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The strategy for effective educational management.

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Abstract

The study on the strategy for effective educational management was conducted to address educational management gaps in South Sudan. The study aimed at ascertaining the strategies for effective education management to mitigate the educational systemic loopholes in the country. The study objective was to identify the efficient strategies for educational management, and factors contributing to the effective educational management. The study employed mixed approaches which consist of qualitative and quantitative methods to explore the descriptive and numerical information. The instruments used in the research design consists of questionnaire, interviews, focus group discussions and observations, in which the study established that the effective strategies for educational management comprised of sufficient education funding, development of educational facilities, teachers' motivation, transparency, accountability and strong systemic control. The study revealed the presence of government multiyear strategic plan that promotes equitable and sustainable inclusive access to education, foster safe, enabling safe learning environments for all children, regardless of their status, gender or disability; and enable learners to use their education toward sustainable futures in line with sustainable development goal 4. The study discovered that despite declaration of free primary education in the country, there is lack of funding for infrastructural development, teachers' remuneration, and teachers' professional development. The study found huge number of out of school children which resulted from forceful displacement and natural calamities, couple with cultural barriers of nomadic life of movement in wilderness without access to education. The study found the presence of school governing bodies who are not empowered to support school administration on developmental projects, fund raising, and community sensitization. In conclusion, the study recommends for the government to fund education, increase teachers' remunerations, recruitment of qualified teachers, and strengthen teachers' continuous professional development to enhance the quality of education .

Keywords: strategies, education, management, governance, effective, remuneration.

Introduction

The study on the effective strategies for educational management and school governance investigated on how to improve the educational management and quality through human resources, teaching method, financial management and the learning materials. The educational management strategies play an indispensable and essential role in enhancing the overall efficacy of educational institutions, through hiring of qualified teachers, good teachers' remuneration, educational infrastructural management, financial management, school-community relations, and information system management

[1]. These include fostering assertive and vigorous management through provision of leadership training to school principals, teachers, and implement continuous evaluations and increase budget and flexibility in financial management, improve the quality of learning materials and school curriculum [2].

Good governance in education systems promotes effective delivery of education services which consists of appropriate standards, incentives, information, and accountability, which induce high performance and in turn, raises the level of education output, school retention and contribute to improved outcomes [3]



The educational governance is a process of common management of the educational affairs, which upholds democratic system with goal of providing quality education that establishes an efficient, fair, free, and orderly education. This includes exercise of authority, control, direct, and practice of collective decision making widely used in various fields, with differences in the interpretation. The educational aspect of governance encompasses activities at all levels referring to the subject, contents, courses, textbooks, the methods, processes, and environment of education with goal of helping learners to improve and change their understanding, behaviors, attitudes, values, habits, knowledge and do well for the succession of generations [4].

The governance describes the mechanisms used in an organization to establish rules, policies in consideration with laws, education budget, vision, strategy, accountability, trust, capacity building, and stakeholder relationships for growth, development, and poverty reduction in organization, and changes that lead to improved educational outcomes and experiences for learners. However, the ambiguous strategic reformation of school governance structures diverts focus, energy, and resources away from the overarching attainment priorities [5]. The effective education strategy focuses on learning for growth, development, and poverty reduction which depends on the knowledge and skills that people acquire, not the number of years that they sit in a classroom. This approach includes strategies that address the quality, and equity disparity across population groups, monitor the learning outcomes of different population groups and design programs that address specific barriers, have policies and programs that examine the coverage of the system and address the disadvantage population groups, low-income groups, ethnolinguistic minorities, disabled people, and girls and target special resources to assist the disadvantaged groups, and strengthening education system and streamline its governance, financial management, and accountability in consistent with the assigned functions in support of national education goals [6]. The managerial strategy is considered as a tool for achieving the school objectives, fulfilling the mission, and achieving the vision, in a competitive environment, to increase the quality of education and provides high standards for educational services which are necessary to enhance educational management and favorable educational policies in the country [7].

The governing body is part of the leadership in a school that is responsible for driving school improvement, articulating an ambitious vision for the school, holding high expectations of all learners, staff and facilitating good educational attainment by developing high-quality teaching, provide a broad and balanced curriculum that meets the inclusive needs of all the learners to reach their potential [8].

