
SCHOOL BASED MANAGEMENT IN PUBLIC SCHOOLS AS PERCEIVED BY PRINCIPLES IN KARAK DIRECTORATE OF LEARNING AND EDUCATION

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ABSTRACT: *This study aims to reveal the reality of the application of School Based Management (SBM) in public schools as perceived by principals in Karak governorate, where this study provides a theoretical and practical description of the reality of SBM practice. The study sample consists of (115) principles who are managing public schools in Karak governorate. The study instrument designed for identifying and measuring the reality of the application SBM. The researcher used the descriptive survey method to collect data and analyze it using statistical analysis program for social sciences SPSS. The results indicated that there is a moderate degree in the reality of the application of SBM in public schools from the point of view of principals in Karak governorate. In addition, results indicated that there were no statistically significant differences due to the variables of sex, experience, academic qualification and the reality of the application of SBM in public schools from the point of view of principles in Karak governorate, and finally, the study offers several recommendations highlighted that principles need to be empowered to practice SBM by adjusting their relationship with their senior management, teachers and local community.*

KEYWORDS: self- management, public schools, Karak governorate.

INTRODUCTION

Continuous and rapid development is the dominant character of this era, which includes all, areas of economic, technological, military, and educational. Thus, all the developed countries in the world achieve their development and progress by focusing on education and devising the best ways and methods to manage the educational process in order to achieve comprehensive development. The school is one of the most important educational and social institutions; it is responsible for the education of the generations and preparing them ethically, mentally and physiologically. It preserves the nation's heritage and preserves its ideology and belief. Accordingly, the community looks at the school staff with respect and appreciation. They are better able to reform, change and guide, because the minds are the ones that move the community, and it was necessary to pay attention to them (Abu Ghosh, 2013).

Since change is inevitable, in recent decades, many concepts have emerged, all of which seek to develop the school. For this change, there has been a need to make many improvements in the struct of the educational process in order to achieve the goal for which the school was established, and this can be achieved through the trend towards decentralization and restructuring the relation with the community and adopting new management style called SBM, self-management school(Batinah, 2011).

The researcher considered that the change of management styles in the school is through the transition from centralization to decentralization following the SBM. This is important and improves the learning outcomes because it is based primarily on teamwork, in which all staff working with the community are involved in an effective management of the school. In addition, the application SBM helps principles, teacher, students, parents and the educational process and learning on decision making process for improving educational outcomes.

Problem Statement

Reducing the central management control over the educational system and giving schools a great deal of autonomy to manage their own affairs is important in the mechanism of decision-making and achieving goals effectively on the ground. However, there are many problems that must be addressed to expedite decision-making process. According to a study (Jonssom, 2013), the key reason for adopting SBM is the urgent need for school principals to make decisions about school affairs very quickly because it is necessary. Also, as stated in the study (Soror, 2008), which argues that SBM gives more power to the principal to meet the needs for real time decision making. Accordingly, the problem of the study focuses on identifying the reality of the application of SBM in public schools in Karak governorate from the point of view of principals, and to which do principles need SBM for more proactive and effective educational outcomes.

Objective and Questions

The study aims to identify the reality of the application of SBM in public schools in the province of Karak from the point of view of the principals. Therefore, it aims at answering the following questions:

- 1) What is the reality of the application of SBM in public schools in Karak governorate from principal's perspective?
- 2) There are statistically significant differences between the perceptions of principles in the reality of the application of SBM in public schools in Karak governorate due to the variables of gender, and years of experience, academic qualification?

Study Importance:

The importance of this study stems from the followings:

- 1) This study helps provide a scientific material, reference and general framework for many researchers and scholars who introduced the subject of SBM.
- 2) It enriches the Arab Library and helps researchers in its consideration of previous studies in this field.
- 3) It helps to clarify the critical importance of SBM, where it helps decision makers to adopt SBM within the administrative system in schools; as this study lies in the importance of the results that will be achieved, because of its usefulness for management professionals and researchers in this field.

LITERATURE REVIEW

The orientation towards SBM is one of the most important trends as it is a fundamental strategy that has cast its shadow and its effects on the educational systems. The public sector is in its

eighties to move away from the hierarchical organizational structure to a less rigid authority structure where teachers are more actively involved in decision-making (Sati, 2014; Al – Mutairi, 2015).

