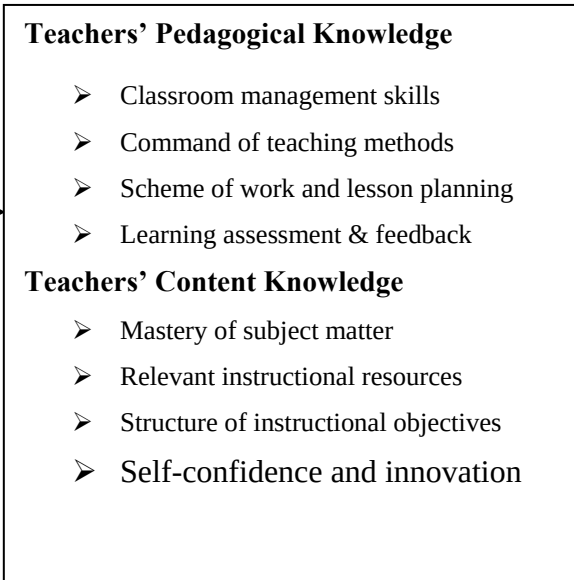
desirable, the premises of an investigator, may either concur or disagree with and how the researcher conceivably establishes method (Evans, 2007). The concept is clearly organized in a sequential format so as to help and give a clear explanation on how concepts and notions in the research connect to each other (Grant & Osanloo, 2014). To conceptualize better on the Dependent Variable (DV), there is need to distinguish between instructional quality/quality of instruction and instructional effectiveness. The *instructional quality* is most frequently conceptualized in a generic way, independent of the specific content taught. Such a conceptualization often includes three core aspects: (1) aspects related to the management of the classroom; (2) aspects of socio-emotional support in classrooms; and (3) aspects of teaching that is clear and cognitively challenging (Blazar et al., 2017; Charalambous & Praetorius, 2018; Praetorius & Charalambous, 2018). However, research findings relating instructional quality to student outcomes vary across countries, student age, subject domains, and type of outcome. Various frameworks and instruments were developed and used to conceptualize instructional quality and consequently study its influence on student outcomes. However, these frameworks differ considerably in the teaching aspects covered, conceptualizations, operationalization, and measurement. On the other hand, the *instructional effectiveness* concept relies on the frequent assessment of student performance. Assessment consists of evaluating a variety of student activities and products over a long time to determine the level of competency in the performance of critical classroom objectives. Objectives should reflect real-world knowledge and skill requirements that students must master to be successful after graduation. The criteria used to measure student performance also form the basis for the diagnosis, improvement, and evaluation of instruction.

Figure 1.1 School Strategic Planning and Quality of Instruction

School Strategic Planning (IV)



Quality of Instruction Process (DV)



Source: Modified & Adapted from Rodia Chimuka (2016).

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Brief Introduction of Chapter Two

Key salient features of chapter three sheds light on theoretical review intricately connected to this study, review of related literature on school strategic plan and quality instruction. It also assesses the correlation between school strategic planning and quality of instruction in government high schools of Juba County. School strategic plan plays great for school improvement and development to realize its purpose of existence as enshrined in its mission, vision, values, goals and objectives. The literature under review was aligned with the specific objectives of the study as stated in chapter one.

2.1 Theoretical Model

2.1.1 System Theory

The systems theory is analogous to education production function. According to John (2010), education has a high-priority function in the production of human resources, and that the production function is a relationship between the amount of input and intervening factors to produce a certain good, with consideration to its quality. An education production function, therefore represents a functional relationship between school and students' inputs to an associated measure of school outputs. To ensure the production function adequately addresses the demands of society, education policy makers and managers must determine clear and precise objectives; and select the inputs and strategies that will be transformed through the productive process into a qualified product; possessing certain competences in form of skills, abilities, and knowledge that can be transferred to the productive sector of the economy with efficiency and effectiveness (John, 2010). Cory and Betts (2007) on their study on the role of teacher quality in the education production function established that, variation in teacher quality is an important contributor to student achievement. Arnold and Wade (2015) remarks that, projections are

needed to be made in education for proper planning and also, planning for enrolment without paying attention to the availability of other educational facilities can only boil down to failure. A holistic approach to educational planning can result to effective utilization of scarce or available resources for effective, quality teaching, efficient learning and management of the school system. Guberman (2004) maintains that the system theory is more all-embracing and comprehensive, incorporating specialized perspective, as one aspect of a general conception. It is based on individual, competition, training for a specific profession, and indoctrination into a specific culture of harmony within and around the school premises for meaningful teaching and effective management of education.

2.2 Summary of Literature Reviewed

The summary of this segment, the investigator divulged deep into the related literature review that underpinned the research specific objectives in chapter one. Literature was reviewed alongside other research papers produced by scholars in line with vision, mission, goals, objectives & values, SWOT analysis and strategic plan implementation that summed up the school strategic plan with its impact on quality of instruction were cited in the study.

1.2.1 Strategic planning and quality of instruction

Although there were numerous other factors that influence the teachers' quality of instruction in classrooms and schools, the researcher has irrefutable justification for choosing the Strategic Plan as the Independent Variable (IV) rather than other factors for the following reasons. School strategic Plan is a comprehensive document that encompasses and contains all the other factors that directly or indirectly influence the quality of instruction in schools. The other factors may include, teachers' training, teachers' motivation/ welfare conditions, financial resources, school leadership, classroom management skills, teaching and learning resources and many others. These

factors can holistically be address in the School Strategic Plan if incorporated by the school management, county or state governments.

a) School Vision and Mission

In view of improving quality in learning institutions, regardless of their operational contexts, the field of strategic plan remains essential. The facts are visible when it comes planning strategy in developing educational contexts, whereby movement towards development and effectiveness in delivering an attractive quality education that had been seen as a constant and inflexible strife, Teasdale, G. R. & Puamau, P. (2005).

According to Chang, G. (2008), every learning organization that falls short of performing its ambitious learning strategy diligently, meeting satisfactorily the multiple needs and responding to high demands of many people instantly, is at risk. Many research findings highly recommended serious engagement and involvement of primary community stakeholders as a sign of inclusive element during strategic planning process, Teasdale and Puamau, P. (2005). At local institution stage, primary players and actors like guardians, head teachers, educators, pupils as well as other institution senior leadership beside other concerned stakeholders in kids learning arena their views and opinions should be sought. Local actors and other related important stakeholders have to be conducted through inclusive consultations, engagement and participation in the initial development stage of institution strategy exercise. Teasdale & Puamau (2005), Tokai (2005), emphasized on rigorous dedication to downward method more than upward way of doing things that required diligent involvement of different education stakeholders to ensure viability of the strategy ownership by all during the strategic plan development stage. Birley (2001) stressed the necessity of including all education partners in the strategic plan decision-making process, which is key prerequisite factor when it comes to designing and developing educational blueprints without excluding any individual in the process. This

participatory exercise will possibly produce ideal results for institutions, and consequently, benefiting learners as the end recipients of a well-designed institutional strategic blueprint. The end result will lead to a positive outcome and rule of blueprint possession, and subsequently will elevate the concerned partners 'sense of sincere dedication to execute the developed blueprint seriously. Citing the same context, Puamau (2005) indicated that in some situations, the concerned primary parties or partners were never engaged to develop strategic plan exercise, which has been considered as real setback. Any low participation and consultation of these important education partners will diminish and reduce the smooth implementation and plan ownership. Puamau advised on importance of inclusive involvement to reinforce a sense of ownership and sustainability of the strategic planning exercise, hence will lead to spontaneous achievement of the expected strategic plan execution.

b) School Goals, Objectives & Values

Several researches revealed the significance of defining ostensive, simple objectives with targets as well as examining to make sure that everyone who participated in the education sector must exert more energy to attain the laid down specific objectives. This self-sacrifice will lead to continuous would improvement of high quality of instruction and learning standards, and subsequently to students' outstanding achievement (Johnson and Scholes, 2008). Educational strategies had importantly emerged and evolved in the last decades with the unanimous buying-in from many educational stakeholders of school development blueprint formats and methodologies. Nevertheless, prevalent trend towards institutional oriented administration and larger self-reliance on this matter exponentially had gained momentum, allowing educational institutions to demand more tasks, major functions and obligations on designing school blueprints. The plan of action in organization has very essential significance in terms of learning institution sector because it defines the path to be followed by the sector later on, since it takes over the functions of

scout guide to delineate the borderlines of aims as well as gearing up institutions to pursue their destiny. One has to ultimately claim that certain aims convey institutions' mission clearly, only gearing up towards the required strides and proper organization that contributed to efficient functionality and accomplishment of the purpose. An affirmative stride regarding this recipe was deemed significant since it the ideal and probable end results will be certainly realized (Saitis, 2005). To larger extent, the work of the institutional sector means laying aims and clear targets for the policies whereas learning institutions, teaching methodologies and management strategies and tasks of an organization department aspire to achieve at the end of a specific period (Petridou, 2005). Pointing out to educational units, a strategy document refers to the steps of comparing institutional' planned actions with the existing and contextualized surroundings, considering the available assets that will practically lead to realization of objectives. The planned activities, nevertheless, require precautionary measures, as emphasized by Everard and Morris (2006), intuitional aims normally never become absolutely homogenous among themselves. In simple conversation, the significance of planned strategies means there is strong possibility of giving a reason for mission existence of the institutional learning sector to be achieved and identified with, the learning institution policy has to be articulated and the goals are well clarified, bearing in mind probabilities and shortcomings. In other words, having a clear strategy is fundamentally vital so that a clear direction for a balanced aims estimation (Xirotiri-Koufidou, 2000). Filder (2002) segregates the following ingredients of a strategic plan: (1) Blueprint that includes an ambitious goal, then way to achieve them. (2) Master blueprint: this is a measure that lays down the blueprint immediately in action. (3) Administration of the blueprint: executing the strategic plan itself.

