

THE STRENGTHS AND WEAKNESSES IN THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT: A STAKEHOLDERS' PERSPECTIVE

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ABSTRACT--*The study unravels the implementation of School-Based Management (SBM) in Alfonso Lista District 1 and 2, Division of Ifugao. The study employed the qualitative research method through in-depth interview among the participants of the study which also used transcription. This also used the triangulation in order to penetrate details and commentaries among the participants of the study. The strengths of the implementation of SBM in both districts are categorized in two discrete yet dominating themes: the value of cooperation and motivation; and the worth of collaboration and delegation. As regards the weaknesses, it includes the poor enactment of transparency and low value of support mechanism. As to the remedial measures, consultative meeting, administrative protocol and open communication and decision making as the heart of the organization were utilized. Furthermore, SBM acknowledges school heads as frontiers of its implementation and enforces stakeholders' involvement as well. The administrators developed mechanisms to perform leadership tasks in order to employ good governance particularly on decision-making, planning and monitoring. These administrators have continuously integrated core values as the heart of managing the school. In terms of fiscal management, the administrators considered the critical effects of transparency and support among the teachers and stakeholders. Proper Monitoring and evaluation tool must be designed by the school head to identify the schools' priorities and needs; proper technical assistance must be provided. Faculty staff and stakeholder' development must be initiated in both 2 districts to reinforce the harmonious relationships among them.*

Keywords-- *strengths, weaknesses, SBM, stakeholders' perspectives*

I. INTRODUCTION

Amids dilemmas in the Philippine education system, some triumphant researchers still optimistically deal with the means and ways even to diminish it. As espoused by Manera (2019), school has the sole authority in the success of the students in achieving their goals in life. Therefore, education is one among the aspects that leads students.

In order to assess the deep and true essence of a successful educational system, schools need to meet and give the demands of the students. School- Based Management is one among the solutions to the rampant problems in

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educative process. It enable communities to become self reliant and more effective partners in the attainment of national goal.

The involvement of stakeholders in the major decision making of certain schools would ascertain the importance of SBM as an alternative to pursue success in educational system. Teachers can easily optimize their power and as knowledge providers among their students as excellently asserted by Manera (2019). With the introduction of this phenomenological strategy to devolves more responsibilities to the schools and provide them maximum autonomy and flexibility in their daily operations as an academe.

The use of School- Based Management would lead to growing and developing urban and rural schools scholastically and economically. In the study of Lacambra (2020), she espoused the intrinsic as well as extrinsic factors that would affect the proficiency of students through the school programs, projects and policies that would help uplift the quality of education students would adhere.

Statement of the Problem

This study unravels the commentaries and testimonies of stakeholders in the implementation of School-Based Management (SBM) in the public elementary schools in Alfonso Lista District, Division of Ifugao through formative evaluation.

Specifically, it sought to answer the following questions:

1. What are the strengths and weaknesses of School-Based Management?
2. What are the remedial measures undertaken regarding the problems and issues in the implementation of School-Based Management?

II. METHODOLOGY

The researchers methodology used qualitative methods of research (QMR) design. On the other hand, qualitative research was used to identify the strengths and weaknesses of SBM and remedial measures undertaken regarding the problems and issues.

Triangulation of data was undertaken in gathering the data and information from school heads, teachers and stakeholders.

A total enumeration of school heads and teachers in the public elementary schools was used in selecting the respondents. Respondents for stakeholders such as pupils' parents, alumni, NGOs, LGU and other community members were chosen through purposive sampling a total of 268. The researcher first made a survey method using the purposive sampling technique in gathering school based management strength and weakness . Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. It is suitable to produce a sample that can be logically assumed to be representative of the population. The data were gathered by means of a questionnaire. This allowed the researcher to select participants who would provide relevant information to the study. The said survey was conducted during the second semester of School Year 2017-2018. On the other hand, participants such as school heads, teachers and stakeholders for the interview sessions/ focus group discussion were selected through convenient sampling.

III. RESULT AND DISCUSSION

1. *Strengths and Weaknesses in Implementing School-Based Management*

1.1. *Strengths of School-Based Management*

The analyses on the sharing of the key informants regarding their collective description of their experiences on the implementation of School-Based Management led to the emergence of two distinct themes that include:

- (1) the value of cooperation and motivation; and
- (2) the worth of collaboration and delegation.

