

**EXAMINING THE FINANCIAL MANAGEMENT PRACTICES BEHIND ACADEMIC
PERFORMANCE IN CHOSEN PUBLIC PRIMARY SCHOOLS WITHIN CUEIBET COUNTY,
GOK STATE, SOUTH SUDAN**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLEMENT
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Declaration

I, Sabit Job Reec, do hereby declare that this Dissertation titled, 'Financial Management Practices and Academic Performance in Selected Primary Schools of Cueibet County, Gok State, South Sudan is my original work and to the best of my knowledge, has not been submitted to any other higher education institution or University for any academic award whatsoever.



Signature

Date

Sabit Job Reec

01/06/2024

Approval

This Dissertation titled: “Examining the Financial Management Practices behind Academic Performance in Chosen Public Primary Schools within Cueibet County, Gok State South Sudan” has been submitted for examination with the approval of my supervisor.

Signature  -----
Mukisa Simon Peter

Date Wed. June 12, 2024

Dedication

This dissertation is dedicated to my parents and beloved wife whose efforts towards the success of my studies depict the highest degree of Love and Care and whose patience, perseverance and prayer during my studies are a reason for God to grant me success. May God reward them abundantly?

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I express my gratitude to the Almighty God for granting the inspiration, strength, and vision needed to complete this course. The wisdom and understanding that have led me to this achievement are also a source of thankfulness, extending to the divine.

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cohesive entirety. In this context, the present research conceptualizes school resource management as a systemic construct characterized by interrelated and interdependent elements that necessitate collaboration to enhance institutional efficiency and effectiveness. However, it is worth noting that while substantial enhancements in performance have been achieved, this scenario is compounded by the circumstance that the performance of certain other school systems has remained unaltered or has experienced decline. 21

This theory underscores the significance of comprehending the interrelationships among organizational constituents to facilitate proficient school financial management. Primary schools represent intricate systems featuring interdependent associations between individuals, tasks, and the surrounding environment. Achieving success hinges on the adept handling and cultivation of each individual sub-system, their harmonization, and the effective application of resource management practices. The failure of a single sub-system can consequently engender subpar academic performance. 21

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Abstract

This study investigates the relationship between financial management practices and academic performance in selected public primary schools within Cueibet County, Gok State South Sudan. Through a comprehensive survey of 156 respondents, representing a 100% response rate, the research examines the impact of financial planning, coordination, and control practices on academic outcomes. The demographic composition of the sample, including gender, education levels, and tenure, is analyzed. Using a Likert scale, the study measures academic performance based on indicators such as passing rates, national examination grades, completion rates, and alignment with national human resource development. Key challenges in academic performance emerge, including poor grades and low completion rates. Analyzing three financial management dimensions planning, coordination, and control through regression techniques, the study finds that financial planning practices significantly influence academic performance, while coordination and control practices exhibit lesser impact. The research highlights disconnects between financial planning and academic goals, misallocation of resources due to poor coordination, and insufficient monitoring and auditing of spending practices. The study underscores the importance of strategic financial planning aligned with academic objectives, efficient resource coordination, and robust financial controls to enhance the academic environment. The findings have implications for administrators, policymakers, and stakeholders aiming to enhance academic outcomes through effective financial management. Further research is recommended to explore additional factors influencing academic performance in this context.

Chapter One

Introduction

1.0 Introduction

This chapter entails the background to the study, statement of the problem, purpose and objectives of the study and research questions. It further highlighted the scope of the study, justification of the study, significance of the study, conceptual framework, definitions of key terms and study limitations.

1.1 Background to the Study

The proper management of an institution's financial resources is the most crucial aspect of an organization's success on a worldwide level. In the case of poor management, it is difficult to predict how successful an organization will be, (Aboho, 2018). According to Ezealor (2019), spending on education can be considered an investment in the advancement of human capabilities. Lomark claims that from 1980 to 2015, the spending of OECD members on education increased significantly. They also made various efforts to improve the educational system of their members. Notably, only a few of the organization's educational institutions experienced a notable increase in the performance of their pupils. This inconsistency is impaired by the fact that the performance of the other school systems across the board remained unchanged or declined.

The study conducted by Kajunju in 2016 revealed that the public spending on primary education had gradually increased in 2016. He noted that North America is North America's largest economy with a total expenditure of more than \$33 trillion, followed by Europe with a GDP of \$24 trillion and Africa with a GDP of more than \$5 trillion. In fact, some pupils in school are not much better off than those who missed school. In spite of the various achievements of primary school students in Sub-Saharan Africa, some of them are not as fortunate as those who did not attend school. Since there is a lack of mention of the school's financial management procedures, one wonders if these practices are responsible for the current crisis. According to Akinsolu (2020), the results of the examinations do not reflect the government's investments. Ekundayo and Ajayi (2020) noted that the country's academic excellence had gone down. They also noted that the country is grieved by the low performance of the students in the examinations, with only 20% of them achieving the

necessary credit level.. Thus, the duo wondered if such poor pupils academic performances are not a reflection of the institutional, instructional or structural qualities in the schools.

Similarly, reports on Kenyan Education of (2017a, 2018b) revealed that since independence, Kenya has had the commitment to provide quality primary school education by establishing the quality assurance department, provision of skilled human resources and financial resources. Amidst these interventions, the performance of the Free Day Primary schools in Embu North District, Embu County has been an average of D+ from 2017 to 2020. Kenya National Examinations Council according to Nzoka and Orodho (2021) noted that this performance is not good enough due to the fact that former graduates of this grade dont qualify for further education and training in most careers casting doubt on the effectiveness of the financial management strategies used in these schools. On the other hand, the growth and development of any educational sector in Tanzania solely depends on the management of its school finances (Aboho, 2018). According to Kwaghbo (2018), “a study done in Tanzania found that most primary schools experience a lot of challenges resulting from mismanagement of school resources. A school resource is the backbone of any institution. When resources are judiciously used, the success of an educational institution is achieved but when finance is misappropriated, the reverse becomes the case.

According to Justino (2019), violent conflicts in South Sudan have severe adverse effects on the overall education system and the supply of education in particular in three important ways. First, armed fighting is associated with the destruction of infrastructures and resources needed to maintain functioning education systems. Second, violent conflict leads to the breakdown of communities as a result of people fleeing (or being forced to flee) areas of violence, which affects how children are educated and under which circumstances such displaced children fail to access schools. Third, violent conflicts often lead to distributional and equity effects in terms of who accesses which type of education that may prevent many from attending school. The above argument reflects the situation in Cueibet County, Gok State; and this has led to the mismanagement of school resources where many people including teachers and pupils have been killed, property looted, people displaced and schools voluntarily closed (Manyang, 2020, UNMISS, 2019 & Atit, 2017).

Kwaghbo (2018) revealed that school financial manager is one who forecasts, plan budgets (involving heads of departments) and executes the budget according to specified estimates that funds are effectively and efficiently used to achieve the desired objectives of

the school, which has been the case in South Sudan. Most school managers lack sufficient knowledge of financial management techniques in order to be effective financial managers. More so, some of the major challenges faced in these schools among others include; inadequate number of teachers especially the science teachers, inadequate basic school facilities such as classrooms, limited community and parental participation, including overreliance of schools on meager universal primary education grants to run all school activities. Other includes irregular school inspections due to labor shortage in County Education Department and lack of capacity building trainings for the teachers (Gok State Education Department Report, 2021). From the 14 government aided primary schools in the County, only five of the schools were considered in this study. Performance of these primary schools in academics is poor as shown by the records of results of these schools in the National Examinations (Gok State Education Department Report, 2021).

In the Primary Examinations results for the last five years (2014 to 2019), the highest number of candidates from all the five primary schools who passed in Grade one in a single examination is 9 meaning that the failure rates are high; and school completion rates are low as compared to the numbers enrolled in primary one (Manyang, 2020). Asemah (2020) observed that the way head-teachers or principals of primary schools make use of the school money was alarming. The mismanagement of fees and money meant for the education of primary children is one of the causes of the deterioration of standard of education in Gok State. It is regrettable that some school managers and financial clerks have embezzled school fees paid by parents for the welfare of their primary children. The future and academic performance of primary children depend on the judicious management of scarce resources (Manyang, 2020). It is therefore clear that the poor state of primary schools in developing countries, South Sudan inclusive is attributed to the problems related to the school resources management such as mismanagement of available finances as result being unable to pay teachers' salaries and allowances and inability to generate revenue internally (Atit, 2017). It was for this reason that this research is being conducted to find out the relevance of school financial resources management and academic performance in selected primary schools of Cueibet County, Gok State.

Education is a major factor that influences the economic and social development of a country. The quality of education in a country has a bearing on the quality of its human resource (Gates, 2020). Education is meant for making a difference both locally and

internationally. Foondun (2019) noticed that the major interest of teachers is to explore the variables that contribute effectively on the pupil's quality of academic performance. Today, unlike before, primary schools are caught up in the challenge of wanting to work more efficiently and improve their academic performance. In this context, the role of school financial management practices is considered to be very significant as the educational outcomes in primary schools are greatly influenced by the specific organizational characteristics of each school leadership, climate, and development plan which reflect the process of school financial resources management practices (Akinsolu, 2020).

The background information underscores the pressing issues of poor academic performance, high failure rates, and financial mismanagement in primary schools in Gok State, South Sudan. It emphasized the critical role of effective financial resource management in enhancing academic outcomes and highlights the importance of education for socio-economic development. Consequently, this research sought to explore the connection between school financial resource management practices and academic performance in Cueibet County, Gok State, South Sudan, recognizing the pivotal role financial management plays in shaping educational achievements.

