

The “Advanced SBM model “is the new innovation of a research "The impacts of SBM and principal management style on school outcomes...”

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Abstract: The unclear results of many studies conducted in Israel and over the world; lead to seek the SBM (school based management) issue, in order to help societies and educators to determine about how to improve school and education system outcomes. The main results of the conducting a study "The impacts of SBM and principal management style on school outcomes, efficacy and teacher satisfaction", is inviting a new model which I called "Advanced SBM model". This new model uses as a new tool which helps and assists study field to clarify and being more exact of exploring the SBM reform.

Keywords: Innovation, SBM, Multi Economic, Advanced, Updated, Fate, illustration, Transformational

I. Introduction

There is a mixed result about the SBM (school based management), while many studies are supporting, for example [1, 4]; others are brought criticism of SBM [2, 3]. The unclear determinations of the study field and the unclear results of the SBM systems pushed me to conduct a new study, in order to clarify the outcomes and results of the SBM model. The main outcomes of my study "The impacts of SBM and principal management style on school outcomes, efficacy and teacher satisfaction ", is the exploration and innovation of the new model "Advanced SBM model" which based on new 7 sub models of the same study: "3 Stages Model"; "SBM Fate Model"; " The Multi Method Model"; "3 conditions model"; " The Multi Economic SBM model"; "Updated SBM" and " The new SBM test model" and " The new SBM test model".

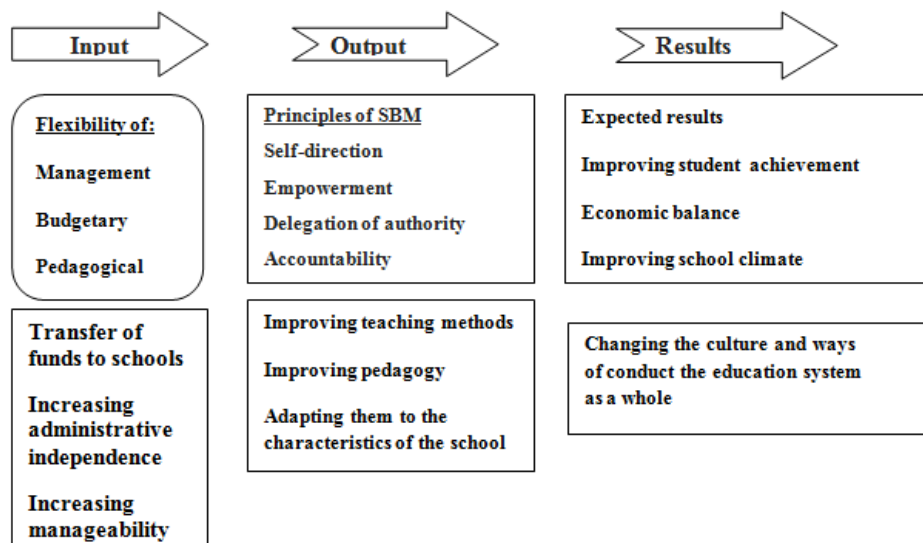
The "Advanced SBM Model"

The advanced SBM means the best updated SBM which is suggested as a results of the study "The impacts of SBM and principal management style on school outcomes, efficacy and teacher satisfaction". This new innovator model comes to insure success of the SBM model which has experienced in many countries in the world. The new model which called "Advanced SBM Model" includes seven sub models:

1) "3 Stages Model" - the explaining model

The study related has summarized the Israeli SBM model as process which contains three stages, the input; the output and the results. (See below figure 1):