2.2.2 SWOT Analysis and Quality of Instruction

Many scholars showed interest in strengths, weaknesses, opportunities and threats (SWOT) analysis to assess intuitions external and internal conditions by following their organizational aims and how they will realize them (Linn, 2008). In most instances, the senior leadership and management properly analyses surrounding conditions in terms of existing rivals in the market and subsequently, evaluate the strong points of their employees as well as the loopholes or shortcomings that force them to devise a comprehensive blueprint and capitalize their personnel strong points ensure a formidable victory in the end. Normally, these shortcomings and strengths within the educational institutions are interior negative conditions; meanwhile existing chances and risks become the outdoor surrounding conditions. In fact, it becomes absurd for an institution to develop and an ambitious blueprint to realize an aim and ignore the institution's strong points and shortcomings in addition to the prevailing rivaling environment (Linn, 2008). In a precise manner, the ingredients of interior conditions include the organization management, the location, the workforce, audible and visible instruction resources, plus the total figure of institution learners-educators. In contrast, components constituting the exterior surroundings include the overall economic and social aspects, political, cultural, technological advancement factors and inevitable pressures dictated on it (Saitis, 2007). Preliminary basic results stemmed from SWOT scanning exercise are enshrined on the school outline and matched with the school features. The school outline in turn is matched to establish the interior association and harmony with its SWOT scanning exercise (Sherman, Rowley and Armandi, 2006). As Raynor (2004), asserted that the blueprint exercise contains spot-check, exterior analysis, SWOT scanning, social, economic and cultural scanning so as to predict upcoming developments.

2.2.3 Strategic Plan Implementation and Quality of Instruction

Execution of strategy and adjustment became significantly elements, but are the hardest components also of ambitious management blueprint (Brecken, 2004). Davies, B., & Davies, B. (2004), Kaplan and Norton (2001) stressed tangible interpretation of a strategic plan into real and practical reality by employing strategic plan roadmap and equilibrium recording tool since they give clear policy that depict and convey or transmit strategic plans through a reliable and clear manner. Strategic plan implementation implies a radical change in regard to the mindset of organization status quo. The scholars came up with a sequential model that interprets a strategic plan into real practical documented and curated framework. Verbal enunciation becomes the attractive methods used by great orators to convey messages in important speeches, the goal of blueprint and destiny of an institution. Documented conversations involve the official declarations or orations and clear blueprints, which differ significantly from tactical small blueprints. Systemic enunciation simply means the institutional composition, which assist and design the strategy model. Secondly, to construct a joint discernment of any potential action using common practical daily encounters and pictures; the construction phase involves intelligible imagination and comprehensible image on how we devise innovative paths to do thing differently. This entails creating awareness among the masses or institutional stakeholders on the developing trends or viewpoints and contextual live changes, by constructing consensus in the institution and advising on revisiting the status quo of operation that has to be changed want to see concrete change for a productive and brighter future (Davies, 2005). Third point is an effective and efficient management that requires innovative initiatives such as fruitful conversations, joint understating or brainstorm road map in advance for the upcoming events. Capable and charismatic personalities always reflect retrospectively and address major characteristics of the existing institutional conditions that are termed long term institutional major designs

(Kaplan 2001), these prominent personalities always are the pioneers that determine how the next institutional vision and fresh structure will look like. The exercise could include course of actions as Davies (2003) depicted by strengthening people involvement and incentivizing them to comprehend the urgency for total transformation using effective plans and dialogues. This importantly will attract standard data either internally or externally within the institution that feed into strategy scanning exercise and will support the ongoing conversations. Finally, the senior management should determine the required results and subsequent steps to realize these results. The main purpose is to form an intelligible guideline for the upcoming fresh blueprint for the organization. Mashhadi, Mohajeri, and Nayeri, (2008) suggest a useful idea for schools to smoothly and perfectly execute their strategic plan activities, these include sufficient resources mobilization options, inclusive and unanimous making of choices in democratic manner, clear institutional hierarchy, norms, sharing of information and effective two ways communication in relation to new technology, compensation, remuneration and incentives policy, effective communication, learning and academic upgrading, capacities and required competencies must be given. Basing on Steiner (2004) statement, the strategic plan execution exercise includes thorough operational and programmatic tasks and roles such as leadership and administration evaluation, bonuses, stimulus, enumeration and dominance procedures. Institutional devised frameworks comprise of resources distribution, inculcating master management plan, conveyance, close supervision and absolute command. Internal and external transmission of organizational blueprint is an important component for the successful execution of the blueprint; since it leads to speedy attainment of the defined aims, resources mobilization like funds and workforce have to be prepared in the course of the execution of master plan stage (Ballentine, & Eckles, 2009). Supervision and summative appraisal must immediately commence so as to check defective blueprint before we see any faulty blueprint, which may harm and add

more expensive execution of the master plan. Supervision assists the programme staff to guarantee effective and smooth execution of the blueprint (IEEE, 2009). Tight supervision of master plan execution provides suitable and correct answers on institutional activities discharge in order to make transformation and alignments are seen as routine element of strategy execution. Close monitoring allows earlier the adjustment of strategy executed activities if the required objectives seem impossible to be achieved (Gottschalk, 2015). An efficient and smooth blueprint execution is supposed to work out its own interior models, formulated efficient blueprints to polish institutional discharge of activities, achieve apparent of next steps in advance, appoint personnel with high competency according to available resources, treat efficiently with institutional dynamics and eventualities within the exterior surroundings, procedures, workforce and come up with relevant options and urgent matters (Cole, 2004).

2. 3 Reviewed Literature

The investigator divulged deep into the related literature that underpins the significance of school strategic planning in relation to quality instruction process. Lack of clear school strategy in alignment with a common vision, mission and corporate core values, head teachers cannot lead teachers toward a successful quality teaching and high students' learning outcomes. As long there is a succinctly stated school vision, mission with a clear direction towards the future expected goals and a strategic plan to achieve those goals, obviously the school leading to effective performance and improvement in the institution. Head teachers in schools are responsible for positive cooperation and operating closely with all educators to find out individual learners needs and perform specific tasks to cover up those learning gaps among students, will identify solutions for learners' challenges in the classrooms. The head teachers alongside teachers will develop a sense of intrinsic ownership, incentive and desire to devise the steps necessary to enhance quality teaching process in the whole school (Genevieve, 2010). Active participation of

key school players in formulation of school overall goals and objectives, SWOT analysis and implementation stages of the school strategic plan on the onset during and end of strategic planning process are indispensable factors for the ultimate success and attainment of quality education at schools. This prompted the researcher to assess the school strategic planning influence on quality of instruction in public secondary schools of Juba County, which represents undeniable knowledge gaps in this area.

CHAPTER THREE

METHODOLOGY

3.0 Brief Introduction

The introduction of chapter three outlines the design of the study, focused area, population, sampling size and techniques, the research tools, quality control (this is validity and reliability of tools), research procedures, tools for data collection, analysis of data, ethical issues and constraints of the study.

3.1 Design of the study

The researcher used correlational option in the research design method as guided by research questions and objectives to measure any possible relationship between school strategic plans and quality of instruction in government high schools within Juba. A correlation research design establishes relationship between different variables in a similar selected population or in other words, measures identical variables in two population (Leedy & Ormrod, 2010). According to them, correlation in research design simply measures variables as they naturally occur in the lab or real world. The study employed mixed research design strategy that was concurrent triangulation research design method to gather and analyze data from multiple sources at the same time to increase credibility and validity of research findings. The other reason for using concurrent triangulation research design method was to use both quantitative and qualitative data to more accurately define the relationships among the variables of interests. It provides a multiple view whereby a certain issue would undergo investigation and then communicate their results to understand better and improve people existing situations, with a collective purpose of transferring skills and information for relevant utilization of the public. They also cross validate or triangulate and acquire a thorough consolidation of an approach to elevate or leverage the other method. Underpinning Sale et al. (2002) argument, Onwuegbuzie and Leech (2006:479) give their below justification

for mixed quantitative qualitative methods: *respondents' enhancement* to increase their greater participation in the proposed research. Leech (2006) argues that the greater the sampling size, the more consistent and sound the conclusion of research likely to appear correct. *Tool constancy* to maximize the suitability of the tools (questionnaires and interview guides) used in the study.

3.2 Research Population

The researcher started the study in 14 government senior high schools in Central Equatoria State, Juba County in a selected sample of 84 active educators, 14 head teachers, 70 head of departments and 420 students. According to the School Management and Leadership Policy of South Sudan, the required number of heads of departments in a school should be five (5) departments that include Languages, Religious Education, Arts and Sciences (School Management and Leadership South Sudan MoGEI 2017).

