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Managing Quality Education for Development in Tertiary Institutions in South Sudan

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Abstract:
Quality Education has direct association with the performance of students, learning relevant things, providing smooth environment of learning etc. This paper aims to check the management of quality education in tertiary institutions in South Sudan. Due to its complexity like association with many determinant factors like teachers, buildings, equipment, curriculum, it becomes a challenge to study. Quality of teaching practices (process), teachers (inputs), quality of results (outputs and outcomes) are mainly the three pillars of the quality of education.

Keywords: *Education, Quality, Management and Development*

1. Introduction

Education is efficient means of transmission of the values and accumulated knowledge of society, in formal and informal schools, which helps children and adults to develop creatively and emotionally to acquire the skills, knowledge, values and attitudes necessary for responsible, active and productive development in the society (Work) and life (David J., et al. 2000).Management as conceptualized by Glasser, W. (1990), is an effective utilization and coordination of resources such as capital, plant, materials, and labour to achieve defined objectives with maximum efficiency, it is the process of leading and directing all or part of an organization, through the deployment and manipulation of resources (human, financial, material, intellectual or intangible etc..). Development is a normative concept referring to a multidimensional process (AmartyaSen 1999). It is relative to time, place, and circumstance, and dismisses any universal formula. Todaro M (1994) describes development as an increase in country economic efficiency, expansion of national economic capacity, and technological advance are generally accepted as necessary conditions if development is to be sustainable. Meanwhile Mark T (1997) argued that development includes changes in social structure, attitudes, and motivation, for him economic improvements, and increases in gross national product (GNP), are indicators of development.

2. Research Findings

Quality Education is a necessary tool for development. One of the most celebrated aims of quality education is for national development. Mwowonahewa, (1997). Quality Education is central to economic and political development, and vital to competitiveness in an increasingly globalizing knowledge society. It plays an important role in the attainment of the Sustainable Development Goals (SDGs). According to (Koech, D, (2000), the key variables that impacts on quality of education currently are: Curriculum, Instructional materials and equipment, Physical facilities, Teachers/instructors/lecturers, Assessment and examinations, Institutional management and Institutional environment etc.

Quality education involves healthy learners and environment, relevant content and learners centered learning process, for the attainment of relevant knowledge, skills and attitudes, which are linked to national goals for education and positive participation in society. It focuses on learning which strengthens the capacities of learners to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; to helps them create for themselves and others, places of safety, security and healthy interaction in the society. (Bernard, 1999).

As argued by (Adams, 1993), the terms efficiency, effectiveness, equity and quality have often been used synonymously to quality education. (Glasser, 1990), asserted that Quality education is often open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges. QE involves: Quality Learners; relevant instructions methodology, clear examinations procedures and exit. Besides the quality lives of learners before beginning entrance greatly influences the kind of learners they can be. attending classes consistently, Family support and Quality Learning Environments that provide positive learning outcomes generally sought by educational systems happen in quality physical learning environments, as argued by Fuller, (1999), that the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The qualities of learning facilities have an indirect positive effect on learning, an effect that is hard to measure.

Other relevant elements for quality education, as argued by Fuller, (1999), are Peaceful, safe environments, especially for girls, teachers' behaviors that affect safety, effective school discipline policies, inclusive environments and Non-violence. Within college classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. (Miske, Dowd, et al., 1998), Well- and Effective managed learning institution discipline policies,

inclusive environments that reduce other forms of discrimination is critical to quality improvement in learning environments.

Teachers' working conditions and Supervision and support, is too critical in quality education provision. Postlewaithe (1998) highlighted many aspects of school life and educational policy. Carron & Chau (1996), highlighted the use of technologies to decrease rather than increase disparities. These and the elements of quality education will enable us to reach fair and recommended quality outcomes in education systems, such as; identify what skills each student possesses and to use instruction to progressively build on this foundation, future employment possibilities (DeKetele, 2000). Many critical areas of quality education have been highlighted by UNICEF (2000). UNICEF emphasized quality education Processes.

