Comparative Comparison of Implementing School-Based Management in Developed Countries in the Historical Context: From Theory to Practice

Saeid Moradi[1], Aliakbar Amin Beidokhti[2] & Kourosh Fathi[3]

[1] Department of Educational management, College of Psychology and Educational Sciences, Islamshahr Branch, Islamic Azad University, Islamshahr, Iran

[2] Faculty of Psychology and Educational Sciences of Semnan University, Semnan, Iran

[3] Faculty of Psychology and Educational Sciences of Shahid Beheshti University, Tehran, Iran

Correspondence: Saeid Moradi, Department of Educational management, College of Psychology and Educational Sciences, Islamshahr Branch, Islamic Azad University, Islamshahr, Iran. E-mail: s.moradi@iiau.ac.ir

Abstract

This paper aims to study the comparative comparison of implementing school-based management in developed countries in the historical context: from theory to practice. School-based management is not by itself and objective but a valuable tool in order to reach sagacity, capabilities and the enthusiasm from most people having shares in school. Emphasizing the empowerment and the promotion of the skill levels and the abilities concerned with the member's active in the school specially the managers, the teachers, and the student's parents along with the boards motivate their endeavor toward cooperative issues.

The findings show the developed countries such as England, Mexico, Australia, The U.S. etc. Making their school management decentralized and autonomous along with submitting full authority to their local councils and their parent -teacher associations have improved their school management qualities and have been able to bring all main agents in the schools into participant in decision making affairs. Of the other strategies concerning the increase in cooperative decision making and turning schools more autonomous, used by leading countries, is to self-centralize (school-based management) and also manage schools in the form as board of trustees in such countries for the managers, the board and the others involved have greater authority to manage school affairs among which countries such as England, Canada, Spain, Iran, etc. can be noted.

Keywords: school-based management, shared decision-making, board of trustees schools, decentralization decision-making

1. Introduction

Today the rise of the authority of educational centers and institutions including the schools in different policy-making levels and performing programs related to effectiveness is the definite principle accepted globally.

School-based management (SBM), is counted as of the new systems and of the evident evolutions of the educational systems during the last two decades. This evolution is to improve school performance and to promote the quality of education. As the history of education shows the early 1970s is the period when experts and the advanced education reform advocates focused on teaching units including learning-teaching process more than ever, and that is the reason why decentralization, devolution, autonomy, accountability and responsibility is the basis of reform programs in education (Adam & Miran, 2012). This shift in the approach and the focus on scientific areas prepares management evolutions in administrative areas of educational systems in developed countries as during the next decades, we observe more accountability and authority conceding from staff area to schools. Along with such evolutions, the school-based management is counted as an effective strategy in decentralizing affairs has turned to be the instruction of evolutions in most countries in the world. The school -based management performs the control over principles, teachers, students and their parents in education process through conferring the accountability of the decisions related to budget, personnel and educational plans (Jaffari, 2014). The SBM lets the individuals working in the school to consider a wider aspects of the subjects

and take use of their energy in order to improve and develop schools more and more. Therefore, realizing the issue of how SBM can be beneficial needs to specify the required conditions to inspire and empower the schools for taking use of their decision making power and also adopting proper and developing innovations in school's operation (Vali & Dutad, 2015).

2. The History of School-Based Management in the World

The history of School-based management which is on the basis of cooperating, decentralizing and empowering the school workers goes back to 1960. SBM is a managerial concept offered in America due to the dissatisfaction of the beneficiaries from the suggested services of educational system. The school -based management is adopted along the reforms in educational system, decentralization and devolution to confer more freedom on schools as a strategy to manage themselves. After America, England, News land and many states in Australia are undoubtedly of the first countries which have taken the school-based management over, which has moved on from 1980 to now.

Table1 provides a selective list from different countries in the world with the school-based management. As this table shows some developed countries (such as Australia, News land and Spain) or the countries under crisis (such as El Salvador and Nicaragua) or the countries involved in natural disasters (like Honduras) and the countries with successful government have been able to consider SBM reforms as a national priority (such as Qatar) and reached some aims of this system including the increase in the sense of responsibility, the cooperation between parents and associations in decision making process, raisins the improvement in educational process and also making more schools which are financially independent. Also countries with lower democracy or the countries in which the people were not informed about school-based management applying such an approach have encountered many difficulties Zahiri et al. (2014); adopted from Lingers and Mills (2002), De Gropello (2006). A summary of the history of School-based management is shown in the following table:

Table1. The history of the SBM in the world (Zahiri et al., 2015)