The value of cooperation and motivation

According to Flanagan (2000), motivation is an internal state that drives an organism to act in one way or another. As articulated by the respondents during the interview:

School Principal Aries: "There is the cooperation of the inside and outside stakeholders. To ensure full participation of the stakeholders, there are motivations and we call them during planning, then hand in hand we implement and then, we give feedbacks."

Master Teacher A: "SBM can help the teachers and even the school head to be motivated to work. Through School-Based Management problems can be easily solved."

It is clearly depicted on the statement of School Principal Aries that, "to ensure full participation of the stakeholders, there are motivations," it means that motivation is an instrument to be used in governing the school. Additionally, Master Teacher A clearly emphasized that "SBM can help the teachers and even the school head to be motivated to work" hence, motivation is a way on how to encourage every member of the organization to participate.

Furthermore, according to Harmer (1988), motivation is a kind of internal drive that pushes someone to do some things to achieve something.

Consequently, cooperation brings about creativity and innovation. When schools are committed to collaborate new ideas and strategies to achieve goals emerge (Anderson & Limerick, 2006) as School Principal Aries mentioned during the interview:

"Cooperation of the parents, harmonious relationships, school and community harmonious relationship will be needed. Besides, motivation should not be neglected to realize the objectives of the school programs especially our vision and mission"

School Principal Aries evidently emphasized that in today's trends of leadership, cooperation is not just a "nice to have." It is essential in achieving good governance to develop good rapport among the member of the school organization.

Cooperation is indeed very valuable. The administrators must strategize activities on how to develop the essence of cooperation among the stakeholders.

Additionally, based on the statement of a key informant:

Master Teacher A: “SBM helps to improve instruction, especially now, pupils need to work in school through *Computer Aided Instruction not using chalk. This is a great opportunity for pupils and even the teachers so that they will be motivated to work.*”

As Master Teacher A emphasized, “SBM helps to improve instruction...pupils will be motivated to work,” it means that SBM should be accurately implemented based on the policies and guidelines. Also, due to motivation, pupils do any task and achieve the goal. It increases the speed of work and performance of learning. Correspondingly, integration of technology should be instigated in the school, henceforth, school administrators must allocate funds for integrating Instructional Materials (IMs) using computer-aided learning instruction in MOOE. Considering the responses of the key informants, as verbalized by some of the principals: *School Principal Aries: “The most important thing is the relationship between school and stakeholders. That's number one.”*

School Principal Taurus: “We have Voice of the Students. We have SPG organization of pupils.”

School Principal Taurus manifestly specified that, “Yes, pupils are sometimes included in the decision making,” it means that the participation among the pupils in decision-making should be considered since they are parts of the organization. In addition, as Gardner (2014) mentioned, the implementation of SBM in the school is perceived as a new challenge to the teachers, parents and stakeholders, hence, they are intrigued by it. Thus, SBM is the newness of the strategy contributing to the motivation among pupils to participate in the improvement of the school performance. According to William (2012), SBM has seldom been introduced in order to improve quality of leadership through the collective effort of the internal and external stakeholders. This is testified by Master Teacher A that: *“Depending on the teacher, he or she can ask the stakeholders, the parents. Parents here in School ABC are participative. They are easily being motivated just for our school's goodness but sometimes, they rarely apply it.”*

Master Teacher A clearly stated that “They are easily being motivated just for our school's goodness but sometimes, they rarely apply it,” it means that participation of both internal and external stakeholders should be encouraged and be the center in governing the educational institution. Accordingly, implementers must consider the value of cooperation and collaboration all the time. In an interview, Teacher X mentioned that:

“Sometimes, the other parts of SBM, if we are always motivated and appreciated, we are more motivated to work to come up with good output” Certainly, Teacher X clearly depicted that in her line, “... if we are always motivated and appreciated, we are more motivated to work to come up with good output,” this means that every member of the organization should be motivated and praised as one way to appreciate their effort and full support to the school. The findings supported the study of Chambers (2001) that motivation by nature is the driving force that enables people to persist with a specific task.