SBM system based on the existence of common local interests within the limits of the educational function in the development of the educational process requires management and self-implementation and requires recognition of the personality of the law of the territorial unit and other subordinate units and subject these units to the control of the central authority and implementation in stages after completing the pre-test and study (Mustafa, 2005) and in another definition of the school is to give broad powers in defining its mission, vision and planning for its programs and activities, financing needs and requirements, and decision - making a T - related hiring and promotion of employees, dealing with its environment and its external environment (Batinah, 2011) has also been known as an educational administrative entrance that determines the autonomy of members of the school community and provides them with the innovative climate necessary for participation, development, modernization and permanent professional development, through the decentralization on which this approach relies, by moving the school from the control of the central educational authority to decision - making and decision (jonsson, 2013).

The trend of SBM of the school is a recent trend that contributes to harnessing the energies and abilities working in the field of administration to work efficiently towards democratization, a way of desirable diversity in the fields of education, and education, and this is consistent with the modern trends of psychology in the light of different data conditions. Creativity, innovation and progressive and characterized by flexibility and away from inertia, which contributes to the intellectual recovery of scientific and high level of the educational process. At the same time, decentralization allows for self-practice and personal growth, as well as for individual and collective responsibility, while at the same time in line with the requirements of the times in terms of speed of development, possibilities of change and progress, elimination of red tape, and elimination of bureaucracy (Ma'aytah, 2007).

School SBM seeks to meet the needs of pupils and the local community, which prompted all concerned parties to participate in the process of making the appropriate decisions, making the process of education distinct from regular schools, and some changes in the school mission and management strategies, resources, monitoring and evaluation and other processes, Important characteristics of school SBM as mentioned (Hussein, 2006):

- 1) It is based on a high organizational culture that greatly affects the tasks of the educational process and thus the effectiveness of the school.
- 2) Schools manage the educational process according to their circumstances, characteristics and demands.
- 3) SBM style helps to consult and reinforce creative thinking in problem solving.
- 4) School management styles in self-managed schools vary according to the diversity of human nature.
- 5) The objectives of the school in the self-managed schools are varied and are more accurate and meet the needs of the future.

6) School SBM seeks to improve the results of excellence and make parents a company and theorizing both students and parents look friendly and respect and strive to ensure the provision of a safe environment for each student, teacher and administrative.

Each process sets out some of the objectives it seeks to achieve and SBM as a process of decentralization seeks to involve teachers, parents, the community and students in decision-making processes, which is an effort to improve the education conditions of students as the school administration aims to shift from centralization to decentralization by providing the opportunity for the principal, teachers and students to make various decisions such as curriculum reform or control of available resources according to their needs, and many other things related to the educational process in order to achieve efficiency, and remove obstacles to achieve flexibility productivity, efficiency, and determine the best programs appropriate for the application as well as to motivate them to participate in the processes and reflected SBM objectives (Maaytah, 2007).

Al-Mutairi has pointed out (2015) indicates that the SBM assures that the school is given greater responsibilities and powers than it is now free from the authority of the higher authorities to move towards more autonomy and freedom in the conduct of financial, administrative and technical matters through the participation of all groups within the school (teachers, administrators, students) and outside (Parents, community members) from reviewing the intellectual underpinnings of the school SBM approach, analyzing the reality of SBM in secondary schools in the United States and Australia, and clarifying the similarities and differences between the SBM in their schools can identify lessons learned, namely: give the school all the powers in the conduct of administrative and financial matters, with the provision of strict supervision, and allow for public participation, and determine its powers, and develop strategies for the development of SBM of schools, and open channels of communication with community institutions and businessmen, And changing the roles of teachers, administrators and pupils in the school. The school management committee was one of the models that make up the community. In addition, the appropriate model of school management in the school and community settings is based on community monitoring. As for the guidelines for school management, the general framework of concepts for schools must be derived from public trust and awareness. As you must use the data and information obtained from research on the school and community - based Ocean's comprehensive self - survey of the school in the development of the development of a high level of plans for quality (jestreem, 2014).

