

School-Based Management

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ABSTRACT

School-centered management is one of the main objectives of the institution to strengthen and make effective its environment and environment with all kinds of stakeholders, to increase the efficiency of the management elements and to expand the area of influence. Teachers' role as facilitators and mentors is crucial in guiding students' learning journeys and helping them develop the skills needed to thrive in a rapidly changing world. In this context, while school principals continue their professional development steps from these renewal processes, they also continue to improve school activities in a planned manner within the understanding of school central management. In this study, school-centered management, school-centered management of school principals who can perform school-centered management from the preparatory planning stages to the delegation of authority from the issues to be done are mentioned.

1. INTRODUCTION

In recent years, with the changing technology and world order, the format of transferring knowledge in schools is also beginning to change. Knowledge transfer functions differ from traditional education methods and leave their place to new and more contemporary methods. Schools that include education and training can use information more effectively with technology in information transfer methods. This situation reveals modern school management models day by day. Although schools have been known for years for their location that affects their environment, with the diversity of information available, they are now sometimes affected but even more affected. Therefore, several factors have influenced this transformation:

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Digital Resources and Tools: The widespread availability of digital resources and tools has significantly impacted the transfer of knowledge in schools. Textbooks, educational websites, online courses, multimedia materials and educational software have become integral parts of the learning process. These digital resources deliver interactive and engaging content, making learning more dynamic and accessible.

Online Learning and Blended Learning: The rise of online learning and blended learning models has revolutionized the transfer of knowledge in schools. Virtual classrooms, video conferencing, and learning management systems allow students and teachers to connect and share information remotely. This flexibility allows for personalized learning experiences, independent study, and collaboration beyond traditional classroom environments.

Mobile Learning: The proliferation of smartphones and tablets has made it easier to learn anytime, anywhere. Mobile apps, educational games, and digital platforms optimized for mobile devices allow students to access educational content on the go. This mobility has changed the way information is transferred, making learning more flexible and convenient.

Personalized Learning and Adaptive Technologies: Advances in technology have provided personalized learning experiences tailored to individual student needs. Adaptive learning technologies use algorithms and data analysis to provide customized instruction and feedback, adapting to students' strengths, weaknesses, and learning styles. This personalized approach enhances knowledge transfer by addressing students' specific needs and encouraging individualized progress.

Collaboration and Communication Tools: Technology has also facilitated improved collaboration and communication between students, teachers, and parents. Tools such as discussion forums, messaging apps, and shared online platforms enable real-time interaction, collaborative projects, and a seamless exchange of information. These tools encourage active participation and encourage a sense of community in the learning environment.

Data Analytics and Learning Analytics: The collection and analysis of training data has become more common in recent years. Learning analytics can provide insights into student progress, identify areas for improvement, and inform instructional strategies. This data-driven approach to knowledge transfer helps educators make data-driven decisions to support student learning and success.

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driven decisions to support student learning and success. In these cases, on the other hand, the method, technique and management understandings from the past in the management habit of the institution have revealed that they are very different from the previous approaches.

The globalization experienced in the society after the industrialization processes has changed the existing number of people living in the society and the result of the social, economic and cultural changes that change as a natural result of student mobility, and the functional structure, mission and vision of the schools together with these changes themselves, as well as the structure with many values. In this case, it has started to transform into an accountable style for the school and its employees regarding the academic success status of the student, with the sometimes open and sometimes hidden competition environment experienced within themselves. School administrators have also begun to adopt styles close to this model among themselves.

In other words, while school principals are expected to have many qualifications in the modern order, apart from this expectation, they should have characteristics that have developed and continue to develop themselves in many different areas as a necessity.

A study by Geraki (2014), which examined the relationship between leadership roles and skills in secondary schools in Greece, developed a structured questionnaire to measure leadership roles and skills, based on a sample of 124 secondary school principals. The Competitive Values Framework (CVF) has been adopted to operationalize eight leadership roles. The triple skill classification made by Katz (1974) is enriched with a fourth categorization to determine the skills of managers. The results show that Greek school principals tend to fulfill their roles of innovators, directors, supervisors and facilitators more intensively, with less attention paid to the roles of mediators, makers, coordinators and mentors.