The worth of collaboration and delegation

In an interview, School Principal Taurus mentioned: *“Here in our school, the strength is... there is delegation of works, as school head, I will designate chairmanship in every domain of School-Based Management. Then, there is a collaborative in decision making. All of the teachers have part. I will encourage them to work and they need it for their IPCR. They are cooperative and willing to work. Ahhh...all of them have the chance to work with each other. Their domains, assignments and chairmanship.”*

It is clearly stated based on the statement of Principal Taurus that, "... there is delegation of works, as school head, I will designate chairmanship in every domain of School-Based Management. Then, there is a collaborative in decision making. All of the teachers have part," that in her line, through the implementation of SBM, the value of collaboration is intensified and the essence of working as a team is fully developed (Dempster, 2000). Based from the responses of the key informants, through the implementation of School-Based Management, there are several strengths that could probably improve their schools.

Table 1: Strengths of Implementing School-Based Management

Strengths of School-Based Management	Frequency
1. Involving the staff in the decision-making process, increases their commitment to and accountability for the decisions	4
2. There is support for the allocation of funds (MOOE) within the school because of the participation in the decision and the understanding gained by being part of the discussion	4
3. The school staff and school head experience professional growth.	3
4. They learn to work as members of a team.	3
5. Teachers are expected to collaborate.	4
6. As well they are involved in budget decisions and conflict resolution	2
7. There is a school budget instead of a program budget. This allows the school more control over the allocation of funds.	2

Additionally, in the line of Principal Taurus that, "I will encourage them to work and they need it for their IPCRF. They are cooperative and willing to work," it means that, if colleagues or co-teachers are not collaborating, you've got some deeper issues than understanding what it is. The fact of the matter is that effective collaboration is essential for today's workplace (Cruz, 2010).

In implementing the SBM, competition doesn't exist as, Principal Aries, one of the key informants affirmed when he was asked if there are competitions in the implementation of SBM:

"Competition, what do you mean? Nagcocompete kami sa implementation? Wala naman competition sa implementation of School-Based Management."

It implies that, in a certain school, it is necessary to build a harmonious relationship in order to achieve the desired goals and objectives of the school.

Besides, in a certain school, competition must be avoided. Hence, the school administrator must provide scheme on the division of work to avoid competition in the school.

1.2. Weaknesses of School-Based Management

The breakdown of the occurring statements of the key informants about their communal description of the weaknesses in the implementation of SBM in their school are classified into two discrete themes that include:

- (1) the poor enactment of transparency; and
- (2) low value of support mechanism.

The poor enactment of transparency

When it comes to building solid workplace relationships, trust takes center stage. It took transparency to another level when window in the organization be. Not only does this demonstrate transparency to some employees, but it also keeps employees involved and up to date on organization happenings, successes and feedbacks (Lee & Smith, 2001). These statements reinforced by one of the respondents:

Master Teacher A: "Sometimes, especially here, our school head is uncertain. We are lack of the things we need. We need to be opened to others to solve problems. On eting more, it is easy to decide if we value transparency."

It is clearly depicted that the belief is that the more open an organization is – the better off employees and organizations, the entire working community will be in the end.

Likewise, transparency makes life easier and gets rid of all the tough decisions. As supported by a respondent:

Master Teacher B: "By convening in a meeting, and by presenting the expenses, if there are against... because it's inevitable that its impact becomes negative for some teachers although your aim is for the good of the school. But there are some selfish and uncertain teachers who are not open for suggestions."

Master Teacher B manifestly depicts in her line, "... But there are some selfish and uncertain teachers who are not open for suggestions," that transparency is a good thing, though it will be a terrible thing for most individuals involved in creating a transparent workplace it allows us to trust our communities, organizations and school government.

Furthermore, transparency gives us clarity, direction, and most important a basis for sound decision making (Lee, 2001). One of the respondents affirmed:

Teacher Q: "The weakness of the implementation of School-Based Management is money. Mostly, teachers and stakeholders have their agreement. Sometimes, there are problems here in our school such as lack of transparency of our school head, about money matters, programs and school funds."

Teacher Q intensely stated that "The weakness of the implementation of School-Based Management is money." This means that being transparent in managing the school institution, conflicts and other commotions as regards to money will be avoided. Also, the level of commitment among the teachers must be heightened and developed through trainings and School Learning Acton Cell (SLAC) sessions.

Low value of Support Mechanism

Based on the results of the interview in terms of weaknesses on the implementation of School-Based-Management, there is no clear empirical evidence of the consequences of School-Based Management. Implementing SBM is a long drawn out process.

Some of the weaknesses in terms of implementation of SBM which are derived from the statements of the key informants are shown in table 13 (*see appendix M for minutes of the interview*).

