

AFRICA INTERNATIONAL UNIVERSITY

INVESTIGATING MANAGEMENT, CIVIL WAR AND FUNDING AS KEY
FACTORS LIMITING GROWTH OF GIDEON THEOLOGICAL
COLLEGE IN SOUTH SUDAN IN 1976- 2013

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STUDENT'S DECLARATION

INVESTIGATION MANAGEMENT, CIVIL WAR AND FUNDING AS KEY FACTORS LIMITING GROWTH OF GIDEON THEOLOGICAL COLLEGE IN SOUTH SUDAN

I declare that this is my original work and has not been presented in any other
College or University for academic credit

The views presented herein are not necessarily those of Africa International
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ABSTRACT

Despite the overarching challenges facing institutions of higher learning in South Sudan that have hitherto been worsened by a lethargic economy and conflicts, there has been a sense of commitment to developing the institutions. This research is an investigation into factors influencing growth and development of colleges in the country with an aim of advising on how Gideon Theological College (GTC) can enhance its performance. The study exposes the main elements hindering the college's growth such as leadership incompetence, civil wars in Sudan and South Sudan and financial constraints. The study will therefore provide direction for the college management to focus on the original purposes for which the college was established. The study findings are expected to pave way for reconsideration of ministerial features which have over time been overlooked and prepare the management to regain ground for re-planning the modalities for the college's management processes. Despite all the challenges and shortcomings that were encountered, this research reveals factors contributing towards Gideon Theological College's Stagnancy and likewise details how the management can deal with the impeding elements. The study therefore recommends way forward on how college leadership should convert challenges into opportunities and find an amicable long-term growth strategy.

DEDICATION

I dedicate this work to my wife Regina Nyatur and children Chan, Awet, Nyabol, Achuil, Alek, Nyasibit, Nyalang and Padiet for their relentless support in the course of my study. It is not easy to care for such a big family and at the same time you are using the same family income for education. It was a kind of endurance and hardship hence, I am very thankful to them for their resiliency and sacrificial support they have ensured towards my education.

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ABBREVIATIONS AND ACRONYMS

AAM	Academic Achievement Motivation
AIU	Africa International University
AMS	Academic Motivation Scale
CDE	County Director of Education
CPIC	Children Perception of Inter-parental Conflict
FGD	Focus Group Discussion
IC	Inter-parental Conflict
IRB	Institution Research Board
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
NACOSTI	National Commission for Science Technology and Innovation
NAEP	National Assessment of Educational Progress
PSTD	Post Traumatic Stress Disorder
SCEO	Sub- County Education Officer
YPIC	Youth Perception of Inter-parental Conflict

CHAPTER ONE

INTRODUCTION

This Chapter presents the study's background, description of the study area and provides a historical background of Gideon Theological College (GTC); the case of reference in the study outlining the institution's Mission. The statement of the problem, research objectives and research questions that guided the study are also presented. The chapter also has the research hypotheses, upon which the study was based, the significance of the study, limitations and delimitations as well as the conceptual framework. The chapter ends with operational definition of terms as used in the study.

Gideon Theological College (GTC): A Brief History and Mission

Gideon Theological College (GTC) is a Christian institution, established in 1976 by the sister churches namely Sudan Interior Church (SIC) and Sudan Church of Christ (SCOC) with an explicit evangelistic vision to train men and women in Christian knowledge and evangelism skills so as to help better evangelize and promote Christianity in the world (Sudan Interior Church and Gideon Theological College, 1982). The Sudan Interior Mission (SIM) is the main sponsor of the College.

The purpose of establishing a Christian institution like Gideon Theological College was to assist the newly converted Christians to grow in the knowledge of God and consequently be the trainers of other young Christians. In so doing, they will be able to competently teach the word of God for the work of ministry and as well become good earthly citizens who are a good example to non-believers.

The college is named after the Martyr, Pastor Gideon Aduok who was assassinated by Sudan Armed Forces (SAF) together with other two Elders Simon Anyang and William Olyew in Maluth Local Church on 8th August, 1964 because of their faith in Christ (Serving in Mission (SIM) 2008). The name of the institution thus keeps alive the memories of this fallen hero among Christians during the Sudan Civil War.

The research reviewed Gideon Theological College (GTC) stagnancy pertaining to its performance. The research focused on the major components that contributed to College immobility based on its mission. The College mission is to 'make disciples of the Lord Jesus Christ in Communities where he is least known' (Serving in Mission 2018) and is focused on producing trained personnel for the global proclamation of the Gospel and for serving in leadership roles in Bible believing churches. The college therefore seeks to fulfill the great commission stated in the book of Mathew 28:19 by providing theological programs of study and creating an environment in which students acquire knowledge of the scripture. Originally, the greatest expectation of the college was to engage regularly in Christian work under the direction of the department of practical theology as believed by all evangelical churches that faith comes by hearing the word of God. The college bases its ministerial teaching on the following aspects.

The College nurtures in students the desire for a proper relationship with Jesus Christ and the commitment to His ideals. This involves knowledge of God's word, spiritual discipline, obedience and a willingness to share the message of Christ with the unreached people groups.

The institution strives to assist students in the acquisition of a thorough knowledge of the Bible and its systematized teaching. This develops in the students a comprehensive philosophy of life and provides them with the content of the Bible for their vocation ministry. The college prepares students to assume professional roles in the mission of the Christian church. This is accomplished through ministry courses and the pastoral internship programs.

Involvement of students in Christian service is done by encouraging students to properly use their training in theological education to reach out to others for Christ while attending college. Gideon Theological College endeavors to fulfill its purpose primarily by preparing students for pastoral ministry in accordance with the standards of scriptural doctrines. The college's main purpose was to teach and serve all for Christ, in which Bible is the heart of the curriculum of Gideon Theological College.

The absolute inerrancy and power of the scripture are paramount and form the basis upon which the belief of the institution is driven. The preeminent mission of Gideon Theological College is to provide quality collegiate education through God's word, for God is the infinite source of all things and His genuine truth is seen through Christ in nature, history and above all in scripture. Humankind is spiritually, rationally, morally, socially, and physically created in the image of God; hence, able to know and to value him/herself, other people, the universe and most important to God.

The college was assigned to a management team to run according to the Great Commission that Christ gave to all Christians of propagating the Gospel to all the nations and teaching them to obey what He had taught them (Mathew 28:19-20). The intention of the church in establishing the college was purposely for theological

training of humanity for the proclamation of the good news of Christ to all the nations. Equipping individuals to be leaders of the church of Christ in accordance with the Gospel of Christ and imparting Good News to the next generation are among the key aims of the institution.

Since the founding of the institution, development has stalled in terms of academic growth; only one class after every four academic years is taken and this includes only men being taught. Women of God are therefore denied the chance to propagate the Gospel of the kingdom. More so, programs such as Diploma and Certificate have been overly downsized. Abraham Deng, one of the church elders stated that member churches are not updated by the administration in order to know the challenges faced by the college management. “College management was reluctant to inform the members about the College’s challenges” (Deng, February 2018)

Despite the church’s passion in seeing the school grow, there were no changes at all. The College is over thirty six (36) years old and the first intake was in 1975 but no progress in terms of development. It was established three years after Addis Ababa peace agreement which was signed in 1972 (Serving in Mission Manual 2008). On the other hand, the colleges such as Nile Theological College and Bishop Gwynne College were established five years later, they have now developed and expanded to the extent of offering three course programs simultaneously. That is: Certificate, Diploma and Bachelor degrees; recording higher intakes every year. Despite being the first college to be established, GTC has continuously had insignificant intake and a lesser performance. Where does the come problem? What causes the college to stagnate? Could it be a weak management team, sequential civil wars in the country or lack of financial resources that slug the college’s growth?

Nonetheless, the college has got a very fascinating and guiding vision statement that exhibit directional potential. According to Gideon Theological College management: “Gideon Theological College seeks to be a Christ-centered institution committed to educating and empowering men and women (students) of God who will serve, heal, teach, build and transform individuals and communities nationwide and beyond” (Gideon Theological College Manual 2005, 16). The vision makes it clear that Gideon Theological College (GTC) is seeking to exalt Jesus Christ in the nation of Sudan, South Sudan, Africa, and beyond. Empowerment would mean equipping many for Christ’s Kingdom despite the diversities we may have in Africa.

The college strives to achieve six (6) goals through enhancement and affirms Gideon Theological College’s academic quality. These includes: fostering a conducive learning environment for Christ-centered education; emphasizing the integration of faith, learning and transformation; fostering an experiential learning that teaches community transformation; attracting and developing support to fulfill GTC’s Vision; continuing GTC’s role as a character in providing educational access; and expanding GTC’s historic commitment to nationwide service.

Background of the Study

The Theological Colleges in Sudan and South Sudan were established with mandates to train and equip men and women of God and the society at large to be better propagators of the Gospel. The primary fulfillment of Christian Colleges is the essence of the Gospel of Christ in demonstration of the redemptive purpose of Christ. The future success of any human is founded upon education in general; one of life’s anticipated features that humans would not excel without the sustainability of education is in accomplishing individual life purposes by acquisition of knowledge

and skills through the teaching and learning process. Education is therefore an incomparable aspect in human development through which the Gospel of Christ is also passed on to the next generation; often known as Christian Education. This has widely been made possible in Christian institutions following Christ's command in Matthew 28:20 "...and teaching them to obey everything I have commanded you. And surely I am with you always to the very end of the age" (NIV). The book of Proverbs also emphasizes on the importance of education when it says, "the fear of the LORD is the beginning of knowledge, but fools despise wisdom and instruction" (NIV).

In view of this, there has been an increasingly Christian struggle worldwide to establish Theological Colleges as a means to equipping Christians to bring change in the world by nurturing and developing society through theological training. In his article 'Essay on Education in Freedom', Soumya (2014) notes that knowledge has always been a symbol of light while ignorance represented darkness. This points out education as the key to being knowledgeable, saying that more knowledge dispels darkness ushering in the light. Mandela in one of his famous speeches on 16th July 2003 also noted that: "Education is the most powerful weapon which you can use to change the world" (Mandela 2003). Therefore, the foremost purpose of Christian colleges in the light of this connotation is to provide education for all, giving everyone equal opportunity as a means to succeed in the Gospel and life's purpose as well. Education ignites and enlightens individuals as a way of equipping men and women of God to promote the ministry of Christ's kingdom.

Problem Statement

Just like any other organization, institutions of higher learning are subjected to factors both from within and from without which in one way or the other may be an

obstacle to development. The purpose of this study was to investigate the factors that influence development of colleges in South Sudan, with focus on Gideon Theological College. The researcher was concerned with the main factors suspected to be contributing to the stagnancy of the college such as: form of leadership, effects of Sudan Civil wars, and the instability of financial resources in relation to Gideon Theological College growth. These were presented for evaluation to determine the extent to which these factors had negatively affected the growth of the college. This was further necessitated by the fact that there was no data pointing to the above cited three factors as the cause of the college problems of stagnation. The available literature made sweeping comments on theological colleges with generalization of the problems facing the entire education sector in South Sudan. Preliminary findings pointed to poor leadership at the college, inadequate financing to the college and the South Sudan protracted civil wars. This study therefore sought to determine the extent to which each of these factors had affected the growth of the college. These factors formed the basis of the research objectives as outlined below.