Educational Funding

Educational funding is one of the most critical items for the effective educational management and improvement of the inclusive quality education. Educational funding and financial management is an important and inseparable component in the

implementation of the teaching and learning processes. It involves potential human resources, the efficient use of education budgets that produces effective manpower, transparent and accountable financial management system which does not only generate trust from stakeholders, but also motivation for all the academic community [9]. The budget discrepancy between the authorized budget for education and the funds received by intended recipients remain an issue in education system, because the budget leakages in education system occur at multiple stages which consist of overall education expenditures, teachers' payments, payroll irregularities associated with ghost workers, those listed on payroll but no longer working for the Ministry of Education.

These include the common practice related to the purchase of posts such as nepotism and favoritism in hiring with illegal preference given to a relative; the latter as the illegal preference given to any person without consideration of relative merit or other objective. Meanwhile the teacher absenteeism is one of the most critical elements in educational management, referred to as the proportion of teachers contracted to be working on site, but not present and captures the under-performance of education and depending on the reason for absence, fraud associated with unexcused absences. The teachers' absence can be detected through surprise visits, direct observation at schools, attendance records kept by school administrator, and other methods that document actual and expected attendance for comprehensive overviews [10].

School funding in South Sudan comes from different sources such as parents, government, and other education donors. Parents financial contribution is requested by the school governing body to develop, purchase the necessary learning and teaching aids, pay allowances to volunteer teachers, repair school facilities and invest in infrastructural development. Capitation grant is a South Sudan government financial contribution to public schools to support free education and allow children free registration at the school. while Fund-raising events are organized by the school, in which the community might contribute funds, animals, food items or materials for school development which are later sold to generate income for the school, food items which are used for school meals, while materials are used to equip classrooms and teachers' quarter [11].

The formula of school funding in Europe provides a straightforward categorization of the different variables which consist of learners, socioeconomic background which is used by political decision makers to determine funding allocations. The four variables used in school funding formula in OECD countries include number of learners and their grades, needs-based, curriculum based, and school characteristics-based. These serve different policy goals, more specially the needs-based variables to enhance equity and provide additional funding for schools to teach learners whose first language is different from the language of the instruction [12].

The domestic public spending on education has significantly risen in the developing countries in the past decade. This improvement is believed to come from the increment in

domestic resource mobilization in which the tax revenues have risen from 14% to 16% of gross domestic product where most countries allocated between 4-7% of their budget to education. While some country gave sufficient share of their resources to education, but never realizes any relative improvement in the education system and quality. This has resulted to growing recognition of urgent need to systemic reform in education management, teachers' training programme, transparency and accountability [13]. Significant number of countries have started recognizing the importance of financial literacy and financial education in curriculum following the OECD 2005 recommendations. While there are no specific ways for the success, the barriers for the success include lack of political will, lack of resources and materials, overcrowded curricula, and insufficient expertise. However, the countries that have made the significance progress adopted the guidelines supported by the OECD and its International Network on Financial Education (INFE). This includes national strategy to coordinate financial education in schools with visible coordinating body to ensure relevance and long-term sustainability. There should be a learning framework which sets goals for learning outcomes, content, pedagogical approaches, resources, and evaluation plans, with content covering knowledge, skills, attitudes, and values. Financial education can make a difference because its empower and equip young people with the knowledge, skills, and confidence to take charge of their lives and build a more secure future for themselves and their families [14]. Without strengthening the quality of education, it will be impossible to participate in a global competitive race, and therefore, crucially important to implement the vital reform strategy for financing education for better result [15].

