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Original Article

### Examining Secondary School Teaching Methods: Perspectives from the 2014 South Sudan National Curriculum Framework

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#### Keywords:

Learner-Centered,  
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Strategies,  
Curriculum  
Framework.

The global trend for educational reform is directed towards learner-centered pedagogy. Many Sub-Saharan countries have already resorted to this approach to teaching. South Sudan has taken this initiative by launching and implementing a competency-based curriculum from preschool through secondary level in 2018. The 2014 national curriculum framework philosophical strategy towards instruction is entrenched in a constructivist approach. The framework emphasizes learning to be extended beyond textbooks from teacher-directed lessons (teacher-centred) to learner's active engagement. This inspired the investigators to conduct an in-depth examination of the nature of instructional practices existent in secondary schools. The study employed mixed method convergent parallel design in 15 secondary schools purposefully selected within Juba city. Questionnaires were self-administered to 225 teachers, interviews and Focus Group discussions (FGD) were designed and conducted on 4 officials in the Ministry of General Education and Instruction (MoGEI) in departments of curriculum and inspection, 13 head teachers and 12 teachers of the sampled schools. Findings demonstrate the application of both teacher-centred and learner-centred methods, challenges obstructing teachers from applying the learner-centred mode of instruction, lack of feasibility studies conducted before the inception of this reform, and high awareness possessed by teachers on instructional methods to be utilized. The investigators recommended that both teachers and students should endeavour collaboratively to improve their comprehension of learner-centred practices and the government should consistently support schools, evaluate field practices to minimize the policy practice gap then grant schools the opportunity to print authorized textbooks for teaching the South Sudan syllabus.

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**INTRODUCTION**

Learning strategies have been one of the oldest quests of the philosophy of education. The philosophy of education is concerned with the mechanisms of delivering instruction and the particular category to which instruction is supposed to be delivered (Noddings, 2016). On the other hand, instruction can be recounted as an organized way of imparting knowledge to others (Westwood & Westwood, 2008). Furthermore, instructional strategies can either be teacher-centred with the primary goal of knowledge and skills transfer from the instructor to the learner or learner-centred with a key emphasis on establishing in-depth intellectual comprehension and reforms in learners' conception (Westwood & Westwood, 2008). So far learner-centred instruction emerged from the ideologies of constructivism, constructivism assumes that knowledge stems from interactions and experiences among experts through reflections on the cognizant's own ideas (Vavrus et al., 2011). Vavrus et al indicate that learner-centred instruction emerged in sub-Saharan Africa around the mid-1990s intended for educational reforms backed by the international community with the intention of boosting democratic ideologies. Conceptually learner-centered instruction, also known as discovery learning, inductive learning or inquiry learning prime focuses on the role of the learner during the learning proceeding, setting of agenda for learning, less direct control over content and learning strategy applicable (Shah & Kumar, 2020). However, Evertson and Neal (2006) indicated that learner-centred classroom environments should transpire and allow arrangements to a certain extent that facilitate learners' access to interact with peers, teachers, and resources including computer technology as well as resources outside the classroom environment. In addition, time utilization appears to be one of the essential elements in learner-centred classrooms because it's among the determining factors for significant learning.

Evertson and Neal pointed out that in learner-centered classrooms teachers should possess high standards for student learning and achievement in academic subjects, and assume their duties effectively in areas of social and moral growth of learners.

**Theoretical Review**

Theoretically, this study was based on constructivism theory, yet constructivism is a learning theory with various paradigms (Gingell & Winch, 2008). Social constructivism is one of the paradigms of constructivism founded by Lev Vygotsky (Akpan et al., 2020). Thus the study employed social constructivism learning theory as its lens on account that the theory's main assumption is knowledge construction in conformity with the context of the study. Social constructivism assumes that high intellectual functions such as argument, learning, and critical thinking can exclusively be acquired through social interactions where people learn how to reason and obtain sole responsiveness through speech and working with others, a shift from meaning-making to the establishment of shared knowledge (Vass & Littleton, 2010). Vygotsky proposed that children's learning is shaped and coloured by their surroundings, individuals, groups, and their cultures. Learners' willingness to capture new concepts is facilitated by the Zone of proximal development: a cognitive bridge or a competency level between what learners are capable of doing independently and what they are capable of with assistance from the more knowledgeable (Francis, 2008).