Objectives of the Study

1. To investigate the extent to which leadership incompetency has affected GTC development.
2. To find out the extent of protracted civil wars on the development of Gideon Theological College (GTC) in South Sudan
3. To find out the extent to which lack of financial resources have affected the achievement of the College's goals and objectives

Research Questions

1. To what extent has leadership incompetency affected the development of GTC in South Sudan?
2. What is the effect of protracted civil wars on the development of GTC in South Sudan?
3. What is the influence of financial resources on the achievement of the GTC goals and objectives?

Hypotheses of the Study

This study was based on the following research hypotheses.

H₀₁. Leadership incompetency has negatively affected the development of GTC in South Sudan.

H₀₂. Sequential wars have negatively affected development of GTC in South Sudan.

H₀₃. Financial resources have a negative influence on the achievement of GTC's goals and objectives in South Sudan.

Significance of the Study

The potential outcomes of this study are hoped to galvanize all the apparatus influencing growth of colleges, make them visible and create an awareness among the church members, college management and the people of South Sudan as whole.

The anticipation of the researcher was that information on factors hindering growth and development of these colleges would be brought to the fore to assist the college management in dealing with the underdevelopment problem. The study hoped to inform stakeholders on the extent to which the three cited factors have affected growth and development of the college and in effect therefore, put in place

mechanisms of redeeming the name of the college and lifting it to serve the purposes for which it was established.

Limitations of the Study

The study was confined only to investigating the nature of leadership, the effects of Civil war in South Sudan and the availability of financial resources at Gideon Theological College.

This College was used in this study as a point of reference pointing out key elements that influenced its growth. However, the researcher's focus was on the elements that hindered the growth of Gideon Theological College leading to its stagnation but did not incorporate the issues pertaining to the political environment.

The study therefore abided on investigating the factors behind the sluggishness of Gideon Theological College growth.

Delimitation of the Study

Although the topic of the research would not be exhausted by this investigation, the study informs upcoming researchers with an intention of undertaking studies on college growth and in particular about Gideon Theological College. However, the research was only dependent on the availability of the college founders and other resources within the institution as well as articles written addressing management of the college for information. The founders were used as living testimonies to how the programs began at the college. More information was however sourced from scholarly articles pertaining to Sudan and South Sudan Education System. For instance the books and articles tackling war or conflicts, leadership and management, financial support and the global Christian education system.

This research does not provide a political judgment of the situation but confines in the college administration to enable improved management of the college. The success of the organization is determined by the management performance and team's activities that lean on the core value of the institution guided by the vision and the mission of the Gospel.

Focus of the Study

The formal education structure of South Sudan is 8-4-4 system adopted from the Republic of Sudan's system after the split as a result of a peace deal following the end of civil war (Alison 2016). Under this structure is primary school which encompasses a duration of eight years for Grades 1 to 8 with an official entry age of six years and a secondary school duration of four years consisting 9 to 12 grades and then four years of University Education. After graduation from secondary school, one can pursue further education in either a University or a Vocational Training College of his/her choice. South Sudan has few Universities and Christian colleges; among them Nile Theological College, Bishop Gwynne College and Gideon Theological College (GTC) which serves the society in theological education.

The Government of the Republic of South Sudan has prioritized education in provision of services to the public. The paramount factor in South Sudanese developmental plan is education (General Education Strategic Plan (2012–2017), the General Education Act of 2012, and the draft General Education Policy Framework (2015). This educational policy spelt out significant educational programs to be offered to the groups who have had time to School. Accelerated learning program targeting young people aged between 12-18, communities Girl School targeting village girls aged 8-12, Pastoralist Education Program which targets children in pastoralist

communities and Basic Adult Literacy Program targeting youth and adults aged 18 and above who have had no opportunities for literacy because of civil war.

Additionally, the New Transformation Agenda (NTA) 2015–2025, an educational article, focuses on key strategic and specific objectives regarding education generally with a view of promoting an education system that is inclusive, relevant and sustainable to the country. More so, the underlying vision of South Sudan is ‘to build an educated and informed nation by the year 2040 (MoHEST 2015). Based on this concept of educating all, a capable group of people are given a chance into established schools from primary to college level. However, despite the overall mandate to train and equip Christ’s followers in the society and the push for Education for All, the question still begs, ‘what then is the cause of stagnation of educational institution such as Gideon Theological College.

Since independence, the Sudan nation has been in war with itself which galvanized South Sudan’s secession. Despite the split, the two countries have engaged in fighting to date which has spurred an ongoing conflict (Human Rights Watch 2018). Sequential wars have since recurred in South Sudan for numerous generations of illiterate people in society, where the illiterate become the victims of death fighting the war of educated people. Neither do the educated nor their children fight the war but instead the vulnerable fight for them. Even though education has been given the first priority, it is expected that war might have contributed to the decline in education in South Sudan.

Conceptual Framework

The study focused on discussing some of the factors hindering growth of GTC. Three factors are hypothetically considered for this study thus; leadership,

sequential civil wars, and financial resources. These factors were perceived to be influential because of their commonality in South Sudan where the research was being conducted. While previous studies have considered the three as factors influencing growth and development, none of them focused on Theological College level institutions hence the researcher's consideration for the factors as influencers in GTC growth. The three factors therefore formed the independent variable upon which development (dependent variable) of the college was based. This is outlined in the Figure 1.1.

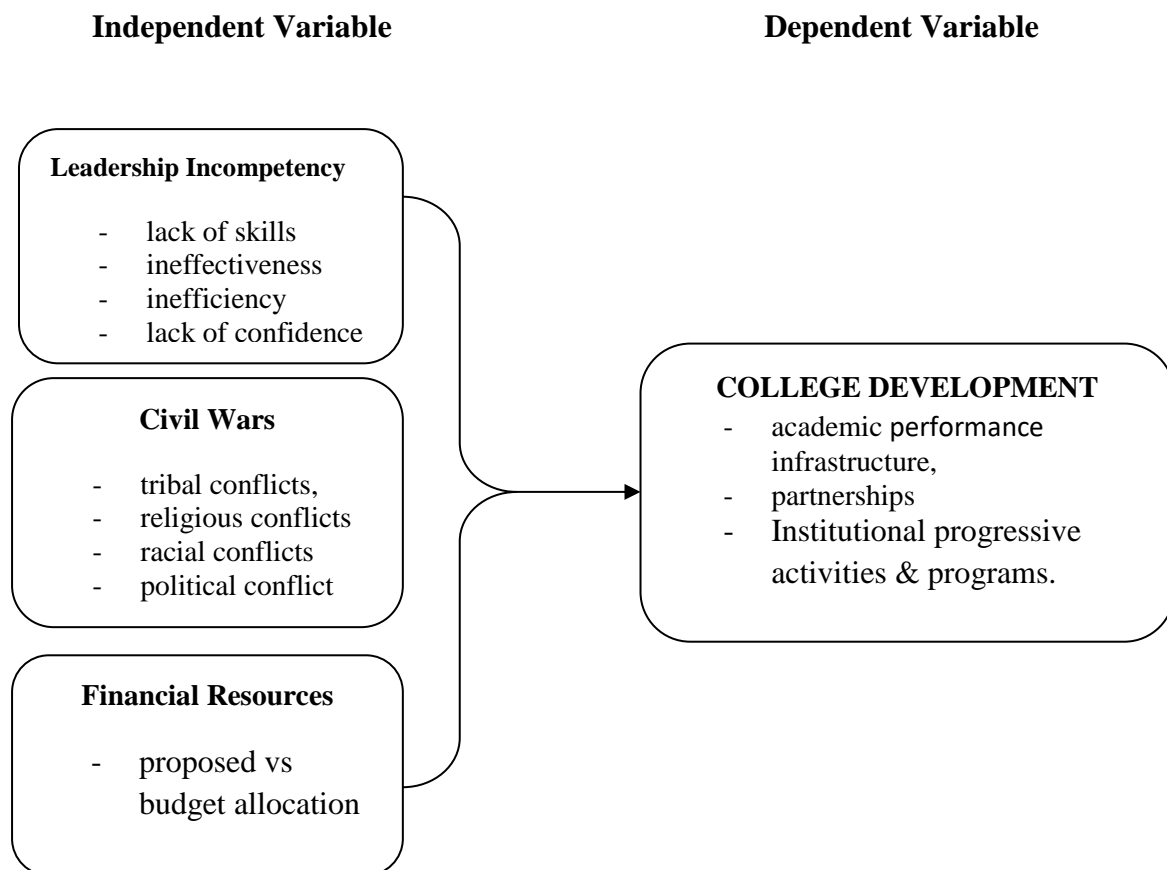


Figure 1.1: Conceptual framework

Source: Researcher's compilation from literature

Operational Definition of Terms

The terms in this section are defined in accordance with how they are applied in this research.

Civil War: This is an armed conflict between people of the same country / state / nation. Such a conflict could take a tribal angle, religious angle or racial angle.

Development: This is the act of progressive institutional programs. The alteration of performance from one program to various programs efficiently.

Education: It is an informal or a formal process for acquiring knowledge, skills, values, beliefs, careers and habitual learning throughout human life long. The word education is derived from a Latin word “Educare” meaning to raise up or nurture. This connotation likewise, applies to Gideon Theological College’s perspective of education in its establishment.

Financial Resources: This is a sufficient amount of money budgeted to cater for a planned project within a period of time. In other words, it is quantity of funds raised for the cost of a long term program usually for every financial year.

Growth: This is a process of improvement through evolvement programs from one level to another, in terms of academic performance, infrastructure, partnerships and institutional activities as well.

Higher Learning Institution: This is a system, a learning environment or territory where people of different ages and diversities gain knowledge after graduating from secondary education.

Leadership Incompetency: It is the inability or inefficiency of skills in leaders to perform required tasks assigned to them. In other words, it is a lack of confidence or ineffectiveness in task management to have implemented mandatory responsibilities.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents review of related literature by various authors, writers and researchers on the study topic. Through this review the researcher identified research gaps that this study thus sought to fill. Discussed in this chapter is the aspect of Christian education, leadership, civil wars and financial resources in relation to college development. The researcher therefore focused on making clear what is available in literature and what else needed to be done especially as pertains to sustainable development of the colleges.

Christian Education

In this era of ‘knowledge based economy,’ education is extremely important and it determines the competence and level of service delivery. All other activities have their foundation in education. Hence, education is so important that it will continue even in eternity because it enables humans to achieve their fullest personal, spiritual, mental, social and physical potentials. Knowledge creation, acquisition, transmission and its effective use by enterprises, organizations, individuals, civil society and communities at large is a recommendation drawn by the World Bank (World Bank1998).

In 2015 a study by UNESCO and OECD also confirmed the importance of education in economic growth and development in emerging economies; higher

education is therefore, more beneficial in enhancing economic development (UNESCO/OECD 2015).

Christian education more than secular education bases its perspectives not only on economic but also on spiritual life. Christian education is concerned with adding value to individuals' life and enabling them to deal with other people's lives as well as linking them to have mutual relationships with God. Various scholars have specifically termed education as the advancement of knowledge. Gregory (1999) articulates that "education purposely is a literacy training to promote Bible study, economic productivity and good citizenship. Dearden (2010) seconded him saying, "Education is usually likened to 'reform'." Reforming people involves putting them in the way of experiences that, it is thought will make them better. Aims of education are attempts to specify more precisely what these desirable qualities are e.g. critical thought, integrity of character being creative and the like.

Kennedy (2005) stated clearly that "the goal of education is for advancement of knowledge and dissemination of truth." Brennen (1999) also articulated that "the ability of being educated is what distinguishes humans from animals. Education transforms an individual and allows him to effect change in his environment." Therefore, education is a human life changing tool that enhances human minds, actions and all practices that human beings conduct in a given Christian life as well as in the society.