Despite the above strides towards improvement of academic performance of primary public schools in Cueibet county, reports and empirical studies continue to point to poor performance as evidenced with pupil academic failure rate of 50% with only nine pupils passing in division one compared to other states like Gok (Gok State Education Department Report, 2021); mostly the government has concentrated on capitation grants and less effort is made towards monitoring and evaluation to ensure value for money. This scenario may deprive the country of the potential to influence public policies, contribute to improved processes, practices and human resources for the benefit of the wider society. However, studies into the underlying conditions influencing public primary schools academic performance in Gok state, Cueibet County in particular are scanty. This study contributes to filling this gap by examining the Financial Management Practices behind Academic Performance in Chosen Public Primary Schools within Cueibet County, Gok State South Sudan

1.2 Statement of the Problem

Proper school financial management is a prerequisite for improved school academic performance (Asemah, 2020). Several South Sudan schools have embraced the use of various

school financial management practices to improve learner's academic performance. However, many schools in Cueibet County fall short of this noble trait (Verhaghe, 2018). The state has a pupil academic failure rate of 50% with only nine pupils passing in division one compared to Tiaptiap 14 and Ngaps 13 candidates in 2018 national examinations respectively (Gok State Education Department Report, 2021). Consequently, South Sudan government has intervened by providing capitation grants, infrastructural development, recruitment and deployment of substantive teaching staff and supply of scholastic materials as well (Asemah, 2020). This however has not changed the situation (Gok State Education Department Report, 2021). The poor performances in the national exams deny Cueibet the opportunity to be more responsive to the needs of the society and therefore retard the county's progress towards attaining its goals as set in the national strategic plan. Yet, empirical studies into the dynamics of academic performance in South Sudan context, Cueibet County particularly remain scanty. This study contributes to filling this gap by examining the effects of financial management practices on the level of academic performance in primary public schools in Cueibet County. The policy and practice recommendations arising out of the study may contribute to enhancement of academic performance in Cueibet County.

1.3 Purpose and Objectives of the Study

1.3.1 Purpose of the Study

The purpose of the study was to examine the financial management practices determining academic performance of selected Public primary schools of Cueibet County, Gok State - South Sudan.

1.3.2 Objectives of the Study

The study was set out to:

- i. Examine financial-planning practices determining academic performance of selected public primary schools in Cueibet County.
- ii. Examine financial-coordination practices determining academic performance of selected public primary schools in Cueibet County.
- iii. Examine financial-control practices determining academic performance of selected public primary schools in Cueibet County.

1.5 Hypotheses

Three research hypotheses (corresponding to the research questions) were tested on the corrected quantitative data:

- i. Resources planning significantly influence the academic performance of selected primary schools.
- ii. Resources coordination significantly influences the academic performance in the selected primary schools.
- iii. Resources control significantly influences the academic performance in the selected primary schools.

1.6 Justification of the Study

Cueibet County primary schools have for long registered low pupils' academic performance in national examinations. Reports however indicate enjoyment of a lot of Government support in form of capitation grant, recruitment and deployment of staff, hard-to-reach allowances, payment of staff salaries, construction of school facilities and provision of scholastic materials such as textbooks, science apparatus and laboratory chemicals (Gok State Education Department Report, 2021). Since no mention is made of the school financial management practices and their effectiveness in these schools, one wonders whether this is not the factor greatly contributing to the low pupil's academic performance. This placed an urgent need to undertake the study to establish the root causes and design strategies for immediate action.

1.7 Significance of the Study

The policy and practice recommendations arising from the study findings may be useful to the Ministry of Education Science and Technology in decision making on issues regarding financial management and school performance. The research findings shall also be beneficial to school managers, parents and teachers regarding school financial planning and management. The findings on planning shall be useful to Head teachers of primary schools to strengthen their monitoring and supervision to effectively budget and utilize school resources. The findings shall also provide literature to fellow scholars and researchers wishing to conduct research in the area school financial management and academic performance of school.

1.8 Scope of the Study

The study was conducted in selected public primary schools in Cueibet county, Gok state, South Sudan. These are; Cueibet Boys primary school, Cueibet Girls primary school, Cueibet ECS primary school, Bargel primary, and Achol Malek primary school. The study examined financial-planning, financial-coordination, and financial-control practices as determinants of academic performance among the selected public primary schools. Academic performance was measured in terms of Pass rates in internal exams, Grades in National exams, Completion rates, Number of active school days, learning experiences relevant to national education and Percentage of lesson time for key learning areas. The period for the study was 2021-2022. This period marks the early stages of the implementation of the 2021-2024 revised national development strategy that informs the country’s vision 2040.

1.9 Conceptual Framework

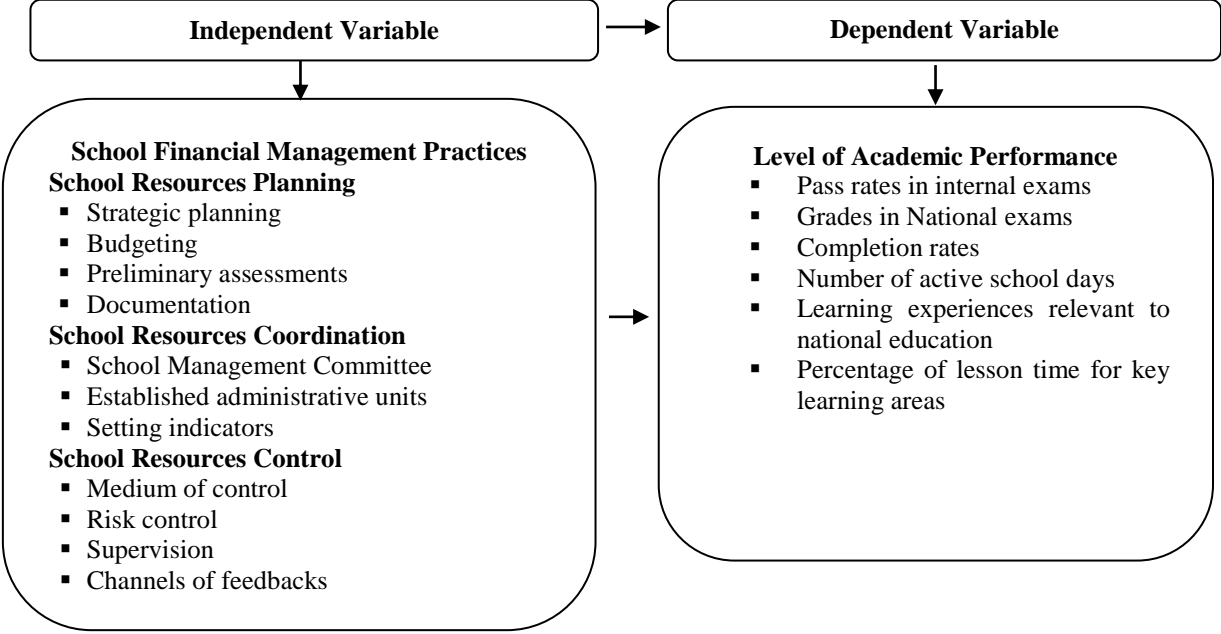


Figure 1: School Financial Management Practices and Academic Performance

Source: Adapted and modified from Ezealor (2019)

The framework shows that level of academic performance is determined by school resource plan, school resource coordination, and school resource control (school financial management practices). Thus, favorable conditions of school resource plan, school resource coordination, and school resource control will directly lead to better or worse academic performance. These will manifest in pass rate in internal examinations, grades in national

examinations, completion rate, number of active school days, learning experiences relevant to national education and percentage of lesson time for key learning areas.

1.10 Definitions of Key Terms

Academic Performance: Academic performance refers how the pupils deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in order to achieve the desired learning and teaching performance (Therkildsen & Tidemand, 2017). Academic performance refers to the extent to which schools academic objectives are achieved and passing rates measure up to standards. In this study, academic performance refers to the extent to which measurable academic outcomes such as Examination grades, failure rates, syllabus coverage and school completion rates relate to the predetermined targets or standards.

Management: Management can be defined as the process of attaining the goals of an organization by effectively leading and controlling the informational, financial, human and physical resources of an organization (Gates, 2020). Management practices according to Makuto (2019) refer to the administrative activities.

Financial Management: Financial management according to Nzoka & Orodho (2021) refers to the application of financial management principles in designing, developing and effecting resources towards achievement of educational goals, thus seen in the extent to which schools realize their stakeholder's expectations.

School Management Practices: School management practices according to Makuto (2019) refer to the administrative activities. School management practice also refer to the process by which school managers have to perform many roles such as pupils motivation, teacher motivation and education quality control in order to accomplish the desired performance of pupils. In this study, management practices refer to the practices of planning, organizing and controlling educational activities towards achievement of the school goals.

Planning: Planning which is the first and foremost function of management, i.e. to decide beforehand what is to be done in future (Basheka & Nabwire, 2013). It encompasses formulating policies, establishing targets, scheduling actions and many more. In this study, planning refers to preliminary assessment, organizing, documentation, budgeting and setting indicators.

Controlling this can be defined as ensuring that activities in an organization are performed as per the plans (Chand, 2017). Controlling also ensures that organizations resources are being used effectively and efficiently for the achievement of predetermined goals. Controlling is one of the significant functions of a school manager. In order to seek planned results from the subordinates, a manager needs to exercise effective control over the activities of the subordinates. In this study, controlling was looked at as the process of ensuring the quality of education in primary schools.

