School-Based Management Approach and Supervision

Mehmet ŞİMŞEK [1] **Melike GÜLDEREN** [2] **Musa ÜNAL** [3] **Ali YILMAZ** [4]

Abstract

This article discusses the importance of the school-based management approach in education and its relationship with supervision. The school-based management approach envisages giving more autonomy and authority to schools rather than central management in education. This approach aims to improve student achievement and the overall performance of the school by increasing the self-management capacities of schools. In this article, the basic principles and benefits of the school-based management approach are examined in detail. Among these principles, concepts such as decentralization, participatory decision-making, autonomy and accountability come to the fore. It is emphasized that the school-based management approach encourages the participation of teachers, students and parents and improves the quality of education. It is emphasized that the audit process is also an important element of this approach. It is noted that audits are a powerful tool for monitoring the performance of schools, assessing educational standards and supporting school development. In this context, the importance of internal audit and external audit mechanisms is emphasized.

INTRODUCTION

In the development and transformation of education systems, the role of management authority and supervisory processes given to schools is critical. "School-Based Management", which replaces the traditional centralized management approach and is based on more autonomy and participation, has

[1] mehmetsimsek174@gmail.com, Karadeniz Technical University Fatih Faculty of Education Primary School Teaching, Trabzon/TÜRKİYE

[2] melikegulderen@hotmail.com, Ankara University, Educational Administration Inspection Economics and Planning Program, Ankara/TÜRKİYE

[3] musa-unal@msn.com, Ahmet Yesevi University Educational Administration and Supervision Master's Degree, Ankara/TÜRKİYE

[4] aliyilmaz.06520652@gmail.com, Zonguldak Karaelmas University Department of Classroom Teaching, Zonguldak / TÜRKİYE

become an important topic of discussion in the field of education in recent years. This approach aims to increase the self-management capacity of schools so that they can better respond to local needs.

This article will emphasize the importance of the school-based management approach and focus on its relationship with audit processes. First, the basic principles and objectives of the concept of school-based management will be emphasized and the role of this approach in the education system will be examined. Then, it will be discussed how audit processes have a place in the school-based management model and how these processes contribute to school development.

School-Based Management

School-Based Management (OBY) is an educational management model that aims to bring decision-making processes closer to schools by giving them more autonomy and authority. This model aims to improve student achievement and the overall performance of the school by increasing the self-management capacities of schools. Types of school-based management approach have been explained. "School-based management" is one of the few most important innovations proposed for the development of education in recent years. As stated by Oswald (1995), the most important educational strategy after the 1980s was the transfer of decision-making authority to schools.

In the past, school administrators have faced various restrictions and various studies have been carried out in line with these restrictions. Among these studies, inadequate funding and physical facilities have an important place (Mulford, 2003; Alvarado, 2019). Inadequate budget and limited resources have caused school administrators to face challenges in developing programs and meeting the needs of students.

In addition, process management practices have also been an important issue in the past (Hale, Moorman, 2003; Alvarado, 2019).

School administrators have tried to make school operations more efficient by using effective process management strategies. This has led to a more effective use of resources and improved the overall performance of the school.

School administrators have made efforts to develop leadership skills and determine the vision and mission of the school. Strong leadership is vital for the effective management of the school and the creation of a successful educational environment.

New Roles and Responsibilities in School-Based Management

Managers are referred to as the main executive officer of change. Rather than imposing policies, they take on the role of sharing authority with employees and getting closer to them in the educational process as teaching administrators.

As Oswald (1995) emphasizes, today's managers need to have a well-rounded and comprehensive set

of competencies in order to function effectively in a complex educational environment. These competencies must be strong in areas such as leadership, communication, problem-solving, team management, and change management. In this way, administrators can successfully manage their school and maximize the potential of the staff.

Teachers should participate in decisions on school climate, student absenteeism, disciplinary policies, material selection according to regional policies, teaching methods and strategies, staff development and goal planning.

In the rapidly evolving landscape of modern education, the roles and responsibilities of educational leaders and administrators are undergoing a transformative shift. Technological advancements are accelerating the pace of business and communication, requiring managers to make quicker decisions, adapt to change more swiftly, and capitalize on emerging opportunities in the global marketplace (Bradshaw, 2000). Furthermore, the increasing competition on a global scale has heightened the importance of managers' abilities to respect cultural differences, effectively lead multicultural teams, and gain a competitive edge in international markets.

School administrators are finding themselves in new, more collaborative roles, where they must understand the collaboration process and involve all stakeholder groups in problem identification, option exploration, consensus building, and the development of innovative solutions to improve conditions for students, families,and support educational excellence (Bradshaw, 2000). The changing twenty-first century education has presented a significant challenge for school leaders, as they must re-evaluate their conceptions of appropriate leadership behavior.(Gibson, 2002) The school head, who may be assisted by an assistant school head, is expected to serve as both an instructional leader and an administrative manager, directing organizational activities towards a common goal and a well-directed vision.

Leaders must incorporate a wide range of leadership and management skills and styles to cultivate a positive school culture (Verbo et al., 2023).

Basic Principles of School-Based Management Approach:

School management is an activity that aims to achieve specific goals. Organizing group efforts in an educational institution involves directing work and performance. Managers can achieve the goals of the organization through active and coordinated efforts by effectively using the materials and human resources in the educational environment. This, in turn, requires the following of some basic principles (Garg, 2023). Here are some of these principles (Garg, 2023).:

- Principle of well-defined goals
- Principle of conducive learning
- Principle of sharing responsibility
- Principle of equality
- Principle of cooperation
- Principle of Creativity
- Principle of rule of law
- Principle of community involvement

Decentralization:

- Transfer of decision-making processes from the central government to schools.
- Ensuring the participation of school principals, teachers and parents in management processes.