Leadership incompetency and GTC growth

The founders of the college established this institution with the objective of equipping believers for the work of the ministry. The management team was appointed to run the school in accordance with the vision of the college. Management

works as a steward to the mission and the vision of the institution set by the founders. The Project Manager coordinates the project on behalf of the project steering group and makes sure that it produces the required deliveries with conformity to the identified standards of quality, on time and within budget (Roberts 2013).

Leaders and managers are expected to have learned management skills and it will be their high time to put into practice all that they have acquired. The importance of management principles for an organization is to encourage people to put their hope in one entrusted leader to have him/her perform the duties assigned to them in accordance to the organization's collective plan. Proper understanding of management principles is very necessary and helpful for managers and when properly applied principles are used as guidelines for managerial activities. By practicing these principles, managers can avoid various mistakes while dealing with people in the organization. Management team is required to understand organizational vision, mission, and strategy and action plan as required of them.

“Well trained managers create an environment in which people working together in groups, can achieve enterprise objectives and at the same time accomplish personal goals” In other words, selecting quality managers affects controlling, for example, by preventing many undesirable deviations from becoming major problems (Heinz and Harold 2012).

The management of an entity is like a driving screw upon which the entire organization depends and follows the path set by them. The management should have a strategy usually to serve as a guiding element throughout any project implementation. The stagnation of Gideon Theological College has raised numerous questions including why, while other similar colleges are developing, Gideon Theological College is never growing. People outside (non-Christians) the members of the Sudan Interior Church and the Sudan Church of Christ, the partnering sister church on GTC program are likewise wondering when they will see this college grow.

People could keep on hoping for a better next year, but the programs at the institution continue declining. As much as they would want to see leadership taking the lead, nothing has yet happened in matters development. Managers are supposed to provide a structure for organizing management knowledge which involves planning, organizing, staffing, leading and controlling (Heinz and Harold 2012).

Furthermore, member churches suspiciously ask themselves as to why college leadership could not address the problem of Gideon Theological College's program, at least adding something that would motivate people (Elder Simon Lual, March 2018). This dilemma has remained unsolved to date. As the saying by David Perlmutter goes, "strive for progress, not perfection"; the management may have been using modalities of perfection but who knows, not unless research is done appropriately in order to find out the accurate information pertaining to school stagnancy.

Preachers encourage people that they were not created to live depressed, defeated, guilty, condemned, ashamed or feeling unworthy but that they were created to be victorious. "Despite all these motivating words they tell the people, little is fed to them through our educational programs which continue to deteriorate," Rev. Abraham Deng noted. What a tragedy? How will those whom we encouraged all the time understand us? These questions and many more helped the researcher find out the information about Gideon Theological College. If institutions are going to be successful in their vision, they must have a daily, dynamic personal prayer life with God. Why? Because humans need continual communion and fellowship with source of vision (Munroe 2003).

The management team must have an ambition for the task they are to perform. Ambition is the desire to achieve something or to succeed in an institution with motivation, determination and an internal drive. Ambition describes those that achieve success based on their inner desire to do so with a belief in themselves. Ambition in itself may not be a key to success. Successful, ambitious people need both energy and goals to succeed. Energetic people with no goals in life may find themselves pursuing one opportunity after another without success, wondering what it is that they want in life. Having incompetency leadership entails subordinates' lack of supportive and effective communication which may reduce their individual well-being and cause a stressful situation in the work place.

A leader with his/her input helps to build up people so that they become better, stronger and focused (Battista 2009). The leadership incompetency would affect an organization to the point of messing up all the programs and leading the institution into a dilemma, not knowing what to do next especially when things are not working right based on the initial plans. Leadership incapability is a problem because while skillful management would keep on evaluating the situation and then re-plan their activities accordingly, lack of skills among the managers deprives an institution of progress. The respondents were expected to give accurate information about leadership and the management team. Both the former and the current management team's leadership would be the right respondents to answer the questions pertaining to the growth of the college.

However, leadership incompetency may not only be the contributory factor to ineffectiveness, infidelity and insufficiency of knowledge of an institution's mission and vision. This research therefore attempted to look into other factors that would arise in the course of the study. How do heterogeneous positions in leadership

influence GTC growth? The diverse positions in work station may cause problem because of the various activities that leaders are engaged in. Focusing on a single work makes more impact in whatever one does whether private organization or government entity. Successful work is done by single minded leaders who concentrate their energy and skills in one project than having divided minded leaders who never perform effectively. Pastor Ngor Loi furthered on articulating that “lack of communication seems to be the factor which created a gap between College management and stakeholders. Stakeholders blamed College management because of the dilemma they were in.”

Leaders let people know where they are coming from (Maxwell 2012). Maxwell is urging all managers of organizations, departments or sections to stick onto one project whereby as a manager of a given department or organization one concentrates on project areas such as building security of the team, providing directions and building morale for the team as a whole so that they achieve what is required of them. Unfaithfulness among organization leaders is so disastrous since as a result, things may never work as per organizational mission and goals. Treacherous leaders act against their leadership because they are just pretenders. Most leaders do not do as they say but have their actions contrasting their expressed words. Leadership is an important aspect of managing organizational affairs. The leaders envision the future; they inspire organization’s members and chart the course of the organization (Maxwell 2006).

In relation to Gideon Theological College’s mission and purpose which is to provide a distinctively Christian traditional, evangelical education, Gideon Theological College desires that students will be academically and intellectually competent in their chosen fields of study with immense Bible knowledge. The

students will be capable of rightly dividing the word of truth and be well equipped to take the Gospel to the world through their testimonies of exemplary living. In keeping with its mission, purpose and objectives that each student should be nurtured in the facets of their spiritual, intellectual, moral and cultural life, the college pursues its intent. Spiritual is concerned with those qualities of the human spirit-such as love and compassion, patience, tolerance, forgiveness, contentment, a sense of responsibility, a sense of wholeness and harmony which bring happiness to both self and others. Christian Colleges aimed to build up spiritual leaders who have senses of significance and interconnectedness among employees (Schluter and John Lee 2009).

Intellectual has to do with the ability of Christian leaders to critically analyze, interpret, contextualize information and make informed choices. Moral, has to do with Christian leaders being able to uphold the values that they stand for and through that, influence other people in a Godly way. This has its basis in the book of Leviticus 19:35-36. Cultural and social learning has to do with Christian missionaries learning to relate with others as they live in the communities without necessarily letting go their Christian values.

Leadership and management writers; Fred R. David and Myron Rush indicated that institutional problems in most cases lie among the leadership of that institution. "The leader or manager should organize people into teams in which one person's strength compensate for another's weakness" (Rush 2002), having one common goal in mind leads to a tremendous advance in the effectiveness and well performance of management because managers must motivate excellence (Drucker 2006). Effective leadership is piloted on an entity when the idea is well bought and delegation with authority is fully given to the assigned team.

How could shifting of the college from Maluth to Khartoum and back to Maluth have affected its growth? The numerous restructuring and shifting from one place to another may be the cause of instability of the institution's development. Could this shifting from South Sudan to the North Sudan and back to South Sudan be the cause for the delay of the college management plan to put a permanent premise for the college? The college leadership may be apprehensive for the consignment of the college to its original place. If that is the case, they would have come up with a strategy for the college growth after coming back to their original location. This study was therefore, undertaken to confirm if frequent movement is really one of the elements that caused the college's stagnation.

Human Resources and Recruitment

Gideon Theological College as an entity and a Christian College have special criteria for recruitment because of a specific vision that the institution originally sought to accomplish. Christian organizations must begin to give more attention to management and leadership training because without effective management no organization can carry on its most productive ministry (Rush 2009). Dr. Macmillan, seconded Rush by articulating that a project's steering group is accountable for the success of any project. It is responsible for making sure that the expectations set out in the business case for the project are met (Roberts 2013).

The Bible is never silent pertaining to leadership, there are biblical solutions to decision making, for instance the Bible gives the answer; 'where is the man who fears the Lord? God will teach him how to choose the best (Ps 25:12). God wants to teach His people how to make the right decision at the right time (Rush 2009). However,

human chose to use own power that brought chaos in the world, an aspect that draws us to a discourse on civil wars.

Civil Wars in South Sudan

The Sudan and South Sudan civil wars have negatively influenced Gideon Theological College (GTC) development. The effect of the Sudan and South Sudan civil wars on the growth and development of Gideon Theological College include: The education system which is indirectly affected by the consequences of armed conflict. The armed civilians engaging in fights that result to conflicts and cause displacement continue to threaten the education of most Sudan and South Sudan students (Brown 2011).

Sudan had been in war by itself since her independence in 1955 to 2005 when peace deal was signed ending 21 years of war between South and the North. And again war erupted in 2013 after they had seceded and gained momentum in eight years. The first war ended with the 1972 Addis Ababa Agreement, which granted significant regional autonomy to southern Sudan on internal issues. The Sudan's constitution ambiguity was on two critical issues that continued to inspire conflict. This was as to whether Sudan should be a secular or Islamist State and the country's federal structure. The nation of Sudan was assumed by her people as belonging to all Sudanese alike, despite races, color, tribes and religions.

This assurance galvanized Southern Sudanese' political figures to claim full rights in Sudan and called for the amendment of the national constitution so that they could feel accommodated. They also called for political and leadership inclusiveness so as to see development likewise in the Southern part of the country as it was in the

Northern part. Southern part of Sudan; where massive and huge resources were collect realized severe marginalization in their own home.

Hence, Southern Sudanese politicians realized constitutional impreciseness and their denunciation in the country's affairs simply because of racism, color and religion. This instigated Sudanese two 'civil wars', Anya Nya I in 1955 four months toward independence which ended with Addis Ababa agreement in 1972. It was only a superficial solution to the conflict that was done but did not solve the fundamental issues. Southerners' greatest anticipation was a full implementation of the Addis Ababa peace agreement but the then president of Sudan, Jaafar Nimeiri disgraced the agreement saying, "the agreement is not a Bible or Quran. We signed it and can again dishonor it" (Government of Sudan 2005). This instigated the Second Civil War that erupted on 16th of May 1983 in Bor District and Ayod District respectively due to longstanding issues heightened by the then President Jaafar Nimeiri's decision to introduce Sharia law. "War profits the nations that are manufacturing weapons but is a great loss to the nation in which the war is being fought, lives and properties have to be lost in war time" (Ruttan 2006).

Monday the 16th date of May 1983 became a historic day when Southerners rose against their enemy for the second time sowing freedom seeds. That day is remembered by South Sudanese as a historic and heroic day. The Sudan People's Liberation Movement/Army fought against Government of Sudan until 1989 when the parties reached a peace agreement and suspended Sharia Law. However, on June 30, 1989 a military coup led by Omar Al-Bashir overthrew the Sudanese government and repudiated the peace agreement which resulted into cancellation of the agreement hence, the struggle continued.

Since then, the day of 16th May has been commemorated even before Comprehensive Peace Agreement (CPA) was signed and the day remains memorized by South Sudan as a nation. (CPA) was likely falling to the same pit as Addis Ababa Peace Agreement. However, it took the patience of the Government of South Sudan leadership to reach where it is today. Another war would have erupted if it were not for the spirit of patience. Today, South Sudan's Flag is up as a recognized nation in the world. The nation of South Sudan is valued with legend and dignity; will this autonomy galvanize us to forget all we have gone through? Should we continue being destructive than constructive? South Sudan is calling for development; can we use education as a developmental tool? Then how can we positively contribute towards education, to become builders of one nation of one people with brotherly love.