Accountability in education system

Correspondingly to all institutions, accountability is undoubtedly an instrumental aspect of educational management. Accountability refers to the state capacity to check on abuses by the public institutions and branches of government. This takes two different dimensions with vertical accountability referring to ordinary citizens, mass media, and civil society actors that seek to enforce standards of good behavior and performance by public officials and service providers. Whereas horizontal accountability encompasses the public service rules and regulations, disciplinary procedures, policies, management audits and inspectorates. These mechanisms are usually intended to ensure that the government uses financial resources and property properly to attain its objectives efficiently [16]. Accountability is linked to management and concepts of participation, decentralization, empowerment, monitoring, transparency, and answerability. The principals should monitor and provide information to control teachers and hold them accountable [5]. Accountability is a fundamental requirement of a good governance, and a process of expecting each member of an organization to give answer to someone for doing specific tasks in accordance with specific plans. Accountability in education is the movement geared toward ascertaining the extent of the educational objectives, it demands sound

management, decision on policies, record keeping, constant supervision and monitoring, periodic evaluation of performance and feedback to stakeholders in the organization [17]. The trustees are expected to act in the best interest of the board and the learners with focuses on the school, safety, fundraising, and the councils. The school superintendents have broader responsibilities that includes attendance requests and suspension appeals, whereas the trustee as the community's elected official, have the responsibilities on the inquiries of board agenda items, policies, budget, and collective bargaining [18]. Authorities spend considerable resources in capacity development to assess the performance of teachers and learners in schools and utilize these assessments to inform decision-making on the needs and strategies for improvement and progress towards goals at the classroom and school. These efforts target specific curriculum content areas, reading, writing and mathematics, and support for reform and enhance performance in classroom and schools [19].

Factors contributing to effective educational management.

In a similar manner, there are factors that contribute to effective educational management, and improved inclusive quality learning. These include the following:

Teachers' remuneration

The financial support and adequate teachers' remuneration serves as a key motivational factor for workforce in all areas of work. Financial incentives, and salaries is one way of motivating teachers to perform their duties effectively by rewarding their efforts based on direct measures of their performance. Studies show low-income countries that use traditional ways of rewarding teachers based on their seniority or level of education are often ineffective in improving students learning [20]. The relationship between learners' achievement and teachers' average salary in Ohio from 2013-14 academic to 2018-19 academic year suggests that teachers' salaries impact on students' performance. Utilizing panel data, on the following district level characteristics were controlled where average teacher's experience, degree-level, students' socioeconomic status, race, learners' attendance rate, learners support expenditure per equivalent learners and administration expenditure per equivalent learners. The findings suggest that higher teachers' pay can impact students' growth [21]. In Singapore education services, teachers' salaries are determined by the Civil Service, and the salary scale is often revised to make sure that it is competitive for attraction and retention of teachers in service. The salaries are computed on the non-graduate and graduate scales, and salary increments may be granted according to relevant working experience, depending on whether the teacher has gone through teachers' training and what educational degree the teacher holds. The teachers also enjoy teaching experience and teachers' certification extensively used in official salary documents as the major determinants of teachers pay. The study found the teachers' salaries, teachers' qualification, and characteristics to be impactful on educational performance [22]. The high

performing teachers promote greater achievement and non-cognitive skills, which translate to higher earnings in adulthood. Human capital is therefore a universal factor in shaping income, inequality, and growth. This implies that teachers are the most influential public input in the formation of human capital. Hence, merely replacing a poor performing teachers with a median one for a single year is estimated to be worth over half a million dollars in students' future earnings in net present value [23]. Many scholastic studies show the strong link between the teachers' salaries, to the commitment, and the learners academic performance. The research in Uganda indicates the strong relations between salary structure and teachers' performance in private secondary schools. The study shows well paid teachers to be highly motivated, satisfied and job secured and subsequently found to be well performing in schools. It was therefore concluded that, teacher educational level, experience, the salary structures, and allowance has positive impact on teachers' performance and link to good learners' academic performance in schools [24]. The salaries of teachers, and school administrators, represent the largest single cost in formal education that have also direct impact on the attractiveness of the teaching profession because they influence decisions to enroll in teaching profession, to become a teacher after graduation, or to remain a teacher because the higher the salaries, the fewer the people who choose to leave the profession. The level of salaries and other motivational packages can also have an impact on the decision to become a school administrator. Henceforth, many scholars pressured policy makers to reduce government expenditure, particularly on public payrolls since compensation and working conditions are important for attracting, developing, and retaining skilled and high-quality teachers and school administrators. It is important for policy makers to carefully consider their salaries and career prospects as they try to ensure both high-quality teaching and sustainable education budgets. Despite the improvement of teachers' salaries as one component of teachers' compensation, the other benefits include regional allowances for teaching in remote areas, family allowances, reduced rates on public transport and tax allowances on the purchase of instructional materials, may be instrumental in teachers' remuneration [25]. Many other research indicate the relations between teachers' salaries and other motivational packages to have impact on the improved performance, while the motivational practices like salaries and wages have a powerful effect on employee performance; and the nature of working conditions play an important role on performance. These include workload, poor working conditions make it more difficult for teachers to deliver adequate education to the learners [26]. The focus should be to increase teachers with proper qualifications and retain them through motivational packages and sufficient remuneration. Several studies on policy aimed at addressing teachers' issues, including economic incentives, avenues into the profession, hiring strategies, professional development, and working conditions. While many scholars acknowledged the needs to provide a better wage for teachers' motivation and retention, they suggest variety of tools to be used to address teachers' salary,

