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School Administrators' Behaviors Influence in Transforming Traumatized Students in Public Secondary Schools in Juba, South Sudan

By

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Abstract

The purpose of this study was to establish how school administrators' behaviors influence the transformation of traumatized students in public secondary schools in Juba, South Sudan. The study was anchored in transformational theory supported by behavioral learning theory and ecology system theory. Mixed approach particularly Convergent Parallel Mixed Methods Design guided the study. The target population of the study was 4,875. A sample size of 400 students was selected by use of stratified random sampling. Purposive sampling method notably homogeneous sampling and, snowball sampling were employed to select a sample size of 120 teachers, 8 principals and 8 deputy principals. Snow ball sampling was used to obtain a sample of 8 school counselors to participate in the study. Questionnaires, a semi-structure interviews guide, and document analysis guide were used to collect data. Content validation and face validity of the research instruments were done through expert opinion of school counsellors, educational administrators and leadership and research. Cronbach alpha technique was used to determine the reliability of the questionnaire items of Likert scale. Reliability for qualitative items was determined in terms of their trustworthiness which was ensured through triangulation method that involved credibility, transferability, dependability and conformability. Descriptive statistics particularly frequencies and percentages analyzed quantitative data that was presented in frequency distribution tables. Inferential statistics specifically the Chi-square was used to test the hypotheses. Qualitative data from interviews were organized and analyzed thematically. Key findings of the study revealed that the approaches initiated by the school administration to transform traumatized students are not based on the physical or observable behaviors of the students but rather on critical assessments of either teachers or counselors. Developing sincere positive relationship with traumatized students, showing love, good communication supported reformation of traumatized students. The study concluded that the strategies used to detect traumatized students was not based on critical assessment because school administrators lacked training on how to detect traumatized students. The study recommended that the schools implement mandatory and on-going professional development for all educators on trauma management. Development of peer counsellors, provision of good routine counselling services and therapy, creation of good relationship with students to offer moral support, encouraging peer support were proposed a ways of assisting traumatized students. Also teachers should be trained and equipped with the necessary skills and best trauma-informed practices to handle students' reactions to trauma as well as enabling them in trauma healing and cope with post trauma experiences.

Key Words: Administrators' Behaviors, Influence, Public Secondary Schools, Student Counseling, South Sudan, Traumatized Students Transforming, Traumatized Students

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1. Background to the Study

Schools are planned, organized, and settled organizations that help people socialize, improve their economic productivity, recognize and realize themselves, and adopt the policies of the nation (Açıklan, 2019). The mission that schools are responsible for in terms of personal and social development is of vital importance. The reason why schools are essential for society is that it is the most productivity-based, concrete, and functional part of the education system. If schools operate in the right way, pre-determined goals and expectations of society from education will be met. Learners admitted in schools come from diverse family backgrounds. According to Klopff, Schelden, and Brennan (2018), in school you may find students who are with the behaviors that are not normal because of some situation that caused them to be traumatized. It is, therefore, the responsibility of the school administration to create a conducive environment bring change to such kind of students in order to enable their academic achievement.

Trauma is the result of extraordinarily stressful events that shatter the persons' sense of security, making one feel helpless and vulnerable in a dangerous world. Traumatic experiences often involve a threat to life or safety, but any situation that leaves person feeling frightened and alone can be traumatic, even if it doesn't involve physical harm. Experiences involving betrayal, verbal abuse, or any major loss can be just as traumatizing as a life-threatening catastrophe, especially when they happen during childhood (Blaustein & Kinniburgh, 2019). South Sudan as a country has been ravaged by war for many years whose events have caused trauma to students. They include sexual abuse, witnessing violence against parents leading to their sudden death, terrorism, abduction of the youth for training in war and other forms of violence in schools and community. Literature has shown that these traumatic experiences have negative effects on the victims. For instance, Kataoka, Langley, Wong, Baweja, and Stein (2012) have documented a broad range of negative effects of trauma exposure for youth such as anxiety problems, depressive symptoms, and dissociation among others.

Students' trauma affects the way they view the world as they learn and how the student is perceived by others (Social Work Policy Institute, 2010). Therefore, academic staff and the administration in schools need to be in position to identify and address deviant behaviors emanating from trauma. Teachers' appropriate response to trauma is significant as it makes it possible for not only learning and teaching to occur but also addressing the well-being of their students. It is also significant to point out that the way teachers handle the traumatic situation is likely to erase in misunderstanding and perceptions of affected students.

Teachers and school staff can face significant uncertainty when attempting to educate students who have experienced trauma (Alisic, 2012). For instance, a variety of responses by the school administration to traumatized students, such as punishment

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or suspension is likely to worsen trauma symptoms and further impair learning. In this regard, handling students experiencing trauma is a delicate and complex hence requires utmost approach (Wolpow et al., 2009). These places a lot of expectations on the school administration in devising appropriate ways of addressing the problems exhibited by traumatized students. One of the strategies that the administration can use is to develop relationships with students that borders on confidentiality. Though aware that such students may be hesitant to confide in anyone apart from the self, teachers can still make attempts to gain trust. Unions and districts across the country are working together to address the epidemic of trauma in schools with students' and educators' needs in mind. They are collaborating to transform schools into "trauma-informed" or "trauma-sensitive" environments, taking deliberate steps to become safe havens for every student and safe working environments for every educator. But in South Sudan case this has not been implemented students are suffering from trauma.