We are aware that war is merely an outward expression of our inward state, an enlargement of our daily action. It is more spectacular, ample, bloody and more destructive, but it is the collective result of our individual activities. The reasons war is generally considered bad are that it is expensive, it displaces a lot of people and it leads to injury or death of many others. War is also very traumatic to those who experience it. Many people, including soldiers, never fully mentally recover from their war experiences. It also leads to the destruction of landmarks and cities. Organizing, training and deploying military forces, is extremely costly as it involves executing military strategies. Aside from those who fight on the front lines, there are thousands of others who must strategize military action as well as ensure that military and civilian personnel are properly equipped (Johnson 2017).

The people of Sudan and South Sudan have been in horrible times throughout three decades until today, they have never tasted peace of mind and other human needs as enjoyed by other nations. Could that be the cause of the declination of

college programs? In this particular moment, South Sudan is undergoing a senseless war that led to the closure of the college until peace will come. The management team decided to suspend college programs until peace prevails in the nation. On the other hand, Nile Theological College (NTC) which was operating in the same State with Gideon Theological College shifted to Juba where it continuously operates the college program. GTC remain closed waiting for peace meanwhile other colleges continue operating despite all the challenges faced.

Population Displacement due to Civil Wars

To what extent can displacement affect school development? Operations of an institution remain at a standstill in cases of a displacement and this may deem impossible for the institutions to develop. In the wake of the war that had broken out in Sudan, many people were displaced and could not carry on with their daily activities which also included staff working in the college.

This study hypothesized that displacement of the people hindered the college's development academically, spiritually and environmentally because no college could run its program without people. Civil War affected millions of people in South Sudan; some were displaced and others ran for refugee in the neighboring countries (Johnson 2017). The displacement and movement of people causes massive damages all over the world wherever Civil War erupts (Learner 1999).

Destruction of Properties resulting from Civil Wars

How can property destruction affect the development of a college? War is the mother to destruction and desperate lives but peace is mother to development and prosperity. Scarcity could contribute towards deterioration of the college performance and the stagnation of institutional growth. The high level of insecurity experienced in

South Sudan has developed fear among its citizens hence making it impossible for college continuity, Sudan Civil War incorporated issues to do with group or individual's faith thus clusters considered in this study.

The declining rate of programs at GTC has caused anxiety among the people. Member churches such as Sudan Church of Christ (SCOC) and Sudan Interior Church (SIC) are in greatest quandary pertaining to the college's stagnation. Absolutely, frequent shifting from South Sudan to North Sudan and back to South Sudan had been taking place. But, Gideon Theological College is not the only Christian Institution which was operational during the Sudan Civil War. Other institutions such as the Nile Theological College (NTC) and Bishop Gwinn College (BGC) among others were in operation as well but unlike GTC, the colleges are doing better in terms of academic programs. Nile Theological College offers Certificate, Diploma and Bachelor programs while Bishop Gwinn College offers the same programs and many more. On the other hand, the same cannot be said for Gideon Theological College which in fact was established earlier than the two colleges. Could it be that the management's operations were inadequately and irrelevantly leaning to the church mission and goals? This study answers this question.

The Sudanese and South Sudanese natives are aware of the effects of war, especially the occurrence of frequent fights between the groups. Many families lost their loved ones during the war. Many injuries and losses were incurred; some of which are so severe that the people have never fully recovered. Some people remain mentally devastated by the war experiences. The management team of Gideon Theological College (GTC) likewise, who have been working persistently as the other colleges' management did for the betterment of God's Kingdom and the fulfillment of

the Great Commission, have been interrupted by Civil War to college development (Johnson 2017).

Financial Resources

Availability of funds in any project is an achievement in itself, “organizations need to practice cost control if they are to survive the recessionary time. Given the fact that many top tier companies are currently mired in low growth and less active situations, it is imperative that they control their costs as much as possible” (Kur 2005).

Likewise theological colleges require finance as other entities do.

Proper allocation and use of funds lead to improved operational efficiency of the business. Proper use of funds by the finance manager can reduce the cost of capital and increase the value of the firm. Financial management therefore helps to make sound financial decision in a business entity (Mamer 2014).

Finances are a vital resource and capability for any organization. Nothing happens in an organization without financial resources. The question we ask here therefore is; how could lack of financial resources have influenced Gideon Theological College’s growth? An institution can only do what it’s capable of, using the available financial resources and the quality of its financial management. Finance as a resource underpins the operational capacity of an enterprise (Morden 2007). The availability of the resources is the success for an institution striving to develop because nothing can be done without resources. The fundamental and vital activity in organizations is its financial management process which requires planning, organizing, controlling and monitoring of financial resource with an aim to achieve organizational goals and objectives (Singh 2003).

The importance of financial resources in an organization has been acknowledged even in the Bible. Luke 14: 28-30 recognizes the vitality of financial availability. Morden stated that finance is a basic resource upon which the process of strategic management depends (Morden 2007). Globally, nothing could occur without financial resources to facilitate a project; financial resources are important for both short and long term projects' development. This also applies to Gideon Theological College programs, thus without sufficient resources things would be at the edge of deterioration. It is well known that all the college's programs rely on the financial resources from donors (Missionaries) and with a very little portion of the college budget coming from the students which may not be enough to run the college's activities. When the second civil war erupted on 16th May 1983 foreigners evacuated the missionary centers for their countries because of the conflict and they were also targeted for their faith. However, the Missionaries would leave the mission centers physically but continue supporting the program financially.

Civil war destroyed the educational system in South Sudan leading to loss of infrastructure and personnel. Hence, the researcher sought to find out if and how the financial element had influenced the college's growth and development. The questions that were directed to all the shareholders and participants informed of the real causes of the college stagnation. Financial resources have much to do in an institution like GTC especially so as to enable the institution's projects to run smoothly. Beside the operating costs of the college as aforementioned, the college's premises would likewise require a budget for infrastructural costs. Having a nice college with permanent buildings, may require a huge amount of money to facilitate construction. Hence, money is a very important element and urgently needed in the case of Gideon Theological College.

Lack of the ability to meet a school's budget might lead to dysfunctional programs and would contribute to the college's financial instability which could even debilitate its activities. Insufficient fundraising could be a related factor that can contribute to financial unpredictability. Financial dependency may be a genuine and viable reason affecting the growth of the College. Being finance savvy is almost always an important component of overall value to an employer. Even if one is not in a position that has direct responsibility for budgeting, but being aware of financial concerns is important. Management may be one of the factors contributing to a college's poor performance. The question that begs then is to what extent can mismanagement of the institution's resources affect the growth of a college? Mismanagement may mean many factors in leadership that include faulty actions going against good leadership. Corruption for instance, may galvanize loss of hope and may lead to dispute over mismanagement. Dishonesty always brings constant disrespect and cancellation of the commitments which were earlier agreed upon by two parties. Mismanagement is a crime which should not be condoned by second party not unless something is done to substitute the violation committed by that party. Otherwise disagreement would lead to suspension of the support which may affect the institution's operations in all departments. Does it mean that they dishonored the vision of the college establishment? Are they not part of the program? If they are, what is their contribution towards college operations?

Violations of the partnership principles

Agreement between parties could be perpetual when the same principles in the agreements are well and honestly followed. Likewise, continuous violations of the agreements' rules and regulations may cause a decline in donor support. For instance, consequential bloodshed, deadly wars were conducted and destructions of the towns

as well as the school of which GTC is included. Practices by the Government of Sudan coercing and targeting Christian missionaries were another factor that brought massive evacuation all over the South Sudan Christian centers. This may have led to donors' evacuation leaving the location for safety. This may spur the decline and deficiency of college performance. An organization enters into partnership with another through agreements to be followed otherwise the partnership would break, if some irregularities continuously occur. The parties may conditionally get into a certain level if parties engaged in indiscretions then this may be the cause of donors declining from fulfilling their promises. The relational manager provides a compelling framework for understanding and measuring relational performance (Schluter and John Lee 2009).

Transparency and accountability may maintain good relationship of the partners. Parties trust each other when a clear accountability and transparent system is in place. Transparency glues together parties in partnerships. Transparency and accountability is key for relationships among citizens of a country and government officials or in the commercial context, shareholders and boards of directors along with a sense of obligation and a public service ethos among officials and the power of citizens or shareholders to sanction, impose costs, or remove officials for unsatisfactory performance or actions (Nathan Associates Inc. 2013). Consistency is always required of parties in relationship in order to continue serving for common goal. Greater integrity, accountability and transparency in undertaking a project promote awareness among the public, levels of corruption and higher living standards over time (Taseva 2012).

Consequently, accountability deals with any act or oversight in the exercise of public office and the administration of resources.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter presents a detailed description of the research methodology that is the procedure used to answer the research objectives and questions. The chapter details the methods used to collect data for the study. The chapter includes a description of the research design, sampling techniques, instruments used for data collection and data analysis techniques.

Research Design

A research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the data collection process, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypotheses and its operational implications to the final analysis of data (Kothari and Garg 2015). The researcher used independent descriptive survey design adopting a qualitative approach for this study. Qualitative survey was considered as it considers population diversity. Fink recommends qualitative survey analysis for the exploration of meanings and experiences. She however does not specify the logic of qualitative survey as a design (Fink 2003). Wester uses the term qualitative survey to specify one of three main types of qualitative research (besides ethnography and case study) (Wester 2000). This study

used qualitative survey in a slightly different manner by focusing on individual interviews.

Qualitative method of data collection uses focused group discussion, individual interviews and participation observations processes. This approach concentrates mainly on words and observations to express reality and tries to describe people and research phenomena in natural situations (Dilanthi, Baldry, Arshar and Newton (2002). Quantitative method was also used to quantify attitudes, opinions, behaviors, and other defined variables as well as to generalize results from a large sample population (Mugenda 2003).

Therefore, the study was descriptive in nature. This research design enabled the researcher to ensure that the evidence obtained effectively addressed the research problem logically and as unambiguously as possible. Interviews were conducted as the researcher had spent a considerable amount of time designing interview questions for the study.

The researcher also used observation methods for conducting the study taking general notes, using checklists, or time-and-motion logs. Document analysis on contents of written data: involved primary and secondary sources of data collected through phone call, emails, and questionnaire forms which were carefully analyzed and used for the research

Entry Procedure

The researcher obtained an official letter from the school (Africa International University) that enabled data collection at Gideon Theological College and other three colleges were accessed purposely for comparison reasons because they operate under the same circumstances as GTC within South Sudan territory. The letter clearly stated

the researcher's purpose of conducting the study at the colleges and this helped the management of the school to allow the researcher to conduct the study.

Study Population

The study population refers to an entire group of individuals, events or objects having common observable characteristics. The population of the research is also known as the theoretical population of individuals to which a researcher is interested in generalizing the conclusion (Mugenda 2003). The target population included 26 participants from Gideon Theological College's stake holders and six (6) people from the other three colleges. The actual processes focused on Gideon Theological College (GTC).

The target population for this study consisted of the founders, school sponsors, and board of trustee members, members of the board of directors, teachers, students and other stakeholders such as the Sudan Interior Church (SIC)' pastors, elders and church members and Sudan Church of Christ (SCOC) members as well; the initiating denominations and the college's vicinities deemed to have relevant information pertaining to Gideon Theological College (GTC) operation. Therefore, the targeted groups were considered appropriate to answer the research objectives. This was viable and suitable sources for the research data collection because they were most informed about the institution's founding and performance.