and increment, tuition subsidies and remission, in-kind incentives and retirement benefits [27].

Teachers' promotion

Similarly like any other profession, outstanding teachers would wish their services to be acknowledged through promotion based on their performance and qualifications. Many of the activities that influence the school's promotion result from the daily assessment of the teachers work, commitment, the organization of interesting lessons and an appropriate attitude towards the learners. In this regard, mistakes are most often made where promotion campaign related to recruitment goes to undeserved individuals. The teachers' council must be trained in the function of the school competitive market, involvement of teachers and their motivation for new tasks depending on the social skills of the principal, the knowledge and awareness of teachers about the educational institution on the market [28].

The teachers' promotion motivates them to teach learners good attitudes and behavioral skills in an effective manner. The research indicates that the learners who lack behavioral skills and attitudes leading to self-determination can be developed through educational and instructional efforts. This implies that self-determination skills are teachable, and therefore important to teach the learners these related skills and attitudes to develop advanced self-determination. The report of a national survey collected from more than one thousand middle and high school teachers of general and special education in the U.S. indicated that almost 60% of motivated teachers teach skills to promote self-determination, including instruction in decision making, problem solving, goal setting, self-awareness, and self-advocacy. The research also showed that teachers in less restrictive environments were more willing to make instructional efforts to promote self-determination [29]. Administrative reform enables the teachers to demonstrate authority, responsibility, and broaden their leadership roles, that strengthen their sense of responsibility and increase their willingness to exert intense effort at work. Career progression defines workers' behavior in an organization, with leadership roles increasing the teachers' desire to cooperate with management, fellow teachers, learners and intensify their feelings of satisfaction, motivation, and loyalty toward the school, while affording them personal and professional growth. The reform goal is achieved through endeavors to increase school autonomy that encouraged self-management, and procedures for teachers' professional development, to widen the leadership pyramid and create new leadership positions, such as assessment coordinator, mentor, and group leader paving the way for pedagogical innovation, with many teachers holding an additional assigned position, and more striving to attain an administrative position. Intrinsic factors that play a role in promotional progression can include leadership motivation and attitudes regarding workload and salary. Teachers in leadership positions who experience relative high rates of job satisfaction were more likely to seek opportunities for career advancement and are often highly motivated, and committed to work, and tend to be emotionally stable [30]. The teachers'

promotion to senior position serves as motivation factor like any other career because it increases the level of responsibilities which enhances self-esteem. The research shows that appointment of teachers from schools to office-based positions facilitates the upward mobility of employees from the present position to higher post with increased responsibilities, pay status, and prestige [31].

