School based management As approach for the development of school management.

Hany R. Alalfy

Deanship of development and Quality, Hail University, Hail, Kingdom of Saudi Arabia.

ABSTRACT

The studyaimed to determine the application of the requirements of school based management,**the study used**adescriptive method , **the study found** that requirements of school based management application as following to involve external customers in the school administration and changing roles of school management , teachers, administrators and students in school, the study recommended the need to present training courses to school leaders, teachers, administrators and students to let them know the definition and mechanisms of applying the school based management .

Key words : school based management, school, application .

Introduction

Education is a training process and a knowledge development, skills, thinking's and character. understanding of education refers to a concept which illustrates that education has properties and targets are human . An effort the education autonomy, one of them can be done through initiatives community and involvement community. At the moment, where decisions relating to the education management were taken and relies on the school and community. This is according to a new paradigm in the schools management through the School -Based Management (SBM).(Jalaluddin; Azwir; Akmal, Nurul,2015)

To improve performance, the school organization has developed school-based management. Implementation School-Based Management in the school and its application in the field include: 1) Management of curriculum and learning programs, 2) Management of educators, 3) student management, 4) financial management, 5) Management of educational facilities, 6) Relationship management school with the public, and special services management (Mulyasa, 2002).

SBM has been considered as a management trend effecting school improvements in both developed and developing countries. For instances, SBM policy with the formation of mandatory school councils for decision making has become the best approach in the Anglo-Saxon countries including the USA, the UK, Australia, and New Zealand for creating partnership and participatory decision making; changing school culture; providing better teaching-learning environments, which lead to improved student achievements. Blank, M.J. (2004),

Literature Review

The school-based management as a model management which given authority to the school for the school's management with is appropriate with of their potential, demands and needs the school.(Jalaluddin; Azwir; Akmal, Nurul ,2015)
defenition of School-Based Management
School-Based Management (SBM) is a strategy to create an effective and productive school. School-based management is one of the existence of educational reform that gives autonomy to schools to organize life according to their potential, demands, and requirements.(Cheng, Y. C. ,1993).

the concept of School-Based Management (SBM) to power the schools include decisions about curriculum and learning management; recruitment and management of education personnel; and financial management of the school. School-Based Management (SBM) is an idea about making decisions that placed education at the state closest to learning, i.e. school. Empowerment schools by giving greater autonomy, in addition to providing a good service to the needs of their community in education effectiveness, quality and so on.(Cheng, Y. C. ,1993).

School-based management (SBM) can be regarded as a model of autonomy (authority and responsibility are greater to school), giving flexibility to school, encouraging to participate as directly from the school community (teachers, students, principals, employees) and society (parents, leaders community, scientists, entrepreneurs) and improving the schools quality based on national education policy and legislation. MBS is a education reform form in principle, schools obtained liability (responsibility), authority (authority) and high accountability in improving the performance for each stakeholder (Jalaluddin; Azwir; Akmal, Nurul,2015).

SBM is the decentralization of authority to the school level. It involves the transfer

of responsibility and decision-making over school operations and school management to principals, teachers, parents, sometimes students, and other school community members. The school-level actors, however, have to conform to, or operate within, a set of centrally determined policies (Paul Gertleretal ,2007).

School-based management is a structure and a process that allows greater building level decision making related to some or all of the areas of instruction, personnel, budget, policy, and other matters pertinent to local school building governance; and it is a process that involves a variety of stakeholders in decisions related to the local, individual school.(Jerome G. Delaney,2015)

Characteristics of -school-based management

Some Of the most important Characteristics of school-based management as following :(David, J.L.,1989,Wong, Evia O W,2003)

1.   a clear vision, underpinned by a set of values which will guide its policies, procedures and practices;
2.   a strong focus on the student outcomes to improve both curriculum and teaching practices; and
3.   a strong alliance of stakeholders, including parents, teachers and community members, working in partnership to develop the potential of each and every student to the fullest extent.
4.   School is the major decision making unit. Decision should be made at the frontier of school functioning, therefore school autonomy on finance and management should be increased and the control from the central office should be reduced.
5.   Ownership is the major requirement of school reform. Effective reform does not rely on external procedure but it needs mainly the participation of members concerned to share decision making.
6.   SBM involves decentralization of decision making from the Education Department to schoolregarding personnel procedures, financial matters and the design and delivery of the curriculum.