Sampling Methods

The process of sampling had randomly considered at least three quarters of the total number that had participated in the college operation in one way or the other. Two sampling techniques namely; stratified sampling technique and purposive sampling techniques were used in order to reach a representative sample.

In stratified sampling, sub-groups such as school administrators and the students who have similar experiences pertaining to Gideon Theological College were involved in the study by way of an interview process to find out the accurate information about the College. The stratified sampling was used to ensure the subgroup of a given population. The population was divided based on their current and previous assignments; for instance, management team, students, teaching and community leaders. This enabled an adequate representation and avoided biasness and segregation (Creswell and Plano 2017).

Purposive sampling was also used for this research since the researcher investigated specific circumstances which required only the management team who were adequately informed about the college and it saved much time for data collection. “Purposive sampling considered characteristics of the targeted groups of people for a specific objective of the study” (Musa and Alkassim 2016).

Random sampling technique was also used in selecting respondents because the target groups have the relative knowledge about the college operation especially when it came to representatives from the management team. The names of representatives were however not mentioned just the available members of the groups representing the school management i.e. the founders, church members, and alumni were given priority for interview.

The research sampled a total of 21 respondents. Three (3) respondents from the college management, five (5) respondents were community leaders around the college, four (4) respondents were tutors from the college, and nine (9) respondents represented students.

Instruments of Data Collection

The main instruments for data collection were interview schedule which could either be done through phone call for some respondents who were not physically reachable or face to face. Open-ended Questionnaires were used sent through email to some respondents who were not in the country and unreachable in one way or the other. The same interviews questions were used as questionnaires form. The open ended questionnaire encouraged respondent to write meaningful answers to the raised questions. “The current study specially focused on the type of questions the researcher asked, particularly, open ended questions. It can be said that asking significantly more open ended questions, researcher, gives their respondents more opportunities to participate in research data collection” (Etikan, Musa and Alkassim 2016).

The research instruments therefore included questionnaire guide, observation forms and interview schedule. Throughout the research process, the researcher considered the environment both where and how respondents answered questions and the manner in which the researcher formulated the research questionnaires.

Methods of Data Collections

The interviewer carried out a face to face and a phone calls exercise with interviewees which involved, asking questions, listening to and recording answers from the respondents on a structured manner guided by interview schedule.

The objective of this research was to find out useful information to accomplish the research goals in divulging the factors hindering College growth. Probing questions were used to seek clarification on issues that were not clear The interview was done in two ways: face to face interview for available nine (9) personnel who were given a forms to filled, interviewer asking questions as per the interview

schedule for five (5) Arabic patterns respondents who cannot read and write in English, four (4) respondents were reached through email and the telephone interview conducted for three (3) respondents who were not available physically but could be found through phone call. The questions were basically on personal experiences, opinions, feelings, knowledge input pertaining to the factors that influenced development of Gideon Theological College while ensuring accuracy.

Questionnaire Guide

The questionnaires were administered to targeted persons as follows four (4) forms were emailed to those who could not be reached due to the nation conflict, five (5) were interviewed face to face, nine (9) respondents filled the forms and three (3) were interviewed through phone calls; all those who deemed to have sufficient and relevant information about the College's operation. The questions were made simple and clear to assist respondents to write pertinent information, so that the researcher would find sufficient data. The questionnaires were the same but the difference was the way they reached respondents as stated above.

The simplicity of the questionnaire guide is hoped to have contributed to respondents' participation without much struggling for the meanings of the words and statements. Success for finding relevant data was on a well-designed questionnaire which guided for the information collections and sorted adequate and applicable data from all information collected.

Observation

Data obtained through participant observation serve as a check list against participants' subjective reporting of what they believe and do. The check list in research assists researchers to ensure consistency and completeness in carrying out

research task. Participant observation is also useful for gaining an understanding of the physical, social, cultural, and economic contexts in which study participants live; the relationships among and between people, contexts, ideas, norms, and events; and people's behaviors and activities, what they do, how frequently, and with whom (Kombo and Tromp 2006). After collection of data, the researcher had an input based on surveillance of the interviewees' statements and gestures during the investigation session. The researcher likewise considered majority's opinions as well as the approaches of the respondents towards the question. Though this method has limitations of information inquiry, it was helpful because the targeted groups were few. The researcher used tacit knowledge of the subjects with careful observation to enrich stories narrated by the respondents. The observation technique had assisted the researcher in evaluating the fidelity of the interviewees' natural talks, emotions and gestures especially during interview and questioning sessions.

Eligibility Criteria

The criterion that was used in the study to specify the characteristics of the target population include: must be sound minded Christian who has stayed in Sudan from 1955 to 2013, must have worked in the selected theological colleges i.e. Gideon Theological College, Nile Theological College, Jerraf Theological College and Bishop Gwynne College who have been operating in Civil war period. Teachers, administrators, students, alumni and non-teaching staff who have worked for five years and above with Bible College were deemed to have enough information about the situation in Sudan during Sudan Civil War periods from 1955 to 1972 and 1983 to 2005.

Data Collection Procedures

The data was collected from the primary sources, administrators, students, founders, board of trustees and alumni. Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypothesis and evaluate outcomes (Oso and Onen 2011). Face to face interviews were done first before emailing the questionnaire guide to be filled by the respondents. Hence, both emailing and phone calls were used for respondents who were in diaspora. Personal interview connotes intensive investigation or extensive scope of enquiry. The researcher made use of unstructured interviews that allowed for spontaneity and interactive interview that more questions would arise in the course of the interview.

Data Analysis Procedure

Kombo and Tromp (2006) point out that data analysis is the extraction of significant variables, detecting any anomalies and testing hypotheses. The processing and analysis of data in this study was guided by the study objectives and the assumptions (hypotheses) raised in chapter one.

The pre-analysis stage included assigning numbers and colors to differentiate various information collected by various instruments. Editing was done to correct errors in information; the un-useful data for this research were removed from the output data. Field editing as well as central editing was conducted in order to develop viable and reliable interpretation for the data (Kern 2017).

The research questions were analyzed in accordance with findings from respondents. Each research question was analyzed based on each respondent's opinion particularly on how the question was answered. Each respondent was to rate

and labeled every question, which amongst the three hypotheses is the affecting component.

Data Reviews

The data collected were reviewed after being labeled such that the researcher could easily establish what worked and what did not work for the research. The purpose was to facilitate and ensure the data processing met the quality research standards. The findings were then compiled. Final evaluation was conducted based on the research purpose, some information were omitted to avoid alternation of the research objectives while those that answered the research questions were assimilated into research findings.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

Introduction

This chapter gives an overview of the data analysis of the data collected from the respondents who filled the questionnaire guides and responded to the interview sessions with the researcher. The data collection procedure was conducted amongst the participants of Gideon Theological College and other Colleges, who participated in its development in one way or another. The chapter also includes a discussion of the neighboring colleges operating in Upper Nile Region in Sudan and South Sudan as a whole and within the framework of Theological Education in relation to Sudan Civil Wars from 1976 to 2013. The assessment was done to understand the challenges faced by Gideon Theological College's management during the Sudan Civil War. The assessment was based on the modalities and the requirements of qualitative research leaning on the topic of this research.

Data Analysis

The methods of data analysis of quantitative and qualitative research were employed at this stage in accordance with the research purpose and methods in sorting inspecting, cleaning, transforming and collected data to gain useful information for the study. Qualitative data analysis is the process of turning raw data such as interview notes into findings (Matthew, Huberman and Saladana 2013). This process involved undertaking basic qualitative data analysis, including repeated reading, identifying issues, determining the availability of suitable data, analysis and

interpretation. It involved a repeated process of critical readings, interpretation and reaching shared understanding of the findings based on the research objective. The findings were then drawn in the process after which conclusions were made.

Data coding and Labeling

After recording, labeling and coding of collected data was done to clarify and identify where the data was collected. The questionnaires were carefully marked based on the respondents' works in order to label their opinions on questions answered. Archive or data base were modified to help the researcher to easily reconcile data which were collected from the different respondents.

Contextual and Demographic Data

The researcher sought to establish the demographic characteristics of the respondents in the context of the study. Maintaining human dignity and well-meaning in the researcher's intentions was crucial" (Oso and Onen 2011).

Identity and Summary of Themes

The practices conducted at this point entailed organizing the data collected into similar group categories such as interviews, questionnaire responses and observation forms. The collected data were then summarized into themes and the accurate results that answered research questions were put under special considerations as the right findings of this research.

Data Recording and Preparation of Memos

The documentations were done as an integral part of the research and an evaluation process carefully conducted in accordance with the research purpose. This means a clear and detailed record of all data which were collected in form of detailed

notes, transcripts, diagrams, maps or any other material used in this research were all up to the research standards.

Interpretation of Findings

Comparison of the data results within the expectation of the research was conducted meticulously. The findings were aimed at testing the hypotheses supported by the data, getting rid of any misconception and comprehending significant information which respondents contributed. The task of interpretation has two major aspects; the effort to establish continuity in research through linking the results of a given study with those of another and the establishment of explanatory concepts. Interpretations were concerned with relationships among the collected data and the extension of study beyond the collected data” (Kothari and Garg 2015).

The assembled data were therefore arranged in logical order and in order of relevance information based on the research topic. Interpretation was shared with the respondents who were thought to have knowledge about the study topic. Though producing a good interpretation of the data was challenging, feedback and support from other more experienced researchers were helpful in making accurate interpretations. The world of business notion focuses on profitability through activities of buying, selling and the exchange of commodities. While army corps aims at victory through thorough equipment of the army personnel for combatant, national government aims at service to society and Christianity focuses on its main goal known as salvation of Humankind through Christ. Hence, Christian education concentrates on teaching people for Christ’s kingdom.

Leadership Incompetency and Development of College

The researcher was able to reach 21 respondents of the twenty eight (28) targeted respondents to answer the questions designed for this research. They were reached in various ways thus emails, face to face interviews and phone calls. The first objective of the study sought to establish the extent to which leadership incompetency had affected the development of the colleges in South Sudan. In answering the research question, the researcher developed a hypothesis that:

H₀₁: Leadership incompetency has negatively affected the development of colleges in South Sudan

The researcher focused on the management's team work as a driving force upon which any institution operates. Therefore, development of the institution's objectives, mission and goals is crucial in accomplishing their team goals. At the college level, management has several responsibilities to handle such as financial management, academics planning and management, resources planning and assets management among others. The respondents raised much concerns on the College management performances. Leadership strategies academic planning, leadership capability and loyalty strengthened the relationship between management and partners enabling self-confident, commitment, traditional leadership, and proper management. These components were raised by the respondents to be the leading factors that may have major effects on college growth. On the other hand, poor strategic planning came as a result of incapability of the college management and paranoia of war in the country. The college student during interview session articulated that, "management were incapable to performance college duties as per the requirement because they did not have good qualification" (Deng, 2018).

Leadership is not about acting part but a leader must fully dedicate himself to serve the organization and move others to the next level of development. Gideon Theological College management seem to have been neglecting their obligations, they did not take war circumstance as an opportunity to reveal themselves who they were and what they wanted people to know about Christ's Kingdom. This exhibited college leadership reluctance and incompetency; though they were anxious of war implications and bound by missionaries' plan, they would have engaged other means by bringing in partners in order to accessibly develop other programs which would have elevated operations and expedited the College's development.