Number	country	Date	Objective
1	The U.S	1970 & 1980	Increasing the budget, empowering the teachers ,forcing the councils to contribute in school management and making infrastructure to improve the educational situation of the students
2	Canada	1970	Increasing the contribution of parents in education hand helping the financial independence of the schools
3	Australia	1970	Increasing the productivity through more independence of the stockholders
4	Brazil	1982	Increasing the productivity in school management , performing a more democratic process to choose the school staff and rising the parents contribution in school affairs
5	England	1988	Conferring more financial independence on schools and increasing their effectiveness
6	News Land	1990	Increasing the productivity and the autonomy of the councils, allocating more budget
7	El Salvador	1991	Increasing the accessibility to loans in rural areas, motivating the councils to contribute, promoting the quality of education
8	Hong Kong, China	1991	Increasing the responsibility, contributive decision making and effectiveness of school
9	Uganda	1993	Conferring the power and the resources to local councils, increasing the democratic contribution
10	Thailand	1997	Improving the quality of education and increasing the country competition
11	Argentina	2001	Making financial support boxes for each of the schools in order to cover the operating costs
12	Mexico	2001	Increasing the parents contribution in rural schools

13	Qatar	2003	Decentralization of school system and increasing the responsibility, decreasing the control from education ministry
14	Kenya	2003	Increasing the responsibility of schools and teachers via improving the motives and school management
15	Iran	2004	Promoting the quality of educational activities in schools and empowering the teachers along with increasing the contribution of local councils in decision making
16	Indonesia	2005	Increasing the accountability and the responsibility about parents and students and increasing the role of school councils
17	Senegal	2008	Improving the training process of teachers

3. The History of School-Based Management in Iran

The SBM is not performed for ling in the educational system of Iran. In fact, it was the policy first suggested by Mr. Mozaffar, the education minister of Iran, in the year 1997 in Iran. He believed the school-based management, as the doctrine of management for education ministry, a healing version to promote the quality of the schools and solve the complicated problems related to education ministry (Nasr, 2014).

In the last year of the Reformists in Iran (2005), a plan named as "Board of trustees' schools" was offered. Establishing Board of trustees' schools was toward devolution to schools and cooperation of parents in governing school affairs. This idea derives from specific theoretical principles offered in order to make evolutions in educational systems along with making progress in the quality of schools. According to regulations of the Board of trustees' schools the aim is to develop social justice, strengthening the human and social resources of the community, moving toward school-based approach and a wide cooperation of people in school affairs (Public participation and development office). Based on the evidences despite many attempts to perform SBM in Iran, this system was not taken into consideration for many reasons including obstacles and restrictions like political considerations, highly centralized along with bureaucracy in educational system of the country. Instability of the management and legal obstacles, inadequate budget for making fundamental changes in educational system specially in schools from 1997 to 2004. According to resolution no.76 dated in 2004 by the council of higher education, in order to develop the public contribution and the agents involved in managing school affairs and toward realizing and performing SBM some schools ratified themselves as Board of trustees' schools. Indeed, the Board of trustees' schools is a new pattern taken from the reform law of article 11 of organizing councils of education ministry confirmed by the Council of Higher Education (Moradi et al., 2012). On the basis of statute of Board of trustees schools the members include:

- The headmaster
- Teacher's representative
- The donors or his plenipotentiary advocate
- council director
- One cultural character (preferably university masters) approved by education council of the region.
- Maximum 2 of the trusty and expert individuals approved by other members of the council (The public contribution and development office, 1999).

The process of developing SBM indicated in Table 2 shows that for applying SBM the teacher's capabilities and increasing their contribution is taken into consideration the most which derives from the fact that teachers have better relation with the mentality, interests and the needs of the students.

Table 2. The history of the SBM in Iran (Moradi et al., 2012)

The year	Description	result
1997	In this year the SBM was first suggested by Education ministry. The main objectives in Iran are: improving the quality of educational activities in schools, empowering the teachers, increasing the contribution of student's parents and councils in decision making and transferring the power from the government to schools	In this year the SBM was not performed in any of the schools
2000	Planning for applying SBM in Iran on the basis of the third development plan. Lack of performing until 2004 because of some limitations	In this year the SBM was not performed in any of the schools
2004	Applying the SBM in the country named as board of trustees schools	In this year the SBM was performed in around 500 schools
2009	On the basis of the fourth development plan (economically, socially and culturally) more planning to apply the SBM in Iran	In this year the SBM was performed in around 1000 schools

4. The Adoptive Comparison of Performing SBM in Five Leading Countries

Since in general SBM is considered an adaptive model to reach in many of the educational systems throughout the world, in this section the comparative implementation of SBM in some leading countries has been taken into consideration so that we can find instructions to apply this model properly in the educational system of our country.