Studies have revealed that principals have a role in transformation of traumatized students. Madeleine (2017) study on how teachers responded to learners who have experienced trauma showed that the principals ensure that teachers have access to training which enhances their knowledge and effectiveness in the classroom, including their ability to respond and support students with emotional difficulties. Similarly Murray (2020) study on lived experiences and perceptions of teachers found that head teachers play a critical role in recognizing the symptoms of trauma and treating it at the classroom level. Amanda (2017) study on how to identify and work with students who have experienced trauma found that a child who has experienced trauma is often hyper vigilant and with the amount of stimulation present in the environment, they are more likely to be emotionally escalated, thus more reactive.

In another study by Ulrika (2017) found that school administrators in Nairobi County Kenya, encouraged teachers to understand the students and help them cope with trauma because of violence in the society. Badri, Crutzen and Van den Borne (2012) study on relationship between war-related exposures and post-traumatic stress disorder symptoms amongst female students in Darfur showed that there is a relationship between exposure to war and symptom rates of Post-Traumatic Stress Disorder. Heltne, Dybdahl, Elkhalfifa, and Breidlid (2019) study on stakeholder's views on the role of school education in the psychosocial support and wellbeing of children in Sudan and South Sudan revealed that teachers would like to provide psychosocial support but lack the resources to do so.

Since student spend most of their active life in school, it is of essence that school administration must come up with plausible mechanisms to help traumatized students that mark the lives of majority of students in South Sudan (Kalisa, 2018). In the modern society and South Sudan in particular, children spend most of their time in school than in the family. Majority of Southern Sudanese individuals have been traumatized either directly or indirectly because of the civil war that has rocked the country for close to three decades (Heltne, Dybdahl, Elkhalfifa & Breidlid, 2019). For any sound academic performance of such traumatized students, effective trauma prevention, intervention mechanisms need to be put in place to address students' mental, emotional, social, and physical pain that they have witnessed.

Nkhoma (2011) emphasis that trauma has been stressful to the secondary school students in south Sudan and it causes disorder and depression among them amplifies the harms associated with each one separately and it was reported that the

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existence of disconcertingly high levels of trauma amongst South Sudanese, students where 36% of the sampled population (n= 1242) met the criteria existing along with high levels of depressive symptoms at 50% for the sample (James et al., 2015). Considering the potential risks posed by the possible co-occurrence of trauma and depression in secondary schools that was prolonged by war in south Sudan the majority of students left the school and opted for military services and other violent activities in the country, however the future of the country is dark without education of the youth.

In responding to trauma, school administrators must be sensitive to cultural, ethnic, and linguistic differences in their students. Actively promoting racial justice and antiracist work involves counteracting implicit biases that can lead otherwise well-intentioned adults to respond to student's behavior in ways that diminish their self-confidence and personal agency. Similarly, school administrators must also be able to identify, reduce, and prevent experiences that traumatize students in school in South Sudan.

It is against these background that necessitated the current study to determine the intervention of the school administration has put in place to transform students' victims of trauma to enhance academic performance.

2. Statement of the Problem

Studies have shown that good mental health is associated with students increased learning, creativity and productiveness. It also enhances the development of positive social relationship. The instability in South Sudan has resulted to insecurity. Many South Sudanese students have been traumatized from the civil war that has ravaged the country for long. This implies that schools in South Sudan admit students who have witnessed their relatives slaughtered, some parts of their bodies amputated because of landmines while others have taken responsibilities of their households because they are orphaned. This situation is very traumatic and depressing (Ng, Belkys, Pritchard, & Deng, 2017).

Trauma from the prolonged overwhelming experiences have negatively affected the students learning and relationships in schools. There have been cases of students' lack of concentration in class, unable to attend to classroom tasks and instruction. Poor academic performance is a common prevalent phenomenon, consequently, these students get discouraged and drop out of school. Studies have shown that trauma in learning institutions is prevalent at 37.6% among both girls and boys (Ayazi & Lien, 2017). This has raised concern from different education stakeholders including the Ministry of Education, head teachers, teachers, parents, non-governmental organizations and the community at large. If the situation is not curbed, more students are likely to drop out of school and low progression rate of academic levels. Stakeholders are concerned that war in South Sudan has caused most students drop out of school and opted for military services and other violent activities in the country like drug abuse and promiscuous lives. There is genuine fear that the future of the country is dark without education of the young generation. There will be increased moral decadence in society as more youth engage themselves in anti-social activities.

School is the second home for students since they spend most of their active time in a school environment. Hence school administrators should nurture the students

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and provide a conducive environment where knowledge is acquired and learning takes place. Schools can play a critical role in promoting healing and resilience among students who have experienced trauma, but to do so, they must be trauma-informed (Castillo, 2018). Several scholars have provided evidence that school administrators' behavior, values, skills and interpersonal capacities affect wellbeing of students. Most studies have examined the impact of war on academic performance and also examined posttraumatic stress disorder, trauma, and reconciliation in South Sudan and the results of findings were that conflict in South Sudan have devastated populations (Deng, 2017). However, the studies done did not focus on how school administrators can influence traumatized students learning amidst insecurity. Hence, current study determined the administrator's interventions put in place to transform traumatized students to concentrate in learning despite the strained learning environments.