Missionaries' misconduct has negatively contributed towards Gideon Theological College operations stagnancy. Injustice, inequality and racial discrimination have been rampant among college management. Politics has been played in the college as if in a political arena. Racism and disparity have been intruding in college governance and remunerations system; some teachers and management members were more favored than others. The native were entitled to hold significant positions such as lecturing, Academic dean, finance and administration at the management level but when danger drove in they ran for safety and the college operation remained dysfunctional. For instance, since the current war erupted, the College was closed down and has not been in operation to date, this despite the Northern Upper Nile State counties being peacefully stable. The respondents further articulated that even at the time these interviews for the study were ongoing, ex staff were starving, the college only operates when the sponsors are available since all financials are controlled by them such that even payment could not be done in their absence.

Academics Planning

The results pertaining to the question of academic plan and management, has stipulated that college management were operating comparably to “Mobile College” or college branch which has its headquarters at a different country. Plans pertaining to college’s operations and administration; according to the resource, he articulated that college management did not freely plan but that most planning processes were influenced by Sudan Interior Mission (SIM). For instance when the Board of Trustee of the College headed by the native member would meet to discuss issues pertaining college operations, the meeting was obviously dominated by Sudan Interior Mission (SIM) representatives who also formed part of the board members. They controlled the agenda and because of their financial powers, they manipulated and funded the program according to their interests.

Hence, the college management became a delegated body without authority and this practice persisted for a period of time until management gave up and became implementers of missionaries’ welfares rather than the college’s vision and goal strategists. They had no chance to take part in decision making but implementing projects as imposed to them by the donors of the college the Sudan Interior Mission. Sudan Interior Mission (SIM) was established in 1893 by three founders namely Walter Gowan, Rowland Bingham, and Thomas Kent purposely to conduct evangelistic activities such as evangelization, discipleship, training and equipping church members in the ministry of God’s Kingdom. Gideon Theological College (GTC) operation was part and parcel of SIM purposes of formation that qualified them to have Sudan Interior Mission (SIM) as the main sponsor of the College programs with direct control over the school management. Administration was

reluctant because of external powers which they could not afford to resist. One member of the College Board of Trustee said, “We were implementers and missionaries were the planners of the college since the founding time up to date which goes contrary to college objectives but accomplishing their interests” (Chol 2018). College leadership was handed over to natives yet missionaries continued with the control of the college indirectly through planning and financial intrusions.

Stewardship in Leadership

Lack of stewardship spirit and disloyalty led to apathy of the college’s management, they had not acquainted themselves to own the responsibilities assigned to them. Inadequacy of steward spirit and disloyalty in leadership became a tremendous obstacle for the institutional activities. The Management did not own the work assigned to them by the Senate, church assemblies and the entire membership of both Sudan Interior Church (SIC) and the Sudan Church of Christ (SCoC). A church leader (Elder) who witnessed college operation in Banet where the college was located in Omdurman, Khartoum 1995-1999 said, “Misconduct which had occurred at that period were malicious and abhorrent performances. Occurrence of rampant frauds, infidelities and inappropriateness in use of college management guidelines was the greatest problem of the college’s operations.”

All activities were politicized hence interrelations of the church leadership with college brought much confusion to the college” (Elder Samuel March 2018). He put God’s purpose for creating human as an illustration for Gideon Theological College (GTC) leadership that, “God’s purpose for creating human beings” was to give them responsibility over His creations. He (God) entrusted the first man (Adam) with the important task of dressing and keeping the Garden of Eden and Jesus Christ

likewise had equipped His disciples for the ministry and the chain would continue to GTC management to equip others for the ministry of Christ's Kingdom.

Lack of Self-Confidence

College management, who relies on missionaries strategically and administratively as a suspicion of their ability, has negatively contributed towards college development, this is because the Management had relied on the outsiders' ideas; people who did not know the locality of the college. They were reluctant to delegate duties to others for assistance on consultancy basis but self-confident and incapability became their insecurity, such that it was difficult for them to make decisions. One of the board of trustees' members confirmed that "they were unable to perform well because of partners' restriction on them" (Yacoub 21st March 2018). He extended that both parties would have been guided by the college mission and vision.

Relations and Partnership

The respondents articulated that partners and management seem to have somehow violated the system to operate in accordance with the college mission. They did not consider the pitfall at the strategic planning level and that parties might have ignored the college's annual plan which is the roadmap for any program that management wishes to perform. The institution failed to accomplish its goals when mission, vision and pitfalls in planning had been disregarded.

The Management should have known the reason for the establishment of an institution, as a clear vision that would provide the foundation for developing a comprehensive mission statement which would serve as the institution's principles. Academic unpreparedness galvanized a mess among college management processes because both parties dishonored the main purpose of the college. The leadership who

does not focus and pay closest attention to organizational objectives to apply leverage and resources in an aggressive and committed manner will perish. The saying which goes, “If you don’t know where you are going, any road will take you there” came true of Gideon Theological College (GTC) case. The leadership whose vision usually meets with chaos and confusion at the work place is incompetent and does not last for long. But competent and effective leadership administers, inspires and leads others well in connection with institutional mission.

Lack of plan may also affect other activities involved in college management obligations, such as resources and asset management plans which are an important part of management responsibilities. Neglecting of one party among stakeholders is a greatest mistake in which management principles are ignored and self-interest becomes the only guiding pillar for managing institutions. The abandoned party will be indecisive in such a scenario and become dependent in whatever comes out from the top management. The ignored group would develop opposing spirit which may be the case for Gideon Theological College performance deteriorating instead of developing as other colleges do in South Sudan.

An African proverb goes “If you want to go fast, go alone. If you want to go far, go together,” moving as a team benefits entity prosperity because a team is bound by the common goal of the mission and not self-interest, such a team does not easily deviate from the right pathway for they coach each other by sharing the common ideas of the institution and continue developing it and advancing on advertising the same idea to other people for the sake of institutional expansion. Team leadership then becomes the most effective unit when the common goal is paramount, guidance to the destination of institutional mission; that team has the ability to resolve conflict that might otherwise throw them off track. They emerge in being able to successfully

grow as a healthier organization and advantage many sound reasons for using groups to deal with individual and social problems. Lack of consultative leadership spirit always seem as an obstruction to team's performance but collaborative environment is aligned towards a common purpose.

Team Qualifications

The management qualification has been described as incomparable; they were of different educational backgrounds from Certificates, Bachelor and Master Degree holders. Qualifications appears voluminous in staff recruitments, policies and procedures but the only membership seems restricted, either from Sudan Interior Church (SIC) or Sudanese Church of Christ (SCoC), the sister churches and the founders of the college. Membership provides paramount eligibility even them that have no theological education background and they are from the founding churches, they qualify.

Traditional Leadership

Gideon Theological College used shared traditional leadership which places the manager at top position who makes decisions without any participation of the subordinates. This type of leadership placed employees at the bottom and made them adhere to implementation of decisions made by the top management without questioning. The pitfall of traditional leadership does not allow new ideas. The type of leadership involves leaders making decisions alone without consultation with employees. This spurs frustration among the employees for not being involved in making decisional inputs into their work.

Commitment in Leadership

Other respondents strongly raised opinions that leadership were not performing well simply because of the lack of commitment and experiences in leadership which obstructed their performance. The tremendous challenge of leadership is the lack of commitment because the committed participants fully explore the issues facing the institution while the uncommitted have no time for issues explorations, a former board of Trustees' member said "management were lacking commitment to follow up on institutional programs to the end" (Rev. Simon K. Pal 16th April 2018) and another concerned leader from the founding churches articulated that appropriate involvement of stakeholders was never considered but an overseas managements guided by own interests rather than the ministry mission.

Resources and Assets Management Plan

Resources and assets management is the process to manage detailed and guide acquisition, use and disposal of assets to make the most of their service delivery potential and manage risks and costs over the entire life. Management is responsible for the integration of assets planning, budgeting, reporting and monitoring as part of their own overall management process. Effective assets management requires planning, supported by integrated organizational structures and process which then enables resources to be allocated.

Human resource is the first and the foremost asset which institutions must perpetually have. Skillful and effective human resource energizes the program and improves the institutional performance applying the skills and talents. Gideon Theological College system of recruitment does not bother considering skills of the human power required during the recruitment process. Skills are the first requirement

when contracting personnel, should an institution want to excel and achieve its goals. Competency is a qualification that leads candidates into next level of the recruitment process.

Many participants who responded to the question pertaining to Gideon Theological College system of recruitment, indicated that recruitment was not done in accordance with Human Resources recruitment policy rather it was ever politicized. Neither application of interest nor interview conducted but processes for the appointment of college principal is executed through Board of Trustees (BoT) then presented to church for blessing (Abraham, the member of the board of Trustees 28th March 2018).

Employment is not just filling a vacant office but correct procedures for recruitment should be followed by identifying the hiring needs. The right procedure of recruitment should begin by preparing recruitment plans which is the first step in the recruitment process. The recruitment planning processes enables the recruiters to know the kind of person with skills required, the vacancy to be filled and understand the job descriptions. Furthermore, the plan serves as guiding compass for recruitment. On the contrary, the right procedures were ignored at GTC and members forced the rules and regulations to serve their needs by relegating the globe recruitment procedures.

The worst part of it is that leadership manipulated the process of recruitment which negatively contributed to employment of unskilled staff with neither training nor work experience from any institution to gain knowledge and good experience. Politics in the church create competing interests which might be exaggerated into “evil thought” to bring down all that the church has been planning and striving to

achieve the common goal of preaching the word. Difficult people would take politics as an opportunity to bring in confusion among the church membership and the institution as well. Problematic people in the church cannot free themselves from Satan's trap; they become tools used by the devil to impede church system. The leadership who come into power through aforementioned way does not practice humility and trust, learns and exhibits empathy, has a passion for fairness (justices) and does not distinguish between the clear and the unclear.

Politics in the church and all in Christian institutions should be discouraged because the church is the spiritual arena which does not condone human interests. Deng, one of the church members said "we do not differentiate Interior church leadership with Gideon Theological college management, the manner of formation they were correlated as if they were one institution but different" (Samuel D. Bol, Sudan Interior Church Member 18th March 2018) he further articulated that this confusion brought college performance setback. An elder who was with him said "I had been confusing college principal with executive chairperson, one day I called church executive chairperson Principal, he felt furious on me, for calling him Principal but I was not aware of both leadership, I thought they were one."

Table 1: Leadership Incompetency and Development of Gideon Theological College

Leadership incompetency	Relations to college development	Respondents	Percentages
Academic planning	Contributed to college growth	3	15%
Team Qualifications	Contributed to college growth	4	17%
Commitments & loyalty	Contributed to college growth	3	16%
Management Skills	Contributed to college growth	2	14%
Stewardship Spirit	Contributed to college growth	5	21%
Poor relationship	Contributed to college growth	4	17%

The table two (2) exhibits how leadership incompetency had negatively contributed toward college development since the founding time to date. Leadership team was in a mess, no clear roadmap to follow in order to fulfill and accomplish obligations bestowed to them and college's goals. This is based on the respondents' contributions when answering the questionnaires of hypothesis 1.

Effect of sequential Wars on the Development of Colleges

The second objective investigated the effects of Sudan and South Sudan civil war from 1973-2013 on the development of colleges and was based on the hypothesis that:

H₀₂ sequential wars have negatively affected development of colleges in South Sudan.