4.1 Australia

The SBM, as of the most fundamental element in managing state schools, was founded in 1970 and officially introduced in Queensland, Australia. The SBM model in Queensland was designed in order to confer more autonomy to schools in parts including: resource management, specifying education resource management and local accountability, leading and controlling schools in different sides, offering guaranteed educational services to students beside responding the group's needs. Also, this plan has different benefits for students, teachers, staff, educational authorities and groups along with school-dependent associations. On the whole the aim was to increase "the learning efficiency of students". The results show that the most important role changed in Queensland schools for decentralization was the role the authorities have in the schools. Also local management had significant effects on functionality and the role of senior teachers (Cranston, 2009).

Table3. The features of applying SBM in Australia

Date	Title	Objective	Strengths
1984	Contributive management	Increasing the productivity through the more independence of the stockholders, increasing the flexibility and accountability of schools	Increasing the productivity of students, increasing the contribution of the councils in decision making , increasing the efficiency and the role of the teachers

4.2 Mexico

In the year 2001, Mexico, In the way toward applying SBM and improving the educational quality and in order to make more autonomy in schools along with confering 5000$ on schools as financial aid commenced a plan named "Quality schools program" (PEC). In behalf of such aids the parent-teacher associations in schools were supposed to contribute in planning and performing this program and take the responsibility of infrastructure reforms, civil works and participating in educational meetings (Zahiri et al., 2013).

Also there was arranged another program in 2008-2009 following PEC, performed in six states in Mexico: the results have shown that about the schools participating in PEC-FIDE program and received financial aids to reform the quality of schools and students' learning power, the financial aids are given to schools and helped for

the infrastructures and educational instruments (Santibenez et al., 2014). Gentler et al. Also showed in a study that in Mexico, in PEC-FIDE program, the school councils which are of the most crucial elements concerning PEC, including the school principal, the teacher's; and the parent's representatives observe both the planning and performing the program (Gretler et al., 2012). Reimers et al. 2007 in a study as "what are the advantages of SBM?" have reported the SBM causing changes in key principles such as accountability, using informative systems, parents' contributions, autonomy of budget, etc.

Table 4. The features of applying SBM in Mexico

Date	Title	Objective	Strengths
2001	Contributive management	The contribution of student's parents in decision making, giving financial resources to school	The extensive contribution of parents in managing the school, decreasing the rate of dropouts, equipping the infrastructures, resources and educational instruments and educational help to schools

4.3 South Korea

The SBM was first officially settled in South Korea in mid-80s by the government and in the year 1995 writing a report to the president, the education minister of South Korea asked for setting SBM in the country. Through this system the role of the education ministry changed into a policy maker and coordinator which activated the school management considering the exclusive features of the school. Also through this method the regulation-based and control-based management system turned into accountability-based and school-based management system. In the year 1996 all state schools were governed through SBM. Also the education plan of the country, applied from 1995, and also the settlement of financial system of SBM in 2001 are of the fundamental steps toward fixing this systems in the schools in South Korea (Lo et al., 2008).

Table 5. The features of applying SBM in South Korea

Date	Title	Objective	Strengths
1980	The school-based management	Devolution and activating the school management	Setting school-based financial system, replacing rule-based system and control-based system for accountability-based system and school-based system

4.4 England

In England, since a decade ago, the state schools used to be governed by local authorities. Moving toward SBM was at first a financial objective. It was not a new method and used to be performed in some schools if England since 1994. The education reform regulation of 1998 made a huge change in power distribution and influencing the central government, local government and schools. This law caused the local authorities to allocate a wider budget to schools. The school authorities were responsible for manage the budget and set the positions (Levacic, 2014). Thatcher government forced out to form school councils to start-up the Board of directors including executive managers and officials selected by parents, teachers and local authorities in the year 1988. According to this law the governmental guide schools are known as independent schools each of which are independently owned managed by executive committee consisting of 10 to 15 members including manager and parents' representatives and far from any educational control from local authorities. Studying this approach it was certified that the success and scores of the students, in this system and in standard exams, has been improved by the standard deviation of 0.25. Clark (2009) and Garden (2006) in a survey named parents contribution in school-based decision making in Victoria, Colombia, Britain and Canada, have reviewed the parents contribution in schools. According to the results the parents tend the schools to have more communication with them and have access to management and budget system (Piri, 2009).