Leadership style for SBM

effective leadership has to constitute the following major elements:

Vision, mission and goals

The school leader has an overview of the schoolas well as the environment. By assessing both the internal and external factors, he/she has to identify the challenges to the schooland create a shared vision like hope, aspirations, direction, purposes, principles, and rationale.(Wong, Evia O W,2003)

Under the SBM, each schoolhas to set up mission and goals as well. With the autonomy and flexibility in finance and personnel issues, the schoolleader has to set up effective personnel policies incorporating recruitment, professional development, performance and staff appraisal system, reward and compensation, deployment and work allocation, and exit policy. Besides, he/ she has to establish

resource policies embracing the establishment of block grant, information technology strategy, library resource facilities, building maintenance and management, community resource, parental contribution and revenue generation. In view of the instructional policies, he/she has to establish his/her school's own curriculum, assessment criteria, non-formal education, time allocation, homework policy, and student support. He/she has to develop an annual schoolplan incorporating goals, priorities and specific performance targets relevant to measuring the achievement of goals. .(Wong, Evia O W,2003)

Besides setting direction and strategy for the school , he/she has to institute its identity enabling the school to take with it into the future those best aspects of the past; initiative tapping into the creative capacity of staff; and integrity promoting open, honest, authentic and full communication (Champy and Nohria, 1996).

He/she promotes coherence through aligning activities and people to the school's direction. The main messages of the schoolhave to be disseminated so as to have commitment and participation of every member of staff to the objectives and direction of the school .

Effective factores in school-based management

(Heifetz and Lawrie, 1997, Wong, Evia O W,2003)referred to three Effective factores in school-based management as follows :

   1. **Change and strategic thinking**

To sustain the school reforms, an effective school leader has to foster a context and culture that is conducive to the change. He/ she legitimates and sets the content and direction of change. School-based management requires each school to set priorities, select and continuously develop staff, allocate resources, adopt appropriate curriculum and teaching practices, and measure performance in ways which meet the mixed learning needs of the students.

   2. **People**

SBM promotes bottom-up initiatives. It encourages decision making by people who work directly with and are most familiar with the needs of the students. It also involves building new relationships among stakeholders.

   3. **School culture**

Promoting and setting a learning culture in SBM context is one of the most intriguing roles of the school leader. A learning culture allows its people to behave as proactive problem solvers and learners while a learning leader believes in its people and their ultimate good human nature.

School-based management aims

(Jalaluddin; Azwir; Akmal, Nurul,2015)referred that the aims of MBS are to improve school performance through the authority provision and greater responsibility of schools that implemented based on principles of management's school, namely participation, transparency and accountability. MBS has a greater potential in creating Headmaster, teacher and business education system (administrator) in a professional manner. Therefore, success in achieving superior performance will be largely determined by information factors, knowledge, skills and incentives (reward) is oriented to quality, efficiency and school independency.

(Harry Anthony et al, ,2015)explained that the purpose of the School-Based Management is:
  1. increasing the participation of parents and communities in schools;
  2. empowering principals and teachers;
  3. building local level capacity;
  4. creating accountability mechanisms for site-based actors and
  5. improving the transparency of processes by devolution of authority.
  6. Improving quality and efficiency of schooling, thus raising student achievement levels.
  7. Only recently has SBM been adopted as a mean to an end, which is providing good quality education to students and improving school management, transparency, and accountability.

Requirements of implementation of School Based Management

Some requirments of implementation of School Based Management (SBM) in order to be effective, among which are: (Hadijaya, Yusuf.,2015)

1. From the beginning, government (central and local) should be supportive of the idea SBM. They must trust the principals andschool committee to determine how to achieve the education goals in each school.
2. It is important to have a written agreement, which contains detailed roles and responsibilities of local boards of education, local education authorities, principals, and school committees. The agreement should clearly state standards that will be used as the basis for school accountability ratings. Each school needs to prepare annual performance reports that include "how well the school in its efforts to achieve the goals and objectives, how the school uses its resources, and what the next plan."
3. Require training in areas such as group dynamics, problem solving, decision making, conflict management, presentation techniques, stress management, as well as interpersonal communication within the group. This training is intended for all those involved in school and community activites, especially in the early stages of the implementation of SBM. To meet the challenges, the principal will most likely require additional leadership training.