Research Questions

Research question: What is the relationship between administrator's behavior and transforming of traumatized students?

Hypothesis: H₀: There is no statistically significant relationship between administrator's behaviors and transforming of traumatized students.

3. Review of Related Literature

The behaviors of an administrator that influence possibly transform the traumatized students in school by creating policy to influence the growth of traumatized students on trauma and increased knowledge about the prevalence (Brinamen, 2012). A teacher behavior can also feel unpredictable to traumatized students. When students are working independently and quietly doing what they are supposed to be doing they don't know when they will get the teacher's attention. But when students are doing the wrong thing like drumming on the desk with a pencil in each hand or swearing teachers are more predictable and react quickly because predictability is comforting to students with anxiety and trauma histories, they may resort to getting the teacher's attention through inappropriate means to counter this imbalance and create an overall feeling of safety, teachers can use predictable positive attention (Minahan, 2014).

Diamanduros et al. (2018) notes that the position of a teacher in the life of the child is very significant in transforming and nurturing the child. Therefore, the relationship that the teacher has with his/ her students is fundamental, but they are only the start of what it means to care for a student. To care for a student, to engage in the reciprocity of a caring relationship, teacher must develop relationships with individual students. The teacher must connect and support each student, and recognize when a successful caring relationship has been established. Then the student will acknowledge that the caring is taking place. This is because "the heal their relationships a child have, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love" (Perry, 2017). A teacher is not only tasked with guiding students to acquire knowledge but also nurture them. As such, teachers can act as role models and caregivers to nurture the students they have. In case of South Sudan trauma informed has not been implemented many students are traumatized it shows in their behaviors

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in schools therefore, this study is of help to this situation to bring change in the lives of students in South Sudan.

Carlson (2019) studied impact of adverse childhood experiences on chronic absenteeism, retention, dropout rates, behavioral problems, and academic achievement in the United States of America (USA). This study was a systematic review based on peer reviewed journals. Findings showed that adverse childhood experiences (ACEs) ultimately affects academic achievement of school-aged learners. Findings further showed that the direct impact of ACEs on academic achievement can be changed through forms of identification and proper guidance from school administrators. Teachers have used trauma-informed classroom practices in their classrooms to address the adverse childhood experiences that students entering school have faced. As the movement spreads, more school leaders are bringing trauma-informed practices outside of the classroom to develop school-wide trauma-informed environments (Kostanski & Hassed, 2008).

Strader (2018) explored teachers' reflection on the strategies used to build positive relationships with students experiencing various types of trauma in Idaho, USA. The study employed instrumental case study. Three teachers from upper elementary grades to participated in the study. Interview guides were used to collect data. Findings showed that the schools administrators considered students background when thinking about curriculum implementation and students' performance. The teachers reported that they felt influential when shaping students' experiences in and outside the classroom. Understanding triggers of trauma is important for preventing undesirable reactions from students. Being a qualitative study, the reviewed study has limitation of not generalizing the findings to the target group. The current study mitigated the flaw by using a mixed approach design whereby quantitative aspects were captured, used a larger sample size whose findings were generalized to the target group.

Kraft (2015) explored principals' understanding and experiences of school leadership in South Africa. This was a qualitative case study within the interpretive paradigm. Data was collected through interview guides and journal article review. The findings show that there was a consensus amongst the principals in their understanding of leadership. The principals realized that through their leadership, they play a leading role in transforming their schools into institutions of professional places of teaching and learning. For them leadership was characterized by concepts such as collective endeavors, collaborative decision making and a high degree of personal and professional standards. They made efforts to build positive and trusting relationships with their staff and other stakeholders; have a caring attitude and showing understanding for the needs of others.

Despite the strengths, the reviewed study neither mentioned the, target groups, sample sizes and designs that guided the study nor the validation of the research instruments and this raise the accuracy of the study findings. All these were addressed in the current study whereby the target group included head teachers, deputy head teachers, students and guidance and counselors. Research instruments were validated by experts in educational administration and research as well as guidance and counsellor to improve their content and face validity. They were also pilot tested in similar groups to remove any ambiguous items thus improved their clarity hence accuracy of the findings.

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Ulrika (2017) studied how school administrators helped students living in the slum areas of Nairobi County, Kenya. This study was qualitative and used interview guides to collect data. The sample size was 11 teachers working in schools in the slums. Reports from teachers' participants showed that students had different reactions towards trauma. It was important for students to be able to channel their expressions after the trauma and to heal of the trauma in order to concentrate in school. That school administrators encouraged teachers to understand the students and help them cope with violence in the society. Some of the teachers opined that the student's home environment affects their learning. For instance, those students who get assistance from their siblings in doing their homework enhances their confidence and improve their academic performance.

On the other hand students from poor families with poor lighting conditions and strained family relationships do not support students learning. Instead they traumatize students further and majority of the students from such environments preferred to stay for longer hours at school than at home. This study used a single research designed which could only enable data collection using interview guides. The researcher failed to disclose the type of qualitative design employed. Furthermore, it lacks randomization in sampling hence results could not be generalized to the target group. The limitation was mitigated in the current study by using mixed methods to collect both qualitative and quantitative data.