Participatory Management:

- Inclusion of all stakeholders such as teachers, students and parents in decision-making processes.
- Taking into account the opinions and suggestions of the school community.

Autonomy:

- Schools have the authority to use and manage their resources according to their own needs.
- Adaptation of educational programs and teaching methods at school level.

Accountability:

- Schools must be accountable for the results they achieve and the resources they use.
- Regular evaluation of student achievements and school performance.

Henri Fayol is considered one of the pioneers of modern management theory and has identified 14 basic principles to make management processes more efficient.

Figure 1. Henri Fayol's 14 Principles of Management with Examples

Source: (Bhasin, 2018)

Division of Labor

- **Example:** In a production line, each worker performs only one specific task. While one worker just tightens the screws, the other does the assembly.

Authority (Yetki)

- **Example:** A project manager has the authority to delegate tasks to team members so that the project is completed on time.

Discipline (Discipline)

- **Example:** Employees must comply with set working hours and respect the rules at work.

Unity of Command

- **Example:** Having each employee report to only one supervisor avoids conflicting orders and confusion.

Unity of Direction

- **Example:** The entire marketing department tries to achieve its goals by working towards a single marketing plan.

Subordination of Individual Interests to the General Interest

- **Example:** An employee may postpone personal vacation plans to ensure that an important company project is completed on time.

Remuneration

- **Example:** Employees receive a fair salary based on the difficulty and quality of the work they do.

Centralization

- **Example:** Major decisions are made by top management, but day-to-day operational decisions are left to lower-level managers.

Scalar Chain (Hierarchy Chain)

- **Example:** An employee first appeals to his direct supervisor, then to higher-ups in turn, to resolve his problems.

Order

- **Example:** In the office, all files are stored in a certain order and everyone can easily find them when they need them.

Equity

- **Example:** All employees are treated fairly and respectfully, without discrimination.

Stability of Tenure of Personnel

- **Example:** The company encourages long-term work by its employees and avoids frequent personnel turnover.

Initiative

- **Example:** Employees are encouraged to submit new ideas to improve business processes.

Esprit de Corps (Spirit of Unity and Solidarity)

- **Example:** A strong sense of unity is created among employees through in-company teamwork, group projects and social events.

These principles guide management processes to make them more effective and efficient and contribute to the success of organizations.

Benefits of School-Based Management Approach:

Quick Response to Local Needs:

Schools can respond more quickly and effectively to the needs and expectations of their local communities.

Improving the Quality of Teaching:

Increasing the motivation of teachers and school administrators and thus increasing the quality of teaching.

Efficient Use of Resources:

Schools can manage their own budgets and resources more effectively and efficiently.

Community Involvement and Support:

Increased interest and support of parents and local communities in schools.

School-Based Audit

In the school-based management approach, audit processes are also of great importance. These audits are regular and systematic reviews to assess the accountability and performance of schools. These audits serve as an important mechanism for reviewing and improving educational standards and measuring the performance of schools (McClurg et al., 2024).

Figure 2. Supervision in School

Source: Jain, 2023

Purpose of the Audit:

- Assessing whether schools are meeting the set goals.
- To provide feedback on improving the quality of education and student achievement.

Types of Audits:
Internal Audit: Audits conducted by the school administration that evaluate the internal processes of the school.

External Audit: Audits conducted by independent institutions or central government.

Audit Criteria:

- Student achievements and academic performance.
- Teaching quality and teacher performance.
- Financial management and resource utilization of the school.
- School climate and student-teacher relations.

Audit Process:

- Preparation of the audit plan.
- Collection and analysis of data.
- Preparation and sharing of audit reports.
- Creation of feedback and improvement plans.

The school improvement aspect of audits can be addressed in a variety of ways. For example, the development of the school can be considered as a means of improving its policies and practices, as well as increasing the professionalism of teachers (Penninckx and Vanhoof, 2015; McClurg et al., 2024).

Conclusions and Recommendations

The school-based management system is a model that aims to enable schools to respond more quickly and effectively to their own needs and the expectations of their local communities by promoting greater autonomy, decentralization and participatory decision-making processes in education. In order to successfully implement this management approach, it is of great importance to support school administrators and teachers with comprehensive trainings, to ensure their continuous professional development and to monitor their performance regularly. In addition, strengthening the technological infrastructure, adopting participatory management models and establishing cooperation networks are other important elements that will increase the effectiveness of the system. All these steps will ensure that the school-based management system achieves its goals and the overall improvement of the quality of education.

Suggestions

Comprehensive trainings on the management of the school-based management system should be organized (Alvarado et al., 2019). Relevant research can be carried out in order to monitor the advanced managerial competencies of school administrators (Alvarado et al., 2019). Comprehensive management trainings should be provided for the successful implementation of the school-based management system. Networks that encourage cooperation and information sharing between schools should be established, and good practice examples should be shared. The technological infrastructure of schools should be strengthened and the effective use of digital tools in management processes should be ensured. Participatory management models should be developed to ensure the active participation of parents, students and the local community in management processes. Systems that measure and evaluate school performance with objective criteria should be established, and improvements should be made in line with these evaluations. Financial trainings and consultancy services should be provided to increase the financial management capacities of schools. Leadership training programs and mentoring services should be provided to improve the leadership skills of school leaders. Pilot projects and researches should be carried out to adopt and disseminate innovative and effective practices in education. Continuous development of school staff should be supported

through in-service training programs. Regular feedback should be received from students, teachers and parents, and improvements should be made in management processes in line with this feedback.

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