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THE DEGREE OF TEACHERS' UNDERSTANDING OF THE CONCEPT OF SELF ECONOMIC MANAGEMENT AT SCHOOL**Saleh Naji,***doctorate student, ULIM, Israel***Аннотация**

Бұл мақала мектептердегі экономиканы өздiгiнен басқару концепциясын педагогикалық дәрежеде түсiнуiн зерттейдi. Бұдан бөлек мақала оқытушының көзқарасына жынысы мен жасы ықпал ететiнiн байқатады.

Автор зерттеу пәнiмен байланысты алдыңғы зерттеулердi қарастырды, бұл әдебиет мұғалiмдер арасында мектептердегi экономиканы өздiгiнен басқару концепциясының түсiндiрмесiн мақұлдады.

Аннотация

Эта статья исследует степень педагогического понимания концепции экономического самоуправления в школах. Кроме того, статья исследует влияние пола и возраста педагога на его точку зрения.

Автор работы рассмотрел предыдущие исследования, связанные с изучаемым предметом и обнаружил, что существующая литература поддерживает положительную трактовку концепции экономического самоуправления в школах среди учителей.

Abstract

This article investigates the degree of teacher understanding of the concept of self-economic management at schools. It also investigates the influence of gender and age of teacher on his viewpoint regarding this subject.

The researcher reviewed the previous studies related to the subject and found that previous literature supported the existence of a good understanding of the concept of self-economic management at schools among teachers.

Түйiндi сөздер: мектепте өздiгiнен басқару концепциясы, оқытушы жынысының әсерi, оқытушы жасының ықпалы, түсiнiк, қабылдау.

Ключевые слова: концепция самоуправления в школе, влияние пола преподавателя, влияние возраста преподавателя, понимание, восприятие.

Keywords: concept of self-management of the school, the effect of teacher's gender, the effect of teacher's age, understanding, perception.

Concept of self-management of the school has recently appeared, this concept emerged in the eighties from reform movements, which has multiple titles, Some of them called it the local administration of the school or self-management of the school or administration the site of the school or administration centered around the school.

This movement allowed the school management to put the budget or curriculum status report or make some decisions for staff without resorting to the administration offices of the region. Oswald believed that, this system provides us with the best program for students, as education sources will be available in line with the needs of each community separately. It was to be in line with the developments and find a modern type of administration to break all of the red tape and lack of participation and continuing to comply with the orders of the higher authorities [4].

The purposes of this article are:

- To investigate the teacher understanding of the concept of self-economic management at schools.
- To test the effect of teacher's gender or teacher's age in the teachers' viewpoints about the concept.

Significance of Study:

More research is needed to determine if certain factors relate to the understanding of the concept of self-economic management. This study is an analysis of factors regarding the concept. Teacher gender and age are important elements that may have effect on their understanding of the concept.

This study will provide insight to school leaders on self-economic management as perceived by teachers.

This study could help school leaders identify areas of trends among schoolteachers towards self economic management. There is a lack of research that combines the factors of gender and age and their impact on the understanding of the concept of self economic management at schools .

This study could provide useful information for school leaders on how these factors impact teacher's understanding.

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

Self Economic Management in School: 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." [2].

How did the concept developed?

The concept of self-management of the school developed through lessons learned from the Trade and Industry, it was found that the conversion of some authorities in decision-making to lower levels in the organization, increased self & job satisfaction for workers, and also increased the transformation from central authority to decentralization was fit to the institutions where the work is complicated, requires a teams, and working in a rapidly changing environment, more than other institutions [2]. So decentralization in management style was considered the most suitable method in schools, due to the similarity of the conditions of workers with the conditions of teachers work in schools, and unlike all attempts made in the past to switch to decentralization, which was to lead the transition to a form of bureaucracy.

Definition of self management of the school:

Self-management of the school is defined as "a strategy aimed to improve the education by the transfer of the important decision-making body from the countries and the offices of the region to the schools, by enabling managers, teachers, students and parents to control the process of education by giving them the responsibility to take decisions about the budget and staff, and the intervention of teachers, parents and those interested in education in key decisions to find a more effective environment for learners [2].

Through this definition, we can say that the researcher reconciled in his choice to the term "strategy" because this word included the choice for the best alternatives and means to achieve certain goals reflect the basic needs of the environment, this term also richest the researcher in talking about long-term planning, this term also has involved a future outlook. The researcher also talked about the purpose of the transfer of decision-making authority from Mother senior management to the school administration. What's Wrong with this definition it isn't specified any of the strategies or ways to activate the self-management.