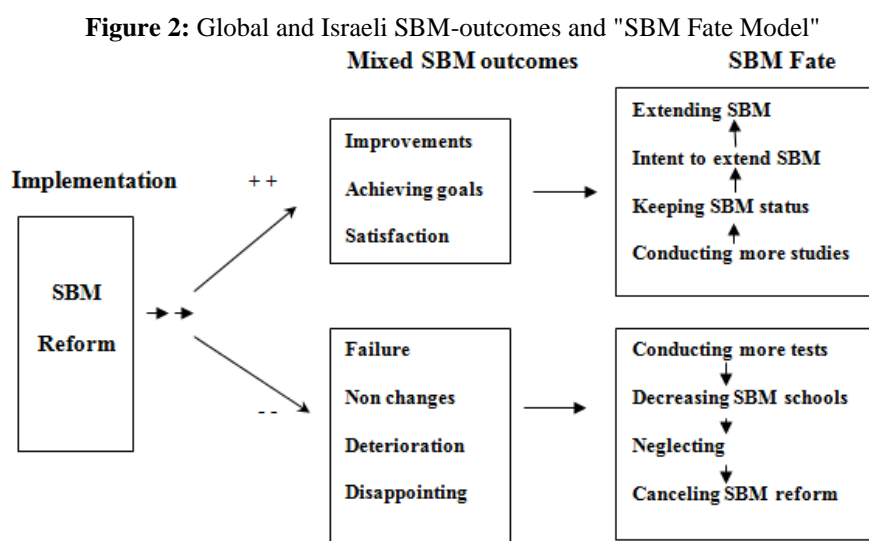
Figure 1: "3 Stages Model" of 2012 Israeli SBM Model



This figure (1) shows that the first stage of the Israeli SBM model is, the input, includes treats of SBM implementation which focuses on flexibility of budgetary management and pedagogical of the new phase of educational reform, in other words the SBM. The second focus of this stage is the transferring funds, increasing independence and manageability, the general climate needed to SBM, in order to implement the SBM model. The second stage, the output, contains the principles of the SBM like delegation authority and accountability school SBM level. This stage includes the conclusion of methods in order to achieve part one of this stage. Stage three is the results of the SBM, contains the expected results like improving student achievement, economic balance and school climate. The second part of this stage includes the focus of the general outcome of the SBM level, in other words changing the culture and ways of conduct the education system as a whole.

2) "SBM Fate Model" - from birth (SBM implementation) to the SBM fate

According to the expected and assumption results of SBM application and the results of the SBM reforms (as explained in the previous 3 Stages Model), which has implemented and experienced in many countries whose reviewed in the previous copter, like Australia, England and Thailand, I can sum the fate of the SBM system by new model which I called the "SBM Fate Model". (See figure 2).



This figure contains a new model of explaining the SBM stages from birth (SBM implementation) to the SBM fate, including the Israeli SBM and its suitability for any SBM in any country over the world. The first phase is the beginning of the SBM; the second is the outcomes coming after the implementation of the SBM; then the distinguishing between two kinds of outcomes, the positive and the negative results; the last stage is the two kinds of SBM fate which means the decision of any country about continuing or cancelling the SBM reform, yes-more SBM (extending SBM after achieving SBM goals, keeping SBM status in order to conduct more studies) or non-less SBM (in the less negative the condition of conducting more tests about SBM and then to decide if continuing or cancelling as the latest negative act).

3) The Multi Method Model - 3 SBM test dimensions

This new model intends to seek the results and outcomes of the SBM in newly method I called "multi method model":

Multi quantity + multi comparison + multi variables = multi illustration results

Multi quantity method:

This new model intends to focus on three different ways of testing. The descriptive quantity method, in newly paradigm, I called "multi quantity". The multi quantity contains using several tools for testing several subjects, at the same time. That means exploiting tools by matching test variables, such as using surveys for exploring principal management styles and teacher satisfaction, and comparison SBM data which included economic lists (budgets) and student achievements lists. That can indicate the general climate of the SBM and the outcomes belongs is exploring the principal management style and the general satisfaction of the school especially the satisfaction of the teachers, by conducting two surveys on for each issue, and then to use comparison between data schools with SBM and schools without SBM. This method can give more exploration to the SBM climate and specific evaluation of the SBM, the kind of principal management and the satisfaction

of the teachers, thus, all these test can assist research field to improve the advantages or the minuses of the SBM model generally. In sum, the two quantity tests are strengthening the study covering SBM issue

Multi comparison:

This study intends to explore the SBM results by comparing data, after and before SBM reform; and SBM data with Non SBM. It has conducted to explore the difference between SBM implementation versus the situation before SBM, and opposite to traditional schools, by conducting comparison between the scores and means of the student's achievements and the financial budgets of the school after and before SBM, and comparative to traditional schools. The financial climate of the school includes, school pooling resources and the cost of school funding, which is more economical to state coffers, by the economical lists of the school, in assumption that the SBM system is the economical one. This kind of test comes to explore the level of SBM efficiency and effectiveness after the implementation and which sign and direction of outcomes can we get, so that may help of evaluation of the SBM reform..