School records keeping

The data and information preservation is essential elements of the institution for planning, informed decision, and future reference. School records keeping is referred to as specific pieces of recorded information generated, collected or received in the initiation, conduct or completion of activity, which comprised of sufficient content, context and structure to provide proof or evidence of that activity. The record management is the practice of controlling records of an institution from the time of data creation to the time of disposal which includes identifying, creating, classifying, storing, securing, retrieving, and permanently preserving records [32]. The creation and receipt of records should be properly organized, stored for use in the future, while records which are no longer useful are discarded. This decision is often taken by the higher authorities of education, the state school Boards or the Governing councils or boards of governors. The school as an institution has life, tradition; culture, history, aesthetics, and academic records that needs to be well preserved and kept. The teachers and principals are the lead custodians and have the full responsibility for strict and careful record keeping. Among their duties is the checking and cross checking of every item of information going out under their signatures. The principals must constantly check all the statutory books kept by the class teachers with emphasis placed on honesty and faithfulness in keeping the records because it is an important administrative function of the school head in primary or secondary school level. The ability to recall stored information depends on the availability of the records, easy access to the records, a good filing system which guarantees that no pages are gutted out in learners' academic records and teacher professional records [33]. Record keeping serves the diverse and essential individuals and institutional purposes across the globe. Records can tell stories about diverse groups of learners that help institutions to provide critical learners support, and continuously improving quality of learning. Henceforth, with the advent of the sophisticated databases for records management, the workload on capturing endless data has been significantly reduced and the focus attention has gone on the interpretation of data and response to information. The design of learners' record system that produces meaningful decision-making information, narrow, mechanistic approach is extremely important [34].

The records are documents in whatever medium, either received or created by an organization during business and usually in form of letters, forms, minutes, files, pictures, reports, maps, film, ICT gadgets kept serving as the memory of the institution. School records are documented statement of facts about persons, events, facilities, proposal, and activities

in and about the school such as registration of new students, recruitment of teachers, timetable, and organization of school programme among others. In essence, records are official documents, books and files containing vital information of actions and events concerning school which are kept and preserved in the school for use when required. The records keeping is a professional obligation of teachers and school administrators which is an important tool for effective administration of the school, and accurate learners' academic performance records [35]. The school record aims to preserve information and properly keeps the information bank from which the principal and teachers can recall stored information when needed. Hence, the records must be honestly and faithfully kept, making them reliable to serve as a means of diagnosing individual learner's problems and recording his achievements. There are two types of records in use, these comprised of administrative records and teachers' professional records. However administrative records include register of admission, progress, and withdrawals; register of attendance and fees; logbook; timetable; weekly diaries; visitors book; corporal punishment book; individual cumulative record card; academic record of a student; school inventory book and other school records [33]. While the learners' information keeping does not differ between institutions, the detail varies from institution to institution depending on the needs and requirements in the intended environment. The common types of learners' records kept are personal information, admission and selection, registration and enrollment, examination records, qualifications, and awards, administrative, discipline and clearance. The record also includes dropout rates, enrollment statistics, performance, health status, correspondence and administrative records like letters written to students, within or outside organizations. The record keeping encompasses educational institutions, store circulars, procedures, rules, and regulations, policy statements, resolutions, agreements, financial and clearance information, employment and alumni records, and students' body records and progressive assessment [36].

Methodology of the study.

The study employed mix method of qualitative and quantitative to explore in-depth on numerical and descriptive information. The instruments used for data collection consists of questionnaires, interviews, focus group discussions and observation.

Discussion and results

The study engaged 150 respondents who comprised of teachers, education officials, members of school governing bodies and learners through interviews, focus group discussion and questionnaires. Given the importance of the academic level for the efficacy of education management, the question about educational level was included on the questionnaire and interview to explore more insight on the quality of the teachers in schools. The study found that none of the respondents had doctoral degree, 2% of the respondents had master's degrees, 12% of the respondents had bachelor's degrees, 9% of the respondents had diplomas, 47% of the respondents had high school certificates and 40% respondents

were learners. This shows the contextual situation concerning lack of qualified teachers in schools, and across the country.

Educational management

On the effective strategy for education management, the study underscored that having strategic vision, financial funding for the ambition and development of education facilities are essential components for effective education management. The schools despite having the centralized educational strategy for the whole country with the Ministry of General Education and Instruction (MoGEI) and its humanitarian partners that are working in education sector still face strategic dilemmas. The country educational strategy includes promotion of equitable access to inclusive sustainable education; foster safe, enabling environments that support learning for all learners, regardless of legal status, gender, or disability; and enable learners to use their education toward sustainable futures in line with sustainable development goal4. While the strategy sound significantly stunning, it is impractical due to lack of political will, financial constraints, internal political and inter-communal violence, poverty, poor infrastructural development, impassable road, climate changes, cultural barriers to education, and lack of government capacity to support education efficiently.