The achievements and skills of school administrators in the concept of leadership have long been engaged in the field of study of scientists. Although there is a great deal of research on this situation, it is still not clear that there is a clear consensus on the most basic leadership skills that a modern school administrator should have.

A study by Day, Gu, & Sammons (2016) examined how successful leaders combine very often divergent practices of transformational and educational leadership in different ways at different stages of their schools' development to progressively shape and "layer" a culture of improvement in improving student outcomes. The findings suggest that schools' ability to develop and maintain effectiveness over the long term is primarily a result of the principals' understanding and diagnosis of the school's needs and their

application of clearly articulated, organizationally shared educational values, not the leadership style of principals.

Due to the rapid changes in the current era (socio-economic, politics and technology), there is a serious consensus that school management has become a little more complex than in previous years, and these new situations have made it inevitable for school principals to gain leadership skills in multiple areas. In order for the school administrators of our age to meet the requirements of the changing world order, they have been faced with indispensable conditions such as mastering many more topics than their colleagues in the past and constantly renewing themselves.

The behavior of a school principal is based on the performance of the overall school (Constantia et al., 2021; Saagyum Dare & Saleem, 2022) and its members are crucial in identifying students, faculty, and non-teaching staff. In education, principals plan school life, maintain legislation and ministry of education circulars, provide official guidelines, and implement teacher-related activities (Edo et al., 2019; Saagyum Dare & Saleem, 2022). Principals are responsible for developing and implementing curriculum development and facilitating staff and students by motivating and guiding them along with the requirements of school objectives (Constantia et al., 2021; Saagyum Dare & Saleem, 2022)). Therefore, it can be argued that school leadership is sufficiently variable and repeats a combination of characteristics.

On the other hand, school principals are expected to meet the expectations of parents, teachers, and students by being creative and creative, solving problems, and engaging with families and indigenous people (Constantia et al., 2021; Saagyum Dare & Saleem, 2022).

In this context, the duties of school principals in previous years; to be able to implement the regulations that are legal regulations, to carry out the program and curriculum, to provide needs such as the employees of the institution and to solve some basic needs problems, to manage the economy of the school, to make the school a safe place for children and employees, to provide good communication skills with employees.

The change in the roles and duties of the school principal has only recently begun to show that the leading situation and roles in schools are moving towards more different sides rather than just the technical situation. This orientation is also moving towards school-centered methods. The trend of administrators being school leaders to adopt and implement school-centered management continues apace.

While academic success, which is the main goal on students, continues its own existence, on the other hand, the targets of increasing social skills have been added so that they can adapt to the societies they live in and develop their personalities. Therefore, the aim of the school is for the students to succeed (Portin et al., 2006).

SCHOOL-BASED MANAGEMENT

Although scholars have suggested the school climate as a key mediator through which school-based management (SBM) can improve educational outcomes, empirical evidence on the relationship between OTY and school climate improvement is scarce (Khanal & Guha, 2023).

The combination of school closures and pandemic-induced family stressors has also increased the incidence of psychosocial and mental health problems in school-age children (McNamara, 2021). These problems have become more difficult to overcome due to the reduction of public education budgets in many low- and middle-income countries (LMIC) and some high-income countries (HIC) (Al-Samarrai et al., 2021). Under these circumstances, creating a positive and supportive climate in schools is crucial to attracting and retaining students, ensuring their well-being and overcoming pandemic-induced learning gaps. School climate, defined as "the quality and character of school life" (National Council on School Climate, 2007, p. 4), is known to affect students' well-being, motivation, attendance, and educational achievement (Thapa et al., 2013). Khanal & Guha (2023) explored the feasibility of a possible path to improving the school climate, namely school-based management (SBM) or strengthening school autonomy.

Although the rationale for implementing TY policies is often framed in terms of greater accountability, efficiency, relevance to local issues, and responsiveness and rapidity of decision-making, school principals and teachers are often framed by changes in their roles and added administrative and managerial demands (De Grauwe, 2005); in turn, the potential for conflict between different groups of actors at the school level increases (Addi-Raccah & Ainhoren, 2009; Bæck, 2010). Given the relational nature of the school climate and the importance of strong interpersonal relationships in fostering a positive school climate, there is a potential tension between practicing school autonomy and improving the school climate.

