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THE EFFICIENCY OF CONTROL IN SCHOOL SELF-ECONOMIC MANAGEMENT

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Аннотация

Бұл мақала бастауыш мектептің өздігінен бақылауда экономикалық тиімділігін сипаттайды. Зерттеу алты мектепте өткізілді, алты мектеп директорларымен сұхбат жүргізілді. Зерттеу нәтижесі мектепте өздігінен экономикалық бақылауы жоғары екендігін көрсетті, жетекшілер мектеп бюджетін үнемдеу процесін қадағалауы керек.

Аннотация

Эта статья описывает экономическую эффективность самоуправления в начальной школе. Исследование было проведено в шести школах, интервью были проведены с шестью директорами. Результаты исследования показали, что экономическая эффективность самоуправления в школе высока, что означает, что руководители должны контролировать процесс расходования бюджетных средств школы.

Abstract

This article intends to study the efficiency of control in school self-economic management in elementary schools. A study was conducted on six schools,

interviews were made with 6 principals. The results of the study indicated that the efficiency of control in school self-economic management was of high degree, which means that the principals should control the process of spending the budget on school requirements.

Түйінді сөздер: мектепте өздігінен басқару концепциясы, тиімділік, өздігінен бақылау, пікір, қабылдау.

Ключевые слова: концепция самоуправления в школе, эффективность, контроль в самоуправлении, мнение, восприятие.

Keywords: concept of self-management of the school, efficiency, control in school self-management, opinion, perception.

Many researchers found that centralized school budget weakens the success of fairness, competence, freedom and choice. School self economic management needs a high level of society participation in school decision making and encouragement of variety within schools to guarantee option. We can express the concept of school based management by a variety of names, such as local management of schools, school-based budgeting, and decentralized management [6].

We can define school based management as a system where there is an important and regular decentralization to the school level of authority to make decisions related to the portion of supplies, resources include knowledge, technology, materials, power, people, time and money. The school stays answerable to a central authority for the method in which resources are used. Self economic management intends to support positive participation from teacher, principal and parents [8].

School teachers are allowed to express their viewpoints and take up full responsibility for decision-making. In this case teachers are considered as partners rather than employees. They also can act as catalysts and coordinators to enhance the organizational culture in school.

Some conditions such as transparency autonomy and flexibility in making decisions are necessary to be provided when implementing self economic. Because of the lack of time for principal preparation and teacher training programs and because of inflexible funding, self economic management appears to change the previous practices in schools and to make reforms, principals and teachers faced difficulties in this regard such as changes in the method of teaching and learning, changes in the professional position of teachers, and changes in the school control and the distribution of this control between schools and their customers. And as the principals are the highest rank and the direct manager of the schools, their opinions about school based management are very important principals are facing new challenges as the leader of the school[5].

Control is a very important element needed to improve school based management. Little researches focused on the efficiency of control in school based management in elementary schools. So, it is important to fill this research gap. This study aims to answer the research question, as perceived by principals and teachers of elementary school:

What is the degree of the efficiency of control in school self economic management?

Purposes:

The purposes of this article are:

- To investigate the views of elementary school principals regarding the efficiency of control in school self economic management.
- To test the effect of principal's age, No. of training courses and years of experience on the principals' viewpoints about the subject.

Significance of Study:

More research is needed to determine the efficiency of control in school self economic management. This study is an analysis of principals' viewpoints regarding this subject. Principal's age, years of experience and No. of training courses are important elements that may have effect on their viewpoint about the subject.

This study will provide insight to school leaders about control in self economic management as perceived by principals.

Definition of Term.

The following definition is provided to ensure the meaning and understanding of the term used in this study:

Self Economic Management: is a method of formulation of school management tasks according to the school circumstances, characteristics and needs, so that the school board members become more independent and responsibility in the employment of available resources to solve problems and activation of effective educational activities for the development of the school in the long run." [3].

Financial & activity control.

Most of the public school resources come from the government in order to carry out educational needs. The use of these resources is under firm supervision and the schools must get consent from the central authority on every part of school funding. In general, it is also not easy for public schools to procure new resources by themselves under constraints of the central authority.