3.4 Sampling Size and Techniques

In reference to what Ary, et al. (2002) stated, whole items should be the same, when the size of sample is larger, then the sample population selected is fairly represented. The most significant trait of a sampling size is in its salient representation, not its bigger or small size. The researcher has used stratified sampling technique in order to place respondents into strata as per the school category (academic and technical public schools) in Juba County. The researcher also employed a simple random method to choose the subjects to answer questions. A total number of HoDs is 41 out of 10 public schools from which 21 HoDs were selected randomly, while a total number of 5 public schools is being selected from 10 public schools basing on Kothari (2003) recommending a sample size of 30% as an ideal representativeness. There were 5 head teachers selected out of 10 head teachers in public schools adopting purposive random sampling, 26 teachers selected out of 45 teachers, 126 students out of 276 student sample size in 5 government high schools in Juba County.

Table 3. 1: Sample Frame of the respondents

Category	Schools	H. Teachers	HoDs	Teachers	Students	Total
Population (N)	10	10	41	45	276	372
Sample (n)	5	5	21	26	126	178

3.5 Tools for Collecting Data

3.5.1 Written Questions: The study employed two ways for collecting primary and secondary data, while adopting the written questions as research instruments for this study. In Kothari' views (2004), written questions were the best tool to collect qualitative data in a bigger sample size in a reasonable short period. The question may be handled easily by the subject and collect it after a while. Both closed and open-ended written questions were administered as the main instruments to collect information that permitted accurate measure for a certain opinion or judgment (Orodho, 2008). That research question was meant to assess the respondents' judgment on the Quality of Instruction (DV) in the targeted schools using Likert Scale. Respondents' responses from the selected secondary schools were analyzed using SPSS.

3.5.2 Structured interview guides & schedules: These tools were employed to obtain qualitative data from the selected respondents of head teachers that provided in-depth information through face-to-face interview. The researcher posed questions to the head teachers and their views were noted or recorded down by the researcher. The data to be obtained during the interview was used to supplement the quantitative data to be obtained from other respondents.

3.6 Controlling the Quality of Instruments

3.6.1 *Validity of Tools*

The validity of study tools assessed how exactly they gauge the designed measurement (Robson, 2011). The tools revealed exactly to what extent the data collected met the

intended purpose of study (Ghauri and Gronhaug, 2005). In this regard, the researcher prepared the research instruments with educational planning and management experts at Kyambogo University to assess the instruments and content validity whether they correctly address all the areas under study. A mathematically calculated Index of Content Validity (CVI) was adopted to assess the validity of research tools, if CVI calculation of 0.7 was greater, then the research tools were deemed valid.

3.6.2 Reliability/Credibility of the instruments

Credibility of tools refers to the extent to infallible trial that accurately gauge the tool without defects, but in case of multiple mistakes in the instrument, then the tool becomes less credible as well as the trial too (Fraenkel & Wallen, 2003; McMillan & Schumacher, 2001, 2006; Neuman, 2003). Reliability always reveals similarity and duplication of things in the same manner, an experiment becomes credible if it repeatedly tested by many experts or investigators within secure and calm circumstances, yielding similar outcomes without variations. The investigator employed double trial approach to establish the credibility of the study tools. The research questions had been doubly distributed to 3 head teachers, 9 HoDs and 12 teachers in three secondary schools that were excluded from the selected schools under study at an interval of one week. Afterwards, the researcher assessed the questions credibility by employing Cronbach Alpha Measurement Formula to compute the existing connections degree against the results of the second and first experiments. In viewpoint of Orodho (2008), a degree of association (r) for 0.75 and greater, is mostly deemed quite taller to conclude the reliability of the tool results. Therefore, if coefficient correlation reliability for the pilot study reveals that the questionnaires tested becomes greater than 0.7, then, the tools have to be considered credible for that research.

3.7 Research Procedure

After proposal approval, the researcher sought authorization letter from Department of Educational Management and Planning at Kyambogo University to get permission for data collection in the targeted schools. He proceeded to the State Ministry of Education in Central Equatoria to obtain permission letter. He designed questionnaires and conducted a pilot study by pre-testing the entrustments before leaving for the field to ensure that the instruments were of high validity and reliability. He afterwards made ready the questionnaires to the respondents and made appointments with the respondents, by conducting interviews, collecting questionnaires, assembling, analyzing, interpreting the data, and finally writing the draft and final reports.

3.8 Data Analysis Techniques

i. Quantitative Analysis

The researcher used descriptive statistics for quantitative data analysis basing on the research questions and objectives of the study. The raw data were verified to ensure their completeness and accuracy, then was edited, classified according to themes and entered in the computer for analysis employing Statistical Package for Social Science (SPSS) to facilitate understanding of relationship between variables. The quantitative data was analyzed and recorded using frequency tables and percentages.

ii. Qualitative Analysis Techniques

Qualitative data obtained from school head teachers' interviews were organized, edited and categorized according to themes, then content and thematic analysis was used to analyze qualitative data. In order to establish existing relationship between the two variables, the researcher employed Pearson Correlation Co-efficient to measure statistical significant level. The information was compiled for the final narrative report, while the findings were presented and discussed in relation to the research questions.

3.9 Ethical Considerations

The researcher put strict measures to ensure that respondents participating in the study were kept safe from any anticipated or unexpected danger (e.g. COVID-19 pandemic) that may happen during and after the research process. The participants were treated with due regard and maximum confidentiality and their rights and views were handled with required sensitivity and private information will be maintained. Their individual agreement before their participation in the study was secured to guarantee respondents' participation in the study willingly and to avoid asking any embarrassing questions that may hurt their feelings to prevent them from giving relevant information to the study, hence, the researcher employed professional standards in that regards.

3.10 Limitation of the Study

The researcher had been conducted in Juba County in Central Equatoria and was not a generalized study for whole the seventy-nine (79) counties in South Sudan that had their different educational problems and challenges, but selected Juba County within its specific context as a sample. It had also foreseen some unavoidable limitations that might strain the meager financial resources used during the movement from school to school and training of research assistants. Therefore, he minimized the sample size of the five targeted secondary schools out of 10 secondary schools and focused on the nearest schools in Juba County along to avoid high costs. The time factor also reduced the length of research period to 8 months starting from November 2019 to March 2020.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.0 Introduction

This Chapter outlined data analysis, interpretation and discussion of the research findings on the collected data in line with the questions and purpose of the study that aimed at assessing “the Strategic Planning and Quality of Instruction in Selected Public Secondary Schools in Juba County, Central Equatoria State, South Sudan. The collected data was presented in tabular form after being analyzed using SPSS to facilitate understanding of relationship between variables. The respondents’ demographic information was highlighted. The analysis included different groups of students, classroom teachers as well as Heads of departments’ questionnaires and data were presented using tables.

4.1 Outline of Respondents’ Questionnaires

Basing on the prior determined sample, the researcher targeted key informants namely; head teachers, teachers, students and head of departments in 5 public secondary schools and outlined the respondents’ rate as shown in table 4.1 below. The researcher produced 5 interview guides that were distributed to 5 public secondary schools head teachers in Juba County, but 4 interview guides were returned. In the same manner, 21 questions were given to deputy head teachers and only 11 questionnaires were received, while 26 questionnaires were given to teachers and only 16 questionnaires were returned. Finally, a total number of 126 questionnaires were also distributed to students with only 107 respondents returned the questionnaires.

Table 4 1: Rate of Returned Instruments

Target Respondents	Sample size	Received Responses	Return Rate %
Students	126	107	84.9
Teachers	26	16	61.5
Head of Departments	21	11	52.4
Head Teachers	5	4	80
Total	178	138	77.5

Source: Researcher' Survey (2020)

According to the above Table 4.1, the return rate stood at 77.5 % of the total respondents, which Saunders et al., (2007) recommended that a response rate above (50%) is sufficient and will provide required information for the purpose of the study.

4.2 Respondents' Demographic Information

The demographic respondents' information background refers to duration of stay in the school, age, gender, and academic qualification, and professional experience, type of the school, number of teachers, students and marital status.

4.2.1. Demographic information background of students

The below table 4.2 shows the demographic information distribution of pupils according to their stay in the schools.

Table 4.2. 1: Students' duration of stay in schools

Duration of Stay	Frequency	Percentage
From 0-2 years	17	15.9
3-4 year	86	80.4
5-6 years and above	4	3.7
Total	107	100

Source: Researcher' Survey (2020)

The above Table 4.2.1 indicated that 80.4 % (86) students were in the schools from 3-4 years, whereby most of them were able to provide the required data for the research.

4.2.2 Distribution of School type, category and population of students.

This table 4.2.2 below showed the school type, category and population of the students who participated actively in the study.

Table 4.2. 2: Distribution of schools' type, category and students' population

Statement		Frequency	(%)
Type of school	Mixed Day School (Academic)	75	76.2
	Girls' Day School (Academic)	32	23.8
	Boys' Day School (Academic)	0	0
	Total	107	100
Students' Population (stated by teachers & HoDs)	Below 200	1	3.7
	Between 201-500	5	18.5
	Between 501-700 & above	21	77.8
	Total	27	100
School Category	Academic Secondary School	64	67.9
	Technical Secondary School	27	20.2
	Commercial Secondary School	16	11.9
	Total	107	100

Source: Researcher' Survey (2020)

The above table 4.2.2 illustrated the types of schools covered in the research, whereby majority of students represented 76.2 % (75) were from Mixed Day Schools with population of 77.8 % as stated by (21) HoDs and teachers. Most of the schools were Academic Public Secondary Schools, while there were only one Technical and Commercial Public Secondary Schools.

