

THE IMPACT OF SELF MANAGEMENT ON SCHOOL

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ABSTRACT

The research discussed the impacts of implantation of self-management in education, through which the schools are working and taking decisions independently and relying on the local bodies for support and resources provision.

The published literature gathered and analyzed in this paper indicates the positive effects of decentralization on the scores of students and general achievement, mostly, the studies found that the relation between self-management and the scores of math and reading is positive, at the same time, the previous literature found that these results are closely related to the quality of management before the implementation of decentralization.

Conclusively, the implementation of educational autonomy requires previous study on the feasibility and requirements of implementation to guarantee the utmost benefit and educational outcomes.

Keywords: *Decentralization, self-management, education autonomy.*

Introduction

The concept of decentralization has been recently introduced in the field of education; in the 80th of the past century the western educational systems approved the reform and transformation of education from centralization to decentralization or self-management form in schools in an attempt to improve the scholastic outcomes.

The self-management method of administration in education involves the transfer of management from higher governmental administration to local governments that is based on the participation of all parts in the educational process decision making, financial provision, and curricular decisions.

The implementation of self-management in education requires careful planning, prerequisites and considerations to be put in mind before and during the process of decentralization.

Preface

According to Mansuri & Rao [2012,13] Decentralization of schooling to municipal governments appears to have had little impact on average student learning, although there is some evidence of improvement in learning outcomes in wealthier and administratively more capable localities). [13,P 197-198]

By the same token, self-management is applied in many countries around the world, the general researches results indicated the rising on positive outcomes for the process of decentralization, but these outcomes are limited and restricted in many areas due to the limiting number of studies that have tackled the subject or have focused on one or more aspects, as the majority of published literature concentrated on the financial resources, scientific subjects scores or enrollment.

Self-management and achievement

Hanushek, Link & Woessmann indicated that (the impact of school autonomy on student achievement is highly heterogeneous, varying by the level of development of a country). [10, P 26]

According to Madeira [12, 2007] the application of self-management in the schools of Sao Palou has negative and positive aspects on the overall educational process, as the study found that school's self-administration has increased the rates of dropout among elementary students and raising the rates of failure as well. it also expanded the quality gap between schools, worsening it, as the good schools witnessed advancement contrary to the bad schools that declined. On the other hand, it positively affected the resources available for the schools to accomplish their plans and activities.

Another study on the impact of decentralization on education in Spain showed significant improvement in the scores of some tests performed for some subjects, where the results of math tests improved by 7% and 8% in Spanish in the well administrated schools in the Spanish provinces, however the results in the bad-administration areas and localities showed a decrease by 14% and 9% in the same subjects respectively, indicating that decentralization of education is effective and rewarding in the non-poor areas compared to the poor ones with relation to the resources available and offered by the local bodies. [7, 2008]

Similarly, the students outcomes in math showed positive impact in Tunisia and Jordan, where the results revealed a relation existing between decentralization and achievement, in addition to Literacy in Jordan, and a positive link between employing and firing teachers in Jordan depending on the marks of math tests. [5, 2015]

Steinberg [15, 2014] found that (receipt of greater autonomy had no statistically significant impact on a school's average math or reading achievement after two years of autonomy). [15, p1]

Maslowski ET. al. [13, 2007] investigated the effect of school autonomy on reading literacy, where the results revealed that the more management was decentralized, the higher the level of reading were.

The results of the above discussed literature, evidently proposes positive attitudes and outcomes towards self-management, motivated by the significant results indicated by these studies and other that have proven the productivity of decentralization process. However, the results also point out to the inequality of these results when compared to well manage schools and those badly managed.

Self-management and school enrollment

The experiences of Bolivia and Colombia proved fruitful, the decentralization process of education in these two countries have positive effects on the sector of education, in both countries, school self-management reflected on the rates of enrollment positively for it raised the rates of school registration and attendance. This outcome is attributed according to Faguet & Sanchez [6, 2008] to the "quality of investment", more precisely, the modality and direct of financial resources expenditure.

The differences in the outcomes of implementing self-management schools in the three countries mentioned in the above studies is natural and expected as indicated in some several studies, suggesting that the outcomes are closely related to the self-management design and implementation. The outcomes of these studies have also outlined the necessary components for achieving successful self-management education, these factors include the communal participation and involvement, capacity building and training, progressive role of the center, and the experience and time, still, the provision of these factors does not guarantee the success of the self-administration process, indicating that there must be other crucial factors that govern it. [10, 2012, 2, 2015]

The contradiction of the results provided by the studies relating the relation between school decentralization and enrollment and attendance are presumably culturally related and diverse from one country to another depending on the prevalent attitudes towards education and the socio-political situation in the country.

Self-management and resources

Another field of impact in the process of schools self-management is schools resources. In the centralized model of management, resources, basically, the financial ones are provided by the government, whereas in the decentralized model, the local governments are responsible for providing schools' resources. Such model of course has its impacts on the totality of educational or scholastic structure and components.

The Sweden experience of decentralization proposes that the effect of recourses availability was not affected regarding per student spending, however, per teacher-student ratio had been affected, the transform of the educational management model resulted in more equal distribution of teacher-student ratio across the

local municipalities in Sweden. Nonetheless, the outcomes of the Swedish decentralization experience linked the availability of resources to per teacher-student employment, in other words, the lesser availability of resources, the fewer are the teachers employed per student. [1, 2007]

Di Gropello [3, 2002] found that the municipal financial contributions and the provision of salary incentives affects the educational achievement of the school positively, however, the research revealed a negative impact of financial self-management in schools and educational achievement.

The outcomes of Salinas [14, 2014] research also indicate the existence of a positive link between the financial decentralization and educational achievement with relation to the teacher quality, where it was pointed out that self-management has quantitatively significant influences on the quality of teacher following three criteria (teacher's education, certification and disciplinary climate) with 7.5% and 16.7% on the overall educational achievement affected by self-management.

Diaz-Serrano & Meix-Llop [4, 2012] provided another indication on the positive of the financial self-management on school achievement in specific subjects, mainly, mathematics, reading skills and science, since the financial decentralization affected all areas positively.

Despite the available evidence of the positive effects of self-management in education, it is pivotal here to point out that its implementation is a country-specific experience; the implementation of educational decentralization requires critical consideration in order to come out with the expected results.

Conclusion

Self-management in education is not completely new reform in the field of education, even though, the outcomes of its implantation is not compressive because of the little literature that tackled it's all aspects and impacts.

The general attitude towards educational self-management is positive based on the primary outcomes provided by the majority of studies, and across countries experiences.

Many previous studies dealt with Self economic management in school and showed the importance of independent schools by saying: those schools that provide high quality education they have the ability to provide excellence and innovation climate for the teacher, and work to make the local community an integral part. Many studies indicated that the success of independent schools needs continued support of community leaders and the choice of human resources with high efficiency.

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