Heltne et al., (2019) examined stakeholder's views on the role of school education in the psychosocial support and wellbeing of children in the context of Sudan and South Sudan. This was a qualitative explorative study that used interview guides to collect data. The study respondents included parents, counselors, and NGO staff. The results indicated that the teachers at times wanted to provide psychosocial support but lacked the resources to do so. School administrators' behavior, values, skills, and interpersonal capacities had an impact on wellbeing of children. The researchers recommended that strategies to support teachers' living conditions and psychosocial well-being could strengthen their capacity to support the children. Although this would be very difficult to implement in the current war-torn situation in South Sudan. The reviewed study failed to indicate the sample size, the validation of the research tools, data analysis techniques, hence raises concerns on the authenticity of the findings. The current study incorporated all these to improve the accuracy of the findings.

4. Research Design and Methodology

The study adopted a mixed approach particularly Convergent Parallel Mixed Methods Design was used. Convergent design is preferred to the other mixed methods designs for its suitability and strengths in collecting, analyzing and integrating quantitative and qualitative research simultaneously in a single study (Creswell, 2018). In addition, convergent design enables the combination of both quantitative and qualitative research in order to provide a better understanding of a research problem.

The study targeted all head teachers, deputy head teachers, students and school counsellors of public secondary schools in Juba, South Sudan. Proportionate stratified sampling techniques was used to select a sample size of 400 students to participate in the study. Purposive sampling and Snow ball sampling techniques selected a sample size of 80 teachers and 8 school counselors respectively. Data collection instruments

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were questionnaires, interview guides and document analysis guide which were validated by experts in educational administration, research and counsellors.

Cronbach alpha technique was used to determine the reliability of the questionnaire items of Likert scale. The reliability alpha coefficients value of teachers' questionnaire was between 0.86 and 0.9; for the counselors' questionnaires ranged between 0.70 and 0.80 whereas that for students' questionnaires was between 0.77 and 0.95. Reliability for qualitative items was determined in terms of their trustworthiness which was ensured through triangulation method that involved credibility, transferability, dependability and conformability.

Data analysis refers to the process of examining the collected data, uncovering underlying structure, extracting important variables, and testing of the assumptions of the study (Kombo & Tromp, 2016). Data obtained from the questionnaire was cleaned, checked, sorted in line with research questions and entered into a computer with Statistical Package for Social Sciences (SPSS) software version 24. Quantitative data was analyzed using descriptive statistics specifically, mean and standard deviation. Inferential statistics specifically Chi-square was used to test the hypothesis to ascertain whether there was statistically significant mean differences in trauma level and transformation in schools where administrators played a great administrators intervention in transforming traumatized students than in schools where administrators were reluctant in helping traumatized students. The results were presented in frequency distribution tables.

Qualitative data derived from open-ended questions and interviews were analyzed using Content Analysis Technique. This technique involves grouping topics into meaningful segments, coding and analyzing them into categories. According to Creswell (2018), there were six steps of content analysis which include; organizing and preparing data, reading the data to get general ideas, coding, categorizing data in frequency and percentages, presentation and interpretation. All the responses from open ended questions were organized according to the research questions, general ideas were extracted from the data. The findings together with those obtained from interviews were reported in form of narratives, verbatim and in direct quotes.

5. The Discussion of the Findings of the Study

The study sought to explore how the behaviors of an administrator contribute in transforming identified traumatized students in the public secondary schools in Juba, South Sudan. The participants were given several statements regarding school administrators' behavior and were asked tick their appropriate option to indicate their level of agreement using the following Likert Scale.

SA=Strongly Agree, A=Agree, NS=Not Sure, D= Disagree, SD= Strongly Disagree
The responses of the study participants are presented in Table 1

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Table 1: Teachers, students and school counselors' responses on how Behaviors of administrators influence transformation of traumatized students

Statements	R	SD		D		NS		A		SA	
		F	%	F	%	F	%	F	%	F	%
Guidance and counseling is used in solving students' issues	T	2	4.0	3	6.0	0	0	12	24.0	33	66.0
	C	0	0	0	0	1	12.5	2	25.0	5	62.5
	S	40	12.1	23	7.0	23	7.0	108	31.8	139	42.1
Traumatized learners can thrive in educational settings through counseling	T	0	0	3	6.0	6	12.0	16	32.0	25	50.0
	C	0	0	0	0	0	0	3	37.5	5	62.5
	S	20	6.1	24	7.3	26	7.9	107	32.4	156	46.4
The schools administrators consider students-background	T	3	6.0	4	8.0	3	6.0	12	24.0	28	56.0
	C	1	12.5	1	12.5	1	12.5	2	25.0	2	25.0
	S	23	7.0	33	10.0	0	0	63	18.1	214	64.8
Students are involved in determining nature of co-curriculum activities	T	1	2.0	1	2.0	1	2.0	17	34.0	30	60.0
	C	0	0	1	12.5	0	0	3	37.5	4	50.0
	S	23	7.0	33	10.0	68	20.3	95	28.8	114	33.6
Class conferences are frequently held in order to sort out student psychological issues	T	2	4.0	4	8.0	3	6.0	16	32.0	25	50.0
	C	0	0	1	12.5	0	0	1	12.5	6	75.0
	S	40	12.1	33	10.0	0	0	108	31.8	152	46.1
Frequent staff meetings or departmental meetings	T	2	4.0	3	6.0	4	8.0	15	30.0	26	52.0
	C	0	0	1	12.5	0	0	2	25.0	5	62.5
	S	20	6.1	24	7.3	26	7.9	107	32.4	156	46.4
Proper channels of communication are important	T	2	4.0	1	2.0	6	12.0	15	30.0	26	52.0
	C	0	0	1	12.5	0	0	2	25.0	5	62.5
	S	23	12.5	0	0	23	12.5	12.5	12.5	237	62.5
The administration has provided boarding facilities for students	T	27	54.0	9	18.0	9	18.0	5	10.0	0	0
	C	4	50.0	4	50.0	0	0	0	0	0	0
	S	160	48.5	80	24.2	90	27.3	0	0	0	0
Understanding triggers of trauma is important for preventing undesirable reactions	T	1	2.0	2	4.0	3	6.0	14	28.0	30	60.0
	C	0	0	0	0	0	0	2	25.0	6	75.0
	S	0	0	0	0	2	25.0	2	25.0	4	50.0
School administrators encourage teachers to understand the students	T	3	6.0	1	2.0	3	6.0	10	20.0	33	66.0
	C	0	0	1	12.5	0	0	3	37.5	4	50.0
	S	1	12.5	0	0	1	12.5	2	25.0	4	50.0