Assumptions of theory in effective SBM

there are six assumptions based on SBM theory as following :

(Shatkin, A.L. and Gershberg, I. (2007), Rodriguez, T.A. and Slate, J.R. (2005), Pritchard, R.J., Morrow, D. and Marshall, J.C. (2005), Blank, M.J. (2004),Gamage, D.T. (1994b),

1. The first assumption is that the devolution or transfer of both authority and responsibility needs to be effected by a legislative enactment.
2. The second assumption is that a school council shall consist of all relevant stakeholders such as the principal or the head teacher and the representatives of staff (both teaching and non-teaching), parents, local community .
3. The third assumption is the heavy reliance on the voluntary participation of the parents, community, and student representatives in the process of policy formulation in governing the school.
4. The fourth assumption is that the lay councilors, with appropriate induction and training, will acquire sufficient knowledge to function as equal partners.
5. The fifth assumption is that because of dezoning, schools need to function in an interesting and effective mode that can improve their image in a similar way to the reputation of a private/public enterprise. Such an image will help attract high levels of school enrollments.
6. The sixth assumption is that SBM would be cost-effective because the ownership of the policies and higher levels of commitment lead to minimization of costs and better utilization of limited resources.

DIFFERENCES OF ROLES

 There are differences between school-based management and external control management in terms of the roles of school, central authority, administrators, teachers and parents. They are discussed as follows:(Cheng, Yin Cheong,1993)

- **Role of school**. School-based management aims at developing students, teachers and the school according to the school's own characteristics, therefore the role of the school is " initiative-developing style" with focus on teachers' effective teaching and students' effective learning.
- **Role of education department**. the role of education department. is only "supporter and advisor" who helps schools to develop their specific resources and speciality to carry out effective teaching activities.

- **Role of administrators**.   the role of school-based administrators is "goal developer and leader", "manpower starter and co-ordinator" and also "resources developes". They develop new goals for the school according to its situation and needs and lead school members to proceed toward their goal with full collaboration and involvement in school functioning. They also broaden their resources to promote school development

- **Role of teachers**. the role of teachers in such schools is "partner", "decision maker" and "developer". They work together with shared commitment and participate in decision making to promote effective work and develop their schools with enthusiasm.

- **Role of parent**.   The role of parents is "partner" and "supporter". They can participate in the schoolprocess, educate individual students co-operatively, put efforts into assisting the healthy development of the school by contributing resources and information, support and protect the school in time of difficulties and crisis.

Elements of SBM

There are four Elements of SBM as following : Michael Full an , Nancy Watson(1999)

1. The first element is to maintain and develop decentralization policies (such as SBM and local agency responsibilities).

2. The second aspect, local capacity-building, does just that. Here the investment is in policies, training, professional development, ongoing support, etc. in order to develop the capacity of schools and communities to pursue and sustain improvement at the local level within a national context of policies.

3. Third, a rigorous external accountability system must be built into the infrastructure. The external accountability system generates data and
procedures that make this more likely and more thorough. However, such a system must be primarily based on a philosophy of capacity-building, i.e., a philosophy of using 'assessment for learning' and otherwise enabling educators to become more assessment literate.

4. Fourth, ideas are important; scientific breakthroughs about learning are on the rise; innovations are being attempted around the world. Therefore, the stimulation of innovation must be a strong feature of the infrastructure. Investments must be made in research, development, innovative networks, etc., so that the marketplace of educational ideas is constantly being stimulated.

The importance of School-based management

According to the American Association of School Administrators (AASA), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), and other sources, school- based management can:

1. Allow competent individuals in the schools to make decisions that will improve learning;
2. Give the entire school community a voice in key decisions;
3. Focus accountability for decisions;
4. Lead to greater creativity in the design of programs;
5. Redirect resources to support the goals developed in each school;
6. Lead to realistic budgeting as parents and teachers become more aware of the school's financial status, spending limitations, and the cost of its programs.
7. Improve morale of teachers and nurture new leadership at all levels.

Structure of School-based Management

The corresponding national or regional education offices may still establish the general goals and broad policies for the district and the schools. However, school management councils may be created at each school level (comprised of the principal, representatives of teachers, students and parents) that will conduct needs assessment and develop plan of action.

Right from the start, principals and management councils must be entrusted on how to implement the district's goals at the individual schools. Agreements, plans can be drafted to clearly set the responsibility and accountability at all levels. On the other hand, annual reports will show stakeholders how the school has performed against its set goals and plans.

In the early years of implementation, it is important that all stakeholders be oriented or trained in areas of leadership, decision-making, problem solving, and teamwork to help them successfully implement school-based management.

The System will focus efforts in strengthening support systems of the DepED on School-Based Management through improved educational planning and management. This has sub-components created to attain this goal.