Table 4.2. 3: Age and gender of the participating students

Gender	Students' Ages				Total	Percentage (%)
	14-17	18-22	23-29	30 above		
Female	3	48	1	0	52	48.5
Male	6	47	2	0	55	51.5
Total	9	95	3	0	107	100

Source: Researcher' Survey (2020)

The above table 4.2.3 showed the distribution of gender with a total of one hundred and seven (107) students participated in the research, 48.5 % (52) were female' students and 51.5 % (55) were male students who answered the questionnaires in five public secondary schools, which indicated presences of a reasonable gender balanced representation in the research. Furthermore, the research findings revealed that majority of ninety-five (95) students' ages fell between 18-22 years, forty-eight (48) were female students; while 47 were males; nine (9) students were between 14-17 years, and three (3) students were between 23-29 years. The findings showed that most students surveyed were legal-aged students and were mature enough to provide the required research data.

4.3 Teachers and HoDs' Demographic information.

The researcher obtained demographic background information from 11 HoDs and 16 teachers who received and answered the questionnaires.

4.3.1 Marital Status, Gender and Age of Teachers and HoDs.

The table below shows the marital status, gender and ages of teachers and HoDs who individually participated and answered the questionnaires of the study.

Table 4.3. 1: Marital Status, Gender and Ages for Teachers and HoDs

Statement		Frequency	Percentage (%)
Marital Status	Single	7	25.9
	Married	20	74.1
	Divorced	0	0
	Total	27	100
Ages	18-24 years	6	22.2
	25-30	5	18.5
	31-39	7	25.9
	40 above	9	33.4
	Total	27	100
Gender	Female	7	25.9
	Male	20	74.1
	Total	27	100

Source: Researcher' Survey (2020)

The marital status of the respondents (HoD & teachers) stood at 74.1 % which is the same with the gender representation (74.1 %), while the age percentage of the respondents was 33.4 % (9) which showed that most of them were credible enough to provide adequate information on the school strategic planning and quality of instruction in the previous years in their schools.

Table 4.3. 2: Experience of Teachers and HoDs

Statement	Experience				Total	(%)
	1-5 yrs.	6-12 yrs.	13-29 yrs.	30 + years		
HoDs	0	6	5	0	11	40.8
Teachers	5	8	3	0	16	59.2
Total	5	14	8	0	27	100

Source: Researcher' Survey (2020)

The study findings showed % 59.2 (16 teachers) had 1- 5 years of experience, while those with 6-12 years' experience were (8) as majority, whereas three (3) teachers had worked for 13-29 years. In the same manner, % 40.8 (11 HoDs), there were six (6) with 6-12 years' experience, while those who had 13-29 years' experience were five (5). This indicated that majority (14) of the teachers and HoDs in the five public secondary schools

surveyed study had been working in the schools for 6-12 years, while (8) of them worked for 13-29 years, hence had acquired long experience and knowledge of the operation in these schools and became familiar with school strategic planning and improvement of quality instruction.

Table 4.3. 3: Educational Qualifications of Teachers and HoDs

Statement	Education Level/Academic Qualifications					Total	Percentage (%)
	Certificate	Dip	Bachelor	PGD	Masters		
HoDs	0	1	8	1	1	11	40.8
Teachers	0	2	13	0	1	16	59.2
Total	0	3	21	1	2	27	100

Source: Researcher' Survey (2020)

From table 4.3.3 as illustration above, 40.8% (11 of HoDs) stated they had diploma (1) with majority of them held bachelor degrees (8), PGD (1) and Master (1), while % 59.2 (16 of teachers) indicated they had diplomas (2) with majority had bachelors (13) and Master (1) degree. This indicated that most of the HoDs and teachers in the five public secondary schools assessed had very good academic qualifications as required for teaching in secondary education and had capability to apply skills and knowledge in teaching profession and adopt excellent school strategic plans to provide quality instruction for their learners in schools.

4.4 Descriptive Analysis

4.4.0 Research Findings from Quantitative Analysis

Strategic Plan status quo (IV) and Quality of Instruction (DV)

Basing on the conceptual framework, the quality of instruction was the Dependent Variable (DV) with its related two indicators of; 1). Teachers' Pedagogical Knowledge with its sub-indicators (classroom management skills, command of teaching methods, scheme of work and lesson planning and learning assessment & feedback) and 2). Teachers' Content Knowledge linked with its sub-indicators (mastery of subject matter,

relevant instructional resources and structure of instructional objectives). On the other hand, the Strategic Plan Status Quo was the Independent Variable (IV) with its components of (mission, vision, cores values, goals, and objectives), SWOT, and Strategic Plan implementation. The research question was meant to assess the students' judgment on the Quality of Instruction (Dependent Variable) in the targeted schools. Students' responses from the five selected secondary schools were analyzed using SPSS as illustrated below.

4.4.1 A Students' Responses on Quality of Instruction (Pedagogical Knowledge)

The table 1.A, showed that majority of students (Mean = 42.83) agreed that their teachers used scheme of work and lesson planning in a sequential manner throughout the academic calendar. This suggested the presence of Pedagogical Knowledge practiced by teachers in the school, other students strongly agreed (Mean = 37.83), 11.17 were neutral, 11.00 disagreed and 4.17 strongly disagreed that was no Pedagogical Knowledge used by teachers in their classroom teaching in the school.

Table 4.4 1: Students' Responses on Quality of Instruction

Pedagogical Knowledge	Mean	Rating
1). Our teachers use various teaching methods that reinforce quality of instruction in the classrooms.	4.17	Strongly disagree
2). During instruction process, our teachers use appropriate examples to facilitate students' understanding of the lessons.	11.00	Disagree
3). Our teachers have excellent classroom management skills that control chaotic students during teaching process in the classrooms.	11.17	Neutral
4). Our teachers prepare and use scheme of work and lesson planning in a sequential manner throughout the academic calendar.	42.83	Agree
5). Our teachers conduct continuous learning assessment and give us feedback regularly without delay.	37.83	Strongly agree

Source: Primary data, 2020

4.4.1 B. Students' Responses on Quality of Instruction (Content Knowledge)

The below table 1.B indicated that majority of students (Mean = 43.67) agreed their teachers had the Content Knowledge that helped them to teach with self-confidence and

facilitated equal learning opportunities for both high and slow learners alike. This suggested availability of content knowledge among the teachers in the school. On the same note, a good segment of students (Mean = 34.33) strongly agreed that teachers have had content knowledge, while 14.00 were neutral, and 3.67 strongly disagreed that their teachers had the content knowledge need for facilitating the teaching.

Table 4.4.1.B: Students' Responses on Quality of Instruction

Content Knowledge	Mean	Rating
1). Our teachers teach with self-confidence and have strong mastery of the subject matter they teach in the school.	3.67	Strongly disagree
2). Our teachers use relevant instructional resources and activities that are linked to quality of instruction in the school.	11.33	Disagree
	14.00	Neutral
3). The structure of instructional objectives is well stated to facilitate high learners' achievements in the school.	43.67	Agree
4). Our teachers know students''' needs and interests during teaching-learning process and help the slow learners and often adjust teaching methods.	34.33	Strongly agree

Source: Primary data, 2020

4.4.2. A HoD s' Reponses on Quality of Instruction (Pedagogical Knowledge)

Table 2.A, displayed descriptive statistics on Heads of Departments' responses on Quality of Instruction (Pedagogical Knowledge) of which a significant number of them (Mean = 6.83) agreed that their teachers had Pedagogical Knowledge, 3.50 strongly agreed that they had appropriate method of teaching and management skills and continuous assessment of students, while, 0.33 were neutral about the existent of their Pedagogical Knowledge and 0.00 strongly disagree that their teachers use various teaching methods that reinforce quality of instruction in the classroom.

Table 4.4 2A: HODs' Responses on Quality of Instruction

Pedagogical Knowledge	Mean	Rating
1). Our teachers use various teaching methods that reinforce quality of instruction in the classrooms.	0.00	Strongly disagree
2). During instruction process, our teachers use appropriate examples to facilitate students' understanding of the lessons.	0.33	Disagree
3). Our teachers have excellent classroom management skills that control chaotic students during teaching process in the classrooms.	0.33	Neutral
4). Our teachers prepare and use scheme of work and lesson planning in a sequential manner throughout the academic calendar.	6.83	Agree
5). Our teachers conduct continuous learning assessment and give us feedback regularly without delay.	3.50	Strongly agree

Source: Primary, 2021

4.4.2. B: HoDs' Responses on Quality of Instruction (Content Knowledge)

As indicated in table 2.B, majority of Heads of Departments in the school (Mean = 5.67) agreed that their teachers were self-confident and had strong Mastery of Subject Matter they teach and compliance to structure of Instructional Objectives to facilitate high learners' achievements in the school. Thus, this suggested present of appropriate and suitable Content Knowledge for managing the teaching in the school, 2.67 strongly agreed with the present of Content Knowledge in the school, while 2.00 were neutral and 0.33 disagreed and 0.33 strongly disagreed as well that there was inadequate content knowledge among the teachers within school.

