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## The Implementation of School Based Management Policy: An Exploration

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### Abstract

School effectiveness related to quality of administrators. Principal is the most important person in improving school onto brings school to its best performance. This study explores the readiness of Kuala Lumpur (KL) secondary school principal in implementing School Based Management. This study employed fully quantitative method. The analysis reveals that KL school principal have high tendency in setting school vision and mission along with human resource management. The correlation analysis indicates, the more effectively the principal plays his/her role, the more effectively the school vision and mission implemented and more efficiently human resource management being managed.

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### 1. Introduction

Variety of new thinking in the management of school education has existed as '*site based management*', '*effective school movements*', and '*school based initiative*', are few ideas that strive to find a model of effective school management in tandem with uniqueness of the school organization (Shukor, 1998). Effective characteristic of school management focused on four dimensions of environmental, restructuring program, strategic leadership, and school climate. In this case, school-based management (SBM) is a new and increasingly popular idea of the decentralization

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process in the education area around the world (Robertson and Briggs, 1998). In Malaysian context, SBM offers administrative and decision making power at the school level but in a control environment. Thus, it still remains within the framework of control monitoring (Boyd, 1992). SBM becomes increasingly popular among educators and policy makers so, when school autonomy and flexibility enhance, school hopes to create and implement programs that are beneficial, and consistent with the need of student (Brown, 1990).

The concept of SBM was a result of the crisis steaming from the flexibility and control structure that exist in the school system. So, suggestion to improve the accountability, control on subordinate, construction of comprehensive and specific goal, and strict control of the great opposition adhere to the concept of *loosely-coupled*. Which means to have a loosely control over the individual or unit enable to move freely without the need for co-ordination and control, accountability and collaboration arise as an alternative. However, studies of Firestone and Pennel (1993); Sacney and Dibski (1994) found evidence for SBM to bring success is still unclear. With the hope that SBM will improve the effectiveness of schools causing many countries tries it, including Malaysia.

SBM also means that management and decision making in curriculum, personnel, financial and budget planning made at school level (David, 1989). It is believed that this change will improve the productivity of schools, school effectiveness and improve student achievement (Odden and Wohlstetler, 1995). In addition influence, role and accountability of principals and teachers will increase in management and administration of the school better than the traditional way. This precisely means additional workload, and even risk management and administrative accountability of principals and teachers. In consistent with this, in term of implementation, teachers are encourage to design curriculum, selecting teaching and learning materials as well as actively participate in school planning and decision making (Dunlop and Goldman, 1991). However, the involvement of teachers depends on the principal and it varies from one school to another (Calvert, 1990).

### *1.1. Purpose of Study*

This study is to determine the significant value between the organizational factor tendencies and SBM. The role of principal and principals' leadership strategies namely school vision and mission and human resource management as SBM indicators in the implementation of SBM in secondary schools in Kuala Lumpur.

Explore the role of principal  
School vision and mission implementation  
Human resources management

## **2. Principal role in the implementation of School-based management**

School is a social institution that plays a crucial role in the lives of our society. School is a mind transformer and also the mark of a country's culture and development. It points toward the vision and building the nation. Therefore, all educational issues become focus and main interest of all parties because without an effective education system, the country will collapsed. Being important person in school, principals serve as administrators, managers and leaders. An effective principal administrative in-charge involves a group of employees in a way that was accepted and appreciated. There are various theories of leadership and the most important in the implementation of SBM is charismatic theory to guide in the early stages. The characteristics of the leader is fascinating personal and likable. Secondly, theory of human relations, which displays the characteristics of a leader who gives serious attention to the task and to collaborate with his people and not be autocratic (Cheng, 1995). Third, theory X and Y in a nutshell, if the principal considers his subordinates lazy and irresponsible then they will be so, and conversely if the principal considers his subordinates diligent and responsible then they will become so. Lastly, situational leadership theory, which give different conditions require different style of leadership and necessary intelligence to understand the culture, and the environment, and the local community.

Nevertheless, SBM democratic theory also applies where the principal always be open, accessible and passion to communicate, friendly, and always sharing the experience for school betterment. Always appreciate and lead the discussion or ideas presented by employees and consider the arrangement proposed by the staff for more effective management. In this theory, principals also need to participate in school activities or programs to show team spirit.

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