**Contextually**

South Sudan launched and implemented a competency-based curriculum in 2018 to be implemented from preschool through the secondary level; The 2014 National Curriculum Framework philosophical approach to learning is based on a constructivist approach. The framework emphasizes

learning to be extended beyond textbooks from teacher-directed lessons (teacher-centred) to learner's active engagement. Teaching and learning strategies are learner-centred availing learners the opportunity to actively engage with their learning rooted firmly in the learners' experience. Despite the inception of the curriculum in 2018, there exists limited scientific data disposing of the accomplishment of learner-centred teaching in secondary schools in Juba city therefore, this gap activated the researchers to conduct a critical investigation to establish findings associated with classroom environment practices and the implementation of Learner-centred instruction in secondary schools within Juba city.

### **Problem Statement**

Learner-centred instruction demands an extended, fruitful, lively and polite learning environment that encourages equitable learning styles and well-equipped teachers capable of applying learner-centred strategies (Jony, 2016).

South Sudan developed a national curriculum which is fully implemented from preschool to secondary school in 2018. The curriculum framework emphasizes modern instructional strategies that are learner-centered.

Although Chapter ii (37) (a) of the Higher Education Act 2012 states that the general objective of higher education is to modernize higher education, support its capacity, utilize its resources better, develop its methodologies, technologies and ensure effective role, yet high educational institutions delivering teacher education programs within the country continue to apply the traditional teacher-centred mode of instruction yielding teachers that are equipped with teacher-centred teaching strategies inconsistent with the requirements of the curriculum.

The General Education Strategic Plan 2017-2022 pointed out diverse key challenges related to access and equity in secondary education in South Sudan which include an insufficient number of qualified teachers, classrooms, and facilities such as laboratories, libraries, and storage then lack of relevant teaching/ learning textbooks (MoGEI, 2021).

Generally, the lack of the above-mentioned facilities will negatively affect learner-centered teaching.

### **Purpose of the Study**

The purpose of the study was to explore how classroom environment practices influence the implementation of learner-centred instruction in secondary schools in Juba City.

### **Objective of the Study**

To examine the instructional strategies existent in secondary schools in Juba city South Sudan

### **Research Question**

What instructional strategies exist in secondary schools in Juba City South Sudan?

## **LITERATURE REVIEW**

Amos et al. (2015) pointed out that for teaching to be effective in secondary schools, instructional methods should constantly be applied to inform of interactive learning directed by the learner. Effective learning can be accomplished with the help of involvement in activities implemented inside and outside classroom situations where a learner participates effectively to make a conscious effort intended to bring about quality learning through the instructor acting as collaborator, director, guide, and catalyst. Amos et al. (2015), discovered that a large number of secondary school teachers lack knowledge of applications of teaching strategies in the event of teaching learners. Teachers control all classroom activities and dominate the class during teaching while learners rarely participate in planning and involvement of activities. Thus, this attributes such a practice to a lack of proper orientation of teachers on different teaching strategies. The study further confirms that instructional strategies were difficult to use therefore teachers should consider proper selection of teaching approaches for successful teaching in secondary schools. A study by Onajite (2022) examined teaching strategies applied by teachers while teaching business education in secondary schools, the findings revealed the use of lecturing and brainstorming while exposing learners to new topics, then demonstrations for clarifying and specifying learning. Mamba and Putsoa (2018) in a study identified teaching strategies employed to

improve learners' performance in final exams in secondary schools in Swaziland; the findings identified confirmatory practical work, group work followed by lecture, demonstration, formative, and summative assessment, learners demonstrations, managed disclosure, planned tasks, problem-solving, learner-led discussion, and context-based strategies.

