Full Length Research Paper

Site-based management: Impact of leader’s roles on institutional improvement

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This study attempts to determine some of the most influential factors within the roles of principals as being site-based manager. This will also help in understanding the impacts that are experiencing within site-based management (SBM) with an intention of providing better guideline for institutional improvement. Data gained through questionnaires from 127 principals and 694 teachers using representative sampling technique from urban secondary provision are used. This study reports that some of the items that are considered as the roles of site-based management have impact on organizational improvement. A remarkable school improvement may be achieved if the principals provide special emphasis on strategic planning, supportive and comprehensive roles reducing emphasis on shared decision making. The findings of this study provide important information for policy makers, education managers, and especially for the principals and teachers concerned with the improvement and well-being of secondary schools under the school-based management system.

Key words: School-based management, roles of principals under SBM, school improvement.

INTRODUCTION

In Bangladesh, Site-based management (SBM) is the management model for non-government secondary and higher secondary institutions since two decades, considering that more than 90% of the secondary and higher secondary institutions comprise under the non-government sector (Hoque et al., 2010). Principals are the key leaders to oversee matters regarding institutional improvement (Delaney, 1997), as they are authorized key figures (Amundson, 1988) at site level under the SBM system. Although SBM is viewed as a positive and successful vehicle of school improvement (SI), there are uncertainties pertaining to the exact roles of principals. As considerable research continues to demonstrate the pivotal position of principalship in school management (Hallinger, 2003; Leithwood and Jantzi, 2005), there should also be similar research on what principals can do to achieve their schooling objectives. Unfortunately due to vague guidelines, the principals only perform their parts when the demands of a situation arise. This varies from school to school, state to state, and country to country. In Bangladesh, site-based management has been practiced for two decades. As all non-government secondary and higher secondary schools are following the same management system, there are a lot of differences in terms of the quality of education, teaching staffs, system of evaluation, as well as input and output. These differences occur because of the principals themselves; as they have the opportunity to exercise their authorities. From different studies (Cotton, 1992; Malen, Ogawa and Kranz 1990; Murphy, 1997), it is found that principals of successful schools share some common roles such as strategic planning, supportive, comprehensive planning, shared decision making and facilitation under SBM, which are the keys to their success. If the principals really know the variation of influence of these roles on school improvement, they can act more efficiently than usual. Therefore, the following

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