Education Funding

As all the projects survive on the well-established source of funding, in the same manner, the education survive on materials and monetary support like other institutions. It is therefore imperative to find sources of funding for education to nourish its activities and enhance its efficacy. The study found that despite government declaration of compulsory free primary & secondary education in the country, provision of capitation grant for educational development, and affirmative action for girls education through Girl Education South Sudan (GESS) grant to support girls from primary 5 until they graduated in secondary education; the funding is very insignificant to support access to inclusive quality education, recruitment of sufficient number of qualified teachers, pay good teachers remuneration, and engages teachers on continuous professional development. The study found huge of number of out of school children which resulted from forceful displacement and natural calamities; and children affiliated to armed militias, while other children are out of the school because of cultural barriers such as pastoralists lifestyles of movements in the wilderness without access to education.

The study likewise found conflicts, poor infrastructures, and poverty to have hindered access to inclusive education, resulting to out of school children due to lack of educational facilities in many parts of the country, lack of qualified teachers, and scholastic materials.

The study found that the key strategy for effective educational management is sufficient funding to educational activities. Funding constraints has resulted to self-closure of some schools, because of lack of teachers, water, sanitation and hygiene facilities. This made the communities to look unto the

humanitarian partners whose capacities are overstretched by humanitarian crisis globally. The respondents cited the four primary schools out of the many public schools which collapsed, which were later revived through financial support from Lutheran World Federation. This suggests that allocation of sufficient funding for education to support teachers' remuneration, and education infrastructural development are essential for the enhancement of inclusive quality education. The access to education opportunities in South Sudan takes place against backdrop of political instability, dwindling economy, extreme poverty, and inter-communal tensions over land, and borders [37].

The study revealed that despite government policy for free education which was reiterated by the South Sudan president in January 2023; the government is unable to provide sufficient funding to support the initiative. These led to either collapsing of some schools, or teachers take unilateral decision to ask for payment from the learners to pay between 30,000 SSP to 35000 SSP in the name of cost-sharing. This sparked stern warning from the Minister of General Education, citing it as a violation of presidential order of free education policy [38]. To address this situation, the study suggests government to prioritize increment of teachers' remuneration, education infrastructural development across the country and provide sufficient funding to all the public schools and subsidize the private schools for sustainability and enhancement of equitable access to inclusive education, which will also address the case of out of school children.

Alternative Education System

The Alternative Education is an important element of effective education management; it is aimed at addressing education barriers due to factors such as cultural barriers to education, inaccessibility, overage and dropout cases. The study found the presence of the alternative education system, but ineffective due to funding constraints and reluctance of the government for strict execution of the policies. The government should strengthen the alternative education systems (AES) particularly the accelerated learning programmes (ALP) to increase access for overage children, and 2.2 million out of school children (OOSC); while offering basic adult literacy programme (BALP) to improve literacy level for adults in the country which suffers high illiteracy rate. The study shows three factors impeding the implementation of the national curriculum, which includes educational colonial legacy, under-investment in education which diminishes its ability to properly fund education, and lack of teachers training programs, considerably undercut the implementation of the national curriculum [39].

Education monitoring and evaluation

The educational monitoring and evaluation remain the key pillar of effective educational management. The Ministry of Education and school administration should have a regular monitoring visit in schools to ensure the smooth running of the education in line with the national policies. The study found that, lack of efficient schools monitoring has exacerbated the quality of educational services, because some

schools operate in their own world without regard to policies. The Ministry of Education should strengthen education monitoring and evaluation of school performance to enhance the quality of education.

Examination Management

The effective education management includes strict rules and efficient systems of examination management which starts from examination settings, administration of the exams, to the publication of the results to ensure the integrity of the examination. The study found that Ministry of General Education and Instruction is experiencing systemic shortcomings which subsequently resulted into examination fraud and malpractice popularly known as “machot”. Some schools which were engaging in examination “malpractice got used to exam cheating and came out openly to even fight the invigilators and examination monitors to leave the examination centers in order for them to continue with normal business of examination malpractice. The Ministry of General Education later faced these bizarre behaviors with severe consequences that includes cancellation of 2022 examination for Certificate of Secondary Education in centers that were caught violating examination rules [40]. Although this action from Ministry of General mitigated the examination malpractice significantly, it is rumored to be still existing in some corridors. The study therefore urged government to strengthen school supervision and inspection services to ensure strict adherence and compliance to examination rules and education policies.