Coordination: Refers to gathering and assembling of the Board of Governors (BOG) and the School administrative structure into working units and relationships as well as developing an enabling school culture such that the agreed plans may be successfully implemented.

Educational Quality: The capacity to teach professionally as well as the commitment of teachers and pupils with the available teaching and learning facilities.

1.11 Study Constraints and Delimitations

Respondents were hesitant to assess themselves or their superior on a sensitive subject concerning how they do their core work. This hesitation compromised the objectivity of the data they were provided. However, effort was made to minimize this limitation by assuring the participants that all their responses were kept confidential; and none of them were victimized because of the data they provided.

Respondents were also difficult to organize into focused group discussions (FGDs) given the nature of the school timetable they were following; in addition to Covid-19 pandemic outbreak. They were found teaching at the time when they are needed to provide data. This limitation was aggravated by the fact that the UPE School in Cueibet County is a day school.

Teachers were not around when they do not have lessons to teach or some were busy marking pupils work. This limitation however, was minimized by making effort to organize the teachers during lunchtime. The cost of motivating teachers to participate in giving the required information during lunchtime was too high for the researcher to afford.

Financial constraints were faced as the study was solely sponsored by the researcher himself. This limitation was minimized by explaining to participants especially majority

teachers that as a fellow teacher, I am as financially constrained as they are. The researcher then implored them not to expect much from me.

1.12 Summary

The researcher strictly followed Uganda Christian University research formant. Chapter one, the chapter gave a general introduction, background of the study, statement of the problem, purpose and objectives of the study, research questions, justification of the study, significance of the study, scope of the study and conceptual framework.

Chapter two, this chapter contains the literature review basing of the study themes. Study themes were developed from the study objectives.

Chapter Two

Literature Review

2.0 Introduction

This chapter entails the theoretical and empirical information regarding the effects of school financial resources management practices on academic performance in selected primary schools. It further covers different writers, researchers and authors views, opinions, perception and ideas.

2.1 Theoretical Background

This study is underpinned by Systems Theory, which was initially introduced by Bertalanffy in 1960 and subsequently developed by theorists such as Henderson, Scott, Katz, Kahn, Buckley, and Thompson (Chand, 2015). According to this theoretical framework, an organization is comprised of interconnected subsystems that operate collectively as a unified entity. These subsystems are composed of interlinked and mutually dependent components, which, when integrated, form a cohesive entirety. In this context, the present research conceptualizes school resource management as a systemic construct characterized by interrelated and interdependent elements that necessitate collaboration to enhance institutional efficiency and effectiveness. However, it is worth noting that while substantial enhancements in performance have been achieved, this scenario is compounded by the circumstance that the performance of certain other school systems has remained unaltered or has experienced decline.

This theory underscores the significance of comprehending the interrelationships among organizational constituents to facilitate proficient school financial management. Primary schools represent intricate systems featuring interdependent associations between individuals, tasks, and the surrounding environment. Achieving success hinges on the adept handling and cultivation of each individual sub-system, their harmonization, and the effective application of resource management practices. The failure of a single sub-system can consequently engender subpar academic performance.

2.2 Empirical Review

The literature review was further done basing on the study themes developed in accordance to the study objectives namely: the effects of school resources planning on academic performance in the primary schools, the effects of school resources coordination on

academic performance in the primary schools, and the effects of school resources control on academic performance in the primary schools.

2.2.1 School Financial Resources Planning and Academic Performance

The literature review encapsulates a range of perspectives on school resource planning and its ramifications for academic performance. Okoth (2021) underscores that effective planning stands as the cornerstone of school management, involving anticipatory decisions for future endeavors. This comprehensive process includes the formulation of financial policies, setting of targets, and the orchestration of pertinent actions. Ajayi & Ekundayo (2020) and Atit (2017) concur on the crucial nature of planning, with Ajayi & Ekundayo highlighting the availability of tests to gauge planning proficiency. This planning proficiency, as emphasized by Atit (2017), assumes a paramount role in addressing multifaceted challenges, such as enhancing transparency and operational efficiency, all of which significantly influence academic performance.

Within the purview of resource planning, Ahmad (2022) and Akinsolu (2020) draw attention to its symbiotic relationship with forecasting, delineating its pivotal role in promoting operational efficiency. This forward-looking approach aligns with Makuto's (2019) perspective, wherein financial planning is depicted as an indispensable mechanism guiding institutions towards informed control of their financial landscape. This prescient financial planning, anchored in a well-defined school development strategy, provides an overarching framework for judiciously allocating resources to bolster academic outcomes. This perspective also resonates with Lomark's (2020) observations on budget management, where planning interfaces with budgeting to inform strategic decision-making.

Ezealor's (2019) categorization of educational resources dovetails into the discussions by Nzoka & Orodho (2021) on funding's pivotal role in shaping the educational landscape. These dynamics are integral in light of the vulnerabilities underscored by Okoth (2021), as deficiencies in planning and budgeting may contribute to suboptimal resource allocation and implementation. These imperfections in turn have implications for academic performance, a theme that Asemah (2020) echoes in emphasizing the connection between proficient planning and the attainment of academic goals.

The culmination of these perspectives underscores the centrality of resource planning in nurturing efficient resource utilization, a core factor influencing academic achievement. In the context of Cueibet County, the study aims to unravel the nuances of school resource

planning's role in enhancing academic outcomes and address the challenges associated with this practice.

2.2.2 School Financial Resources Coordination and Academic Performance

Resource coordination in school management is a multifaceted process influenced by organizational structure, management information systems, authority flows, and personnel, all designed to achieve specific goals (Lomark, 2020). This harmonization of activities, responsibilities, and control structures, termed coordination, optimizes resource utilization in pursuit of objectives (Omani, 2020). Similarly, Okoth (2021) underscores the integration of activities as a hallmark of proper coordination, an essential element for a school's success.

Coordination entails orchestrating efforts toward common objectives (Aboho, 2018; Ahmad, 2022; Ajayi & Ekundayo, 2020). Such efficient coordination enhances educational facilities and subsequently improves academic outcomes. Challenges within coordination are also acknowledged; Akinsolu (2020) indicates that tight budgetary controls can impact school managers' commitment, raising concerns about resource coordination. This accentuates the relevance of financial resource coordination, as validated by Atit (2017), Ezealor (2019), and Kwaghbo (2018), all of whom connect it to effective fund allocation and goal attainment.

Scholars like Makuto (2019) and Nzoka & Orodho (2021) offer comprehensive perspectives, encompassing economics, accounting, and funds distribution within financial coordination. Justino (2019) emphasizes the critical role of financial resources in teacher motivation and, by extension, student academic performance, underlining the need for community support. Successful financial coordination demands managers equipped with fundamental financial skills (Nzoka & Orodho, 2021; Kwaghbo, 2018). Mismanagement of funds by principals may hinder academic performance (Kwaghbo, 2018). This study aims to bridge the existing knowledge gap by investigating the impact of resource coordination on academic performance in primary schools within Cueibet County.

2.2.3 School Financial Resources Control and Academic Performance

Measuring the impact of financial resource controls on pupils' academic performance in public primary schools involves factors such as access, retention, and completion rates (Okoth, 2021). Asemah (2020) emphasizes the success of Asian countries, attributing their development to sustained investment in education. In contrast, Akinsolu (2020) highlights

limited interest and knowledge among school board members in Sub-Saharan Africa regarding financial management, which affects overall school performance.

Ezealor (2019) finds that tight budgetary controls improve efficiency in African primary schools, leading to better performance. Chand (2017) stresses the role of clear long-term plans and priorities in effective school financial management. Makuto (2019) in Zimbabwe and Foondun (2019) concur on the importance of collaboration among stakeholders to ensure proper resource utilization. Onami (2020) identifies a link between parental occupation and children's academic outcomes, with higher incomes leading to increased support for education.

Government subsidies, such as Kenya's one hundred percent transition policy, have facilitated learners' access to education (Kajunju, 2016; Makuto, 2019). Nzoka & Orodho (2021) note high retention rates and improved performance resulting from the County Bursary Fund in day primary schools. Weak internal control mechanisms contribute to financial mismanagement (Nzoka & Orodho, 2021). Proper internal control ensures fund utilization aligns with donors' interests (Kwaghbo, 2018).

Resource control and planning in school management involve efficient budgeting and matching expenditures with plans (Makuto, 2019). Justino (2019) emphasizes the importance of accounting procedures and internal controls in decentralized education service delivery. Lomark (2020) underscores financial management's goal of effective fund utilization for institutional benefit. School principals are accountable for managing funds effectively (Lomark, 2020). In light of these findings, the study aims to investigate the relationship between school resource control and academic performance in primary schools within Cueibet County.

2.3 Summary of Literature Review

The literature explores how financial resource management practices influence academic performance in selected primary schools. Anchored in Systems Theory, the study emphasizes planning's significance for efficient resource allocation, coordination's role in optimizing resource use, and control mechanisms ensuring transparent fund utilization. However, a notable gap in the literature exists in understanding the specific challenges and dynamics of financial management practices within the context of public primary schools in Cueibet County, South Sudan, and their direct impact on academic performance. This study therefore adds to the existing literature by providing empirical evidence on the extent to

which financial management practices influence academic performance in the context of public primary schools in Cueibet County, Gok state South Sudan.