Table 6. The features of applying SBM in England

Date	Title	Objective	Strengths
1988	Board of trustees management	Forming school councils, giving more financial independence to schools and increasing their effectiveness, more devolution	Explaining the authorities, reconstructing the decision making units, more contribution from parents in decision making

4.5 Canada

Moving toward SBM in Canada and in public education area in Edmonton in Alberta where the decisions are usually named as school-based it has resulted in decentralization of resource allocation for education and non-education staff and equipping resources and services. In 1970s, a sample including 7 schools were selected as a trial group and this experience was performed as a self-control method, also in 1980 to 1981 this approach was institutionalized in the country. In a trial program the mentioned approach was mixed by centralized consulting services. The amazing feature of this pattern is to recognize the resources. In this pattern the resources are allocated to schools all at the same time and then the complementary resources were suggested via consulting services and on the basis of the school's and the student's needs. Then the allocated resources were included of School-based budget. After that the standard costs was set for different services based on the service costs asked by schools. The schools were allowed to receive services other than the ones specified by education ministry of the region. In 1994, Alberta started a plan to have the full restructure throughout the state. Consequently, the board of directors in school had the right to establish the educational taxes as a replacement for allocating the whole budget by state government. The important features of the considered reforms were involving the parents, manager and the business owner in education. As it increased their decision-making power around education including resource development and also determining how to achieve the results. Also in this new law the determination of sample schools with more flexibility and freedom was a measure in order to reach predictable results more properly (Radny et al., 2006).

Table 7. The features of applying SBM in Canada

Date	Title	Objective	Strengths
1970	Board of trustees management	Increasing the parents' contribution in education and helping the financial independence of schools	Decentralization of resource allocation for educational and non-educational staff, equipping the resources and the services, the professional development of teachers, reconstruction and conferring more authority to schools

5. Conclusion

SBM rooting from theoretical basics of contribution, lack of concentration, devolution and competitiveness believes the school manager and its pillars must be involved in school management. The school-based issue in the recent decade is cared by the members of educational system (Hamda, 2010). This study was performed on the basis of the comparative comparison of implementing school-based management in developed countries in the historical context: from theory to practice. Reviewing the studies performed about applying SBM between developed countries and Iran, the following results could be realized:

✓ Our country compared to other countries has faced great problems in applying SBM. Studying the implementation of SBM in educational system of England, Mexico and South Korea, it could be mentioned that of the prerequisites to apply the SBM is devolution. Also through adoptive study of SBM in England it could be said that in this country financial independence of schools was cared by managers from the beginning of educational evolution, however, In Iran's educational system the school managers have no financial independence, but, strategies have been predicted to revenue that if not performed it will lead to a delay in education system of the country.

✓ Reviewing the implementation form of SBM in educational system of Mexico and Canada has shown that parents contribution in decision making and school management is of the fundamental prerequisites to implement SBM, that in recent years has turned real in Iran's educational system in the form of

parents-teachers meetings and it can be said that the belief around staff, parents and the society contribution in schools has led to the improvement and of the school in the form of a complete cycle and increases the people's contribution, commitment and the role they play in making decision and makes the teacher's and parent's creative energies involved in this process and rises their knowledge and wisdom about different decisions.

✓ The leading countries have improved the quality of the schools in their country via decentralization and devolution to local councils and the schools, and have been able to bring all members of the school and the councils into contribution. The school management of most leading countries is contributive and most councils of the schools are involved in managing school affairs among which countries like the U.S. , Mexico, Australia, etc. Can be mentioned. Considering the history of SBM in some leading countries it has been clarified that managing schools in such countries is a board of trustees management and the school managers and the board of trustees have wider authorities in managing the schools among which countries like Spain, Canada and England can be mentioned. However, in Iran despite of approving regulations around making schools self-control or named as board of trustees the management is still decentralized and the managers wait to reach orders from the higher level authorities.

✓ Finally considering the history of performing SBM in leading countries and Iran it was clarified that in most countries of the word such as Canada, Australia, England and other countries the government and the local authorities along with the councils existing in the schools play a vivid role in managing schools and have led to improve their country through cooperating with each other. In England the schools are as self-control and the educational plans and decisions are made by schools themselves and also the schools have more freedom to employ or to fire managers and staff along with educational planning in schools. In Iran the school management, considering the centralization of education system, is still centralized and in most schools the usual way the rule is from above and teenagers obey the orders from higher level authorities, although in regulations of the Board of trustees schools the role of councils and also the student's parents is determined in managing schools.