Table 4.4.2.B: HoDs' Responses to Quality of Instruction

Content Knowledge	Mean	Rating
1). Our teachers teach with self-confidence and have strong mastery of the subject matter they teach in the school.	0.33	Strongly disagree
2). Our teachers use relevant instructional resources and activities that are linked to quality of instruction in the school.	0.33	Disagree
	2.00	Neutral
3). The structure of instructional objectives is well stated to facilitate high learners' achievements in the school.	5.67	Agree
	2.67	Strongly agree

Source: Primary data 2020

4.4. 3. A: Teachers' Responses on Quality of Instruction (Pedagogical Knowledge)

Table 3.A, displayed overall means of Pedagogical Knowledge for teachers' responses to Quality of Instruction in the school, in which majority of teachers (Mean = 8.33) agreed that the school teachers used various teaching methods and appropriate examples to facilitate students understanding of lessons, excellent class room management skills and preparation, use of scheme of work and continuous learning assessments, 6.83 strongly agreed that there was Pedagogical Knowledge that improved the Quality of Instruction in the school, where as 0.67 were neutral, 0.17 disagreed that there was Quality of Instruction as regard to insufficiency of Pedagogical Knowledge in the school.

Table 4.4.3.A: Teachers' Responses on Quality of Instruction

Pedagogical Knowledge	Mean	Rating
1). Our teachers use various teaching methods that reinforce quality of instruction in the classrooms.	0.0	Strongly disagree
2). During instruction process, our teachers use appropriate examples to facilitate students' understanding of the lessons.	0.17	Disagree
3). Our teachers have excellent classroom management skills that control chaotic students during teaching process in the classrooms.	0.67	Neutral
4). Our teachers prepare and use scheme of work and lesson planning in a sequential manner throughout the academic calendar.	8.33	Agree
5). Our teachers conduct continuous learning assessment and give us feedback regularly without delay.	6.83	<i>Strongly agree</i>

Source: Primary, 2021

4.4.3. B. Teachers' Responses to Quality of Instruction (Content Knowledge)

Table 3.B, illustrated that majority of teachers (Mean = 7.00) agreed that teachers taught with self-confidence and had strong Mastery of Subject Matter, used relevant Instructional Resources and Activities that were linked to Quality of Instruction in the school. In regard to Structure of Instructional Objectives to facilitate high learners' achievement in the school, 5.67 strongly agreed with the present of Content Knowledge in the school, while 2.67 of teachers were neutral and 0.67 disagreed that there was Quality of Instruction in the school, while 0.00 strongly disagree on the same matter.

Table 4.4 3.B. Teachers' Responses to Quality of Instruction

Content Knowledge	Mean	Rating
1). Our teachers teach with self-confidence and have strong mastery of the subject matter they teach in the school.	0.00	Strongly disagree
2). Our teachers use relevant instructional resources and activities that are linked to quality of instruction in the school.	0.67	Disagree
3). The structure of instructional objectives is well stated to facilitate high learners' achievements in the school.	2.67	Neutral
	7.00	Agree
	5.67	Strongly agree
<i>Source: Primary data 2021</i>		

4.5.0 Research Findings for Strategic Plan Status Quo Questions

4.5.1. Students' Responses on Strategic Plan Status Quo and Quality of Instruction

The table 5.1 below displayed that Pearson Correlation Coefficient was significant at 0.01 level (2-tailed). This implied that the Pearson Correlation Coefficient $r = 0.615$ with N of 7 was statistically significant at 0.01 level ($P = 0.741$), which was also significant at 0.05 level. Thus, the null hypothesis that there was no significant relationship between status quo of strategic planning and quality of instruction was not accepted. In other words, there was significant relationship between status quo of strategic plan and quality of instruction. This information was relevant for the study since the researcher wanted to examine the relationship that existed between the Status Quo of Strategic Plan (Vision, Mission and Values) in relation to Quality of Instruction in Juba County's public secondary schools.

Table 4.5 1: Students’ Responses on Status Quo of Strategic Plan and Quality of Instruction

		SPSQQTU	QISTU
SPSQ QTU	Pearson Correlation	0.01	.615
	Sig. (2-tailed)		.741
	N	7	7
QISTU	Pearson Correlation	.615	0.01
	Sig. (2-tailed)	.141	
	N	7	7

*** Correlation was significant at the 0.01 level (2-tailed).*

4.5.2. Teachers’ Responses on SWOT analysis and Quality of Instruction

The research survey on teachers' views was guided by the research objective: “To establish the relationship that exist between SWOT analysis and the quality of Instruction in public secondary schools in Juba County linked with the research hypothesis: “There is a statistically significant relationship that exists between SWOT analysis and Quality of Instruction in public secondary schools in Juba County. This is indicated by correlation table below.

According to teachers’ views table 5, portrayed that Pearson Correlation Coefficient was significant at the 0.01 level (2-tailed)”. This implied that the Pearson Correlation Coefficient $r = 0.121$ with N of 7 was statistically significant at 0.01 level ($P = 0.796$) and was significant at 0.05 level. Thus, the null hypothesis that “there is no significant relationship between Status Quo of Strategic Planning and Quality of Instruction was not accepted. Therefore, significant relationship existed between the two variables (i.e., Status Quo of Strategic Planning and Quality of Instruction). This information was relevant for the study since the researcher wanted to determine the Strategic Planning in relation to Quality of Instruction in the targeted schools of Juba County.

Table 4.5 2: Teachers’ Responses on SWOT analysis

Correlations			
		Quality of instruction	SWOT analysis
Quality of Instruction	Pearson Correlation	1	.121
	Sig. (2-tailed)		.796
	N	7	7
SWOT analysis	Pearson Correlation	.121	1
	Sig. (2-tailed)	.796	
	N	7	7

*****Correlation is significant at the 0.01 level (2-tailed)***

4.5.3. HoDs’ Response on Implementation Plan and Quality of Instruction.

The survey on Heads of Departments (HoDs) in the five selected Secondary Schools was conducted to assess their judgment on the status quo of strategic plan in relation to Quality of Instruction. This research question was deliberately used in order to elicit helpful information from the HoDs and their responses were analyzed using SPSS as illustrated in correlation table 6 below. The Correlation Coefficient was significant at the 0.01 level (2-tailed)”. This indicated that the Pearson Correlation Coefficient $r = 0.415$ with N of 7 was statistically significant at 0.01 level ($P = 0.354$), and was significant at 0.05 level. Thus, the null hypothesis that “There is a statistically significant relationship that exists between implementation plan and Quality of Instruction was not accepted. Therefore, there is significant relationship between implementation plan and Quality of Instruction that has been observed.

Table 4.5 3:HoDs’ Responses on Implementation Plan and Quality of Instruction

Correlations		Implementation plan	Quality of Instruction
Strategic Plan Status Quo	Pearson Correlation	1	.415
	Sig. (2-tailed)		.354
	N	7	7
Quality of Instruction	Pearson Correlation	.415	1
	Sig. (2-tailed)	.354	
	N	7	9

Correlation is significant at the 0.01 level (2-tailed)

5.4 Research Findings from Qualitative Analysis

5.4.1 Head Teachers’ Responses on School Vision, Mission and Values.

The researcher employed interview guide to conduct direct interviews with the targeted 5 head teachers. The interview guide questionnaires were open-ended. The first question was an open-ended question, which asked the respondents to state their schools’ vision and mission statements. Out of the five targeted schools, only four head teachers were interviewed and the fifth one declined to avail himself, the four participants (1 from school A, 1 from school B, 1 from school C and 1 from school D) stated their school vision and mission statements. To elicit more opinions, perceptions and views of respondents on the vision and mission of their schools in relation to quality of instruction, the researcher posed another open-ended second question to the participants; how do the school vision and mission statements influence the quality of instruction in your school? The four school principals mentioned that their schools’ vision and mission were their dreams, where all must strive to achieve through giving quality instruction that contribute to effective and better performance of students through creativity, building of team work spirit, cooperation and provision of educational equipment. The researcher asked the

respondents using another third closed question on who developed their schools' vision and mission statements. This was to assess inclusive participation of all stakeholders in the development of their schools' vision and mission. Majority of participants (1 from school A, 1 from school B and 1 from school C and 1 from school D) mentioned main stakeholders as being government, board of governance and school administrators. In the fourth open-ended question, the researcher asked the participants on how did they disseminate their school vision and mission among the entire school stakeholders? Three participants (1 from school A, 1 from school B and 1 from school C) differently cited effective teaching of students, conducting series of meetings and school awareness, while 1 respondent (1 from school D) failed in stating any relevant tool used to popularize the vision and mission of their schools. The researcher went on by asking the respondents for another fifth open-ended question, what were their school goals, objectives and values? This is to confirm if the schools had visible written goals, objectives and values in their institutions. All the 4 participants put down one goal, objective and value each. To assess the link between schools' goals, objectives and values with quality of instruction, the researcher was keen to ask the six open-ended questions; how do goals, objectives & values impact the quality of instruction in their schools? The participants' responses were quite different, 3 participants correctly stated the right points while school D did not get it well. The three head teachers linked the impact of goals, objectives and values with appropriate application that will have positive impact on quality instruction as well encouraging learners to embrace ownership of schools' goals, objectives and values in addition to great improvement for quality of instruction through practical implementation of school strategic plan. The last seven close-ended questions asked about whether the schools did have a strategic plan document and when was it written in their schools; do you have a school strategic plan document? If yes, when was it developed? Majority of 4 participants (1 from school A, 1 from school B, 1 from school C and 1 from school D)

stated a written strategic plan document in their schools with varying years and dates. From the above analysis, it became clear that the qualitative findings were consistent with quantitative data analyzed in the previous pages that supplemented the relationship between strategic planning and quality of instruction in the selected public secondary schools in Juba county of Central Equatoria State.