Chapter Three

Methodology

3.0 Introduction

This chapter presents the research design, study population, sample size, sampling techniques, data collection methods, data collection instruments, validity and reliability, data collection procedures, data management and analysis.

3.1 Research Design

This study used quantitative, predictive, cross-sectional survey design. Cross-sectional survey involves collection of data across large samples at a given point in time (Kesmodel, 2018; Kothari, 2009). Thus, the use of cross-sectional survey was purposed to obtain data from multiple sources at one point in time.

3.2 Study Population

The target population for the study were the: county education officer (CEO), county inspector of schools(CIS), Head teachers, school management committee (SMC) Members, Parents and Teachers association (PTA) and teachers of the selected public primary school of Cueibet county. These are directly engaged and or responsible with financial management practices for the schools. The schools are Cueibet boys' primary school, Cueibet girls' primary school, Cueibet ECS primary school and Achol malek primary school. Poor performance and reports on poor financial management provided a basis for the choice of the primary schools. Thus, the study targeted 156 selected stake holders within the selected public primary schools at Cueibet county, Gok state South Sudan as reflected in the table below.

Table 1: Respondents population distribution across the four selected schools

SN	Population category	Unit population	Population
1	Head teachers	1	4
2	School Management Committee	13	52
3	Parents Teachers Association	25	100
	Total		156

Source: UNESCO Institute for Statistics, February 2023

3.3 Sample Size

The study selected up to 112.23≈112 respondents based on Yamane (1967)'s formula of sample

Size determination:

$$n = \frac{N}{1+N(e)^2}$$

Where n =sample population,
 N =study population
 1 = as scientifically given and
 e = the margin of error

Therefore, taking Yamane (1967)'s formula, and a confidence interval (CI) of 95%:

$$\frac{156}{1+156(0.05)^2} = \frac{156}{1+156(0.0025)} = \frac{156}{1+0.39} = \frac{156}{1.39} = 112.23 \approx 112$$

Table 2: Population Category and Sample Size

Population category	Study Population(N)	Sample size determination	Sample size (n)	Sampling Techniques
Head teachers	4	$\frac{4}{156} * 122$	3	Simple random sampling
School Management Committee	52	$\frac{52}{156} * 122$	40	Simple random sampling
Parents Teachers Association	100	$\frac{100}{156} * 122$	78	Stratified and Simple random sampling
Total	156		121	

Source: Primary data 2023

As table.2 indicates, a sample of 121 stake holders of selected public primary schools in Cueibet County was considered out of the study population of 156 based on Yamane's formula (1967) of sample size determination.

3.4 Sampling Techniques

This study used stratified proportionate and simple random sampling techniques For the Parents' Teachers Association (PTA), a stratified sampling technique was used. Schools were divided into strata based on factors such as urban/rural location and income level. Within each stratum, a proportional number of PTAs were selected randomly, ensuring representation across different socioeconomic backgrounds.

In using simple random sampling, Simple random sampling was employed to select head teachers and members of school management committees. Each head teacher and committee member was assigned a number, and participants were randomly selected from these lists.

3.5 Data Collection Methods

The study used a questionnaire survey to collect data. Questionnaire survey is less expensive and enables collection of data from large, multiple sources at one point in time (Kothari, 2009), hence, justification for its use in this study.

3.6 Data Collection Instruments

The study used a closed-ended questionnaire divided into sections of background information, School Resources Control and Academic Performance, School resources coordination and academic performance, School resources planning and academic performance, and Academic Performance. A five-point Likert scale was used to get quantifiable data from individual respondents on a scale of 5-Strongly Agree; 4- Agree; 3- Not Sure; 2- Disagree; 1- Strongly Disagree.

3.7 Validity

The research instruments were designed to collect valid data. Content validity was ensured by having the items in the conceptual framework reflect the items in the tool. In addition, the researcher relied on the advice of the supervisor plus the Research Ethical committee (REC) proposal reviewer's comments and evaluations on the wording, clarity of questions in the tool in order to ensure that the instrument met the set objectives. This also involved judging and scoring the relevance of the questions in relation to the study variables and a consensus judgment given one ach variable. Content Validity Index (CVI) was computed to establish the validity of the questionnaire. The CVI was arrived at using the formula:

$$\left(CVI = \frac{\text{Number of Items declared valid}}{\text{Total number of items}} \right)$$
 and the results are as reflected in table 3

Table 3: Content Validity Results

Variable	Total No of items	Number of valid items	CVI
Academic performance	5	4	0.60
School resources planning	5	5	1.00
School resources coordination	5	4	0.54
School Resources Control	5	5	1.00

Source: Expert Judgment

Table 3.3 shows that all the CVI scores are above 0.50, acceptable for social sciences (Tavakol & Dennick, 2011). It was inferred that the instrument was relevant for measuring what it was supposed to measure and therefore valid.

3.8 Reliability

The study instrument was pretested for its reliability on a sample of 10 respondents from Bargel Primary School to examine individual questions as well as the whole questionnaire very carefully. Cronbachs alpha coefficient was computed to establish the reliability of the questionnaire using Statistical Package for Social Sciences (SPSS). Only items scoring above 0.50 (Peterson, 1994; Tavakol & Dennick, 2011) were considered as reflected in the table below.

Table 4: Reliability Results

Variable	Total No of items	Cronbachs alpha
Academic performance	5	0.83 5
School resources planning	5	0.69 4
School resources coordination	5	0.89 3
School Resources Control	5	0.81 7

Source: Primary data

Table 4 shows that all variables yielded an alpha value higher than 0.50 accepted as per Tavakol and Dennick (2011). This shows that the self-administered Questionnaire was reliable.

3.9.0 Data Collection Procedure

After successful completion of the proposal and submission of the same to the REC committee, the researcher obtained a REC approval letter (Appendix D) and enabled

him to proceed to the field for data collection. Respondents were contacted through physical appointments while others through online tool that had been transformed into Google sheet. Some respondents answered the tool immediately while others offered to contact the researcher to pick the filled questionnaire.

3.9.1 Data Management and Analysis

The data collected were prepared, processed and later analyzed. Data preparation involved sorting while data processing involved data coding and entry into the computer. Frequency tables were generated especially for the background variables. Data were then edited of some errors made during coding and entry. The data were analyzed using descriptive and inferential analysis. Descriptive data analysis involved computing frequencies, percentages, and measures of central tendency. Strongly agree and agree were combined to indicate agree while strongly disagree and disagree were combined to indicate disagree.

This involved computation of relative frequencies and descriptive statistics such as means and medians on the numerical variables. At this stage, analyses were univariate; that is analyzing one variable at a time. Predictive data analysis using Simple Linear regression analysis (using ANOVA statistics of adjusted R^2 values, beta, t values and significance values) was used to examine the financial practices that determine academic performance of the selected public primary schools to determine the magnitude of the influence of the independent variables on the dependent variable (Kothari, 2009).

3.9.2 Ethical Considerations

Participants were enlightened about the purpose and nature of the study, its benefits and alternatives, and respondents were given an opportunity to ask questions regarding the research process. Information provided by respondents was treated with utmost confidentiality. Sources consulted and quotations used were recognized and acknowledged throughout the work by proper citation.

Chapter Four

Presentation and Analysis of Data

4.0 Introduction

This chapter presents analyses and interprets the study findings. It specifically presents the response rate, background of the respondents, description of variables and findings of the study objective by objective.

4.1 Response Rate

A total of 121 questionnaires were issued and 108 received back giving a percentage of 92% response.

Table 5: Response Rate

Category	Questionnaires issued	Questionnaires Returned	Response rate (%)
Head teachers	5	3	100
School Management Committee	5	35	88
Parents Teachers Association	57	70	90
Total	121	108	278
Overall response rate			92

Source: Expert Judgment

Table 5 shows an overall response rate of 92% which was high and indicating that the survey results were representative. Fincham, (2008) contends that a response rate of 50% is representative enough and acceptable for a survey.

4.2 Demographic Characteristics of Respondent

This section reflects the distribution of respondents by Gender, level of education, and time spent in the school as shown in Table 4.

Table 6: Demographic Characteristics of respondents

Demographic feature n=108			
Item	Description	Frequency	Percentage
Gender	Male	56	51.9
	Female	52	48.1
Highest level of education	PhD	1	0.9
	Master's Degree	1	0.9
	Bachelor's Degree	10	10
	Diploma holders	25	23
	Certificate holders	10	9
	Primary level	61	56
Time spent in this school/position	Less than 5 year	30	28
	6 - 10 years	67	62
	11 - 15 years	10	9
	16 years and above	1	1

Source: Primary data, 2023

According to Table 6, males contribute more to the sample with 51.9% of the respondents compared to the females who contributed 48.1% of the respondents. This suggested that primary schools in Cueibet County in Gok State give equal opportunity across gender during staff recruitment and placement.

Table 6, also shows that those who had attained primary level of education dominated the sample contributing 56% of the respondents. These were followed by diploma holders who contributed 23% of the respondents. These were further followed by the degree holders whose contribution to the study was 10% of the respondents. The contribution of the PhD and masters holders tied each contributing 1% of the respondents.

According to table 6, respondents in the category of 6-10 years of service dominated the sample contributing 62% of the respondents. These were followed by respondents who indicated that they had been in service for the school for a period of less than 5 years contributing 28% to the sample of the respondents. The least contributors to the sample were those who indicated that they had served in the respective schools for a period of 16 and more years, this contributed 1% of the respondents. It is inferred that since majority of the respondents had stayed in the

schools for a period of five years and above, they were true witnesses of the financial experiences in their respective schools hence deemed knowledgeable about the matter to participate in the study.