3. Challenges Facing Quality Education

Effectiveness of any system, including education, depends upon both its quantity and quality aspects. Because of globalization and competition among education providers, quality has become an important issue these days. Quality education means quality of: teachers, learners, courses, planning and management, infrastructure, resources, teaching and evaluation methods. Quality in education, at all the levels, is being encouraged in all the worldwide because of academic, social, political and economic advantages. In any case quality education is not a one-time affair. It is a continuous process involving sustained efforts. Higher Education (HE) in South Sudan refers to the education offered at post-secondary level. Higher Education Institutions (HEIs) are institutions where students are required not only to acquire knowledge but also contribute effectively in producing it as well as developing their critical faculties (John Garang, Feb 2nd, 2019).

The aim of tertiary institutions education is to build skills and instill values in the learners so that they are able to participate and contribute to the development of their societies and nation. Here below are some identified challenges in quality education especially in South Sudan tertiary institutions.

Insufficient financing is a key common factor affecting tertiary institutions in South Sudan. According to Ustaz John Garang Ayii Riak, (2020), the resources available to tertiary institutions in South Sudan are inadequate to facilitate the requirements for quality education and research work in higher education. Inadequate funds affect the ability to hire sufficient and qualified teachers, lecturers and professors. Besides any university also needs lecture theatres, constant electricity, and means of mobility to and from the university. Nevertheless, the lack of technological apparatuses on campus such as computers limits learners, setting them up for unemployment. The deprived condition of school facilities discourages students who are partaking to highly-demanded labour market skills from attending school in South Sudan observed by the VAD Foundation (Sept, 2016). As a result, educational manger has to utilize the available resources responsibly to achieve the desired end, we shall treat this in the next way forward.

Movement of Teaching Staff; mainly due to poor pay, massive departure of academic staff from the higher education sector has been observed again and again. Between 2016-2018 more than 20% of professors at public universities have taken leave without pay to join the NGO sector (John Garang, 2019). For South Sudan, insecurity is another crucial factor (Dduma, 2015). Overcrowded lecture halls (Dr. Peter A. 2018), Strikes (Prof Akech, 2019; **Garang.** 2020), Management and Administrative issues (John A, 2019), Unreliable power and water supply (Ustaz John 2019) are some of the constraints.

Poor physical infrastructure, according to John, 2020, the physical infrastructure collectively refers to the facilities for both students and staff such as lecture rooms, libraries, and laboratories, working space for academic staff, recreation facilities, administration office space and accommodation for students feeding and health, leaving them to market forces and private provision so as to concentrate on core academic activities. In South Sudan higher institutions have few facilities compare to the number of students enrolled. Continued dilapidation and deterioration of the physical infrastructures making it very difficult to have conducive teaching and learning enrolment, for instance the following critical areas for learning and enhancement of quality education:

- Lecture space; The overall picture shows that the total space available for learning are very few compare to the currents number of students enrolled and this led into crowding and congestions of lecturing halls, sometimes it forces lecturers to prefer under tree lectures that can accommodate many students.
- Library space; All the five public universities in South Sudan have inadequate libraries together with staff and associated facilities, is crucial for quality education for development.
- Inadequate Laboratory space and computer usage; I urge all stakeholders to partner with government and Higher institutions to design and develop a sustainable incentive to support science education.
- Limited Office space; Office space refers to space occupied for administrative purpose. The statistics show that tertiary institutions in South Sudan do not have adequate space for academic staff, administrators and students' guide.
- Halls of residence and student welfare; The modern approach to higher education is for institutions promoting student welfare activities. It is however not possible to pull out completely from issues of students' welfare for the following key reasons;
- Students with disabilities deserve special provision
- Institutions located in rural areas, where private accommodation and facilities may not be easily available, are duty bound to give students welfare facilities.
- Even at the private providers it is a duty of educational authorities to oversee that the facilities are conducive to a proper learning environment.