CHAPTER FIVE

DISCUSSION, SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5. 1. Introduction

This chapter shed light on research findings, conclusion of the study and highlighted the summary of key findings of the study that have been drawn from its recommendations and suggestions have been made for further research areas.

5.2. Discussions

This study was guided by the research objectives to establish the relationship that exists between status quo of strategic planning and quality of Instruction in public secondary schools in Juba County. The discussion of findings involved primary categories of respondents basing on the research objectives (students, Heads of Departments and teachers' responses). Regarding the students, majority were males at age category of 18-22 years. The study found that most students had stayed at the schools between (3-4) years. Most of respondents acknowledged the application of vision and mission at their schools to have direct impact on quality of instruction. The study also revealed that majority of students agreed that teachers used scheme of work and lesson planning in a sequential manner throughout the academic calendar, this suggested the presence of Pedagogical Knowledge practiced by teachers in the school. Other findings indicated that majority of students (Mean = 43.67) agreed their teachers had the required Content Knowledge that helped them to teach with self-confidence and facilitated equal learning opportunities for both high and slow learners alike. This suggested availability of content knowledge among the teachers in the school. This is in agreement with what authors (Akiba; LeTendre; Scribner, 2007, OECD, 2009, 2010; Olfos; Estrella; Del Sol, 2011) stated that the factors associated with achievement and student progress are the characteristics of the educational context and the teachers own knowledge. The findings

on co-relations according to students' responses also showed that Pearson Correlation Coefficient was significant at 0.01 levels (2-tailed). This implied that the Pearson Correlation Coefficient $r = 0.615$ with N of 7 was statistically significant at 0.01 level ($P = 0.741$), which was also significant at 0.85 level. Thus, the null hypothesis that there was no significant relationship between strategic planning and quality of instruction was not accepted. This meant that there was impact of strategic planning on quality of instruction in agreement with Mashhadi, Mohajeri, and Nayeri, (2008) that postulated for an organization to implement the strategy successfully, adequate resources, decision-making processes, organization structure, culture, information and communication technology, reward and motivation systems, effective communication, education, capabilities and skills should be provided. In other words, there was significant relationship between strategic plan and quality of instruction. This information was relevant for the study since the researcher wanted to examine the relationship that existed between the Status Quo of Strategic Plan regarding the Quality of Instruction in public secondary schools of the County. On Heads of Departments' responses; a significant number agreed that their teachers had Pedagogical Knowledge, 3.50 strongly agreed on appropriate method of teaching and management skills and continuous assessment of students. The study had as well showed that majority of Heads of Departments in the school (Mean = 5.67) agreed their teachers practiced self-confidence and had strong Mastery of Subject Matter they teach and compliance to structure of Instructional Objectives to facilitate high learners' achievements in the school, while 2.67 strongly agreed with the present of Content Knowledge in the school. This finding is in agreement with Mashburn and colleagues (2008) who discovered that instructional interactions are able to predict academic and language skills of children and teachers' emotional interactions are able to predict teacher-reported social skills. Thus, this suggested presence of appropriate and suitable Content Knowledge for managing the teaching in the school, which was in close

agreement with DeJonge (2006) *Core Competences theory*, asserting that an organization's core competencies come from its ability to compete at a lower cost, and with its rapid resources movement than that of its competitor. To effectively compete, the theoretical approach calls for continuous improvements and enhancements of the organizations' corporate strategy and strategic architecture (Wright et al., 1994). On the same note; the Heads of Departments (HoDs) opinion on the findings indicated that Correlation Coefficient was significant. This showed that the Pearson Correlation Coefficient $r = 0.415$ and was statistically significant at 0.01 level ($P = 0.354$), and was significant at 0.05 level. Thus, the null hypothesis that there was a statistically significant relationship that existed between implementation plan and Quality of Instruction was not accepted. Therefore, there was significant relationship between implementation plan and Quality of Instruction that has been observed. So, this was in agreement with Steiner (2004) implicitly opined that the implementation process envelops complete administrative activities including aspects like management appraisal, incentives, reward and control process. Operationalizing planned strategies includes allocation of resources, instilling strategic leadership, communication, monitoring and control. In relation to teachers' responses, majority (Mean = 8.33) agreed that they used various teaching methods and appropriate examples to facilitate students understanding of lessons, excellent class room management skills and preparation, use of scheme of work and continuous learning assessments, others (Mean = 6.83) strongly agreed they had Pedagogical Knowledge that improved the Quality of Instruction in the schools.

This concurred with studies which showed that establishing clear, specific objectives and checking that all those involved make efforts to achieve these objectives would improve the quality of teaching and learning and therefore, high academic performance of learners (Johnson and Scholes, 2008). This study finding was in conformity with Grants (2005) argument on his *Resource-Based Theory of Competitive Advantage* as the strategic fit the

organization makes with its internal resources, and the way the organization implements those scarce resources in the external environment to capitalize on the abundance of opportunities. According to the study, the association between Strategic Plan (SQSP) Quality of Instruction (QOI) was due to the following reasons: 1) achievement of objectives, goals and values of the organization have resulted to positive impact on Quality of Instruction, 2) by encouraging learners and making them feel the ownership of the school strategic plan, and 3) great improvement in the quality of instruction through implementation. This was in agreement with Chang, G. (2008) statement, any education institution or system that fails to undertake educational planning in all seriousness, responding effectively to the manifold demands and rising expectations of various stakeholders in current times, does so at its peril. At the school level, stakeholders such as parents, principals, teachers, students and the school management team as well as those who have an interest in children's education should be consulted. Invitations could also be extended to community leaders and interest groups to participate in the school's strategic planning process. Teasdale & Puamau (2005), Tokai (2005), argue that strong commitment to bottom-up rather than top-down processes and active participation of all education partners is vital in the planning process.

5.3 Summary of Research Findings

According to the study, majority of respondents were males at age category of 18-22 years. The study found that most of students had stayed at the schools between (3-4) years. Most of respondents acknowledged the application of vision and mission at their schools to have direct impact on quality of instruction. Thus, it has been widely agreed that school vision and mission have a direct impact on quality of instruction among the teachers in the schools. Most respondents revealed that quality of instruction improvement was accomplished by following school strategic plan and encouragement of teachers on how to go about quality of instruction in the schools. This study further

revealed that Pearsons Correlation Coefficient and associated probability value (p-value) were statistically significant. This confirmed the relationship existed between strategic planning in relation to quality of Instruction in the public secondary schools. The identified relationship between the two variables might be attributed to steps taken to enhance the quality of instruction through monitoring, assessment and evaluation of school plan. Subsequently comparison of success and failure was made for further improvement. On the other hand, Strategic Plan helped in quality control and follow-up of activities and gave room for improvement after identification of areas of weaknesses. According to the study, the association between Status Quo of Strategic Plan (SQSP), Quality of Instruction (QOI) and was due to the following reasons: 1) achievement of organizational goals, objectives and values resulted to positive impact on Quality of Instruction, 2) by encouraging learners and making them feel the ownership of the school strategic plan, and 3) great improvement in the quality of instruction through implementation.

5.4 Conclusion

The findings of the study confirmed that there was a statistically positive relationship between Status Quo of Strategic Plan and Quality of Instruction by virtue of applying the vision and mission at schools, which had direct relation and impact on quality of instruction among the teachers by following school strategic plan. This was in line with the research objective one that needed to establish the existing relationship between strategic planning and quality of Instruction in government high schools in Juba. On the same note, there was a statistically positive significant relationship between SWOT analysis and Quality of Instruction since its analysis revealed the institutional' strengths, weaknesses, opportunities and threats in regard to the aims that one wants to attain and then decide on a strategy to maximize the chances for success. This relationship was in alignment with the research objective two that endeavored to determine the relationship

between SWOT analysis and Quality of Instruction in government high schools in Juba. Finally, the study findings revealed that there was a statistically positive significant relationship between strategic plan implementation and Quality of Instruction as teachers used scheme of work and lesson planning in a sequential manner throughout the academic calendar, indicating the high presence of pedagogical knowledge and the required content knowledge practiced by teachers in the school that gave them self-confidence to facilitate equal learning opportunities for high and slow learners alike. This has also confirmed the research objective three that wanted to establish the possible relationship between implementation plan and Quality of Instruction in government high schools in Juba.

5.5. Recommendations

In line with the research objectives, the following points were recommended, which included: a participatory process during SWOT Analysis of Strategic Plan exercise in public secondary schools i.e., all stakeholders (students, teachers and parents) must be involved when formulating and reviewing school objectives, vision and mission to determine the impact of SWOT analysis on Quality of Instruction in public secondary schools in Juba County. Other recommendations should include enhancement of quality instruction in classrooms through systematic professional support, structure of instructional objectives and capacity building and motivation to all teachers. Encouragement of teachers to overcome challenges encountered during teaching as identified in strategic plan implementation in public secondary schools as well as provision of supply of schools' equipment and incentives for teachers such as relevant instructional resources to boost their teaching performance.