## METHODOLOGY

Exploration of instructional practices in secondary schools is part of a doctoral study, with primary emphasis on how the status of the classroom environment shapes the implementation of learner-centred instruction. The philosophical approach for this study was based on the pragmatist approach (Creswell, 2009). Creswell pointed out that pragmatism doesn't stick to a single mode of philosophy and doesn't view the world as perfect unity therefore this study employed mixed methods where both quantitative and qualitative approaches were applied. Pragmatist research is concerned with what and how to conduct a study based on the planned outcome demanded, pragmatism believes that studies take place in social, historical, political, and other settings, and the belief in another world separate from the mind in addition to that present within the mind. The study employed different approaches to data collection.

## Research Design

The study employed a mixed method convergent parallel design where both quantitative and qualitative data were collected all at once in favour of minimizing time expended in the field. The rationale for choosing the mixed method because it permits the combination of the two data sets (quantitative and qualitative) to offer in-depth comprehension regarding instructional strategies that exist (Guest & Fleming, 2015). The complementary strengths of using the strength of one research method to support the other and combining the two methods improve research quality. The investigators employed a quantitative approach to gather broad data then interviews and focus group discussions to gather in-depth information to complement the quantitative data.

## Geographical Scope of the Study

According to South Sudan, Education Statistics 2015 for Central Equatoria (MoEST, 2015) Juba county possesses the largest number of secondary schools in contrast to the other counties of South Sudan therefore, this demonstrates the basis for the selection of Juba city as the geographical scope for the study.

## Sampling and Sample Size

**Table 1: Sampling Technique, Sample Size, and Activities Conducted Per School**

Participant category	Sample Size	Sampling Technique	No of schools proposed	Public School	Private School	Activity
Teachers	225	SRS	15	08	07	Filling questionnaires
Head Teachers	15	Purposeful S	15	08	07	Interviews
Officials of MOGEI	04	Purposeful S				Interviews
Teachers	16	Purposeful S	02	01	01	Interviews
Teachers	48	Purposeful S	03	02	01	FGD

SRS: Simple Random Sampling.

School samples were selected purposefully for the study with respect to schools that accommodate four streams from senior one through senior four. The total number of school samples was 15 of which 8 were government and 7 were private. The researchers involved both private and public schools to ascertain parity. The sample size for both the

study population and schools was computed through Yamane 1967.

## Ethical Considerations

This study adhered to ethical issues. The researcher obtained a clearance letter from the Research Ethical Committee of Mbarara University of Science and



Technology (MUST REC) on 6<sup>th</sup> March 2024 under ethical clearance No. must-2023-1125 to formalise the study. Permission to collect data was finalized by the Dean Faculty of Science. Access to targeted schools was granted by the state Ministry of General Education and Instruction, Central Equatoria State, Republic of South Sudan through an official letter dated 3<sup>rd</sup> April 2024 addressed to head teachers of the respective schools. Consent was obtained from respondents, pseudo names for anonymity, and participation was purely free will.

### **Data Quality Control**

The researcher computed the content validity of the instrument using the level of agreement on the items between 5 knowledgeable persons, the outcome of their judgement was computed through the content validity ratio (CVR) suggested by Lawshe 1975 which rates items on a three-point scale. The content validity ratio was 0.99. The reliability of the instrument was detected through a test-retest computed with SPSS, the interclass correlation coefficient was 0.955 average measure. The questionnaires were pilot-tested with 25 respondents in a setting different from the study site to check the precision of questions and ambiguity and assess the effectiveness of administering the procedure.