The government should strengthen community sensitization on education and ensure parents send children to schools in compliance with the policy of free & compulsory education for all children and motivate the teachers for efficient delivery of educational services. The government should regulate pastoralist education by putting proper mechanism for nomadic children who are wandering in the wilderness with cattle, without access to education, given the inefficacy of the current pastoralists’ education strategy due to the fact that there are no remunerated teachers deployed to the cattle camps. The study also suggests proper mechanism for strengthening school funding, financial management control in schools to ensure transparency and accountability. Empowering school management bodies such as School Management Committee, Board of Governors, and Parents Teachers Association to understand their roles in school management and accountability process.

Teachers motivation, and remuneration.

The research revealed factors that contribute to effective educational management to include teachers’ motivation, remuneration, and promotion on merit, transparency in communication, engagement of parents and stakeholders in educational matters. The study indicated that the good teachers’ salary scale serves the duty of care and motivational factors which cater for teachers needs and their families and therefore enhances teachers’ commitment, efficacy, and retention of qualified teachers which also increases the quality of learning.

The study shows that teachers are least paid in the country, the low teachers’ remuneration has demotivated vast majority of qualified teachers to abandon teaching profession and went for well-paid job in other fields such as humanitarian sector, oilfields and business sector. The study shows the strong relationship between teachers, parents, community engagement on matters concerning education. This is done through regular monthly meeting with teachers, and school governing bodies such as school management committees (SMC), Board of Governors (BoG), and Parents Teachers Associations (PTA) in schools. The Parents and school governing bodies are engaged on the new development, new changes to share their ideas, feelings, opinions, and know the direction the school is taking.

Education constraints.

The educational management constraints consists of political instability, internal displacement, funding constraints, climate change, poor educational facilities, and poor road networks. Nevertheless, the lack of funding induced limitation to hire qualified teachers, implementation of curriculum including age appropriation, teachers’ salaries, continuous teachers professional development. The study indicated that the effective ways to address the educational management constraints is to address political instability which has forcefully displaced over 2 million people internally with vast majority in neighboring countries. The government should prioritize infrastructural development such as schools and roads, educational funding to revive education programming in the country. The government should give a better pay scale for teachers’ remuneration, fund all the public schools, and subsidizes the private schools to provide equitable access to education for all out of school children in displacement, cattle camps, and other areas inaccessible to education. Strengthen alternative education system to enhance education access through accelerated learning programme (ALP) condense programme and catch-up process for overage children in primary schools, and basic adult literacy programme (BALP) to enhance literacy level for adults.

The influence to effective education management is systemic risk that includes the national examination control; commitment at all levels of management to maintain the integrity of examination.

The other risks include health issues such as cholera, heatwave, and HIV/AIDS which require wider sensitization of learners and communities on these health hazard and methods of control. These include consultation with administrators, teachers, health personnel, and safety partners on the provision of appropriate information and learners training to promote and support these safety policies. The risk management includes the integration of child protection concerns such as early marriages, and pregnancies to these health and general safety hazard to have an inclusive protection for the learners, and teachers from the adverse effects and mitigate exposure to these risks. The risk management strategy includes community sensitization on

cultural barriers, and work closely with legal and law enforcement, health team for effective management.