The requirements of application the school based management

The transition to SBM entails large-scale change in schools , so the important requirements in SBM as following :(Priscilla Wohlstetter and Susan Albers Mohrman, 1993).

1. Understanding the need for change is the first step in a transition. Having a vision of what the change entails and what it is trying to accomplish is the next. This includes defining high performance in a manner that can be agreed to by the various stakeholders who become partners in the effort.
2. the systems and processes be redesigned so that power, knowledge, and information accrue at the operating levels of the school,
3. Developing a shared vision of the organization links people together and provides goals and criteria for change activities and ongoing decisions. School districts and the schools within them should involve stakeholders at all levels in forming the vision.
4. The roles of teachers ,staff, , students parents, and other community stakeholders changed . an extension of their focus to include participating in shaping the school environment, creating the school vision, working with other stakeholders to determine goals and objectives, and taking responsibility for resource allocation and use.
5. the   anew practices are needed to attract people who will thrive on the challenge of working in a decentralized setting; development practices must be altered and greatly supplemented to ensure that participants have needed competencies.
6. Large-scale change is threatening to the people involved, because it entails new roles and responsibilities and because it challenges traditional assumptions and values.

In summary , the transition to SBM involves extensive change in roles that must be accompanied by intensive development of new skills and capabilities.

Components of SBM :

The following are the sub components of SBM : (Frederick G. Fernando,2012)

1. Policy & Planning System: Under this sub-component, STRIVE aims to enhance/develop structures, processes and tools associated with policy /planning systems at the school, division, and regional levels
2. Participatory Mechanisms in Education Governance, This sub-component is dedicated to identifying existing participatory mechanisms in education governance at the school, division and region
3. Human Resource Development of Education Management , This sub-component focuses on developing and piloting the appropriate regional organizational structure to ensure that the divisions actually support the implementation of school-based management .
4. Quality Assurance & Accountability System , This sub-component offers a mechanism for insuring quality in the critical systems, processes, outputs, and outcomes of DepED at various management levels to bring about improved learning outcomes .

5. Programs to Improve Access , The focus of this sub-component is to establish the appropriate mechanisms that will increase the number of effective initiatives undertaken by the region/division/schools to improve access.

The advantages of MBS generated in Schools:

MBS seem as complete management and require treatment is specialized in the development effort. Treatment or special treatment it will be for each school. The statement is an underlying belief that decision making by managers at the school level. However, the school does not have the capacity to walk alone without care about policies, priorities and standards are mandated by governments that have been democratically chosen or politically. (Jalaluddin; Azwir; Akmal, Nurul,2015) The establishment of a committee school, at the school level by adopting a system of transparency, accountability, and democracy .

Based on the description above,the advantages of MBS as following : (Jalaluddin; Azwir; Akmal, Nurul,2015)

1. the achievement of learning and effective school management.
2. visionary school leadership and entrepreneurial spirit.
3. place the authority that rests on the school and community.
4. constantly change towards the better.
5. conduct a needs analysis, planning, development and evaluation of performance in accordance with the vision and mission to achieve the goals and objectives of the school.
6. Welfare enough school personnel.
7. management and use of budget targeted and accountable.

The benefits of SBM in schools :

SBM leads to better school management that is more cognizant of and responsive to the needs of those end users, thus in creating a better and more conducive learning environment for the students, (Dorothy Myers and Robert Stonehill ,2015)referred to the important benefits of SBM in schools as following: **(**Muslihah, Oleh Eneng,2015) , (Dorothy Myers and Robert Stonehill ,2015)

1- More input and resources from parents (whether in cash or in kind);
2- More effective use of resources since those making the decisions for each school are intimately acquainted with its needs;
3- Better quality education as a result of the more efficient and transparent use of resources.
4- A more open and welcoming school environment since the community is involved in its management.
5- Increased participation of all local stakeholders in decision-making processes, leading to a more collegial relationship and increased satisfaction;
6- Improved student performance as a result of reduced repetition rates, reduced dropout rates and (eventually) better learning outcomes.
7- the responsibility of every member of the school to achieve school goals and develop a school culture and mission of the school.

CONCLUSION:

Based on the results research   description and discussion on the implementation of school-based management, it can be concluded as follows:

1. Schools in the light of school-based management Enjoying autonomy in the management of financial and administrative affairs .
2. Schools in the light of school-based management awakened internal and external cooperation with customers .

3. Schools in the light of school-based management: the roles of school leaders, teachers, students and administrators changed

4. Schools in the light of school-based management marked by Accountability for all staff (leaders and employee),justice ,collaboration and continous improvement.

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