### **Trustworthiness of the Qualitative Inquiry**

The investigator substantially applied the trustworthiness of the qualitative study proposed by Lincoln (1985), accomplished through credibility, transferability, dependability and confirmability. According to Lincoln one way of achieving credibility is through a prolonged stay in the field. The researchers achieved credibility by extending time in the field to screen misinformation that might have been introduced through distortions by researchers or participants and to develop trust from the participants. Transferability generates attention to the applicability of study findings to a setting different from the study setting (Toma, 2011). The researchers ensured transferability by reporting findings in elaborate detailed form to allow utilization of the study by other researchers for computation of similarities. This is in compliance with Toma's assertion on contemplating dependability as a consideration to changes in the

setting examined and the research design utilized. So far, interviews and focus group discussions have been conducted throughout the course of the study within the study setting. Lastly, confirmability refers to the researcher's degree of admitting to bias (Lincoln, 1985). The investigators shared the data collected from the participants without altering the data to achieve the intended goals. The instrument for the interview was validated by constructing questions to a degree that they sought spontaneous, specific and relevant answers from interviewees, paraphrasing questions and keeping in touch with participants, then member checking.

### **Study Instruments**

The instruments for collecting quantitative data were questionnaires with four types of Likert scale. Fah and Hoon (2021) contended that to evade any probable scepticism, it is preferable for the investigator to employ a Likert type 4 or 5-point scale particularly when the investigator is aspiring to acquire respondents' extent of concurrence on some items in the questionnaire.

The instrument utilized for gathering qualitative data was the interview protocol. Interview protocol is a data-gathering tool that contains elements, group responses, and directives for the interview (Johnson & Christensen, 2014). The researcher conducted interviews and focus group discussions to capture the personal experiences, ideas, and opinions of participants to distinguish contradictory opinions.

### **Data Collection Procedure**

A total of 225 questionnaires were self-administered in 15 schools to gather quantitative data. All together 15 teachers were randomly selected from each school. The random sample was computed by generating numbers with the help of a random number generator. Among the 225 only 200 questionnaires were restored.

Qualitative data was collected through face-to-face interviews with the help of interview protocol and a tape recorder. Participants for the interviews were mainly teachers teaching subjects like biology, chemistry, physics, history, geography, English, Math, and CRE then head teachers and officials from MoGEI in the Department of Curriculum and the

Department of Inspection. Participants for the qualitative study were selected purposefully to access those who were knowledgeable about the study (key informants). 12 out of 16 teachers from two schools (1 public and 1 private) were interviewed, 13 head teachers instead of 15, and 03 out of 04 key informants from MoGEI.

In addition, six focus group discussions (FGD) were conducted in three schools, two discussions in each respective school, one with a group of science teachers and the subsequent with teachers of arts subjects. The number of participants in each FGD varies between 5-6 participants.

**Data Analysis**

Mixed methods concurrent design, involves the collection, analysis and merging of both quantitative and qualitative data and findings at the same stage then comparing or combining the data after interpretation (Baran & Jones, 2019). Quantitative data was analyzed using descriptive statistics with SPSS, analysis involves measures of central tendency such as mean, and measures of dispersion

in the form of standard deviation, whereas data distribution is displayed in the form of skewness and kurtosis. Descriptive statistics was favoured due to its potential to organize and summarise data (Holcomb, 2016). The findings of the quantitative study are summarized in Table 2 below.

Interviews and FGD were analyzed using thematic analysis specifically inductive and semantic approaches for theme development, this approach was preferred on account of its flexibility and relevance for examining broad collections of qualitative data set from interviews and FGD. Terry et al., (2017) indicate that inductive thematic analysis is a bottom-top approach initializing with the utilization of information in the dataset, where the overall process takes six phases of analytical processes commencing with familiarization with data, generating codes, developing themes, reviewing and defining themes lastly report production. Two emergent themes were instructional strategies employed and the challenges of utilizing learner-centred instruction.