En self - management of schools were not just a policy without the importance of developing societies, or they endurance any good news to raise the quality of school level, but on the contrary, Vtnivha will need to develop some strategies, which also requires a focus to enhance the same school capacities and capabilities of principles and communities clear In the quality of schools and attention to social justice (Jarway, 2013).

In order to achieve the objectives of the study, a descriptive approach will be used, which is defined as a method of research dealing with the interpretation of the current situation of the phenomenon or problem by identifying its circumstances and dimensions and characterizing the relationships between them in order to conclude a thorough and practical description of the phenomenon or problem based on the facts associated with it.

Study Sample

The study population consisted of a random sample of principles in public schools affiliated to Karak governorate in the academic year of (2019/2020) includes (115) principles (Ministry of Education and Education, 2018). Table 1 shows the distribution of the demographic sample by gender, years of experience, academic qualification.

Table 1. Characteristics of the study sample.

variable	the description	the number	The ratio %
Gender	Male	59	51%
	female	56	49%
Years of Experience	Less than 5 years	12	10%
	From 5 years to 10 years	43	38%
	More than 10 years	61	52%
Qualification	BA	83	82%
	Graduate	33	18%
Total		115	100%

Study Instrument

The researcher designed a questionnaire as an instrument to collect data. The questionnaire consisted of four dimensions divided into two part as follows:

Part 1: includes demographic information.

Part 2: consists of (17) items referred to the area of study, which include (participation in decision-making, delegation of authority, and communication with the board), including 6 paragraphs measure participation in decision-making, 6 paragraphs measure the delegation of authority, and 5 paragraphs measure the volume of communication with senior management of the school. The questionnaire was designed based on Likert Five-dimensional, where the paragraphs show the positive direction through the weights of the paragraphs as follows: strongly agree: 5, agree: 4, neutral: 3, disagree :2, and strongly disagree: 1.

Validity and Reliability of study Instrument

The instrument was presented in its preliminary form to (10) arbitrators with specialization and experience in the field of educational sciences. They were asked to express their opinion on the questionnaire items by deleting, amending and proposing new and suitable items for the subject of the study. Amendment, deletion and addition, and after the modification was made; the final proposed instrument was adopted.

The coefficient of internal consistency according to the α Cronbach equation was used to extract the degree of reliability of the study instrument by dimensions. Table (2) shows the reliability coefficients of the study as follows:

Table (2) Reliability coefficients using the Cronbach alpha equation for each field.

SBM dimensions	Number of paragraphs	Reliability (α Cronbach)
Participate in decision making	6	.878
Delegation of powers	6	.825
Communicate with the Board of Principles	5	.899

Obviously, we can notice that all reliability coefficient of α Cronbach for the dimension of SBM, which includes (17) paragraphs ranged between (0.825) and (0.899). This means that the study instrument is valid to measure what was designed for.

RESULTS AND DISCUSSION

After verifying the validity of the questionnaires, the researcher answers the observations and queries of principles of the sample members; also, the researcher was keen to introduce them to the importance of the study and answer objectively about the study instrument. To understand the statistical significance of the reality of self-management, the researcher adopted the descriptions of the levels on the following criterion: (low: less than 2.33, medium: greater or equal to (2.33) and less than or equal to (3.66), and high greater than (3.66) to (5).

Results of the first question:

Which states “What is the reality of the application of SBM in public schools in Karak governorate from principal’s perspective?”. To answer this question, arithmetic mean and deviations for the level of each dimension of SBM are shown in table 3.

Table (3) Reality of the application of SBM in public schools.

Dimensions of SBM	Mean	Std. deviation	Rank	Rank
Participate in decision making	3.45	0.36	1	Medium
Delegation of powers	3.37	0.36	2	Medium
Communicate with the Board of Principles	3.38	0.58	3	Medium
SBM	3.40	0.33	Average	

Table (3) shows that the mean of the reality of the application of SBM in public schools in Karak governorate and the overall level came with an average of (3.40) and a standard deviation of (0.33). However, ranking first in the decision-making with an average of (3.45), and in delegating powers with a mean of (3.37), and communication with the board of directors ranked third with an average of (3.38).