5.6. Suggestions for Further Research

Further research was recommended on the relationship between SWOT Analysis and Quality of Instruction as well as Strategic Planning Implementation and Quality of Instruction in public secondary schools in other counties in Central Equatoria State.

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APPENDICES

Appendix I: Questionnaires for Students

Dear Student

I am a postgraduate student at Kyambogo University pursuing a Master's Degree of Education in Policy, Planning and Management. You have been randomly selected to participate in this study in which your cooperation is very important. As a part of course requirement, I am conducting a research on ***School Strategic Planning and Quality of Instruction at Public Secondary Schools in Juba County***. The primary objective of the study is strictly for academic purposes; your responses will be treated exclusively confidential. Thank you very much for setting aside some few minutes from your busy schedule, please answer freely and honestly all the below questions.

Best regards

Riing Garwech Kuol

Kyamboo University

Faculty of Education, School of Postgraduate

INSTRUCTIONS

1. Kindly do not write your name while answering the questionnaires for the sake of confidentiality.
2. Please write your responses only in the provided blank spaces and tick the box that you think has the right answer.
This questionnaire has five sections: Section A – Respondent's Background Information, Section B – Status Quo of Strategic Planning and Section C – SWOT Analysis, D- Strategic Planning Implementation and E- Quality of Instruction.

SECTION A: Respondent's Background Information

1. School Name:-----
2. Type of your school (*tick the right bracket*). 1). Private (...) 2). Public (...)
3. How long have you been in this school? (*Please tick the bracket*)

- a). 0-2 years (...) b).3-4 years (...) c). 5-6 years & above (...)
5. In what category is your school? (*Please tick the bracket*):
a) Mixed (...) b) Girls' school (...) c) Boys' school (...)
6. Category of your school? (*Please tick*). 1). Technical (...) 2). Academic (...)

No	Statement	SD	D	N	A	SA
7.	Gender: a) Male {...} b) Female {...}					
8.	Age: a). 14-17 {...} b). 18-22 {...} c). 23-29 {...} d). 30 plus {...}					
9.	What was your score in this year? (a) First Term {...} b) Second Term {...}					
	c) Third Term {...}					

SECTION B: Strategic Planning Status Quo

*Please tick the appropriate statement below to assess your opinion on the **status quo of strategic planning** in your school by using Likert scale :(1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).*

SECTION C: SWOT Analysis

*Please tick the appropriate statement below to assess your judgment on **SWOT Analysis***

No	a. School Vision and Mission	SD	D	N	A	SA
1	My school has a written and clear vision and mission					
2	Students, teachers and parents participate in formulation of school vision and mission in my school.					
3	Our teachers always teach us basing on school vision and mission to achieve quality instruction in the class.					
4	Our school vision and mission have a direct impact on teachers to provide quality of instruction in the school					
	b. School Goals, Objectives and Values	SD	D	N	A	SA
1	My school has realistic goals, objectives and core values that correspond with quality of instruction in the school					
2	Our teachers always teach us basing on school goals, objectives and values to achieve quality instruction.					
3	Our school goals, objectives and values have a direct impact on teachers to provide quality of instruction in class					

in your school by using Likert scale :(1 = Strongly Disagree (SD), 2 Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).

1	In my school, students, teachers and parents participate and analyze the internal environment (internal strengths) like management & leadership styles, classrooms, human and financial resources, school location, teaching-learning material, teacher training, working conditions and social welfare aligning them with quality of instruction in the school.					
2	All school stakeholders participate and analyze the internal environment (internal weaknesses) on management & leadership, classrooms, human and financial resources, school location, teaching-learning material, teacher training, working conditions and social welfare aligning them with quality of instruction in the school.					
3	All school stakeholders participate and analyze the external environment (opportunities) such as general social, political, economic, cultural, technological forces, curriculum changes and competitive environments that influence quality of instruction in the school.					
4	All school stakeholders participate and analyze the external environment (threats) such as general social, political, economic, cultural, technological forces, curriculum changes & competitive environments that influence quality of instruction in the school.					

SECTION D: Strategic Plan Implementation

Please tick the appropriate statement below to assess your judgment on **Strategic Plan Implementation** in your school by using Likert scale :(1 = Strongly Disagree (SD), 2 Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).

No	Statement	SD	D	N	A	SA
1	Our teachers use various teaching methods that reinforce quality of instruction in the classroom.					
2	During instruction process, our teachers use appropriate examples to facilitate students' understanding of the lesson					
3	Our teachers teach with self-confidence and have strong mastery of the subject matter they teach in the school.					
4	Our teachers use relevant instructional resources & activities that are linked to quality instruction in the school					
5	The structure of instructional objectives is well stated that facilitate high learners achievements in the school.					
6	Our teachers have excellent classroom management skills that control chaotic students during teaching process in the classrooms.					
7	Our teachers prepare and use schemes of work and lesson planning in a sequential manner throughout the academic calendar.					
8	Our teachers conduct continuous learning assessment and give us feedback regularly without delay.					
9	Our teachers know students 'needs and interests during teaching-learning process and help slow learners & often adjust teaching ways					

SECTION E: Quality of Instruction

Please tick the appropriate statement below to assess your judgment on **Quality of Instruction** in your school by using Likert scale: (1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).

Many thanks for your availability and support

No	Statement	SD	D	N	A	SA
1	The school management put in place motivation and reward systems for teachers to improve quality of instruction in the school.					
2	The school management communicates tasks and allocates resources to teachers to achieve quality of instruction in the school.					
3	The school management always assesses and monitors the progress of SP activities to ensure quality of instruction in the school.					
4	The school management collects and incorporates' students, teachers and stakeholders' inputs on SP to improve quality of instruction.					
5	The school management compares & evaluates the quality of instruction with that of other competitors in the school.					
6	The school management addresses teachers' professional development needs to maximize quality instruction in the school.					

Appendix II: Questionnaires for Teachers

Dear Teacher

I am a postgraduate student at Kyambogo University pursuing a Master's Degree of Education in Policy, Planning and Management. You have been randomly selected to participate in this study in which your cooperation is very important. As a part of academic requirement, I am conducting a research on ***School Strategic Planning and Quality of Instruction at Public Secondary Schools in Juba County***. The primary objective of the study is strictly for academic purposes; your answers will be kept exclusively confidential. Thank you very much for setting aside some few minutes to freely and honestly answer all the following questionnaires.

Best regards

Riing Garwech Kuol

Kyambogo University

Faculty of Education, School of Postgraduate

INSTRUCTIONS

3. Kindly do not write your name while answering the questionnaires for the sake of confidentiality.
4. Please write your responses only in the provided blank spaces and tick the box that you think has the right answer.
5. This questionnaire has five sections: Section A – Respondent's Background Information, Section B – Status Quo of Strategic Planning and Section C – SWOT Analysis, D- Strategic Planning Implementation and E- Quality of Instruction.

SECTION A: Student's Background Information

4. School Name:-----
5. Type of your school (*tick the right bracket*). 1). Private (...) 2). Public (...)
6. How many students does your school have? (*Please tick the bracket*)
 - a). Below 200 (....) b). Between 201-500 (...) c). 501-700 & above (...)
5. In what category is your school? (*Please tick the bracket*):
 - a) Mixed (...) b) Girls' school (...) c) Boys' school (...)

6. Category of your school? (Please tick). 1). Technical (...) 2). Academic (...)
10. Gender: a) Male {...} b) Female {...}
11. Age: a). 19-24 {...} b). 25-30 {...} c). 31-39 {...} d). 40 & above {...}
12. Marital Status: a). Single {...} b). Married {...} c). Divorced {...}
13. Work experience in teaching profession: a) 1-5 years {...} b) 6-12 years {...}
- c) 13-29 years {...} d) 30 years and above
14. What is your highest qualification? (a) Certificate {...} b) Diploma {...}
- c) Bachelor's Degree {...} d) Postgraduate Diploma {...} (e) Masters {...}

SECTION B: Status Quo of Strategic Planning

Please tick the appropriate statement below to assess your judgment on the **status quo of strategic planning** in your school by using Likert scale: (1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).

SECTION C: SWOT Analysis. Please tick the appropriate statement below to assess your judgment on **SWOT Analysis** in your school by using Likert scale : (1 = Strongly Disagree (SD), 2 Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).

No	Statement	SD	D	N	A	SA
1	All school stakeholders participate and analyze the internal environment (internal strengths) like management & leadership styles, classrooms, human and financial resources, school location, teaching-learning material, teacher training, working conditions and social welfare aligning them with quality of instruction in the school.					
2	All school stakeholders participate and analyze the internal environment (internal weaknesses) on management & leadership, classrooms, human and financial resources, school location, teaching-learning material, teacher training, working conditions and social welfare aligning them with quality of instruction in the school.					

3	All school stakeholders participate and analyze the external environment (opportunities) such as general social, political, economic, cultural, technological forces, curriculum changes and competitive environments that influence quality of instruction in the school.					
4	All school stakeholders participate and analyze the external environment (threats) such as general social, political, economic, cultural, technological forces, curriculum changes & competitive environments that influence quality of instruction in the school.					