Key: T= Teacher, C=Counselor, S= Students,

Source: Field Data, 2022

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The findings in Table 1 shows that the majority 33(66.0%) of school teachers and 5(62.5%) of school counselors and 139 (42.1%) of students strongly agreed that guidance and counseling are used in solving students psychological issues in the school. whereas the minority 12(24.0%) of school teachers and 2(25.0%) of school counselors and 105(31.8%) of students agreed and 1(12.5%) school counselors and 23(7.0%) of students were not sure while 3(6.0%) of school teachers and 23(7.0%) of students disagreed and 2(4.0%) of school teachers and 40(12.1%) of students strongly disagreed. Guidance and counseling are essential elements in discipline management of schools in all schools even the most developed schools grew out of the necessity of guiding individual behavior patterns in the interest of the group. Schools themselves could not function without the exercise of discipline (Meyer, 2019). Using guidance and counseling to enhance discipline must be continuously practiced if people are to work harmoniously for the achievement of a common purpose. Hendrikz (2016) advocates that teachers and school administrators have the responsibility of ensuring that students mature steadily along their own personal lines. Students are priceless assets and the most essential element in education.

On the issue of traumatized learners can thrive in educational settings through counseling the majority of 25(50.0%) of school teachers and 5(62.5%) of school counselors and 153 (46.4%) of students strongly agreed. A minority of 16(32.0%) of school teachers and 3(37.5%) of school counselors and 107(32.4%) of students agreed and 6(12.0%) school teachers and 26(7.9%) of students were not sure while 3(6.0%) of school teachers and 24 (7.3%) of students disagreed and 20(6.1%) of school teachers and 40(12.1%) of students strongly disagreed. Regarding whether the schools' administrators considering students' backgrounds, that the majority of 28(56.0%) of school teachers, 2(25.0%) of school counselors, and 214(64.8%) of students strongly agreed while the minority 6(12.0%) of school teachers and 2(25.0%) of school counselors and 63(19.1%) of students agreed whereas 3(6.0%) of school teachers and 1(12.5%) of school counselors were not sure and 4(8.0%) of school teachers, 1(12.5%) of school counselors and 30(9.1%) of students disagreed while 3(6.0%) of school teachers, 1(12.5%) of school counselors and 23(7.0%) of students strongly disagreed. Traumatized students have more discipline issues and referrals, are more likely to miss school, and are more likely to be suspended than their non-traumatized peers (Perfect et al. 2016).

In the classroom, where traumatic stress symptoms are evident in student behavior, students are likely to be mislabeled with a learning disorder or behavior problems like conduct or attention problems. Therefore, school administrators must consider the history of such students in order to help them. On the issue of students being involved in determining the nature of co-curriculum activities, The findings show that the majority of 30(60.0%) of school teachers, 4(50.0%) of school counselors, and 111(33.6%) of students strongly agreed and 17(34.0) of school teachers, 3(37.5%) of school counselors and 95(28.8%) of students agreed whereas minority 1(2.0%) of school teachers 68(20.3%) of students were not sure and 1(2.0%) of school teachers, 1(12.5%) of school counselors and 33(10.0%) of students disagreed while 1(2.0%) of school teachers and 23(7.0%) of students strongly disagreed. Regarding whether class conferences are frequently held in order to sort out student psychological issues the findings revealed that the majority of 25(50.0%) of school teachers, 6(75.%) of school counselors, and 113(64.0%) of students strongly agreed and 16(32.0%) of school teachers, 1(12.5%) of school counselors and 67(20.0%) of students agreed whereas the

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minority 3(6.0%) of school teachers were not sure while 4(8.0%) of school teachers, 1(12.5%) of school counselors and 33(10.0%) of students disagreed and 2(4.0%) of school teachers and 22(6.0%) of students strongly disagreed.