Results of the second question:

Which states that " There are statistically significant differences between the perceptions of principles in the reality of the application of SBM in public schools in Karak governorate due to the variables of gender, and years of experience, academic qualification?

To answer this question T -test was conducted to investigate the differences related to gender , educational qualification ; and One-Way- Angove to test differences related to experience, as shown in the table (4), (5), and (6) respectively.

Table 4. T-test to determine the differences between the SBM among school principals by gender.

SBM dimension	N	Gender	Mean	Std. deviation	DF	t	Significance level
Participate in decision making	59	female	3.4397	.34708	113	-0.506	0.763
	56	Male	3.4644	.37388			
Delegation of powers	59	female	3.3785	.34458	113	-1.034	0.354
	56	Male	3.4216	.37855			
Communicate with the Board of Principles.	59	female	3.1800	.38176	113	-0.391	0.197
	56	Male	3.1966	.35398			
	59	Male	3.4149	.60837			
Total scale	56	female	3.3385	.31551	113	-0.954	0.109
	59	Male	3.3744	.33724			

*Significant at ($\alpha \leq 0.05$) level.

The results in table (4) indicate that there are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the perceptions of principals towards the reality of SBM in public schools in Karak governorate according to gender variable.

Table 5. Test of One Way Anova on experience.

SBM dimension	Variance	Total squares	DF	Average squares	F	Significance level
Participate in decision making.	Between groups	.047	2	.024	.182	.834
	Within groups	38.804	114	130		
	Total	38.851	116			
Delegation of powers.	Between groups	.270	2	.135	1.038	.356
	Within groups	38.879	114	130		
	Total	39.149	116			
Communicate with the Board of Principles.	Between groups	.165	2	.083	.606	.546
	Within groups	40.758	114	136		
	Total	40.923	116			
	Within groups	103.177	2	.345		
	Total	104.033	114			
self-management.	Between groups	.193	116	.097	.910	.403
	Within groups	31.725	2	.106		
	Total	31.918	114			

*Significant at ($\alpha \leq 0.05$) level.

Table 5 shows that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in SBM as perceived by principals of public schools in Karak governorate due to the variable of experience .

Table 4. T-test to determine the differences between the SBM among school principals by Qualification.

SBM dimension	N	qualification	Mean	Std. deviation	DF	t	Significance level
Participate in decision making	61	BA	3. 251	. 125	115	-0. 1425	0. 201
	56	Postgraduate	3. 342	37 45			
Delegation of powers	61	BA	3. 625	34 47	115	-1. 124	0. 528
	56	Postgraduate	3. 145	3. 145			
Communicate with the Board of Principles	61	BA	3. 195	. 4785 6	115	-0. 1447	0. 148
	56	Postgraduate	3. 325	. 5625			
	61	BA	3. 325	. 52369			
Total scale	56	Postgraduate	3. 221	. 45258	115	-0. 748	0. 399
	61	BA	3. 124	. 4125			

* Significant at ($\alpha \leq 0.05$) level.

Table (6) shows that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the SBM of the principals of public schools in Karak governorate due to the educational qualification.

CONCLUSION

The results indicated that the reality of SBM among the principals of public schools in karak governorate for all dimensions was of an arithmetic mean (3.40) and a standard deviation (0.33). Participation in decision-making came first in contributing to the importance of developing SBM among principals, followed by the delegation of authority, and the importance of communicating with the school board. The researcher attributes this result to the fact that some of the work carried out by principles is focused on fulfilling the job requirements to the fullest and is focused primarily on providing concepts of management effectiveness, speed, accuracy and work procedures to contribute to the implementation of the duties assigned to them quickly and accurately, which can conflict with the principles of the Board of Directors, who take care of the investment perspective and make a fake success. The general results of the reality of SBM practiced by the principles in the public sector show the need to improve the relationship management and pay attention to enhance performance and development in cooperation with the Board of Directors, and the personal relationship with the board directors takes a great concerns in his work policy and this requires him to devote all times .This shows the need for principals to define the relationship with the board of directors and maintain acceptable levels of communication for the purposes of investment success in conjunction with the mission of education aimed at continuously improving the various processes in school administration and hence the quality of education.

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