SECTION D: Strategic Plan Implementation

No	Statement	SD	D	N	A	SA
1	The school management put in place motivation and reward systems for teachers to improve quality of instruction in the school.					
2	The school management communicates tasks and allocates resources to teachers to achieve quality of instruction in the school.					
3	The school management always assesses and monitors the progress of SP activities to ensure quality of instruction in the school.					
4	The school management collects and incorporates' students, teachers and stakeholders' inputs on SP to improve quality of instruction.					
5	The school management compares & evaluates the quality of instruction with that of other competitors in the school.					
6	The school management addresses teachers' professional development needs to maximize quality instruction in the school.					

*Please tick the appropriate statement below to assess your judgment on **Strategic Plan Implementation** in your school by using Likert scale:(1 = Strongly Disagree (SD), 2 Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).*

SECTION E: Quality of Instruction

*Please tick the appropriate statement below to assess your judgment on **Quality of Instruction** in your school by using Likert scale :(1 = Strongly Disagree (SD), 2 Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).*

No	Statement	SD	D	N	A	SA
1	I always use various teaching methods that reinforce quality of instruction in the classroom.					
2	During instruction process, I always use appropriate examples to facilitate students' understanding of the lesson					
3	I have self-confidence and strong mastery of the subject matter that I teach to learners in the school.					
4	I always use relevant instructional resources & activities that are linked to the topic to ensure quality instruction in the school					
5	I always adopt clear instructional objectives within the topic that facilitate high learners' achievements in the school.					
6	I have excellent classroom management skills that control chaotic students' behaviors during teaching process in the classrooms.					
7	I always prepare schemes of work and lesson planning in a sequential manner throughout the academic calendar.					
8	I always conduct continuous learning assessment and give feedback regularly without delay to students.					
9	I know students 'needs and interests during teaching-learning process and help slow learners & often adjust teaching ways					

Many thanks for your availability and support

Appendix III: Questionnaire for the Heads of Departments

Dear Respondent

I am a postgraduate student at Kyambogo University pursuing a Master's Degree of Education in Policy, Planning and Management. You have been randomly selected to participate in this study in which your cooperation is very important. I am conducting a research on ***School Strategic Planning and Quality of Instruction at Public Secondary Schools in Juba County***. The primary objective of the study is purely for academic purposes; your responses will be treated exclusively with confidentiality. Many thanks for setting apart some few minutes from your working time, please feel free to answer all the below questions.

Best regards

Riing Garwech Kuol

Kyamboo University

Faculty of Education, School of Postgraduate

SECTION A: Respondent's Background Information

1. School Name:-----
2. Type of your school (*tick the right bracket*). 1). Private (...) 2). Public (...)
3. How many students does your school have? (*Please tick the bracket*)
a). Below 200 (....) b). Between 201-500 (...) c). 501-700 & above (...)
4. How many teachers does your department have? (*Please tick the bracket*)
a). Between 7-10 (....) b). Between 11-15 (...) c). 16-25 e) 26 & above (...)
5. In what category is your school? (*Please tick the bracket*):
a) Mixed (...) b) Girls' school (...) c) Boys' school (...)

6. Category of your school? (*Please tick*). 1). Technical (...) 2). Academic (...)
7. Gender: a) Male {...} b) Female {...}
8. Age: a). 18-24 {...} b). 25-30 {...} c). 31-39 {...} d). 40 & above {...}
9. Marital Status: a). Single {...} b). Married {...} c). Divorced {...}
10. Work experience in teaching profession: a) 1-5 years {...} b) 6-12 years {...}
- c) 13-29 years {...} d) 30 years and above
11. How long have been in this department: a) 1-5 years {...} b) 6-12 years {...}
- c) 13-29 years {...} d) 30 years and above
12. What is your highest qualification? (a) Certificate {...} b) Diploma {...}
- c) Bachelor's Degree {...} d) Postgraduate Diploma {...} (e) Masters {...}

SECTION B: Status Quo of Strategic Planning

*Please tick the appropriate statement below to assess your judgment on the **status quo of strategic planning** in your school by using Likert scale :(1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).*

No	a. School Vision and Mission	SD	D	N	A	SA
1	My school has a written and clear vision and mission					
2	All stakeholders participate in formulation of school vision and mission in my school.					
3	I always urge my teachers to teach the learners according to school vision and mission to achieve quality instruction.					
4	Our school vision and mission have a direct impact on quality of instruction among the teachers in the school					
	b. School Goals, Objectives and Values	SD	D	N	A	SA
1	My school has realistic goals, objectives and core values that correspond with quality of instruction in the school					
2	I always urge my teachers to teach the learners basing on school goals, objectives & values to achieve quality instruction.					
3	Our school goals, objectives and values have a direct impact on quality of instruction among the teachers in the school					

SECTION C: SWOT Analysis

*Please tick the appropriate statement below to assess your judgment on **SWOT Analysis** in your school by using Likert scale: (1 = Strongly Disagree (SD), 2 Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).*

No	Statement	SD	D	N	A	SA
1	All school stakeholders participate and analyze the internal environment (internal strengths) like management & leadership styles, classrooms, human and financial resources, school location, teaching-learning material, teacher training, working conditions and social welfare aligning them with quality of instruction in the school.					
2	All school stakeholders participate and analyze the internal environment (internal weaknesses) on management & leadership, classrooms, human and financial resources, school location, teaching-learning material, teacher training, working conditions and social welfare aligning them with quality of instruction in the school.					
3	All school stakeholders participate and analyze the external environment (opportunities) such as general social, political, economic, cultural, technological forces, curriculum changes and competitive environments that influence quality of instruction in the school.					
4	All school stakeholders participate and analyze the external environment (threats) such as general social, political, economic, cultural, technological forces, curriculum changes & competitive environments that influence quality of instruction in the school.					

SECTION D: STRATEGIC PLAN IMPLEMENTATION

*Please tick the appropriate statement below to assess your judgment on **Strategic Plan Implementation** in your school by using Likert scale: (1 = Strongly Disagree (SD), 2 Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).*

No	Statement	SD	D	N	A	SA
1	The school management put in place motivation and reward systems for teachers to improve quality of instruction in the school.					
2	The school management communicates tasks and allocates resources to teachers to achieve quality of instruction in the school.					
3	The school management always assesses and monitors the progress of SP activities to ensure quality of instruction in the school.					
4	The school management collects and incorporates' students, teachers and stakeholders' inputs on SP to determine quality of instruction.					
5	The school management compares & evaluates the quality of instruction with that of other competitors in the school.					
6	The school management addresses teachers' professional development needs to maximize quality instruction in the school.					

SECTION E: Quality of Instruction

Please tick the appropriate statement below to assess your judgment on **Quality of Instruction** in your school by using Likert scale :(1 = Strongly Disagree (SD), 2 Disagree (D), 3 = Neutral (N) 4 = Agree (A) and 5 = Strongly Agree (SA).

No	Statement	SD	D	N	A	SA
1	Our teachers use various teaching methods that reinforce quality of instruction in the classroom.					
2	During instruction process, our teachers use appropriate examples to facilitate students' understanding of the lesson					
3	Our teachers teach with self-confidence and have strong mastery of the subject matter they teach in the school.					
4	Our teachers use relevant instructional resources & activities that are linked to quality instruction in the school					
5	The structure of instructional objectives are well stated that facilitate high learners achievements in the school.					
6	Our teachers have excellent classroom management skills that control chaotic students during teaching process in the classrooms.					
7	Our teachers prepare and use schemes of work and lesson planning in a sequential manner throughout the academic calendar.					
8	Our teachers conduct continuous learning assessment and give us feedback regularly without delay.					
9	Our teachers know students 'needs and interests during teaching-learning process and help slow learners & often adjust teaching ways					

Many thanks for your availability and support

Appendix IV: Interview Guide for Head teachers

1. Please state your school vision and mission statements?

1). -----

2). -----

2. How do the school vision and mission statements relate to quality of instruction in your school?

3. Who developed your school vision and mission statements?

4. How did you disseminate them among the entire school stakeholders?

5. What were your school goals, objectives and values? (*write one only per each*)

1). -----

2). -----

3). -----

6. How do goals, objectives & values impact the quality of instruction in the school?

7. Do you have a school strategic plan document? If yes, when was it develop?

Yes () ----- No ()

8. How do you conduct SWOT analysis when developing a school strategic plan?

9. Who are the stakeholders involved in the SWOT analysis of school strategic plan?

10. How the SWOT analysis does relate to quality instruction in your school?

11. What do you do before implementation of strategic plan?

12. What obstacles does the school encounter during the implementation of strategic plan to achieve quality of instruction in your school?

13. Describe the status quo of quality instruction among your teachers in the school?

14. What is the impact of strategic plan on quality of instruction in your school?

15. What is the influence of SWOT analysis on quality of instruction in your school?

16. What is the influence of strategic plan implementation on quality of instruction in your school?

17. What professional support do you provide for teachers to enhance quality instruction for learners in their classrooms?

18. What do you think are the key contributing factors for low quality instruction among the teachers in your school?

19. What mitigating measures can you propose to enhance teachers' quality instruction in your school?

Many thanks for your availability and support