**RESULTS**

**Table 1: Descriptive Statistics**

		N	Mean	Std. Deviation	Skewness		Kurtosis	
		Statistics	Statistics	Statistics	Statistics	Std. Error	Statistics	Std. Error
Interactive learning directed by the learner		200	2.10	.932	.579	.172	-.458	.342
Activities implemented inside and outside the class		200	1.82	.773	.973	.172	1.089	.342
All the activities are done by the teacher		199	2.45	1.095	.146	.172	-1.283	.343
Learners rarely participate in the planning and involvement of activities		200	2.42	.984	.211	.172	-.962	.342
Lecturing		200	2.11	1.085	.555	.172	-.992	.342
Demonstration		199	1.68	.757	1.177	.172	1.495	.343
Brainstorming while exposing learners to new topics		200	1.40	.679	1.748	.172	2.643	.342
Valid N (listwise)		198	,					

Source: field data, 2024

**Normality Test**

A normality test was conducted to provide a brief elaboration on population distribution. Population

distributions can be connected through skewness and kurtosis, skewness usually affects inference on means while kurtosis influences inference on variance and covariance (Seier, 1998). Skewness

determines the degree of concentration of observations towards the higher or lower values of the variable. In a distribution that is positively skewed, the values are more concentrated towards the right side and the mean value is positive (Ray et al., 1987). Based on the data in Table 2 all the values of skewness are positive; an indication of a high distribution on the right side of the tail is longer on the right and all the mean values were positive.

## Findings

Quantitative data computed in Table 2 through descriptive statistics employ measures of central tendency in the form of the mean. The mean represents a set of measurements, it's the summation of all measurements divided by their number, (Johnson & Bhattacharyya, 2019) Judgement of the quantitative data was based on the average mean. Average mean = 1.9971.

Findings indicate that a large majority of the respondents had a high perception that the instructional strategies existent were; interactive learning directed by the learner with a mean of (2.10), then lecturing (2.11). Respondents had high perceptions that most of the activities were done by the teacher (2.45) and learners rarely participate in planning and involvement of activities (2.42). High perception is based on high mean values compared to the average mean.

On the contrary good number of respondents had a low perception of activities implemented inside and outside the classroom with a mean of (1.82), demonstration as a teaching strategy with a mean of (1.68) and brainstorming with a mean of (1.40) while exposing learners to new topics. Low perception is based on low mean values compared to average mean values.

The quantitative findings were complemented by the emergent themes from the interviews. When the two datasets were complimented three responses from the quantitative data which include instructional strategies inform of interactive learning directed by the learner, lecturing, most of the activities conducted by the teacher and learners hardly participating in planning and involvement of activities were in compliance with the themes which emerged from the transcripts inclusive of

instructional strategies employed inform of activities such as a recap of the previous lesson, explanation, oral exercise after explanation of the topic, group work and lastly assignments. Although demonstration and brainstorming as a teaching strategy identified quantitatively was rated low by the respondents.

Difficulties faced by teachers while teaching, encompassing large class sizes, insufficient textbooks, lack of teacher's motivation, lack of conducive working environment and lack of teaching and learning materials fail to support the quantitative findings.

From a qualitative perspective interviews and focus group discussions were administered to capture in-depth comprehension of the nature of instructional strategies that exist;

Brandon. J's personal communication, June 10, 2024, had this to say;

*"While teaching mathematics, I provide an explanation to the learners about the topic through 2 to 3 examples, thereafter I engage learners with questions to be solved inside the classroom."*

In the same line of thought, J. Timothy's personal communication, July 15, 2024, pointed out;

*"I usually explain the theoretical part of the lesson and end up describing the experiment theoretically, when I reach the critical part of the experiment I display pictures to the learners due to overwhelming questions."*

In addition to that W. Andreas's personal communication, June 5, 2024, indicated that he usually partakes learners through questioning, then organized them into groups, nominates a group leader to assist the other group members while approaching suppose it is replaced with discussing the questions. While "F. Hanny Personal communication, June 06, 2024, comprehended that, the only procedure of engaging learners is through giving them assignment".

During the intervening time "T. Jeffrey Personal communication, July 20, 2024, added that a teacher is supposed to monitor but due to insufficient

textbooks he ends up preparing notes for the learners”. Concurrently “A key administrator M. Teddy Personal communication, July 05, 2024, pointed out that some teachers managed to implement learner-centered with some few topics”.