Other challenges includes: Loss of the educational and protective functions of the family due to insecurity, Low morale of staff as a result of the deterioration in their working environment, Brain drain as staff leave the institutions for greener pastures within the country or elsewhere, Lack of physical expansion in facilities to accommodate the ever increasing demand for university education in the societies, Lack of funding for research activities making it difficult for the universities to be at the frontier of knowledge and effectively play their essential role as centres of creativity, innovation and invention, Continued loss of public confidence in the universities as a result of the declining academic standards and Lack of a clear direction for the universities in the changing society, for instance, there have been heated debates on matters relating to the standards of courses/degrees, their scope, and their relevance to the current needs and the work environment, especially in industry (Adepoju T. L, (2007)

4. Managing Quality Education

Sound, Solid, coherent managerial policies and plans are the bedrock on which to build sustainable quality education systems, to achieve educational development goals and contribute effectively to lifelong learning a midst ever challenges facing quality education in Africa, particularly in South Sudan, where armed conflicts have hindered the provisions of quality education for decades. Grisay and Mahlck., (1991), asserted that Quality control in education is the process that allows managers, administrators and educators to ensure the conformity of academic standards of admissions examinations, class or lectures attendances, or financial requirement, or any services. It's used to examine and test the goals, objectives, aims, vision of learning institutions to make sure it meets the correct specifications and quality benchmarks. Through quality control testing, a quality inspector analyzes results or performance, processes and other indicators using statistical analysis and sampling.

Dirk, V.D., (2001), argued that, quality control monitors not only the outcome itself, but the way it is produced, recorded/stored and benefits the intended society. When outcome lacks conformity to quality standards, it is considered defective. Some quality control is voluntary, but sometimes quality control records must be kept for state and regional/federal regulations. In the next paragraphs are some managerial solutions, in the provision of quality education in the case of South Sudan.

Quality Control Dirk, V.D., (2001), argued that Quality control (QC) is the part of quality management that ensures product and services comply with requirements. It is a work method that facilitates the management of the quality characteristics of a unit, compares them with the established standards, and analyses the differences between the results obtained and the desired results in order to make decisions which will correct any differences.

Controlling is one of the functions of management. This function insures that planned performance is achieved with a minimum of disorder and disruptions.

- Fundamentals of Control: Poor control may be replicated in project cost over-runs, improperly planned lectures schedule, poor-quality service, and botched opportunities (Kezar, A. J., et al Eds., 2015).
- Focus of Control: Higher educational management control can focus a particular set of activities, which can be classified under four basic resources: financial, physical, human and information (Adepoju TL, 2007).

4.1. Levels of Focus of Control

The educational managers owing to the above challenges should try to use and apply the levels of focus of control: Operating, Tactical and Strategic Levels. At *operating level* is usually exercised by lower-level managers. They implement operating plans relating to day-to-day activities of the learning institutions by: monitoring of resources such as; Physical resources like machines, equipment computers, stationeries, learning material, examination results and final output. *Physical resources* help in generating output to achieve the short-run and long-run objectives of the learning institution.

Meanwhile Control of *human resources* aims at sound recruitment, selection, training, placement, performance appraisal and compensation policies for the teaching and non-teaching staff in the learning institution, which requires control in promotion, recruitment, selections etc, and using standards control of the agreed policies of ministry of education or relevant authority, this will minimize untrained teachers. As for the *Information resources* is yet another quality control method, to access right type of information at the right time, not late not soon, but at wisely design time.

Financial resources are one of the major challenges in South Sudan higher learning institutions, which need serious attention by educational mangers. It is a scarce resource. It needs proper allocation and planning. To ensure its smooth allocation, budgets, ratios and financial audits are extremely important.

- *Tactical Level Controls:* This type of control is the departmental objectives and plans by monitoring departmental performance at regular intervals of time by middle- level managers.

4.2. Strategic Level Controls

These controls are practiced by the top-level managers to ensure that strategic plans are implemented effectively. Various external factors like technology, competition, government regulation, suppliers, customers etc. affect organizational plans and, therefore, managers need to do constant monitoring. Besides the learning institution can apply cybernetic control, which is a self-regulating process, where higher learning institutions set up a simple system to monitor and manage its inventory of a certain learning material or items. By contrast, non-cybernetic control requires an external monitoring system, for example, a learning institution's inventory system does not monitor and manage itself, it has to be controlled by an external agent such as a purchasing manager, or internet e-learning.