4.2 Description of the dependent variable: Academic Performance

The dependent variable, academic performance, was conceptualized as level of academic performance. It comprised 10 quantitative items. These were measured using a five-point Likert scale ranging from 1-5. Where (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree and (5) = strongly agree as shown in Table 7.

Table 7: Academic Performance in primary schools

Academic Performance Indicators	Agree F (%)		Not Sure F (%)	Disagree F (%)		Mean	SDV
	SA	A	NS	DA	SDA		
1. Passing rate of pupils in internal examination is good	2 (2.5)	8 (10.0)	0 (0.0)	60 (75.0)	10 (12.5)	3.67	1.14 2
2. There is better grades in national examinations in this school	3 (3.7)	7 (8.7)	5 (6.3)	57 (71.3)	8 (10)	4.45	0.89 0
3. The completion rate of pupils in this school is very high	4 (5.0)	9 (11.3)	8 (10.0)	52 (65.0)	7 (8.7)	4.33	0.87 2
4. The learning experiences is relevant to national human resource development	9 (11.3)	11 (13.8)	7 (8.7)	47 (58.7)	6 (7.5)	4.41	0.80 5
5. The school has 5 number of active school days	10 (12.5)	38 (47.5)	11 (13.7)	17 (21.3)	4 (5.0)	4.47	0.81 4

Source: Primary Data, 2023

Table 7 reveals that, poor grades are scored in the national examinations (Mean = 4.45; SDV = 0.890), and that the completion rate of pupils is very low (Mean = 4.33; SDV = 0.872). Table 5 further reveals that the learning experience is irrelevant to national human resource development (Mean = 4.41; SDV = 0.805) and that the schools have five active number of active school days (Mean = 4.47; SDV = 0.814). These scored the highest means and relatively low standard deviations respectively, thus, emerging as the key indicators for selected public Primary schools academic performance of Cueibet County in Gok State.

4.3 School Resource Planning and Academic Performance

The first objective of the study was to examine financial-planning practices determining academic performance of selected public primary schools in Cueibet County. Financial-planning practices construct was measured using 5 items scored on a five-point Likert scale ranging from 5= Strongly Agreed, 4= Agree, 3= Not Sure, 2= Disagree, 1= Strongly Disagree and the findings are presented in Table 8.

Table 8: School Resource Planning and Academic Performance

Schools resource planning	Agree F (%)		Not Sure F (%)	Disagree F (%)		Mean	SDV
	SA	A	NS	DA	SDA		
1. The school develops a comprehensive annual budget that adequately allocates resources for academic activities.	8 (10.0)	0 (0.0)	0 (0.0)	60 (75.0)	12 (15.0)	3.67	1.142
2. Financial challenges that may impact academic performance are proactively addressed in the school's planning process.	9 (11.2)	0 (0.0)	5 (6.3)	52 (65)	14 (17.5)	3.94	1.129
3. Financial planning is closely aligned with the academic goals and objectives of the school.	5 (6.4)	11 (13.7)	6 (7.5)	11 (13.7)	47 (58.7)	4.33	0.872
4. Teachers and administrators are actively involved in the financial planning process to support academic initiatives.	13 (16.4)	9 (11.2)	8 (10.0)	43 (53.7)	7 (8.7)	4.41	0.805
5. The school's financial planning takes into account the specific needs of different academic programs and /or subjects.	15 (18.7)	7 (8.7)	11 (13.7)	38 (47.5)	9 (11.2)	4.45	0.890

Source: Primary Data, 2023

Table 8 reveals that there is disconnect between financial planning and the academic goals and objectives of the school (Mean = 4.33; SDV = 0.872); and that teachers and administrators are not actively involved in the financial planning process to support academic initiatives (Mean = 4.41; SDV = 0.805). Table 6 further reveals that the school's financial planning doesn't take into account the specific needs of different academic programs and /or subjects (Mean= 4.45; SDV = 0.890). These scored the highest means and relatively low standard deviations respectively, thus, emerging as the key indicators for School Resource Planning for Cueibet County, Primary schools.

4.4 School Resources Coordination and Academic Performance

The second objective of the study was to examine the financial-coordination practices determining academic performance of selected public primary schools in Cueibet

County. Financial-coordinating practices construct was measured using 5 items scored on a five-point Likert scale ranging from 5= Strongly Agreed, 4= Agree, 3= Not Sure, 2= Disagree, 1= Strongly Disagree and the findings are presented in Table 7

Table 9: School Resources Coordination and Academic Performance

Statement	Agree F (%)		Not Sure F (%)	Disagree F (%)		Mean	Std. Dev
	SA	A	NS	DA	SDA		
1. Different departments within the school effectively coordinate their financial activities to enhance academic performance.	57 (71.3)	14 (17.5)	0 (0.0)	9 (11.2)	0 (0.0)	3.65	1.08 3
2. Financial resources are allocated appropriately across various academic needs and projects in the school.	8 (10.0)	15 (18.8)	6 (7.5)	51 (63.7)	0 (0.0)	4.07	0.13 2
3. The school maintains clear communication and collaboration channels between the financial department and academic staff	38 (47.5)	14 (17.5)	9 (11.3)	12 (15.0)	7 (8.7)	4.04	1.16 3
4. External stakeholders, such as local authorities or community organizations, provide adequate financial support for academic activities.	11 (13.7)	13 (16.3)	7 (8.7)	43 (53.7)	6 (7.6)	4.05	0.99 8
5. Financial coordination contributes significantly to the overall improvement of teaching and learning environments.	10 (12.5)	14 (17.4)	9 (11.3)	38 (47.5)	9 (11.3)	4.17	0.97 1

Source: Primary Data, 2023

Table 9 reveals that there is a misallocation of financial resources across various academic needs and projects in the school (Mean = 4.07; SDV = 0.132); and that there is a disconnect between external stakeholders, such as local authorities or community organizations, in terms of provision adequate financial support for academic activities (Mean = 4.05; 0.998). Table 7 further reveals that financial coordination doesn't significantly contribute to the overall improvement of teaching and learning environments (Mean = 4.17; SDV = 0.91). These scored the highest means and relatively low standard deviations respectively, thus, emerging as the key indicators for School Resources Coordination and Academic Performance for Cueibet County, Primary schools.

4.5 School Resources Control and Academic Performance

The third objective of the study was to examine financial-control practices determining academic performance of selected public primary schools in Cueibet

County. Financial-planning practices construct was measured using 5 items scored on a five-point Likert scale ranging from 5= Strongly Agreed, 4= Agree, 3= Not Sure, 2= Disagree, 1= Strongly Disagree and the findings are presented in Table 10

Table 10: School Resources Control and Academic Performance

Statement	Agree F (%)		Not Sure F (%)	Disagree F (%)		Mean	Std. Dev
	SA	A	NS	DA	SDA		
1. The school effectively monitors and controls spending to ensure efficient utilization of resources for academic purposes.	0 (0.0)	15 (18.7)	5 (6.3)	60 (75.0)	0 (0.0)	3.67	1.241
2. Mechanisms are in place to prevent and detect financial fraud or misappropriation of funds that could affect academic performance.	55 (68.7)	13 (16.3)	5 (6.3)	7 (8.7)	0 (0.0)	4.45	0.891
3. There is consistent tracking and reporting of financial performance and outcomes related to academic activities.	8 (10.0)	11 (13.7)	9 (11.3)	47 (58.7)	5 (6.3)	4.34	0.892
4. Internal audits are conducted regularly to assess the alignment of financial practices with academic goals.	15 (18.7)	10 (12.5)	11 (13.7)	33 (41.4)	11 (13.7)	4.12	0.873
5. There is a school financial control framework, which ensures the availability of necessary resources for effective teaching and learning.	27 (33.7)	9 (11.2)	10 (12.5)	21 (26.3)	13 (16.3)	4.64	0.627

Source: Primary Data, 2023

Table 10 reveals availability of mechanisms to prevent and detect financial fraud or misappropriation of funds that could affect academic performance (Mean = 4.45; SDV = 0.891) and that there is inconsistency in tracking and reporting of financial performance and outcomes related to academic activities (Mean = 4.34; SDV = 0.892). Table 8 further reveals irregularities in internal audits to assess the alignment of financial practices with academic goals (Mean = 4.12; SDV = 0.873) and that there is no school financial control framework to ensure availability of necessary resources for effective teaching and learning (Mean = 4.64; SDV = 0.627). These scored the highest means and relatively low standard deviations respectively, thus, emerging as the key indicators for School Resources Control and Academic Performance for Cueibet County, Primary schools.

4.6 Linear Regression Results and Hypotheses Testing

Multiple regression analysis was carried out to assess the overall effect of financial-planning practices, financial-coordination practices and financial-control practices on academic performance using adjusted R² statistics. The linear regression analysis was conducted to establish which among the dimensions of the independent variable was the most significant in determining the academic performance of selected public primary schools in Cueibet County, Gok State - South Sudan.

The linear regression results were also used to make a decision on the study hypotheses and are presented in Table 11.