The Sudan and South Sudan civil war effects were investigated and the researcher found the elements that contributed to college stagnancy such as internal displacement, properties destructions, environmental contamination, Christians' persecutions and many others. War is a contention by force caused by human's choices bringing to the fore of politic and ethical nature. It could be in a form of group fights against the other group on defensive or aggressive. Hence, Sudan civil war had generally been interpreted as a typical ethno -religious conflict deriving from difference between Muslims and Christians or Arabs and Africans (Mohamed, 1997). Civil war brings confusion among the fighters and communities especially when there is no concrete rules and regulations for governance.

The decades of Sudan civil wars militarized Sudan legislative, judiciary and law-enforcement institutions suffered from capacity deficits and lack of adequate training. The institutional and operational gaps in the rule of law sector were compounded by massive circulations of small arms. Military and security forces were

the principal agents of law and order often at the cost of basic human rights. The authority bestowed on military and security actors constituted the great threat to justice, peace and sustainable development taking root in Sudan. Sudanese society at large had been suffering the consequences of armed conflict during war; the brunt of the war had been borne mainly by the South Sudan, where there is an extreme absence of the most basic physical, human and institutional capacities.

Displacement

The displacement and refugees distorted the whole system in every corner of the country where conflict erupted. People lived a life of survival on a daily basis, without long term plan or potential hope for the people in exile. War effects eventually forced citizens out of their homes of origin into refugee camps internally displacing them. Political turbulence in Sudan as a country caused unfavorable circumstances that impelled people out of their homes because of persecution, rampant killing targeting certain tribes in the country. Forceful movement of the vulnerable people from their locality could not be resisted because of the violent, persecution and internal strife. Displacement of individuals leads to land abandonment and alternate of the locality such that subjugated society has no reason to compete for agricultural activity. The refugee and IDP are socially stigmatized as if they have no land, unable to solve own political problem, national system for governance as well as due to societal disqualification. Hence, the victims of war do not always fulfill social needs requirements. The circumstance of foreign land bounded them to perform as obligated. Gideon Theological College seems to have been effected by circumscription for displacement.

Properties Destructions

The civil war in Sudan left people no choice but to flee for safety because of the obliterations. War does not only lead to killings but also property destruction. Properties and other assets but also millions of lives were lost during Sudan Civil conflicts. War can also affect the environment by pollution especially when heaviest missiles are used randomly. War un-stabilized national ability to organize human power and managed other resources such as agricultural production and could be difficult to secure an arable land for the agricultural purposes. “Our land, the fertile soil became a battle field only rivaling groups were left inhabiting the land, the civilians were having no room to live in a war circumstance” (Rev. Joseph Ador; the Regional chairperson for Maluth Regional Church Council, 23rd February 2018) he further on said, that there was not much a difference between an Internal Displaced Person (IDP) and a refugee, the scenario of the land remained the same but the slight divergence is that refugee required travelling documents but IDP did not when journeying within the country. Both refugee and IDP stayed far away from their home land, they could not get time to school because of distance.

Christians Persecutions

Political parties in the northern Sudan were connected with religious activities. Sudan as a whole was in chaos, the incidences of atrocities, rapes, and other crimes against humanity were specifically done to Christians. This political movement in Sudan affected the vulnerable leading to exclusion because of racism and religion that deviated from the right politics.

The previous status of education in Sudan cannot be isolated from a long history of political vulnerability and exclusion that had been experienced by the

people of Southern Sudan and largely explains the recurrent of civil wars in Sudan. In most cases, the education system had been a key tool used by the Northern ruling elites for perpetuating socio- economic and political marginalization of the majority rural communities and Southern Sudan in particular (James Maker, Bishop Gwynne College teacher, 12th March 2018, Juba South Sudan). He further articulated that during Sudan civil war, the educational system suffered in South Sudan in the period of complex emergency. Christian organizations were active but colleges could not operate because of Sudan restrictions on Christians.

Displacement and Intimidation

During the civil war, the powerful group persecuted the weaker and vulnerable people. Sudan Army Forces (SAF) were targeting Southern Sudanese more so Christians who were termed as rebels and atheists. Civil war connecting race, politics and religion; hence, people from South Sudan, Western Sudan, Eastern Sudan feared victimization by the Sudanese government because most of the youth who joined Sudanese People Liberation Army (SPLA) the main rebel group who fought against the regime of Khartoum come from those areas. The armed conflict displaced people from their places of origin fleeing for safety and survival. Others became refugees in foreign countries. Displacement rendered people homeless and out of business while some were traumatized by the loss of their properties. Armed conflict and violence triggered forceful displacement and those who fled abroad became refugees and would be absorbed under care of the charity organizations as vulnerable persons. Access to the formal market became quite restricted. War related stress had a negative impact on the psychological well-being of all the communities in Sudan but displaced children were especially affected. Phobia of death compelled Christians seeking only survival. Islam incorporated evangelization activities that demanded Christian

conversion from Christianity to Islamic religion. The intention was to extend Sudan to Arab world but Christianity in the South became an obstacle to them because Arab world could not recognize Christianity as a religion but atheism movement. Hence, they wanted to do away with Christianity so that they were free to do whatever they wished. Therefore, it was their high time agenda to convert them that have weak faith into Islam.

Famine

Many people migrated to Northern Sudan seeking survival and most of them were placed far away from town. During the war, people could not do anything, including running educational programs because of fear. This concurred with this saying “since the current war erupted in 1983, Sudan has experienced recurrent famine” (Luka B. Deng, 1998) people were unable to produce food and other raw products due to the war in the country. Economic setback was experienced and other means of incomes were blocked by war such that agricultural activities were suspended and cattle raiding by powerful rivalry groups. The vulnerable people suffered much of war consequences; becoming the survival source of the powerful groups.

Table 2: Effect of Civil Wars on College Development as collected from 21 respondents

Civil Wars	Relations to college's Stagnancy	Respondents	Percentages
Displacement	Effects to college's growth	6	1.26
Destructions	Effects to college's growth	4	0.84
Persecutions	Effects to college's growth	8	1.68
Famine	Effects to college's growth	3	0.63

Table 2 presents the number of civil war effects on populations who are college's stakeholders. The data collected revealed that without students, tutors and other workers, no progress would take place. Hence, the absence of people because of displacement after populations' fled for safety affected college's growth.

Therefore, Sudan Civil War becomes one of the main predicators that extremely and negatively contributed to the college's stagnancy. It had taken a period two decades since Sudan Civil War erupted from 1955 -1972, 1983-2005 and 2013 to date. No single war which did not affect Maluth Town where Gideon Theological College (GTC) is located, these three consecutive wars disturbed the college's operations. Populations displaced and became refugees and IDPs, properties were burnt to ashes and looted, nothing was left than starving. No choice was left for Maluth population than to abandon the town and all activities they were doing.

Financial Resources

Finally, the study also made inquiry on the influence of financial resources on the development of Colleges in South Sudan, a case of Gideon Theological College. The researcher based the search on the following hypothesis.

H₀₃ Financial resources have an influence on the achievement of College's goals in South Sudan.

The finance of Gideon Theological College was managed from diaspora which hindered the Management to properly plan for college activities. This is because this is because they were not aware of the college's annual budget and allocations. The respondents however articulated clearly that Gideon Theological College had bank account bearing the college's name since the founding time, but no one knew how the money was usually drawn to facilitate college activities. He went on saying that such

an institution like GTC could not have operated for the last forty years without an account. The budget is only known to few who are not among the school leadership. The college is therefore, managed outside the Country but native leaders were there without authority pertaining financial management. College operational plan comes from Diaspora but not within the county (Santino Deng, former GTC worker)

The respondent further on articulated that missionaries went far even to the point of handling the apportioned money found in college premises. For instance, Fellowship Africa Relief (FAR) built the compound in the college land through agreement made between the organization's leadership with Gideon Theological College management in order to hand over the compound to college management after the completion of their project and FAR did as required by the agreement. The management then took over the compound and rent it to another organization who then deposited the rental fees in an unknown account which was supposed to be deposited directly into the college Account in the Country (Santino Deng, former GTC worker).

Resources management is a moral rights assignment apportioned to institution's management team to plan, direct, monitor, organize and control monetary resources of that organization. Virtuous financial management remains the efficient and effective method of management of funds in such a manner as to accomplish the objectives of the organization. It is essential part of organizational management and cannot be separated to a different entity as of Gideon Theological College financial management system. The College administrator reported that there were no consistent accountability, transparency, integrity and financial stewardship on accounting standards for Gideon Theological college financial management. Good financial management applied consistently, accountably and transparently in an institution

promotes confidence between the two parties, and this would have been the same for the college management team and donors.

War auspices affect a country's economic systems, some donors tried their best to be faithful for the promises they gave but the government system was not supportive such that they could not continue implementing the institutional goals.

Table 3: Effects of financial constraint in GTC

Components of financial resources	Frequency	Percentage
Mismanagement of College finance	6	1.26%
Lack of accountability & transparency	5	1.05%
Financial limitations	10	2.1%
Total	21	

Table 3 exhibits financial significance in Gideon Theological College's circumstance. No activity can be done without finance. Financial constraint affected Gideon Theological College's operations. Partners lost confidence on the procedures of college financial management, there was no clear system of transparency and accountability that led to mistrust and finally resulted to donors' declination to support the institution. Therefore, financial limitation which was caused by suspiciousness became one of the components affecting the college's growth since founding period. Donors' suspicion was galvanized by mismanagement of college leadership. Gideon Theological College management has never been clear to church members, partners and the stakeholders. Based on findings, college leadership's irregularities created tremendous incredulous between partners and the college management.

The financial management based on the findings, took second led after financial limitation that it negatively contributed towards Gideon Theological

College's stagnancy. The bureaucracy of financial transactions system remained ambiguous.

Discussion of Findings

The college management has been struggling with unavoidable issues such as war, the College was established in a region that experienced civil war and this continues with its operations in a war mode. There were sequences of College repositioning from South Sudan (Melut) to North Sudan (Khartoum) and back to Melut in 2006. Instability in the country has weakened the College's position in achieving the common vision that provides transformative perspective and guiding principles for the overall college's academic plan.

Conflict in the country galvanized lack of resources to run the College programs because donors ran for safety. On the other hand, College management were blamed of not performing their task to produce an academic plan to serves as a strategic and roadmap towards the future goals and expectations of the college to differentiate identity and priorities. Lack of financial resources has negatively contributed to failure of College programs. The development of the programs was depended on outside donors who drew back dew to Gideon Theological College's venerability. College management was left with nothing to do because of the conflict in the country that caused instability which resulted to evacuation of missionaries, who were the only donors of the college. Consequently, the college's program declined unexpectedly in which all stakeholders were left blaming one another for something that was not their responsibility.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter gives a report of the summary of findings, research conclusion, implications, as well as recommendations drawn from the study findings. The researcher makes recommendations for future research in relations to the topic of the research.

Summary of Findings

This research endeavored to scrutinize Gideon Theological College in Maluth County by investigating the factors influencing college development. Pertaining to high education policy in South Sudan, educational institutions are supposed to offer standard education to meet national system of education, contrary to this, Gideon Theological College became stagnant in both academic and infrastructure development. The researcher therefore, took the initiative to observe college development academically and infrastructural development identifying the challenges facing the education system in the Country, especially in Theological education.

To achieve the goal of the research, the researcher went through generated relevant hypothesis and established answers to the following research questions.

Research Question 1: To what extend can leadership incompetency affect the development of Gideon Theological College?