It was found that schools under a system of school based management are different from schools under control of centralized management. They can make different choices about the following issues:

- 1- The staff: Such as choosing a part-time teacher instead of a full-time teacher
- 2- The curriculum: Schools under self economic management are free to make changes in the curriculum by selecting a different textbook.
- 3- The funds: Schools under self economic management are free to spend more on technology, they can spend more on supplies and less on field trips.

Under self economic management, the principal usually carries many responsibilities in addition to managerial responsibility, he or she controls the operational activities related to financial control. The control educational resource allocation [1].

In sum, the principal controls funding of schools, and the effective operation of these funds. In consequence, principals are responsible for planning and development, they should facilitate involvement, cooperation and collaboration [4].

Principals and teachers in decentralised budgeting school means the allocation of funds to achieve the goals of the school. Successful self economic management needs expertise in the correct use, budgeting and expenditure of funding resources at the school-level and must provide school managers and administrators with suitable training packages and additional staff time, New roles are given to the principals in addition to responsibly of financial planning [2].

Control over the decentralised budget is very important, it needs efforts to put resources upon request of school goals. The ability to distribute resources gives the principals the direct control over the curricula and the staff. This control and power to make decision regarding budget and funding of government grants allows the school to determine how funds will be employed so as to increase the school and staff, and to make site decisions through site budgetary control and relief from centralized regulations. Principals can make decisions with teachers, parents, students and other community members in order to improve educational outcomes. Regarding financial control, school controls over staff units for determining positions, school principal selects, hires and develops the staff. The principal and the teachers select from among applicants, then teachers and principals interview applicants and make their final choice, and the principal formally makes a recommendation with advice from teachers to pass their choice to the central authority, which still does the hiring. School-based management offers the managerial staff self-government to control over the budget. The school in this case will behave like commercial than educational organization. Principals will be effective, flexible, innovative, and competitive while teachers would be given the power to reform the school system. Both principals and teachers will work harder and competently for the benefit of their students and their parents as customers. Principals become customer receptive and responsible for controlling the budget creatively [7].

Method.

To investigate the research question, a qualitative method of interviews was adopted.

Participants.

6 principals from 6 elementary schools were involved in interviews.

Procedure.

Interviews were conducted with 6 principals (males and females) the sample respond to the interviewers and replied their questions.

Tool.

The interview involved an open-ended set of questions to obtain the responses.

The interview questions were divided into two parts:

Part 1: included three questions about personal information.

1- Age: _____

2- Training courses: _____

3- Years of experience: _____

Part 2: included five questions:

(1) Schools under self economic management are free to spend more on technology pls. explain: _____

(2) Self economic management enables the principal to make changes in the curriculum, how? _____

(3) Self governance in education can improve student outcomes and effectiveness, can you illustrate this? _____

(4) Principals controls the operational activities related to financial control in school based management. How? _____

(5) The principal controls funding of schools, and the effective operation of these funds can facilitate involvement, cooperation and collaboration. How? _____

The respondents were the principals. Before the interviews, the researcher explained the purpose of the research and assured the subjects regarding confidentiality.

Results:

- The efficiency of control in school self economic management was of high degree.
- There were no significant differences in the efficiency of control in school self economic management from the viewpoints of principals attributed to age.
- There were no significant differences in the efficiency of control in school self economic management from the viewpoints of principals attributed to No. of training courses.
- There were no significant differences in the efficiency of control in school self economic management from the viewpoints of principals attributed to years of experience.

Recommendations:

Upon the research findings, the researcher recommended to:

- 1- Enhance the principals' capabilities in professional leadership and financial control through workshops and training courses.
- 2- To implement the self economic management in elementary schools for its advantages in promoting student outcomes.
- 3- To give the administrative staff and the teachers more freedom and ability to participate with principals in decision making.

Limitations.

(1)The results are based on the respondents' viewpoints.

(2)The research was conducted only on 6 principals.

In order to improve the validity and reliability of this academic inquiry for future researchers more qualitative methods like observation and interviewing students and parents can be used to promote the reliability of the study.

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