Multi variables:

This study was with rich variables to seek, due to the richest variables create strong cover for study. Four main factors are involved at the SBM reforms: a- SBM itself; b- and its management leader as a principal and his management style; c- and their impacts on the school efficacy (including the financial improvement and student achievement); d- and on teacher job satisfaction. This study intends to explore the impacts of the two main independent factors, the SBM and principal leadership; on the two main dependent factors, the school outcomes - efficacy and on teacher satisfaction.

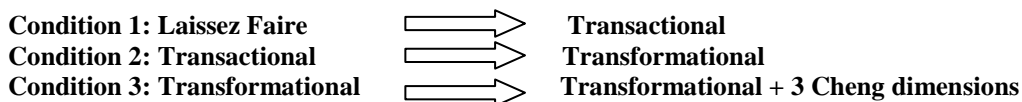
Full illustration results

The result of conducting and using "The Multi Method Model" supplies good illustration results of the study. Each tool supports the others to clarify the researched issue, in this case the SBM and its factors. The variety of the study tests caused strengthening the study results, which explored strong SBM advantages opposite the traditional school, and emphasizes importance of continuing the SBM system.

4) "3 conditions model" - Gradual SBM

There is on condition of three conditions occurs in the SBM implementation. The SBM principal has one of the three management styles, transformational, transactional and Laissez Faire. This model focuses on transition from condition to better condition by gradual process. (See figure 3)

Figure 3: three conditions of management style transition



This study has explored that the transformational principal is the effective one in Israeli SBM schools which supply the best SBM outcomes, including the highest student achievement, economic improvement, and efficiency and teacher satisfaction. The transactional principal level comes after the transformational, with middle outcomes, and the latest level with lowest outcomes is the Laissez Faire. This model suggests that school managed by the principal and management team, will follow improving the management system, gradually. In other words, that the manager and his management team take personal initiative, by conducting an internal and external surveys, in order to know the principal management type, according to perceptions of the SBM stockholders. If the results of the survey show that the principal is lazy, then the principal builds program to improve himself and his management style, even by the integration program improvement, will be organized by the Ministry of Education or the local authority and the school, by training for passing to the next management level, toward the transactional type. If we find that the results of the survey or test, explores that the principal is transactional, then he will react as the same described before, the integration program to train him to be a transformational manager, which supply maximum performance and achievements advanced in relation to the other two types of leadership. If he is the SBM principal as survey results indicate that he is a transformational, then he react to integrate the three dimensions of Cheng, by integration the principles of the model to the school level, in order to connect the school, staff and students, to individualization, localization and globalization, as described in the former chapters.

5) The Multi Economic SBM model – More Economic Authority

Recent situation: 90 percent of the school budget is in the hands of the Ministry of Education and the local authority compared to 10 percent is held by the SBM board.

Necessary situation: 10 percent of the school budget will be in the hands of the Ministry of Education and the local authority compared to 90 percent will hold by the SBM board.

According to study results, the economic authority of the Arabic SBM has given a new bush toward an economic improvement. In other words, the proved results of economic balance and allocation of budgets by the new management of the SBM system encourage advanced economic independence. That means Ministry of education should give SBM principals more economic authority, in all financial aspects including determination of wages and salary bonuses. This step can cause more feeling of accountability and responsibility, besides to strengthening cooperative work system. That can include principal, staff, teachers and parents committee, all can participate preparing economic program of their SBM, while the principal leads the process. The new model of "Multi Economic SBM" intends to extend the economic activities of the SBM, by exploiting comprehensive financial independence, with supports from the local and central authorities. The economic activities include the expenditures and incomes of the SBM. The study suggestion about this process is, besides to the strengthening the economic independence of the budget management, by transfer all the cash flows of the budget from the local and central authorities, to the SBM bank account. The study suggestion about the opportunity to success this system is to strengthen the incomes of the SBM, such as renting the school halls and classrooms for different occasions and events, particularly to the local society.