The relationship between school autonomy and school climate can also vary significantly between contexts. Previous research has shown that the socioeconomic contexts surrounding OTY practices have important implications for their impact on learning outcomes; OTY regulations increase student achievement in developed countries but decrease it in developing countries (Hanushek et al., 2013).

Recently, in line with the objectives of developing the qualitative characteristics of the concept of education, it has been moving towards giving more independent action chances in schools within institutional systems, making authority transfers when necessary, and transferring authority to teachers. This approach, whose main goal is to increase school success, has recently gained a serious place in education.

In this process, authority shifts from central understanding to local government. It gives the teacher, the parent, the environment the place and authority to carry out reforms within this local government. This structure consists of stakeholders who come together in line with basic common goals and act in line with these common goals.

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Again, this structure, which determines the goal of raising the students' achievements to the highest levels as a common goal, shows the ability to act as a single body within the school-centered approach by using different resources in an autonomous structure. In addition to providing participation, it also operates decision-making mechanisms in a participatory manner. While participatory decision-making skills can increase the academic and social skills of students together in the development of schools, it does this increase quickly and practically.

In addition, like all activities carried out on behalf of the school except for the student, all planning up to the planning, program and budget is included in this common structure. In this context, the plans made for the school within the understanding of the central management of the school can be planned quickly with their inputs and outputs for implementation and can reach the sharpest results.

As a common conclusion drawn from disparate sources, there are a number of situations that need to be carried out in order for the school-centered form of management to be effectively implemented. We can summarize these situations as follows:

- 1- School-centered management should be adopted by all of the school's staff and actively involved in the process.
- 2- Since the most central point of the school-centered management method is the delegation of authority, the delegations of authority should be clearly defined.
- 3- All school members should be offered the opportunity to participate equally.

- 4- Problem-solving skills should be developed in all members and should provide problem-solving skills by assuming responsibility.
- 5- Performance and income sources should be arranged equally.
- 5- Long-term strategic plans should be made and these plans should be carefully implemented by the whole team.

In the light of these basic items, trust-based items and cooperation topics are listed as priorities for joint action.

In addition, when the existing roles and responsibilities that school-centered management has assigned to administrators and teachers and their common approach are not clearly understood, administrators and teachers and other stakeholders may have trust problems for themselves. In addition, in the light of all this information, the relationship between administrators, teachers, parents and students is the origin point of the school center management model.

In other words, School-centered management, also known as school-based management or site-based management, is an approach to educational governance that emphasizes decentralized decision-making and increased autonomy for individual schools. It involves transferring authority, responsibility, and decision-making power from central education authorities to the school level. Under school-centered management, schools are seen as the focal point of educational planning, implementation, and evaluation.

Key Features of School-Centered Management:

1. **Autonomy:** Schools are granted greater autonomy in decision-making, including curriculum development, budgeting, staffing, and resource allocation. This allows schools to respond to the specific needs and characteristics of their student population.
2. **Participatory Decision-making:** School-centered management encourages the active involvement of teachers, administrators, parents, and sometimes even students in the decision-making process. It promotes collaboration and shared responsibility among stakeholders.
3. **Accountability:** With increased autonomy comes greater accountability. Schools are held responsible for their performance and are expected to meet specified educational outcomes and targets. They may be required to report on their progress and engage in self-evaluation.
4. **Flexibility and Innovation:** School-centered management encourages schools to be more responsive to local contexts and to adopt innovative practices. It allows for experimentation

with new instructional methods, curriculum adaptations, and tailored approaches to student learning.

5. **Community Engagement:** Engaging the local community is a central element of school-centered management. It encourages partnerships between schools, parents, businesses, and community organizations to support and enhance educational outcomes.

Benefits of School-Centered Management:

1. **Increased School Performance:** By empowering schools to make decisions based on their unique circumstances, school-centered management can lead to improved academic achievement and student outcomes.
2. **Customization and Responsiveness:** Schools can tailor their instructional programs and practices to meet the specific needs of their students, taking into account local contexts and challenges.
3. **Enhanced Professional Development:** School-centered management promotes professional growth among teachers and administrators by encouraging collaboration, innovation, and shared decision-making.
4. **Parent and Community Involvement:** By involving parents and the local community in decision-making processes, school-centered management fosters a sense of ownership and promotes partnerships that can positively impact student success.