References

Adam, E. N., & Meir, M. (2012). The Equity Consequences of School Based Management. *International Journal of Educational Management, 20*(2), 116-126. http://dx.doi.org/10.1108/09513540610646109

Bambang, I. (2014). School Based Management: Issues and Hopes toward Decentralization in Education in Indonesia. Retrieved from http://www.ewordedreform.com

Cheng, Y. C., & Mok, M. M. C. (2010). School-Based Management and Paradigm Shift in Education: An Empirical study. *International Journal of Educational Management, 21*(6), 517-542. http://dx.doi.org/10.1108/09513540710780046

Cheung , M. F., & Kan, F. (2009). *Teachers Perceptions of Incorporated Management: Committees as a form of School Based Management in Hong Kong*.

Clark, D. (2009). The Performance and Competitive Effects of School Autonomy. *Journal of Political Economy, 117*(4), 745-783. http://dx.doi.org/10.1086/605604

Cranston, N. C. (2009). Collaborative Decision-Making and School-Based Management: Challenges, Thetoric and Reality. *The Journal of Educational Enquiry, 2*(2).

Di Gropello, E. (2006). *A Comparative Analysis of School-Based Management in Central America. Working Paper 72*. Washington, DC: World Bank. http://dx.doi.org/10.1596/978-0-8213-6525-0

Dimmock, C. (2013). *School-based management and school effectiveness*. Routledge.

Gertler, P., Patrinos, H. A., & Rodríguez-Oreggia, E. (2012). *Parental Empowerment in Mexico: Randomized Experiment of the "Apoyos a la Gestion Escolar (AGE)" in Rural Primary Schools in Mexico*. Washington, DC: The World Bank.

Hammada, W. (2010). Boards of trustees (BOTs) as avenues for shared decision-making in Egyptian schools: Teachers' perceptions. *Procedia: Social and Behavioral Sciences, 2*, 3787-3791. http://dx.doi.org/10.1016/j.sbspro.2010.03.590

Jafari, M. S. (2012). *Knowledge management in school-based management system*. Tehran: Quarterly Management in Education.

Jafari, M. S. (2014). *Concepts and definitions of school-based management and organizational theory and*

management role in the emergence and development of this comment. Tehran: Institute of Education.

Levačić, R. (2014). *Education Finance and Decentralization*.

Lingard, B, Hayes. D., & Mills, M. (2002). Development in school-based management: The specific case of Queensland, Australia. *Journal of Educational Administration, 40*(1), 6-31. http://dx.doi.org/10.1108/09578230210415625

Lo, W. Y. W., & Oek, G. J. (2008). Reforming School Governance in Taiwan and South Korea: Empowerment and Autonomization in School-Based Management. *International Journal of Educational Management*.

Moradi, S., Sufean, B. H., & Barzegarc, N. (2012). School-based management (SBM), opportunity or threat (education systems of Iran). *Procedia: Social and Behavioral Sciences, 69*, 2143-2150. http://dx.doi.org/10.1016/j.sbspro.2012.12.179

Murphy, C. B. (2014). *School-based management as a school reform (the status quo)*. Translation Farhad Karimi. Institute of Education.

Nasr, E., & Ahmad, R. (2014). *Present and future-oriented curriculum in Iran*. Foundations, challenges, management requirements based on school education in Iran. Institute of Education.

Office of the State Council Development and Public Participation. (2009). *Regulations and procedures for school board of trustees*. Non-governmental organizations, schools and the development of public participation, Second Edition

Piri, M. (2009). *Design and validation of school-based curriculum* (Doctoral thesis, Tehran University of Teacher Education).

Razzaq, Marandi, Hadi, & Al-Hassan. (2013). *Abstracts of the National Conference on Engineering Education Reform*.

Reimers , F., & Cordenas, S. (2007). *Who benefits from school-based management in Mexico?*

Santibanez, L., Abreu-Lastra, R., & O'Donoghue, J. L. (2014). School based management effects: Resources or governance change? Evidence from Mexico. *Economics of Education Review, 39*, 97-109. http://dx.doi.org/10.1016/j.econedurev.2013.11.008

Vally. G., Valliamah, S., & Daudb, K. (2015). The implementation of school-based management policy: An exploration. *Procedia: Social and Behavioral Sciences, 172*, 693-700. http://dx.doi.org/10.1016/j.sbspro.2015.01.421

Zahir, B., Moradi, S., & Heidarpour, V. (2014). *Decentralization of decision-making in schools, theories and evidence of school-based management* (1st ed.). Islamic Azad University Branch.

Copyrights