Table 11: Linear Regression Analysis Results

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.635 ^a	.403	.388	.60188	
ANOVA ^a						
Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	38.349	3	9.587	26.465	0.000 ^b
	Residual	56.876	157	0.362		
	Total	95.225	161			
Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.170	.348		0.488	.626
	Fplanning_practices	.511	.097	.454	5.247	.000
	Fcoordination_practices	.026	.088	.023	.292	.771
	Fcontrol_practices	.433	.115	.311	3.770	.689
a. Dependent Variable: Academic Performance						
b. Predictors: (constant) Fplanning_practices, Fcoordination_practices, Fcontrol_practices						

P < 0.05

Source: Primary data

Table 11 shows a coefficient of determination (R-square) of 0.403 at a significance level of 0.000 indicating that academic performance was 40.3% at a standardized error of estimate of 0.60188. The correlation coefficient (R= 0.635 or 64%) indicated the

strength of the association between Financial planning practices, Financial Coordination Practices, and Financial Control Practices taking into considerations all interactions among the study variables. The adjusted R^2 of 0.338 or 34% was the variance in the level of academic performance explained by Financial planning practices, Financial Coordination Practices, and Financial Control Practices putting into consideration all the variables and the sample size of the study. The remaining variance of 66% is explained by other factors other than financial planning practices, financial coordination practices, and financial control practices.

The standardized coefficient statistics revealed that, Financial planning practices ($\beta = 0.454$, $t = 5.247$, $p = 0.000$) is the only significant factor determining the academic performance among selected public primary schools in Cueibet County, Gok State - South Sudan, among the factors considered in this study. Financial Coordination Practices ($\beta = 0.023$, $t = 0.292$, $p = 0.771$), and Financial Control Practices ($\beta = 0.311$, $t = 3.770$, $p = 0.689$) were statistically insignificant in determining academic performance among selected public primary schools in Cueibet County, Gok State - South Sudan among the factors considered in this study as their P values were greater than 0.05 ($P > 0.05$).

Table 4.8 also presents the analysis of variance (ANOVA). The findings reveal that on average, the mean score on the factors determining academic performance tended to differ significantly. With the computed F-statistic ($F=26.465$) large enough as its accompanying P-value = $0.000 < 0.05$. Thus, since the significance or p-value, 0.000 is less than $\alpha = 0.05$, then at 5% level of significance, it is deduced that the computed or observed F is large enough to infer that the responses differed significantly. This means that even when the selected public schools in Cueibet County, Gok State - South Sudan have good financial planning practices, and even when there is money granted to them to run the schools, this alone is not good enough to foster the selected schools better academic performance.

The findings reveal that School's financial planning lacks active involvement of teachers and administrators, neglecting specific needs of programs and subjects, and causing disconnect between financial goals and objectives.

Findings also reveal misallocation of resources in schools, disconnect between external stakeholders, and inadequate financial support hindering overall improvement in teaching and learning environments.

The findings further reveal inconsistent financial performance tracking, irregular audits, and lack of school financial control framework hindering effective teaching and learning, affecting academic outcomes and alignment with goals. Priority should therefore be given to improve the selected schools financial coordination and control practices towards academic performance of the selected public primary schools.

4.6.1 Testing of hypotheses

The first study hypothesis was “Financial Resources planning significantly influence the academic performance of selected primary schools.” According to Table 4.8, Financial Resource planning yielded a β value of 0.511, t value of 5.247 with a significance of 0.000 indicating that Financial Resources planning is a significant factor in determining academic performance. The study thus, upholds the hypothesis that Financial Resources planning significantly influence the academic performance of selected primary schools.

The second study hypothesis was Financial Resources Coordination practices significantly influences the academic performance in the selected primary schools.” According to Table 4.8, Financial Resources Coordination yielded a β value of 0.026 and t value of 0.292 with a significance of $p = 0.771$ indicating that Financial Resources Coordination practices were insignificant in determining academic performance among the selected public primary schools. The study therefore fails to uphold the hypothesis that Financial Resources Coordination Practices significantly determine academic performance among the selected primary schools.

The third study hypothesis was “Resources control practices significantly determines the academic performance in the selected primary schools.” According to table 4.8, Resources control practices yielded a β value of 0.433 and t value of 3.770 with a significance of $p = 0.689$ indicating that Resources control practices were insignificant in determining academic performance in the selected public primary

schools. The study therefore fails to uphold the hypothesis that Resources control practices significantly determines the academic performance in the selected primary schools.

Chapter Five

Discussion of Results

5.0 Introduction

This chapter presents the discussions of results of the study on the financial resources management practices and academic performance in selected primary schools of Cueibet County in Gok State, South Sudan based on the study findings. The discussion of findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report.

5.1 Discussion of Findings

The discussion of results is done based on the findings presented in chapter objective by objective as follows:

5.1.1 Academic Performance

The study assessed academic performance in selected public primary schools in Cueibet County, Gok State, South Sudan, using several indicators including: Passing Rate in Internal Examination; Grades in National Examinations; Completion Rate of Pupils; Relevance of Learning Experiences; and Number of Active School Days.

Findings revealed: relatively low passing rate of pupils in internal examinations; poor grades in national examinations; low completion rate of pupils in these schools; learning experiences considered irrelevant to national human resource development; and reported low number of active school days.

The findings highlight several challenges in academic performance within the selected public primary schools in Cueibet County. Firstly, the low passing rates and poor grades in national examinations are indicative of subpar academic outcomes, reflecting the challenges faced by many schools in low-resource settings (Atit, 2017). These results are consistent with the literature, which highlights that inadequate resources and poor infrastructure can hinder academic achievement (Ezealor, 2019). Secondly, the low completion rates of pupils in these schools are in line with the literature that emphasizes the importance of creating a conducive learning environment to retain students and ensure they complete their education (Chand, 2017). It suggests that factors beyond academic performance, such as school

infrastructure and support systems, play a role in student retention. Thirdly, the perceived irrelevance of learning experiences to national human resource development is a significant concern. This finding is consistent with the literature that underscores the importance of aligning education with the needs of the job market (Atit, 2017). To improve academic performance, schools should consider curricular reforms that better prepare students for the local job market. Lastly, the low number of active school days may negatively impact academic performance, as instructional time is crucial for learning (Okoth, 2021). This finding resonates with the literature, which emphasizes the importance of sufficient instructional time for student achievement (Chand, 2017).

5.1.2 School Financial Resources Planning and Academic Performance:

Consistent with literature (Okoth, 2021; Atit, 2017), the study findings revealed that financial planning practices significantly influenced academic performance in the selected public primary schools. According to Okoth (2021), strategic financial planning in schools involves developing comprehensive budgets that allocate resources adequately for academic activities. This practice was observed to have a positive impact on academic performance, indicating that schools that plan their finances well are better positioned to support educational programs and achieve better academic outcomes.

5.1.3 School Financial Resources Coordination and Academic Performance:

Regarding financial coordination practices, the study found that these practices were not statistically significant in determining academic performance among the selected public primary schools. This result contradicts some of the literature reviewed in Chapter Two, which stressed the importance of effective coordination in optimizing resource use and improving academic outcomes (Atit, 2017). According to Atit (2017), effective financial coordination involves ensuring that resources are allocated appropriately across various academic needs and projects. However, the study identified misallocation of financial resources and a lack of adequate financial support from external stakeholders. These findings suggest that the financial

coordination practices in the selected schools may not be aligned with the best practices emphasized in the literature.

5.1.4 School Financial Resources Control and Academic Performance:

Regarding financial control practices, the study found that these practices were also not statistically significant in determining academic performance among the selected public primary schools. This result contrasts with some of the literature reviewed in Chapter Two, which highlighted the importance of internal controls, audits, and financial management in ensuring efficient resource utilization and improving academic outcomes. According to some of the literature (Ezealor, 2019; Chand, 2017), consistent tracking and reporting of financial performance and outcomes related to academic activities are essential for aligning financial practices with academic goals. However, the study revealed inconsistent financial performance tracking, irregular audits, and a lack of a school financial control framework, indicating that the financial control practices in the selected schools may not align with the best practices emphasized in the literature.

In summary, the findings show the importance of aligning financial management practices with academic objectives in primary schools. While financial planning was found to be significant, financial coordination and control practices did not show the same level of significance. This suggests that there may be specific challenges or shortcomings in the coordination and control mechanisms in the studied schools, which warrant further investigation and potential improvements in alignment with best practices in educational finance management.

Chapter Six

Conclusion and Recommendations

6.0 Introduction

This chapter contains the conclusion of findings and recommendations of the study as presented in chapter four in order to establish whether the objectives of the study were achieved, to answer the research questions. These follow the sequence of research questions as developed from the research objectives. The areas for further study are equally presented in this chapter.

6.1 Conclusions

From the findings and discussion in chapter four and five respectively, the following conclusions were drawn.

i. School Financial Resources Planning and Academic Performance:

The significant correlation between financial planning practices and academic performance indicate that effective allocation and utilization of financial resources directly contribute to improved student outcomes. Schools with robust financial planning processes had better access to essential resources such as textbooks, classroom materials, and teacher training programs, which are essential for enhancing learning experiences.

ii. School Financial Resources Coordination and Academic Performance:

Poor financial resource coordination, characterized by misallocation of resources and limited external stakeholder engagement, negatively impacts teaching and learning environments. To improve academic performance, there is a need for more effective coordination of financial resources across various academic needs and projects, along with clear communication channels between the financial department and academic staff.

iii. School Financial Resources Control and Academic Performance:

Weaknesses in financial control practices, such as irregular internal audits and the absence of a financial control framework, hinder the efficient utilization of resources for academic purposes. To enhance academic performance, schools should establish mechanisms to prevent and detect financial fraud, ensure consistent tracking and

reporting of financial performance related to academic activities, and implement a robust financial control framework to ensure the availability of necessary resources for effective teaching and learning.