Challenges and Considerations:

1. **Equity and Resource Distribution:** Ensuring equitable distribution of resources and opportunities among schools is crucial to avoid exacerbating existing inequalities.
2. **Capacity Building:** Schools and educators may require training and support to effectively manage their newfound autonomy and decision-making authority.
3. **Overlapping Responsibilities:** Balancing the autonomy of individual schools with the need for coordination and alignment with broader educational goals and policies can be challenging.
4. **Potential for Variation:** School-centered management can lead to variation in practices and

outcomes across schools, requiring careful monitoring and evaluation to identify effective approaches and share best practices.

School-Centered Management Models

The teacher performs the duty of representation in making decisions according to the positional task he is in. This is one of the issues that is important for the teacher to be one of the most sincere individuals towards the student and strengthens the teacher in his duties and communication skills.

Some of the school principals keep all kinds of authority to themselves in institutions that have a management approach in the school-centered management form. In the structures that reveal the power of teachers, the principal can act as a guide and perform duties. Within other systems, community members and community managers contribute more and add strength. The main characteristics of the six models differ significantly from the school-centered management models (Table. 1).

Table 1. Characteristics of Management Models by Leadership Style and Model

Management Elements	MODEL					
Leadership Style	Formal	Collegial	Political	Subjective	Ambiguity	Cultural
Leadership Model Related	The manager sets the goals and initiates the politics	The manager tries to promote consensus	The manager is both participant and mediator	Problematic	Tactical or not involved	Symbolical
	Managerial	Transformational	Transactional	Emotional	Circumstantial	Moral

Source: (Bush, 2015, p.222; Muraru & Pătraşcu, 2017).

Decision Making in School-Centered Management

In school-centered management, decision-making mechanisms can also be taken individually on behalf of the person taking responsibility and the general public. These decisions are taken at the lowest level as much as possible. In this way, dynamic factors develop in terms of change and innovative situations arise. Even in a very rational reform movement, it is not possible to achieve success unless the teachers who are expected to include the whole structure in the movement are included in this planning.

Teachers analyze student needs and expectations better than the central organization individuals and reach final decisions by acting more sensitively.

In decision-making processes, creating a structure for the completion of this process and providing it with autonomous methods without the need for consultation within this structure ensures that the process is effective and suitable for its real purpose. Therefore, personnel management and resource management constitute the focus of decision-making in the organization of instruction (Peek, 1997). Resource management is one of the most important details in decision-making skills, this detail should be known by the whole organization and process control should be ensured.

One of the most important features that differentiates it from previous change actions that provide repetition on the basis of the school has focused on the academic skills of the students. This understanding is based on the assumption that all students should learn at the highest level (Açıkgöz, 1993). Although the assumptions are generally acceptable, they must be checked and verified and accepted by the group members.

The main goals of schools are to plan student academic achievements as well as classroom activities that are challenging the limits. It is a situation in which students are tried to be developed with mental skills, directs students to thinking actions, is constructed in a cause-and-effect relationship, causes thoughts and factual structures to come together in different ways, and needs to use their minds.

RESULTS

Forming the basis of the most valid educational reforms in the current time; While aiming to increase the academic success of students, it is the understanding that brings social skills after them. School-centered management is one of the most basic approaches that includes this understanding. With the restructuring of the school-centered management approach, the goals that can be achieved to student success can be achieved through planned coordination and authority transfers.

New structures aimed at school-centered management bring about significant changes in a noticeable way. These structures provide positive changes by adopting every goal in the process and explaining every detail they adopt to their surroundings and also taking responsibility. This change should be a way from the starting point to the result by making calculations with professional approaches, by implementing the plans correctly and by undertaking all kinds of tasks, by staying in the whole process from the beginning of the change, by respecting every opinion and carefully following these views. The inevitability of targeted change is the path that is followed.

This change can be easily planned and implemented in the school-centered management approach. Although all stakeholders have a duty in the school-centered management approach, school principals have a great duty to create the school-centered management understanding process. With the delegation of authority, the duties of all stakeholders take the burden off the administrators, while all the planned goals can be achieved that can increase student success.

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