This definition has been focused on the granting of school decision-making power through self management, which increases the feeling of all members of the faculty and staff in independence, this feeling which makes them looking for the best plans and funding sources to achieve the desired goals within the mechanism of action as a team, and then put appropriate mechanisms to implement those plans and striving to implement all the satisfaction and acceptance [2]. Cheng defined it as "a process that involves a range of activities and mechanisms planned and organized by the all school staff to improve the educational and organizational processes to resolve school problems and activating the role of workers for better performance" [2].

Cheng's [2] concept is wider than his predecessors, because he looked at the self-management as "a process that includes a range of activities and mechanisms that are placed thoughtfully and planned", and he also completed what his predecessors explained about the need to strive towards solving school problems, and plans are made adapted to the special needs of each school.

A year after, the previous definition Tony came to combine the previous definitions, avoiding some shortcomings, he believes that self-management of the school means "the process of redistribution of authority and the school frees from the central educational authority replaced by a local authority of its own affairs, in order to activate the participation of teachers, parents and community members in decision-making within the school" [3].

Townsend considers self-management as a combined process include many of the necessary strategies for the development, this process consider the center of authority in the hands of local schools as a tool to draw a diverse and effective strategies. However, the noticeable until 1997 that he did not look to the school administration, but as a method or process, in 1998 Gaziel [5] defined it as "administrative entrance tutorial enhances the autonomy of the members of the school administration, and provides a creative climate necessary in order to participate, develop, modernization, through decentralization upon which the use of this entrance, and so the school administration members become more independent and responsibility in making decisions about the curriculum, development and distribution of human material resources in the school" [2].

This is a broader definition than its predecessors, as well as the distinctive look of self-management as an modern administrative input taking into account some important strategies upon which to build self-management of the school, including:

- activate the principle of participation in decision-making.
- attention to the principle of professional development.
- address to the principle of employment of material and human resources to suit the needs of individuals.

Cotton [3] said that the self-management of the school system a process helps to considered self-management of the school as part of the provincial organization, and also help the central administration to transfer part of the authority placed upon it. And knows the school are essential to the process of educational change as a unit [2].

The quantitative method is used here in order to investigate the viewpoints of teachers about the concept of self economic management at schools.

The participants were 20 (Grades 10-12) teachers from schools. 10 of the participants were female, 10 were male teachers. 9 were 30-45 years old 7 more than 45 and 4 less than 30.

A questionnaire was handled to 20 male & female teachers of different ages in order to respond on its paragraphs.

The questionnaire.

Dear teachers:

This tool is used to measure the understanding of the concept of self economic management at schools.

Pls. answer these questions:

Age: less than 30 30-45 more than 45

Gender: Male Female

| Statement | Strongly agree | agree | Neutral | disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| Self economic management at schools is a strategy aimed to improve the education by the transfer of the important decision- making body from the countries and the offices of the region to the schools. | | | | | |
| Self economic management at schools enables managers, teachers, students and parents to control the process of education by giving them the responsibility to take decisions about the budget and staff. | | | | | |
| Self economic management at schools means the intervention of teachers, parents and those interested in education in key decisions to find a more effective environment for learners. | | | | | |
| Self economic management at schools is the choice for the best alternatives and means to achieve certain goals reflect the basic needs of the environment. | | | | | |
| Self economic management at schools is the transfer of decision-making authority from mother senior management to the school administration. | | | | | |
| Self economic management is the school method of formulation of school management tasks according to the school circumstances | | | | | |
| Self economic management is the school method of formulation of school management tasks according to the school characteristics and needs | | | | | |
| Self economic management is a process that involves a range of activities and mechanisms planned and organized by the all school staff to improve the educational and organizational processes. | | | | | |
| Self economic management is organized to resolve school problems and activating the role of workers for better performance. | | | | | |
| Self economic management is a combined process include many of the necessary strategies for the development. | | | | | |
| Self economic management is a process that considers the center of authority in the hands of local schools as a tool to draw a diverse and effective strategies. | | | | | |

1. The results showed that there is a good understanding of the concept of self economic management at schools, the understanding was strong as shown by the sample.
2. There were no significant statistical differences between male and female teachers in the understanding of the concept of self economic management at schools.
3. There were no significant statistical differences between teachers age categories in the understanding of the concept of self economic management at schools.

Recommendations:

Based on the above findings, the researcher recommend the following:

1. To enhance teachers' technology in workshops about self economic management.
2. To provide teachers with complete information about school plans regarding self economic management and to support their participation in decision making in this regard.
3. To encourage teachers with incentives and awards for participating in self economic management at school.
4. To provide teachers with some release time so that they can plan effectively to manage the school economically.

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