The findings further revealed on the issue of frequent staff meetings or departmental meetings that a majority of 26(52.0%) of school teachers, 5(62.5%) of school counselors, and 153(46.4%) of students strongly agreed and 15(30.0%) of school teachers, 2(25.0%) of school counselors and 107(32.4%) of students agreed whereas 4(8.0%) of school teachers and 26(7.9%) of students were not sure while the minority 3(6.0%) of school teachers, 1(12.5%) of school counselors and 24(7.3%) of students disagreed and 2(4.0%) of school teachers and 20(6.1%) of students strongly disagreed. Meetings are part and parcel of every organization. It's a way for employees to gather, exchange ideas, share feedback, and learn from each other, especially when helping traumatized students to overcome trauma the administrators frequently held meetings to establish guidance and counseling in schools(Kuban & Steele (2011).

On the issue of the proper channel of communication is important the findings show that 26(52.0%) of school teachers, 5(62.5%) of school counselors, and 2(25.0%) students strongly agreed and 15(30.0%) of school teachers, 2(25.0%) school counselors and 1(12.5%) students agreed whereas 6(12.0%) school teachers and 2(25.0%) of students were not sure and 1(2.0%) of school teachers, 1(12.5%) of school counselors disagreed while minority 2(4.0%) of school teachers and 1(12.5%) students strongly disagreed.

On the issue of the administration has provided boarding facilities for students the findings revealed that the majority of 27(54.0%) of school teachers, 4(50.0%) of school counselors, and 160(48.5%) of students strongly disagreed and 9(18.0%) of school teachers, 4(50.0%) of school counselors and 80(24.2%) of students disagreed and 9(18.0%) of school teachers, 90(27.3%) of students were not sure while 5(10.0%) of the teachers agreed. On the statement whether understanding triggers of trauma is important for preventing undesirable reactions the finding illustrates that majority of 30(60.0%) of school teachers, 6(75.0%) of school counselors and 4(50.0%) of students strongly agreed, the minority 14(28.0%) of school teachers, 2(25.0%) of school counselors and 2(25.0%) of students agreed whereas 3(6.0%) of school teachers and 2(25.0%) of students were not sure and 2(4.0%) of school teachers disagreed while 1(2.0%) of school teachers strongly disagreed. Heim, Mletzko, et al. (2008) found that most survivors exhibit immediate reactions, yet these typically resolve without severe long-term consequences. This is because most trauma survivors are highly resilient and develop appropriate coping strategies, including the use of social supports, to deal with the aftermath and effects of trauma.

On the issue of school administrators encouraging teachers to understand the students, The findings revealed that majority 33(66.0%) of school teachers, 4(50.0%) of school counselors and 4(50.0%) of students strongly agreed and minority 10(20.0%) of school teachers, 3(37.5%) of school counselors and 2(25.0%) of students agreed whereas 3(6.0%) of school teachers and 1(12.5%) of students were not sure and 1(2.0%) of school teachers and 1(12.5%) of school counselors disagreed while 3(6.0%) of school teachers and 1(12.5%) of students strongly disagreed. In order to be successful, Gürbüz, Erdem, & Yıldırım, (2013) argue that every individual who constitutes the institution to be successful must have good relationship with students who are in his/ responsibility. Therefore, it is obligation for the school administrators to encourage teachers to understand the students specially the traumatized students. School administrators are responsible for the continuity of all systems in the school in a smooth and proper manner. School principals have an effective leadership

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structure, support teachers' professional development and help them create space to apply what they have learned, meaning that students and teachers have the opportunity to experience new experiences with the exchange of information and ideas (Elçiçek, 2016).

6. Chi-Square Tests for Transforming Traumatized Students

Prior to carrying out the chi square test on whether a significant relationship existed between transforming traumatized students and strategies, a cross tabulation was done and results are as shown in table 2

Table 2: Cross tabulation of transforming traumatized students and strategies for transforming students

		STS					Total
		Strongly disagree	Disagree	Not sure	Agree	Strongly Agree	
RTS	Strongly disagree	1	0	0	4	1	6
	Disagree	0	4	3	7	4	18
	Not sure	3	10	38	29	8	88
	Agree	2	6	31	58	47	144
	Strongly Agree	5	1	4	19	48	77
Total		11	21	76	117	108	333

Source: Researcher, 2022

Table 2 shows that among students who strongly agreed with RTS, 1 (out of 6) strongly disagreed with STS, 4 agreed and 1 strongly agreed that STS help improve wellbeing of students. Out of those students who disagreed with RTS, 4 (out of 18) disagreed with STS, 3 were not sure, 7 agreed and 4 strongly agreed that STS are effective. Among those who were not sure with RTS, 3 (out of 88) strongly disagreed with STS, 10 disagreed, 38 were not sure whether STS help traumatized students, 29 agreed and 8 strongly agreed that STS are effective in transforming traumatized students. Moreover, among those students who agreed with RTS, 2 (out of 144) strongly disagreed with STS, 6 disagreed, 31 were not sure of the effectiveness of STS, 58 agreed and 47 strongly agreed that STS are effective in transforming traumatized students. Finally, those students who strongly agreed with RTS, 5 (out of 77) strongly disagreed with STS, 1 disagreed, 4 were not sure, 19 agreed and 48 strongly agreed that STS contribute in transforming traumatized students.

Based on the findings in table 2 and the subsequent discussion, a chi square test was done on the two variables and the results are displayed in table 3. The null hypothesis for this test was stated as: The null hypothesis was stated as: H_0 : There is no statistically significant relationship between school administrators' transforming of traumatized students and strategies for transforming students

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Table 3: The Students Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	93.763 ^a	16	<.001
Likelihood Ratio	95.415	16	<.001
Linear-by-Linear Association	31.443	1	<.001
N of Valid Cases	333		

a. 12 cells (48.0%) have expected count less than 5. The minimum expected count is .20.