Hence findings from the interviews indicate large class sizes manifested in all the schools examined, the class size falls between the range of 60-110 through seniors 1 to 3, and 50 to 70 in the candidate class (senior 4) and this is especially common among private schools (Personal communication, July 22<sup>nd</sup> 2024).

Consequently “in an interview with a key informant in one of the private entities; I received an uneven distribution of textbooks (R. Jonas school administrator August 5, 2024).”

Furthermore “a key official from MOGEI pointed that transformation from content-based to competency-based curriculum imposing learner-centred approach of teaching was initiated by a donor agent with limited funding executed by a foreign entity in collaboration with MOGEI within limited timeframe (W.Rudolf August 13, 2024)” To conclude, “a key administrator, comprehended that he usually distributes 15 textbooks per 65 learners for group work even though the textbooks contain a lot of activities that were supposed to be done practically in the laboratory (J. Timothy Personal communication, July 15, 2024).”

Emergent themes from the interviews unveiled challenges encountered by schools inform of insufficient possession of textbooks extensively across all schools, the few textbooks possessed by the schools were occasionally maintained by the school administration to support teachers during preparation. Additionally, some schools experienced shortages of teacher’s guides as well. Findings demonstrate that all schools examined acquire their textbooks from the state Ministry of General Education sourced by the MoGEI.

Secondly, study findings manifest a lack of a conducive working environment, inappropriate ventilation and the incapability of schools to maintain electric power to operate fans, especially amidst extremely hot weather around afternoon hours.

Three rather than four focus group discussions were administered in three schools to capture insight from teachers about instructional strategies employed for teaching science and arts subjects. Therefore, the following key issues were identified.

“An instructor for English language pointed errors existent in the textbooks, incomplete narration of topics as well as in proper arrangement of topics in English textbooks for senior 2&4, learners consistently fall short to respond to assignments due to low educational background manifested by substandard reading and writing skills (Personal communication, July 12, 2024)”

On the other hand, “J. Arthur Personal communication, July 12, 2024 a history teacher reported irrelevant pictures in the textbooks that doesn’t match the content.” Furthermore “G. Rhodes Personal communication, August 10, 2024 biology teacher pointed incomplete information contained in some topics about animal kingdom”.

Moreover, “F. Andrew Personal communication, August 10, 2024 revealed that physics textbooks contain spelling errors.” In addition, D. George's Personal communication, August 10, 2024, indicated that textbooks for subjects like agriculture, commerce and financial accounting were not completely developed.

*Besides, the sequence of topics in the textbooks were not properly arranged (D. Fred Personal communication, August 10, 2024)”*

*Generally, there were large number of learners lacking literature books during literature class, I noticed that these learners disturb the class because of idle sitting, what I usually does as a teacher is that I chase them out of the class during my lesson (M. Marx Personal communication July 05, 2024).*

To sum up, during one of the focus group discussions one of the teachers revealed a lack of provision of non-projected teaching learning materials such as pictorials, models and resources such as flipcharts, manila papers and maker pens for drawing pictures to be displayed in the class to supplement the absence of practical laboratory work. Also, there exist only a few libraries equipped with



textbooks and references for learners to utilize while working on a task (M. Marie, Personal communication, August 15, 2024).

Study findings disclose low morale displayed by teachers while conducting group work and stigmatization reflected by the learners during group work consequently boys usually tend to participate courageously compared to girls during group activity.

## DISCUSSION

The official pedagogical policy stipulated in the 2014 national curriculum framework emphasized teaching to concentrate on the learner instead of the teacher. Teaching should be reciprocal, and allow learners the room to participate firmly in their learning, entrenched strongly in their encounters, habits and settings. An approach that basically proposes to assist learners in figuring out their learning through their own designated rules to suit specific deliberate learning.