Enhancing quality in education system in higher institutions should involve providing and managing; School attendance, support for learners with intellectual disabilities, must be a system which is inclusive without discrimination of learners from race,

gender, region tribes, marginalize communities, political, social status etc. Effective learning, Good leadership management and quality school curriculum as a means of controlling and enhancing quality education system. We may now describe some enhancing control systems that are available for educational managers to use. There are seven primary quality control tools which include:

4.2.1. Leadership
Learning institutions of all levels succeed when leaders establish and maintain the internal environment in which academic and non-academic staff can become fully involved in achieving the learning institution's unified objectives. Quality education is the only way to address the problems at school. However, there are many factors that cause students and teaching staff, not to do well in the learning process. (Glasser, 2012).

4.2.2. Effective Learning
Is a way that can be used to improve the quality of student work in learning. Effective learning process can make students able to carry out learning without any coercion. Teachers should manage the learning process more fun and not boring (Glasser, 2012). In the learning process teachers should use a learning system with good leadership management. In this connection, a leader teacher has three basic elements namely: a) engage students in a discussion about the quality of work to be done and the time required doing so, b) showing students to see exactly what the teacher expected, c) he/she is a facilitator who helps students in the learning process by providing an atmosphere conducive for learning.

4.2.3. Good Leadership Management
School leaders manage teachers' performance better, encourage teachers to perform their tasks and functions as well as possible, encourage teachers to make learning effective and fun for students, encouraging teachers to make effective learning processes that enable students to be able to carry out learning without coercion.

4.2.4. A Quality School Curriculum
One of the factors that determine the quality of schools is the curriculum. Glasser (2001), argues that much of the current academic curriculum is not worth the effort it takes to learn it. An important element in a quality curriculum is that students can show how and what they have learned can be used in their lives. Students are expected to have the skills to be an active contributor to their community.

It has to be emphasized that in enhancing quality education system, a system must make sure that, it provides an education that serves each learner pedagogically and develop mentally, inclusive and is structured to realize the potential of each learner regardless of location or economic status, it ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. In the next paragraphs we shall discus accountability verses autonomy in learning and it influence to quality education.

4.2.5. Accountability and Autonomy
Accountability and autonomy in education is a contested and complex concept. Some form of accountability is as inevitable as it is important. Given the growing understanding of the crucial importance of education for the future prosperity or development of their countries, governments are looking for ways of exercising central control over schools (Cotter, 2000). Embracing Autonomy and Maintaining Accountability in education, is very delicate undertaking of educators, however it is a driving force toward a clear direction and freedom needed to fuel innovation in education. Accountability and autonomy make the following assumptions in education, as explained bellow:

4.2.5.1. Clarity of Purpose
Clarity and alignment around purpose is key in understand the driving motivator of activities and be able to stand behind it firmly. Clarity of Purpose allows an educator the freedom to work in different ways and experiment and innovate autonomously with a clear future in mind. Learning environment becomes open to different learning innovations, ways of learning, and methods of creativity become clear and relevant. And this diversity drives innovation and productive collaboration with other learners in a learning environment, such as the school. (Dirk, V.D., 2001).

4.2.5.2. Agile Structure
It's no longer enough for learning institutions today to be innovative. But they have to be fast, always innovating, and outpacing the speed of competition. Learning institutions who want to compete today need to be agile and this often means they need a more flexible and autonomous structure such as; smaller research teams, dynamic workplace cultures, and efficient collaboration. Teams have to be adaptable, dynamic, and willing to flex and shift autonomously is of great value in education.

4.2.5.3. Leading and Empowering
Part of the job of being an educator is figuring out the best way to utilize your learners to find the best solutions to the right problems. Giving away control, yet working to establish systems that check expectations, keep people accountable, and establish clear goals and objectives is a hard balance to strike, but a necessary one nonetheless. (Williams, J., & Harvey, L. (2015).