6) "Updated SBM" – Assimilation of local and global values

The effective SBM should move as the worldwide economic moves towards a knowledge-based technological, economic, social, political, cultural, and learning focuses. This act can insure the opportunity SBM success and survival in the new world based acceleration, changes and movements.

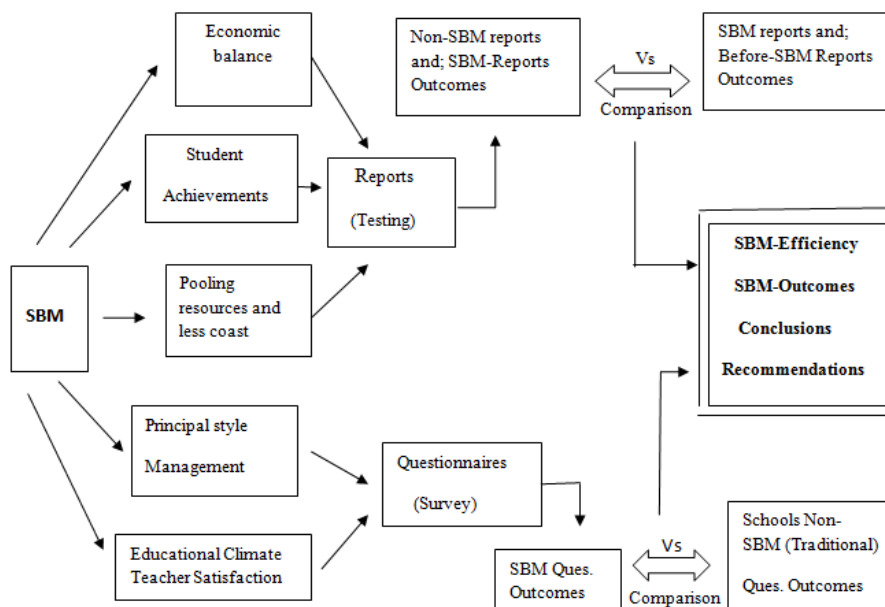
Every SBM must build a special personality, but must do integration with the localization and global movement, which means exploiting the local and global resources, support, and networks to use them for student's learning process, inside and outside schools.

By using the local and global resources, rather than being limited to numbers of teachers, students can get new experiences in learning such as learning new and different experts by Interpersonally or collective connection and interactive. The process learning Becoming more world-class learning, and that can lead learning effects through sharing and mutual motivation.

7) The "SBM Test Model" - the new framework of evaluating SBM implementation and SBM variables

The new Framework of evaluating which this study has explored, contains a new framework of study related SBM reform and outcomes of the SBM implementation. (See figure 4)

Figure 4: The "SBM Test Model"



As the figure 4 shows, this model intends to seek the results and outcomes of the SBM, in new method, in order to supply reliable results. This new model intends to focus on three ways of testing, the descriptive quantitative method to explore the difference between SBM implementation versus the situation before SBM, by conducting comparison between the scores and means of the students achievements and the financial climate of

the school after and before SBM. The financial climate of the school includes, school pooling resources and the cost of school funding, which is more economical to state coffers, by the economical lists of the school, in assumption that the SBM system is the economical one. This kind of test comes to explore the level of SBM efficiency and effectiveness after the implementation and which sign of outcomes can we get, so that may help of evaluation of the SBM reform. The additional way of testing is general climate of the SBM and the outcomes belongs is exploring the principal management style and the general satisfaction of the school especially the satisfaction of the teachers, by conducting two surveys on for each issue, and then to use comparison between schools with SBM and schools without SBM. Thus, all these tests can assist research field to improve the advantages or the minuses of the SBM model generally.

II. Conclusion

The innovation which the new study ""The impacts of SBM and principal management style on school outcomes, efficacy and teacher satisfaction" has explored is the new model called "The Advanced SBM", is the consideration of answering the unclear determinations of the study field and the unclear results of the SBM systems, if the SBM is successful or failure model to adopt or to cancel, in the education system of local and global schools. The researcher believes that the implementation of the new model "The Advanced SBM" is the opportunity for successfully SBM.

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