### Instructional Strategies Employed

Study findings reveal a high degree of awareness possessed by teachers concerning the nature of instruction recommended. Teaching dwells initially on the explanation of the topic at hand accompanied by activities in the form of question and answer, group work, oral exercise, lecturing and most activities done by the teacher while learners rarely participate in planning and involvement of activities. Then recap of the previous lesson, oral exercise after explanation, group work and lastly assignments. This concurs with Nsengimana et al. (2017) who revealed consistent use of question and answer, group discussion, exercise or experimentation in teaching science and mathematics at different levels during the implementation of learner-centred instruction.

Besides teaching is mostly teacher-centred whereas learner-centred is executed with some few topics only due to the large class size disclosed in the study; in spite of the national general education policy 2017-2027 emphasis on pupil/learner ratio to be 40 learners per class at the secondary level.

### Difficulties Teachers Face While Teaching

Large class size impedes group work, compelled teachers to assemble learners into large groups of 10 for group work activity therefore good number of teachers reported that in the course of group work, movement within the classroom during learner's guidance turns out to be laborious. This concurs with Ansari et al. (2021) who established in their findings that the large number of learners in a single class and the physical size of the classroom do not permit teachers to employ a learner-centered approach to teaching inside the class.

Insufficient textbooks were extensive in all the schools examined and the errors in textbooks forced teachers to conduct extra work of editing and developing quality summaries compiled and delivered to learners, as a consequence, it weighs down teachers with work that is supposed to be executed by learners.

The lack of provision of teaching and learning materials and equipment for practical lessons specifically in public schools is in compliance with what Folashade (2023) has contended, citing a lack of teaching-learning resources which usually generates an impediment to the development of learner's capabilities in areas of reasoning, inventiveness and constructive use of knowledge which is central for individual intended accomplishment.

Despite the national general education policy 2017-2027 call for free education; all the public schools visited were under-resourced due to lack of government funding and teachers persevered due to delayed emolument. Schools were managed with the help of parents' support, which caters for school operational costs, teachers' meals and incentives.

The delayed emolument, compelled teachers to display low motivation towards the learner-centred approach of teaching disposed in the form of low emphasis on learning activities and insubstantial time spent with learners enforcing learners to be reluctant. In contrast, Salema (2015) in a study found that both teachers and learners have a positive attitude towards the utilization of a learner-centred approach to teaching.

Stigmatization displayed by learners at the event of group activity where boys tend to take the lead during participatory work proves to be contrary to what Salema (2015) contended, demonstrating that even though learners display positive attitudes towards the application of a learner-centred approach to teaching yet learners appear to be fearful while assuming proactive role during learning.

## CONCLUSION

Most of the schools examined were under-resourced with shortages of teaching-learning materials as well as a lack of teachers' motivation hindering policy implementation. The study disclose that this reform was initiated by a donor agent with limited funding within a limited timeframe, as a consequence the errors incurred in the textbooks are one of the implications. It was evident from the report of the investigation that most of the reforms in the educational sector in the country were initiated by foreign stakeholders renouncing local expertise who were well versed in the context. It is likely that effective implementation of learner-centred instruction requires a strong collaboration between practitioners and policymakers to continuously enhance instructional practices to achieve better outcomes. This calls on teachers to comprehend and implement the curriculum so as to foster the application of learner-centred learning. Besides teachers and students should work collaboratively to improve their comprehension of learner-centered practices. Even though the modern teaching (learner-centred) approach is the global trend it would have been necessary for the decision-makers in the country to conduct feasibility studies to assess whether the status of schools would accommodate this paradigm shift or not because lack of proper planning and feasibility studies might lead to policy failure.

## Recommendation

To achieve an optimal result of applying learner-centred; the government should continuously, support schools and evaluate field practices concerning teachers and learners, as well as problems affecting the implementation of learner-centred practices in order to minimize the policy practice gap.

The government of South Sudan through MoGEI should grant schools the opportunity to print authorized textbooks for teaching the South Sudan syllabus to likely reduce the challenge of insufficient textbooks experienced by schools.

The study was confined to schools within the centre of Juba City. It is expected that a similar study might be conducted in other parts of the country including primary schools.

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