While the government has inadequate financial support to education, the government strategy for supporting minor school development projects such as renovation is provided through capitation grant which is paid to schools for refurbishment and Girls Education South Sudan (GESS) grant which support girl children from primary five up to completion of secondary education. The schools governing bodies stated that they participate in developmental plan in relation to this capitation grant, and payment of GESS grant aimed at supporting girls' children to remain in school. They participate in other educational activities such as regular school meetings and tracing of dropout learners. The school governing bodies also identify the volunteer teachers to bridge the gap of teachers and be paid incentive from the capitation grant. The study found that the school governing bodies' to be playing active role in bridging the gap between the community and schools, spearhead the community sensitization, and follow up school dropout cases. Plan and support school development projects such as renovation of temporary learning structures, support school feeding programmes by providing cooks to cook for learners to support learning and the support the security guards at night in guarding the schools. The study found that African Development Bank Group supported South Sudan to improve equitable access to quality education through improved infrastructural development and teachers' training, the rehabilitation and expansion of primary schools in states where learning was greatly devastated by the conflict. The project supported over 2.2 million out of school children in South Sudan, and 30,000 pupils, 30% of whom will be transitioning from primary four to primary eight. The project also aimed at training teachers through pre-service and in-service training using Country Education Centers to address the gap. The enrollment rate for primary school is 36%, and the completion rate for primary education is only 14% with high dropout, of which vast majority are girls in upper primary. Meanwhile, the number qualified primary school teachers are 37%, with females constituting 14%, and the general education funding is 8.5% of the budget in FY 2018/2019 against an expected [38].

Concerning the factors contributing to effective educational management, the school governing bodies elucidated that teachers' remuneration, and allowances remain the major contributing factor for effective educational management. They also mentioned rules and regulations for learners' discipline, good communication and community engagement on matters concerning education. The school governing bodies stated that government should address security and instability issues in the country, and prioritize education sector on infrastructural development, implement the curriculum wholly, provide sufficient educational funding, increase teachers' salaries, recruit more qualified teachers and open teachers' development training programme to enhance access to quality education in the country.

Educational funding in South Sudan comes from different sources such as parents, government, and other education donors. Parents financial contribution is requested by the school governing body to develop, purchase the necessary learning and teaching aids, pay allowances to volunteer teachers, repair school equipment and invest in infrastructural development. It is important that the school encourages parents to contribute their resources such as time, labor, and funds, so that the school can develop. Capitation grant is a South Sudan government financial contribution to public schools to support free education and allow children free registration at the school. The capitation grant is government top up to parental contributions, known as school development funds for repairs, books, and pay allowances to volunteer teachers. The grants from donors come from corporate organizations and business companies that might find a local school, they feel to support with school a grant. This contribution is often known as a school development fund and needs school operational rules on how the money from the grant can be spent. Some organizations may give money for water and sanitation, others for a school building, fence, and other equipment. while Fund-raising events are organized by the school, in which the community might contribute funds, animals, food items or materials for school development; of which animals are later sold to generate income for the school, food items which might be used for school meals and materials might be used to equip classrooms and teachers' quarter [11]. In the focus group discussion administered to 60 learners who were drawn from primary and secondary schools at equal gender proportion, the finding revealed the existence of educational policies, school rules and regulation. The learners explained that access to education is free in schools supported by the humanitarian organization. However, there are no schools in some areas, while the areas with available schools are in far distances, which discourages some children to enroll in schools. The learners noted limited number of teachers present in few educational facilities in the area. The learners also mentioned lack of scholastic materials and complained of not receiving lessons as scheduled in timetable because of lack of teachers, and they attributed this problem to low teachers' payment in the country.

Ethical consideration.

The ethical considered were observed by obtaining informed consent from the participants and the guardians, and due acknowledgment were made to any material used in this study in the reference page.

Summary and Conclusion

In conclusion, the study found that the effective educational management strategy to be bound on educational funding to support education infrastructural development, supplies of scholastic, recruitment of qualified teachers, good teachers salary scale and teachers' professional development and curriculum design that suits the needs of learners. The complementary activities include teachers allowances, effective communication, promotion on merit, learners' discipline, and record keeping. While the number of out of

school children increased significantly due to internal displacement, the cultural barriers of nomadic life which includes movement from place to place to look for pastures during school time, there is a need to strengthen and regulate pastoralists education and deploy teachers in the cattle camps. The government should strengthen alternative education systems particularly the accelerated learning programme, and basic adult literacy programme to increase access for out of school overage children and improve literacy level for adults. The government should fund all the public schools, and subsidize the private schools to provide equitable access to education for all out of school children in displacement, and cattle camps. The other effective way of education management include the integration of child protection concerns such as early marriages, and pregnancies to health and general safety hazard to have an inclusive protection for the learners, and teachers from the adverse effects and mitigate exposure to risk.

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