Source: Researcher, 2022

The idea behind the stated chi square test was to investigate the behaviors of school administrators' towards transforming the traumatized students and its relationship with the strategies that school administrators used to help transform the traumatized students. A Chi-Square test of independence was conducted to determine the association between administrators behaviour (IDV) and transforming traumatized students (DV) and the Pearson Chi-Square test results in Table 3 show that the variables Transforming Traumatized Students (RTS) and administrators behavior are significantly associated ($\chi^2 (1) = 93.763, p = <.001$). Since the p-value is less than our chosen significance level $\alpha = 0.05$, we can reject the null hypothesis, and conclude that there is a significant relationship between the administrators behaviors in terms of strategies and transforming of traumatized students. Therefore, based on the results, we can note that according to the students, the behavior of the school staff and other administrators in handling the disturbed students have significant effects in identifying and helping the students overcome their stressful trauma (Frieze, 2015). These behaviors will further influence the approaches that can be deemed feasible in transforming the students to improve their general wellbeing.

7. Chi-Square Tests for Teachers on the strategies that school administrators use to transform traumatized students.

The study further interrogated the teachers on the strategies that school administrators use to transform traumatized students. The outcome of this interrogation is shown in table 4

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Table 4: Cross tabulation of transforming traumatized students and strategies for transforming students

		STS				
		Disagree	Not sure	Agree	Strongly Agree	Total
RTS	Not sure	1	1	2	2	6
	Agree	1	2	5	7	15
	Strongly Agree	0	0	5	24	29
Total		2	3	12	33	50

Source: Field Data, 2022

In the Cross tabulation in Table 4, among teachers who were not sure with RTS, 1 (out of 6) disagreed with STS, 1 was not sure, and 2 agreed and strongly agreed that STS are effective in transforming traumatized students. Moreover, among those who agreed with RTS, 1 (out of 15) disagreed with STS, 2 were not sure, 5 agreed and 7 strongly agreed that STS are effective. Finally, among those who strongly with RTS, 5 (out of 29) agreed and 24 strongly agreed that STS implemented by administrators improve traumatized students' wellbeing.

From the findings in table 4 and the discussion that ensued, there was need to carry out the chi-square test on the relationship between the perceptions of teachers on the strategies that school administrators use to transform traumatized students and the actual transforming of traumatized students. The null hypothesis for the test was stated as: H₀: There is no statistically significant relationship between the strategies that school administrators use to transform traumatized students and the actual transforming of traumatized students. The chi square tests results are shown in table 5

Table 5: The Teachers' Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.423 ^a	6	.053
Likelihood Ratio	13.681	6	.033
Linear-by-Linear Association	11.194	1	<.001
N of Valid Cases	50		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .24.

Source: Researcher, 2022

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The study sought to explore the perception of the school teachers on how the behaviors of the administrator influence and help transform the traumatized students in their respective. On the same line of argument, the researcher conducted a Chi-Square test to determine the association between the behaviors of the administrator and the strategies used by administrators in helping traumatized students. The Pearson Chi-Square findings in Table 5 above showed that there was no association between gender and smoking behavior ($\chi^2 (1) = 12.423, p = .053$). Therefore, since the p-value is greater than our chosen significance level ($\alpha = 0.05$), we do not reject the null hypothesis and state that the behaviors of the educators to influence and transform the traumatized students is not associated with the strategies that are often adopted to help the disturbed students.

Hence, we conclude that according to the perception of the sampled school teachers, there is not enough evidence to suggest an association between the variables. According to the perceptions of the teachers from the findings as emphasized by Frieze (2015), we can argue that most of the them do not consider their behaviors and that of other educators to be influencing the strategies that the administration adopts in transforming the traumatized students, but rather it largely depends on the psychological state of the disturbed students.

Table 6: Cross tabulation of transforming traumatized students and strategies for transforming student

		STS		
		Agree	Strongly Agree	Total
RTS	Not sure	2	0	2
	Agree	3	0	3
	Strongly Agree	1	2	3
Total		6	2	8

Source: Researcher, 2022

As shown in Table 6, among school counselors who were not sure with RTS, 2 (out of 2) agreed that STS are effective in transforming traumatized students. In addition, out of those who agreed with RTS, 3 (out of 3) agreed with STS to be effective while among those strongly agreed with RTS, 1 (out of 3) agreed and 2 strongly agreed that STS implemented help transform traumatized students.

Finally, on the same concept the study sought to examine the perception of the counselors working in the sampled schools regarding the relationship between the behaviors of the administrators in influencing and transforming the students and the strategies that administrators use to transform the traumatized students. A Chi-Square test on the perception of counselors on the relationship between school administrators' behavior on transforming traumatized students and the actual transforming traumatized students was done. The null hypothesis was stated as: H0: There is no statistically significant relationship between school administrators' behavior towards transforming of traumatized students and strategies for transforming students. Table 7 presents the findings of the chi-square.

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Table 7: The Chi-Square Tests for Counselors

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.444 ^a	2	.108
Likelihood Ratio	5.178	2	.075
Linear-by-Linear Association	2.932	1	.087
N of Valid Cases	8		

- a. 6 cells (100.0%) have expected count less than 5. The minimum expected count is .50.