6.3 Recommendations

6.3.1 Policy Recommendations

- i. To enhance financial resource planning in Cueibet County's public primary schools, it is recommended to implement comprehensive strategies that prioritize educational needs. This involves regular assessments to identify essential resources, budget allocation to meet these needs, and long-term financial plans with future projections and funding sources. Engaging stakeholders, including parents, teachers, and local officials, in the planning process ensures alignment with educational goals.
- ii. To improve financial resource coordination in Cueibet County's public primary schools, it is recommended to establish mechanisms for effective fund allocation and utilization. This includes forming a resource allocation committee with representatives from finance, academic staff, and stakeholders, developing clear communication channels, implementing regular monitoring and evaluation systems, and fostering partnerships with external stakeholders like NGOs and private sector entities.
- iii. To strengthen financial control practices in Cueibet County's public primary schools, robust frameworks must be established to ensure efficient resource use and prevent mismanagement. This includes regular internal audits, comprehensive financial control policies, and training for financial managers on best practices. Fraud prevention mechanisms like whistleblower policies, and consistent tracking and public reporting of financial performance, are also essential to promote transparency and accountability.

6.3.2 Areas of Further Research

i. Financial Planning and Academic Performance:

The current study primarily focused on the overall impact of financial planning practices on academic performance. It did not delve into specific financial planning strategies or their implementation.

A future study could investigate the effectiveness of specific financial planning strategies in improving academic performance. For example, researchers could examine how the implementation of outcome-based budgeting or performance-based budgeting influences student outcomes in primary schools. This would provide actionable insights into the most effective financial planning approaches.

ii. Financial Resource Coordination and Academic Performance:

The current study considered the coordination of financial resources broadly but did not delve into the role of external stakeholders, such as parents' associations, in detail.

Further research could explore the dynamics between external stakeholders, like parents' associations or local authorities, and schools in coordinating financial resources. This study could investigate how parental involvement in financial decision-making impacts academic performance and the quality of education in public primary schools. Such research would help clarify the extent to which community engagement influences educational outcomes.

iii. Financial Resource Control and Academic Performance:

The current study examined financial control practices but did not investigate the specific mechanisms that contribute to financial fraud or misappropriation of funds in educational institutions.

Future research could focus on understanding the factors contributing to financial fraud or mismanagement in schools. This study could explore the role of internal controls, auditing processes, and governance structures in preventing financial

misconduct. By identifying vulnerabilities and weaknesses, it can propose effective strategies and policies to enhance financial resource control in educational institutions.

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Appendix A: Consent Form

Guidance for the Participants: I am Sabit Job Reec, a student researcher of Uganda Christian University. This research study is being undertaken to assess the ‘School Financial Management Practices and Academic Performance in Selected Primary Schools of Cueibet County, Gok State, South Sudan’. Ensuring everyone to adhere to the COVID-19 health guidelines especially social distance and wearing a face mask. Ensure you have a sanitizer for you and probably your respondent where applicable.

Seeking Consent: Before the filling the questionnaires starts, request for the participants to first consent to participant in this study (fill the consent form). In case one of the participants decline to participate, politely inquire for the reason why and you have to document it before excusing him/her.

Confidentiality: Ensure the participants that the answers they will provide shall be confidentially treated. It shall only be used for study purpose and authorized people may be only to access them.

Benefits and Risks: The findings may be beneficial to the selected primary schools in Cueibet County, Gok State, as well as South Sudan as whole. This study has no anticipated risks that may occur as a result of your involvement in the research.

Voluntary Consent: Your participation or involvement in this study is fully out of your good will. This study will be fully carried out when you accept right now. Get informed that no legal implication or any other form of punishment that may be given to you when you decline to take part in this research. More required information, contact the Principal Investigator: Sabit Job Reec on -----

Consent Statement: I, the respondent, have been well informed about this research and its purpose. I am willing to participate in fully giving them the necessary or required information. I am well informed of the voluntary participation, confidentiality and other concerns related to voluntary consent.

Date of the Interview ----- Consent to Interview Yes/No

Participants Name ----- Signature -----

-

APPENDIX B: Questionnaire for Teachers and Members of SMC/PTA

Dear respondent, my name is Sabit Job Reec. I am carrying out a study to examine School Financial Management Practices and Academic Performance in Selected Primary Schools of Cueibet County, Gok State South Sudan in partial fulfillment of the requirements for the ward of the degree of **Master of Education Planning and Administration of Uganda Christian University**. Your vast experience regarding the issue of at hand is the basis for your selection to participate in this study as a respondent. Kindly provide the most appropriate information as indicated in the questionnaire based on your experiences. The information provided shall be used for academic purpose only and will be treated with utmost confidentiality.

If you agree please tick the box and proceed to section I

If you decline, do nothing and return the questionnaire to the researcher.

Thank you in advance.

Yours truly,

Signed _____

SABIT Job REEC

Section I: Background Information

01	My Sex	Male Female	1 2
02	My Educational qualification	Certificate Diploma Bachelors Masters PhD	1 2 3 4 5
03	For how long have you been in this school?	1- 5 years 6 - 10 years 11- 15 years 16 and above years	1 2 3 4

Section II: School resources planning and academic performance (circle as Appropriate)

Indicate the extent to which you agree with the following observations on School resource planning and academic performance on a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree

School Resource planning	Scale
--------------------------	-------

	5	4	3	2	1
1. The school has a strategic plan that clearly define its activities					
2. The school has streamlined budget's that clearly specify its priority needs in key learning areas					
3. The school always carry out preliminary assessment that clearly define its goals					
4. The school has documentation to avoid deviating from planned activities in active school days					
5. The school has a strategic plan that clearly define allocation of funds to the departments					

Section III: School resources coordination and academic performance (circle as Appropriate)

Indicate the extent to which you agree with the following observations on School resource planning and academic performance on a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree

School Resource Coordination	Scale				
	5	4	3	2	1
1. The school has a School Management Committee that clearly coordinate and monitor its daily activities					
2. The school has to set indicators that clearly define its activities					
3. The school has a School Management Committee that clearly make teachers adhere to daily tasks					
4. The school has established administrative units to regulate pupils academic discipline					
5. There is School Management Committee in schools to clearly drives teachers to develop self-motivation for better work standards					

Section IV: School Resources Control and Academic Performance in the selected primary schools of Cueibet County (circle as Appropriate)

Indicate the extent to which you agree with the following observations on School resource planning and academic performance on a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree

School Resource Control	Scale				
	5	4	3	2	1
1. The school has risk control measures that clearly focus on its goals/planned activities					
2. The school has proper channels of feedbacks that builds teachers confidence.					
3. The school carry out supervision that clearly define its activities					
4. The school has monitoring approach that clearly influence the quality of teaching					

5. The school has a medium control plans that clearly define its resource allocation						
--	--	--	--	--	--	--

Section V: Academic Performance

Indicate the extent to which you agree with the following observations on School resource planning and academic performance on a scale of (1) = strongly disagree, (2) = disagree, (3) = not sure (4) = agree (5) = strongly agree

Academic Performance	Scale				
	5	4	3	2	1
1. The completion rate of pupils in this school is very high					
2. Passing rate of pupils in internal examination is good					
3. There is better grades in national examinations in this school					
4. The school has 5 number of active school days					
5. The learning experiences is relevant to national education					

Thank You Very Much for Your Response

Appendix C: REC Approval



UG-REC-026 Approval Version 4.0

07th February, 2023

07th February, 2023

Sabit Job Reec
C/o, Uganda Christian University,
P. O. Box 4, Mukono
Tel. +211921810804.
Email: sabitreec@gmail.com

UG-REC-026 APPROVAL NOTICE

To: Sabit Job Reec, Principal Investigator

Re: UCU-REC Application titled; **Financial Management Practices and Academic Performance in Selected Primary Schools of Cueibet County, Gok State, South Sudan.**

Application Number: UCU REC-2022-395-13

Version: 4.0

Type: Initial Review
 Protocol Amendment
 Letter of Amendment (LOA)
 Continuing Review
 Material Transfer Agreement
 Other, Specify:



I am please to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 07th February 2023, to 07th February, 2024.

This research is considered minimal risk category.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes.

1 of 2

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The REC application number assigned to the research should be cited in any correspondence.