This question investigated hypothesis pertaining to leadership incompetency and apathy in relations to the leaders' direct responsibilities. Mismanagement, lack of

skills to strategize, corruption among others hindered the college growth. Nothing works without leadership. Leadership cannot excel in management without good skills. Disloyalty and apathies would affect project development or any activity.

Hence, leadership is the initiator for growth of institutions and the efficacy of any activity. Unfortunately, the results exhibited that most of the issues that impact a project resulted in one way or another from risks that were totally disregarded. The planning activities were abandoned at the establishment period of Gideon Theological College. Project feasibility assessment, resource allocations, cost detailing, staff motivation and coordination processes were not properly done by the founders and the management.

In contrast to Gideon Theological College stagnancy, other Colleges such as Nile Theological College, Bishop Gwenn College and Gerat Theological College developed rapidly despite all the challenges caused by the Civil wars against Christian religion as a whole. The colleges planning for themselves, without outsider influence or restriction hence, they could use their talents and ability toward the College's development.

They used critical strategies which enabled them to succeed in the face of various persecutions. Nile Theological College (NTC) management for instance articulated that natives were free to strategize themselves on how to manage and make the institution grow in accordance with God's great commission teaching the Nations to obey God's word. This scenario of being free to perform their work on their own opened way to changing challenges into opportunities. Bishop Gwenn College (BGC) management likewise, seconded GTC Management that they were having roles to play in developing the college's strategies such that they use their talents as natives in

turning all challenges to opportunities but Geraf Theological College management has not been reached.

The college leadership would have strived to find other sources of income instead of relying on a single source. Having multiple donors would have enabled them to do much other than depending on the single donor. A single donor may have limitations to cater for the entire college program but the diverse benefactors would have catered for school miscellaneous requirements. Therefore, the college management had negatively contributed toward college stagnation at all levels of school operations.

Research Question 2: How has sequential war negatively affected college development in South Sudan?

War is the mother to destruction while peace is mother to development. A one day fight would kill thousands and destroy a beautiful city constructed in a century. What of civil war that took 35 years of fighting, can we expect good outcome from it? Sudan civil war is longest war in Africa (Kebbede 1997). The first war erupted in 1955 to 1972 and again in 1983 to 2005 and 2013 to date. War destroyed what was already developed and displaced natives of the land.

Hence, sequential war fought in Sudan and South Sudan may be the major perpetrator that created instability of the college and the country as a whole which galvanized dislocation of the country population to unknown country and the country of no choices but circumstances which forced them to leave.

Displacement

The major effect of Sudan civil war is population displacement; many people fled for safety which consequently led to desolation in some parts of the country.

South Sudanese went to diverse directions when absconding the rampant killing and persecution in the country in which South Sudan was left as a battle ground. Hence, the vulnerable were unable to live normal life. They were brutally treated and oppressed such that they could not endure prejudice where people are treated based on race and religious.

Gideon Theological College, being a Christian college was specifically affected not only on the popular displacement but also destruction of the school premises which were demolished and used as building materials for military trenches at Maluth Military garrison and the college compound was left vacant because Christians were targeted by the Sudan army calling rebels.

Research Question 3: What is the influence of financial resources on development of colleges in South Sudan?

Finances are said to be the first resources that have to be obtained should a project manager strive for a good progress of any program. Financial deficiency however drives declination of the performance of the program. These aspects would negatively influence the development of a college if good strategies are not in place. Hence, it was high time the researcher thoroughly collected sufficient data that would answer all the questions together with their sub questions to finally bring them into clarity.

Financial Income

It unanimously came out in the study findings that Gideon Theological College finance was managed overseas; the college management did not have access to the college's bank account but only the missionaries who were the sponsors of the college. Until when the college was shifted from Khartoum to Maluth South Sudan,

the original place of the college; similar scenario was reported that the account was held by the sponsors and that even the money collected from the tenants was kept by the missionary in charge of donations.

The overseas financial management seemed to have negatively contributed towards college operations because the management complained of not planning as per college's budget since they were being restricted by the sponsors who were in charge of finance. Thus there lacked clarity, transparency and accountability in the college's financial management system. College leadership developed suspicion among themselves until they reached a point of reluctance to perform persuasive college operations.

Teamwork was completely vague and yearned for college success. College management and donors or missionaries neglected to form a comprehensive team to run college affairs. These affairs could not only be guided by the college policy but also the system which does not condone irregularities of sole management but encourage transparency and accountability.

This section presented the research finding based on the respondents' answers to research questions, the research findings showed Sudan Civic War as the major influencer that had negatively affected college growth, this was followed by lack of resources and the College management team respectively. The findings exhibit inevitable effects of Civil War as the deteriorating component for Gideon Theological College. It affirmed War as the source of destruction as nothing could be done in the space of conflicts.

Secondly, the lack of financial resources was attributed to the fact that Gideon Theological College had no other sources income but reliance on outside donors. This hindered the College's growth.

Thirdly, College management contributed to poor leadership drawing back and slugging the activities of the group as a whole. They did not plan for a second sponsor to continue supporting the College's programs should the first partner pull out from the partnership.

Conclusion

The research investigated the factors hindering college development in South Sudan and found that leadership incompetency, financial resources and civil war were the major factors that hindered College's development particularly Gideon Theological College. This was however reported to have been happening since the college's founding period. The answers to the questions raised from this research were compiled and made accessible to all readers and Gideon Theological College stakeholders as well as incoming researchers who would want to research about Gideon Theological College in general.

It seems that the college had neglected the core values that reflect the college principles and expectations. Gideon Theological College management that included missionaries, college leadership and the stakeholders failed to practice core values which define who they are and how they believe and perform activities to meet their responsibilities to students, colleagues and other constituents with accountability to the entire college community.

Based on the data collected, Sudan Civil War was the major factor that contributed much towards the college stagnancy. People had abandoned their

homeland and escaped for survival because of Civil war which was also targeting South Sudanese and more so Christians. Gideon Theological College being a Christian college; was affected because of Islam religion invasion on Christianity as well as Northerners' invasion against Southerners.

Recommendations

The researcher came up with recommendations based on the findings of the study to enable the college stakeholders take necessary action for the development of the college. This research also paved a way for researchers, who are willing to conduct research on Gideon Theological College operations. It is hoped that the study has and will contribute towards the regeneration of Gideon Theological College. It will serve as a guidelines for college management and upcoming researchers as well.

Planning process provides important insights to top organizational management, the direction for implementation of project which leans on organizational mission and goals. Planning is always best when institutional strengths, weakness, opportunities and threats are dealt with. Should a manager strive to control his own performance, a manager needs to know more than what his goals are. He must be able to measure his performance and results against the institutional goals set to be achieved.

All objectives should always contain both the tangible business objectives and intangible for the management of organization, development, worker performance, attitude and public responsibility. An effective management must work directly towards the vision and mission making efforts to accomplish them. College administration is needed not only because the job is too big for any person to do but because running an institution is something essentially different from running one's

own property. Managers are hired to create the right culture in the organization. Hence, managers must be creative when managing institutions rather than an adaptive task.

Although the research has not exhausted the collection of data about the elements influencing the development of Gideon Theological College, the information collected would assist other researchers who would want to research on Gideon Theological College. The following recommendations will help researchers in one way or the other and they include:

Creative Management

Creativity in management is significant at the institutional level because organizational management is a complex activity with multiple dimensions. Good management system requires thorough planning which involve risk management procedures in case of unknown eventualities or inevitable events which may be encountered in the process. The creative management is most recommendable in this research work for Gideon Theological College management to adapt and use it for the benefit of the college's development. Creative management carries along with it a proactive planning which commences as brainstorming, mind mapping, provocation and reversal. In other words, innovative management or change in case of any obstructions. Creative management fits mostly to the understanding and definition of wisdom, elegance and successful management. Managers should invest in building reliable innovation processes and structures to repeatedly find new opportunities that make sense for their institution in case of obstacles such as war or donors declination from the pragmatic situation as of Sudan Civil War which caused both citizens and foreigners to flee for their safety.

Transparency & Accountability in Management

This research recommended transparency in financial and other college's program.

The program should transparently be known to institutional management members to avoid suspicion among the team members. No successful team without accurate transparency and general accountability base on the fraud committed by the team members.

Sudan Interior Church (SIC) with the sister church known as Church of Christ (SCOC) are the founders and the college and management should think wider than before because leaning on one entity endangers operations. There must be an enthusiastic determination and vivacious strategies by management to achieve the college's objectives instead of ambiguous engagements, should they want to strive for a successful training of God's people for the common worth of God's Kingdom.

Furthermore, church must be bolded and aggressive to begin with expanded vision statement for the school, outlining new strategies and priorities for Gideon Theological College designed to achieve. The college must have a vibrant commitment to delivering high quality educational programs and experiential learning opportunities for God servants in order to impart meaningful message for Christ's kingdom to Gospel destitute areas or atmosphere to promote spiritual development through outreach activities.

Institutional plan should reflect the college's principles and expectations; and in the context of the college plan, mission analytics should be defined as the application of the college model technique advancement to foster better and smart use of Gospel knowledge. This should be the central focus area for the entire college management. God's kingdom should be the fundamental principle upon which

Gideon Theological College's value originated and that, its most basic functions seek to introduce procedures and structures which provide God's people with real voice and the power of the Holy Spirit of God pertaining to forthcoming God's Kingdom.

Finally, though the researcher could not exhaust information, the respondents reached have provided significant information pertaining to this research. The study therefore appreciates further research complementing this research on Gideon Theological College to establish strategies that could be adopted to restore the college's operation and performance as a whole.

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APPENDICES

Appendix A: Questionnaires and Interview Guide

Briefing: Thank him/her for participation, introduce myself (name and profession), define the situation for the interviewee (confidentiality, recording, about 45 minutes, plus a short discussion afterwards), briefly state the purpose of the interview, and asking if the interviewee has any questions before the interview.

S/NO	Main subject /researcher question	Interviewer's questions/Questionnaires forms
1.	What influenced Gideon Theological College growth?	<p>Can you tell me a bit about yourself and your area of responsibility at Gideon Theological College currently or previously? How long have you served Gideon Theological College?</p> <p>Or what do you know about GTC?</p> <p>If you look at the entire College operations here in Melut and when it was in Khartoum, where do you think College management encountered problems?</p> <p>Can you describe a typical situation you know that has negatively contributed to College development?</p> <p>Based on your experience, what can you as a person who worked for GTC deem that has much effect of the College growth?</p>
2.	College Management/leadership's competency	<p>Base on your view on Gideon Theological College Growth;</p> <p>What were college management competencies?</p>

- Describe and discuss the modalities for the appointment of College management?
- Can you provide any other information deem relevant to leadership competency?
- 3. The effect of sequential Civil Wars**
- What are the effects of Sequential Wars on Gideon Theological College development?
- What can you say about Internal Popular Displacement, Gideon Theological College restructuring from Maluth to Khartoum and back to Maluth in relations to College?
- Add any relevant information you deem significant to this research.
- 4. The effects of Financial instability on College growth**
- Who was funding Gideon Theological College (Source of Financial income)?
- What were financial management scheme, (someone in charge of the college system)
- What was Sudan Interior Church's contribution toward College development?
- Can you add any things seem worthy this research questions if not stated/
- Please, Summarize the effects prioritizing from the most affecting component among three elements.
- 5.
- Are you sure, you answered the questions sincerely and honestly without biasness? If yes, how?
- I appreciated you for taking time to answer the questions.

Questionnaires forms