Source: Field Data, 2022

A Chi-Square test conducted on the counselors to determine the association between transforming traumatized students and transforming traumatized students as shown in Table 4.19 showed that there is no significant association ($\chi^2(1) = 4.444, p = .108$). Since the p-value is greater than our chosen significance level, we fail to reject the hypothesis which stated that transforming traumatized students and transforming traumatized students are independent. Thus, the study concluded that based on the views of the school counselors, the behaviors of the educators to influence and transform the traumatized students are in no way affecting the choice of strategies that the administration adopts in helping transform the mentally disturbed students in the schools.

Perceptions of the Students towards School Administrators Behaviors

The researcher sought additional information from the students on possible ways in which the behaviors of school administrators can influence the transformation of the traumatized students. As provided by the responses of most of them, it is evident that such behaviors such as being humble and loving to the disturbed students, offering financial support for them to seek professional help, being kind, encouraging them to form positive relationships being sincere and transparent with the students and allowing them to express themselves freely so that they can develop personal strengths and interests.

Moreover, communicating with counselors on their conditions is also considered essential in their transform process, developing a recovery plan to assist them in social connection, listening to their problems without judgment, organizing workshops and initiating policies aimed at protecting the disturbed students are viewed as was that educators can promote transformation of the students. Other behaviors identified included showing respect to the students, providing daily resources to helps them cope, giving them some sense of freedom to exploit themselves, creating awareness of their mental health issues and needs, encouraging peer support within the school environment, offering advice to them on coping mechanisms, encouraging the students to participate in outdoor activities and collaboration with peers in the school to improve their social skills. In addition, it is important for the educators to initiate group therapy, encourage school *Barazas*, developing peace clubs and Bible study groups for spiritual strength, providing behavioral guidance and counseling, and being gentle with them to avoid escalating their agitation.

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Perceptions of the Teachers and Counselors

The school administrators provided additional views on other possible ways that the schools can initiate to improve the ability of the disturbed students to concentrate in their studies. According to the teachers and principals, the school administrators should create a peaceful learning environment that incorporates students with challenges, offer moral support and pieces of advice on coping skills. Another suggestion was that of creating peer workshops and encouraging participation in sporting activities to promote their socialization, they should also provide extra classes to those with learning difficulties and they also had the view that involving the parents in the general wellbeing of the children as essential in improving their psychological state.

Besides, the participants highlighted that the school administrators should encourage class group discussions, provide routine student counseling, initiate programs to improve their communication skills, developing good relationship between the school staff and the students to make them not feel intimidated and providing more teaching aids for their varied needs (Phifer & Hull, 2016). It is important, according to the participants, that the school administrators bring therapists and enroll the disturbed students in trauma programs that would help them cope and overcome their psychological trauma.

These views by the teachers and principals were echoed by the counselors who emphasized that involving the parents to guide the students is critical in creating a mutual understanding of the needs of the disturbed students. They also argued that the administration should establish counseling committee and implement rehabilitation programs that would promote trauma healing. In addition, the administrators should monitor students with symptoms and identify possible causes of trauma, create awareness to the general student population on the effects and prevention of trauma.

At a personal level, the teachers can meet with the traumatized students to have a better understanding of the situation and create a strong positive bond that would ensure healing. Based on the findings and views of the participants, these approaches can be effective in improving the wellbeing of the traumatized students and enable them concentrate on their studies. As evidenced from the perception of the participants, we reject the null hypothesis that there is no statistically significant relationship between the school administrator's role in transforming traumatized students and the student's wellbeing and conclude that the behaviors of school administrators are associated with transforming traumatized students.

Conclusion

The study concludes that the various approaches identified to help in detecting traumatized students are superficial and some are not based on the critical assessment of the students who are viewed as disturbed, hence most of the administrators may not be well-positioned to detect students suffering from trauma. Based on the findings, it can be argued that the majority of the participants especially the teachers, principals, and deputy principals lacked sufficient training to accurately detect trauma and employ effective remedies to help improve the general wellbeing of the students.

As noted by the school administration and counselors, their behaviors do not influence the strategies applied to transform the students but rather they rely on the psychological state of the disturbed students. Therefore, these variables were found to be independent. In addition, the findings revealed that additional behaviors such as humility towards the disturbed students, kindness and offering psychological support

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transformed students. In addition, encouraging the students to form positive relationships and allowing them to express themselves freely to develop personal strengths and interests further influence the general wellbeing of the traumatized students.

Recommendations

The study recommends that the Ministry of Education is required to formulate policies and strategies that guide traumatized students and training of the school administrators on how to handle issues of trauma in the schools. The study recommends that schools implement mandatory and on-going professional development for all educators on trauma management. The school administration should also create a peaceful learning environment that incorporates students with challenges, offer moral support and pieces of advice on coping skills, and create peer workshops and participation in sporting activities to promote the socialization of the traumatized students.

Teachers should be trained and equipped with the necessary skills and best trauma-informed practices to handle reactions to trauma. Counseling centers should be created in every secondary school and trained counselors should be employed. School counselors should design and deliver school counseling programs that improve student outcomes. Students should learn to overcome the situation by evolving in many peaceful activities such as musical festival, reading magazine that speaks of peace, joining football club. Students should involve in peaceful talks.

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