3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. **Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 07th February, 2024 in order to continue the study beyond the approved period.** Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are **not** required to get clearance since you are a Masters degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC _026:

	Document Title	Language	Version	Version Date
1.	Research Proposal	English	1.0	2022-01-19
2.	Informed Consent Form	English	2.0	2022-01-19
3.	Data Collection Tools	English	1.0	2022-01-19

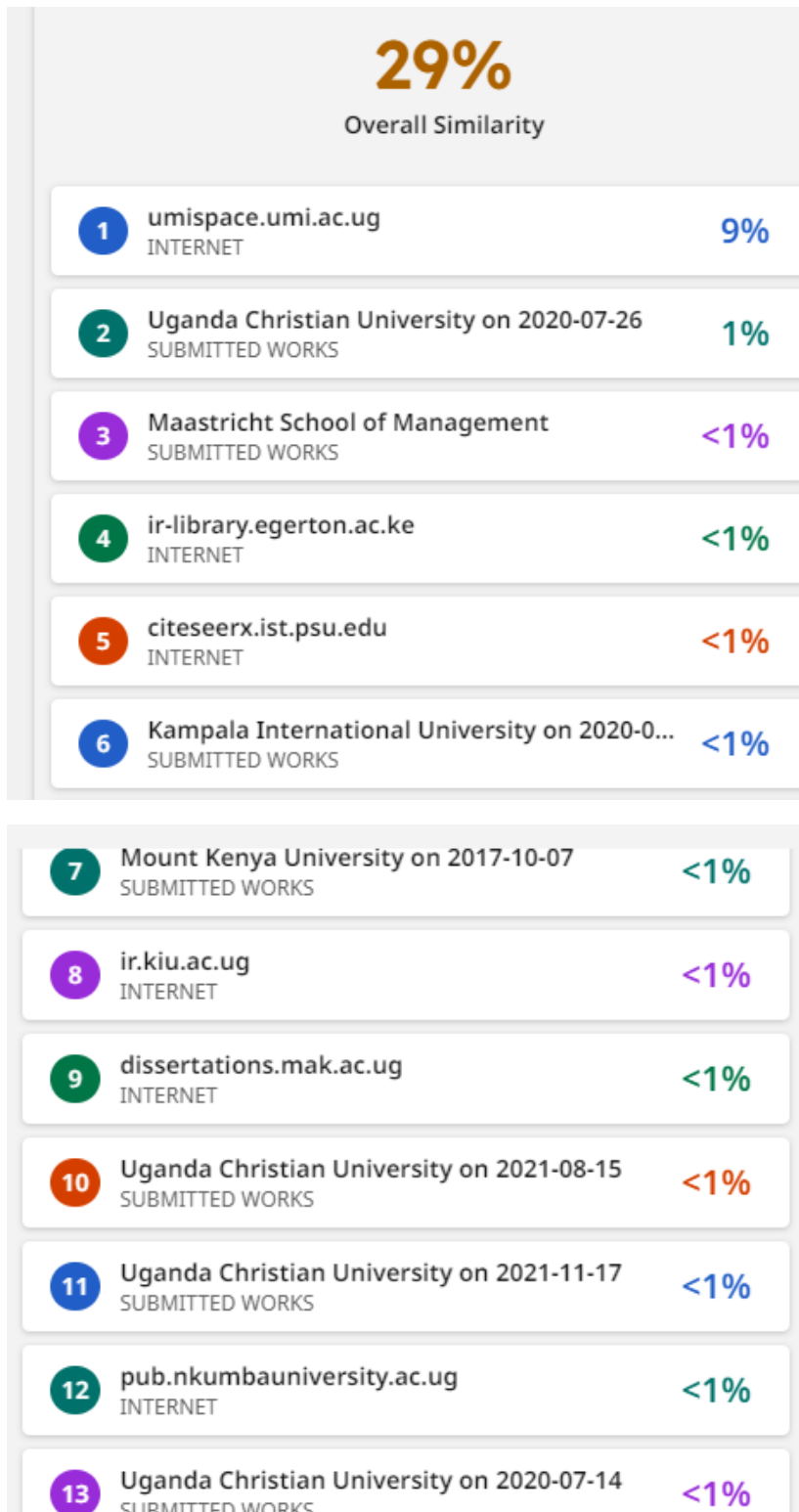
Signed and Stamped



Prof. Peter Waiswa.
UCUREC Chairperson,
pwaiswa@musph.ac.ug



Appendix D: SUMMARY OF PLAGIARISM REPORT



14	Uganda Christian University on 2020-08-04 SUBMITTED WORKS	<1%
15	Uganda Technology and Management Uni... SUBMITTED WORKS	<1%
16	ir.kabarak.ac.ke INTERNET	<1%
17	ir.mu.ac.ke:8080 INTERNET	<1%
18	repository.kemu.ac.ke:8080 INTERNET	<1%
19	Kampala International University on 2022-... SUBMITTED WORKS	<1%
20	repository.out.ac.tz INTERNET	<1%
21	erepository.uonbi.ac.ke INTERNET	<1%
22	dspace.unza.zm INTERNET	<1%
23	etheses.whiterose.ac.uk INTERNET	<1%
24	ijssrm.in INTERNET	<1%
25	www.onlinejournal.in INTERNET	<1%

26	Muni University on 2023-08-23 SUBMITTED WORKS	<1%
27	Kenyatta University on 2019-06-12 SUBMITTED WORKS	<1%
28	Uganda Christian University on 2020-12-01 SUBMITTED WORKS	<1%
29	Uganda Christian University on 2022-05-16 SUBMITTED WORKS	<1%
30	Kenyatta University on 2021-01-19 SUBMITTED WORKS	<1%
31	Uganda Christian University on 2022-06-10 SUBMITTED WORKS	<1%
32	Kenyatta University on 2017-09-30 SUBMITTED WORKS	<1%
33	Asia e University on 2021-03-31 SUBMITTED WORKS	<1%
34	Kampala International University on 2019-... SUBMITTED WORKS	<1%
35	ir.cut.ac.za INTERNET	<1%
36	Mount Kenya University on 2018-10-22 SUBMITTED WORKS	<1%
37	Higher Education Commission Pakistan on... SUBMITTED WORKS	<1%

38	Kenyatta University on 2016-11-17 SUBMITTED WORKS	<1%
39	etd.uum.edu.my INTERNET	<1%
40	The University of the South Pacific on 2019... SUBMITTED WORKS	<1%
41	www.lasueduconference.com.ng INTERNET	<1%
42	Gail B. Werrbach, Elizabeth DePoy. "Workin... CROSSREF	<1%
43	International Health Sciences University o... SUBMITTED WORKS	<1%
44	ir-library.ku.ac.ke INTERNET	<1%
45	Kenyatta University on 2016-04-21 SUBMITTED WORKS	<1%
46	researchspace.ukzn.ac.za INTERNET	<1%
47	tycomputer.com.ng INTERNET	<1%
48	ugspace.ug.edu.gh INTERNET	<1%
49	International Health Sciences University o... SUBMITTED WORKS	<1%



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UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 01/05/2024

Name of Candidate: SABIT JOB REEC Reg.No: RJ20M06/017

Title of Dissertation: EXAMINING FINANCIAL MANAGEMENT PRACTICES BEHIND ACADEMIC PERFORMANCE IN CHOSEN PUBLIC PRIMARY SCHOOLS WITHIN CUEIBET COUNTY, GOK STATE, SOUTH SUDAN

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Missing tables you used to run a regression	These have been included in the presentation as required	Slide 14 & Page 35
2	Missing conceptual framework in the presentation	The framework has been added to the presentation	Slide 10 and page 17
3	Why was financial coordination & control insignificant	The results of the regression analysis indicate that financial planning practices ($\beta = .454, p < .001$) and financial control practices ($\beta = .311,$	Slides 15-17, Pages 35-36

		$p < .689$) have a insignificant relationship with academic performance. However, coordination practices ($\beta = .023$, $p = .771$) did not show a significant relationship with academic performance.	
4	At what levels were you looking academic levels	Academic performance was measured using a standardized coefficient (Beta) in the regression model. The assessment of performance was based on the dependent variable (Academic Performance). It was based on existing grading systems or standardized testing methods used by the schools included in the study.	Slide 15, & Page 35
5	How did you relate financial management to academic performance?	The researcher hypothesized that schools with effective financial planning, coordination, and control practices (as predictors of academic performance) would allocate resources more efficiently, leading to better educational outcomes.	Slide 15, Page 35
6	Why did you focus on motivation and teacher performance other than money.	The researcher focused on motivation and teacher performance instead of money because they recognized that factors such as teacher engagement, quality of teaching, and community involvement are crucial for improving academic outcomes in Cueibet County, Gok State, South Sudan, where financial resources are limited. They aimed to understand how these factors directly impact educational quality within resource constraints.	Pages 38-40
7	Did you make assumption because you have financial management, teacher, and the learner you have to convince	The researcher found a significant positive relationship between financial planning practices and academic performance in public primary	38-39

	people how all these are related in the findings and how they are related.	schools in Cueibet County, Gok State, South Sudan. Effective financial planning was associated with better educational outcomes. However, the study did not find a significant relationship between financial control practices and academic performance, nor did coordination practices within schools show a significant relationship with academic performance. These findings indicate that while financial management is important, it is not the sole determinant of academic success. Teacher effectiveness and student engagement also play crucial roles in improving educational outcomes.	
8	How did you use the stratified sampling? Which groups did you have ?	For the Parents' Teachers Association (PTA), a stratified sampling technique was used. Schools were divided into strata based on factors such as urban/rural location and income level. Within each stratum, a proportional number of PTAs were selected randomly, ensuring representation across different socioeconomic backgrounds.	Page 25
9	How did you analyse the quantitative data? You got the p-values how did you get them?	Quantitative data from the questionnaires was analyzed in form of descriptive and inferential statistics such as Beta and P-values using the Statistical Packages for Social Scientists (SPSS) program and presented in form of tables.	Page 27, 29-37
10	How did you analyse the qualitative data? You did not present it.	The study used only quantitative data only	Page 27
11	How do at least one practice affect grading?	The significant correlation between financial planning practices and academic performance indicate that effective allocation and utilization of financial resources directly contribute to	Slide 17 & Page 41

		improved student outcomes. Schools with robust financial planning processes had better access to essential resources such as textbooks, classroom materials, and teacher training programs, which are essential for enhancing learning experiences	
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SABIT JOB REEC
Candidate's Name



Signature

Mukisa Simon Peter
Supervisor's Name



Signature