4.2.5.4. Team and Leadership Management

As argued by Scouller, J. (2011), Leadership team is typically a group of administrators, teachers, and other staff members who make important governance decisions in a school and/or who lead and coordinate school-improvement initiatives. Leadership teams may also include specialists who can speak and act on behalf certain student populations, such as educators with expertise in teaching disabled students or who have language skills that can assist in communicating. The functions of team and leadership management may include among others: Developing, coordinating, Encouraging, facilitating, and supporting greater collaboration among institution staff, Overseeing and improving for teachers and staff members, Selecting, revising, or updating the school's curriculum, textbooks, or learning technologies and Improving internal communications among faculty and staff and external communications between the school and its broader community. (Williams, J., & Harvey, L. (2015).

Essential characteristics of good managers and leaders in learning institutions is key to provision of quality education, leaders should show leadership through the following personal characteristics or values: a) Trust, b) self-awareness, c) Kindness. d) Conscientious and dutiful, f) Courage, and (g) Optimism. Educational leaders are to demonstrate positive and encouraging leadership's skills, despite difficulties and pressures caused by environment they find themselves in, to change the world for the better achievement of the educational objectives. Besides educational managers, should be Selflessness, that is to say learning institution leader should act solely in the interests of learners and the society's common good, uphold integrity, that is, they declare and resolve openly any perceived conflict of interests and relationship, objective that is they should act and take decisions impartially and fairly using the best evidence and without discrimination or bias, accountable to the public for their decisions and actions and must submit themselves to the scrutiny where necessary to ensure the quality of education they provide, honest, School, leaders should be truthful and provide, and willing to challenge poor behaviour whenever it occurs among the staff of the learning institution.

To conclude this section, we have identified eight key control areas: school environment; innovation; productivity; physical and financial resources; profitability; manager performance and attitude; development, worker performance and attitude and public responsibility.

5. Recommendation

- The most current challenge in South Sudan is lack of Peace and political stability. The government should come out clearly and encourage people's centred administration, so that all levels of governance should be encouraged to contribute for peaceful environment for learning in South Sudan.
- Maximize the use of available lecture space by having day and evening program activities,
- ICT facilities, options should therefore be used by educational mangers to supplement each other to deliver the desired results
- Teleological planning: Quality education can only be realized through proper planning, that aimed at the future goals and foreseen eventualities such as, conflicts, armed conflicts or wars, political instability (Africa), and execution at various institutional levels of learning with continuous monitoring and supervision by the various departmental heads and Regional Coordinating Councils of education.
- Finance must be prioritized for infrastructure: As it is articulated above that Education is a fundamental determinant in resolving many issues such as; development, unemployment, hunger and crime, innovations should be funded for better research on the problem and issues facing the community.
- A policy of sharing: Well-resourced schools should adopt a policy of sharing with less-resourced schools, especially in the realm of technology. In as much as it could be argued that this is already happening, this is to improve much-needed equity in education.

6. Conclusion

In conclusion, quality education for development has been conceptualized as education that is inclusive, and base on every aspect that embraces humanity means of development in all aspects of culture, politics, economic etc. It involves: healthy Learners and environment, relevant content and learners centered learning process, for the attainment of relevant knowledge, skills and attitudes, which are linked to national goals for education and positive participation in society. It must have the control organizations of human resources, finance, physical material, which requires a dynamic leadership, which empowers others, to work autonomously without coercion so as to produce quality education for life. Quality education provisions includes the following conditions: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, and protective and gender – sensitive provide adequate resources and facilities; Content that is reflected in relevant curricular and materials for the acquisition of basic skills, that focus on outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society.

7. Features of Quality Education

For one to claim that he is offering quality education to the populace, he must ensure the presence of the following conditions:

Learners who are: secure, healthy, well-nourished and ready to participate and learn, and   supported in learning by their families and communities; Environments that are healthy, safe, protective and gender – sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricular and materials for the acquisition of basic skills, especially in the areas of research (in the case of tertiary institutions) and skills for life and knowledge in such areas

as gender, health, nutrition HIV/AIDS preventive and peace. Processes through which trained teachers use learner centered teaching approaches in well managed lecture halls and schools and skillful assessment to facilitate learning and reduce disparities. It should involve outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society.

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