Table 2: Weaknesses of Implementing School-Based Management

Weaknesses in Implementing SBM	Frequency
1. Lack of support personnel to hold programs, administrative staff to finish liquidation	3
2. Weak participation of the parents in school especially the farmers during planting season	3
3. Delayed issuance of the important materials needed for instruction	3
4. Poor profiling	2
5. low quality of materials issued by the government	2
6. poor documentation	2
7. Misuse of funds	2
8. Poor dissemination of information	3
9. Low form of communication	3
10. No supervision from the higher ups	2
11. Poor monitoring scheme	2
12. Incompetent stakeholders	2
13. Low local officials' support	1

In addition, there are many factors that affect the improvement of the school. However, components of School-Based Management have been shown to improve governance of the school. One of these, stakeholders' involvement, has been associated with: positive attitudes and behavior, more successful programs, and more effective school governance. This was affirmed by one of the stakeholders:

Stakeholder Narra: "Sometimes, as parents we need to participate to programs in the school because this is for the benefits of our children."

As Stakeholder Narra clearly mentioned, it indicates that the parents have a counterpart in improving the management of the school. Hereafter, the parents need to join different programs in the school.

In line with this, the findings supported the study of Banicky, Rodney & Foss, (2000) that SBM brings all of the stakeholders together in a more cooperative approach to solve problems and improve schools.

5. Remedial Measures to Solve Issues and Problems in Implementing School-Based Management

Having identified the problems, issues and concerns as regards School-Based Management, the dominant responses as revealed by the respondents highlighted three underlying themes that include:

- (1) significance of consultative meetings;
- (2) administrative protocol;

- (3) open communication; and
- (4) decision making as the heart of the organization.

Significance of consultative meetings

Based on the responses of the respondents in terms of remedial measures in solving problems and issues as regards SBM, meetings, and consultations play a vital role in resolving problems.

This implies that discussion and meeting are deemed important in solving problems thereof. As verbalized by some of the respondents:

Master Teacher A: "Through meetings with the school head, you are free to tackle the problems existed and problems will be solved. If the school head and the teachers communicate well with each other, the problems will be immediately solved."

School Principal Virgo: "To achieve the School-Based Management, meetings and discussions are necessary."

Drawing on the statement of the School Principal Virgo which reads, "To achieve School-Based Management, meetings and discussions are necessary," she capitalized the importance of concerted effort among all members of the organization in enforcing participatory governance framework for School-Based Management.

Similarly, School Principal Aries affirmed this contention:

"Usually we have meetings, consultative meeting, so we should plan, the teacher relay to the parents about the problems and explain the problems."

This statement underscores that schools could only realize the thrust of School-Based Management if a plan of action is drafted beforehand to incorporate enhanced flexibility, accountability and transparency.

Administrative protocol

When every member of the organization adheres to policies and procedures, the organization could run smoothly. Management structures and teams operate as they are expected. Also, mistakes and delays in processes could be identified and addressed quickly. Some of the key informants attested to these contentions:

Teacher X: Because there is a protocol

Teacher Z: The school head is the one who leads.

Teacher X, Y and Z: We have a protocol

Teacher X: We apply the protocol.

Teacher Y: Whatever problem that arises, it must be addressed to the school.

Then, consult.

Teacher X: What we mostly do is to apply the protocol because we have to gather the problems first.

All respondents were guided by administrative protocol as a sign of respect both for the school's system of etiquette and for the teachers and school heads involved. In a more general sense, ignoring protocol creates an atmosphere of suspicion which will eventually result to conflict.

One of the school heads further testified:*School Principal Taurus: "The school head always encourages me in the decision-making. But, the final decision still rests in him."*

In spite of the involvement of teachers and other stakeholders in the process, the school head remains directly accountable for whatever consequence his full blanket authority in decision making may bring because "the final decision still rests in him." Such finality of decision comes from the origin of authority in schools – the school head.

Open Communication and decision making as heart of the organization

Organization builds on communication as it is essential to establishing relationships across hierarchies within the organization, both on a professional and social level. An atmosphere of open communication makes it safe for employees to express freely their ideas; as a result, you will have the benefit of your staff's combined experience in coming up with innovative solutions (Smith, 2014). As one school principal confirmed:

School Principal Taurus: "We asked help from the division office and from the barangay officials through open communication. We have a program "Kaakibat kay Kagawad at Kapitan" (KKK) here in our school. To resolve the problem immediately, we emphasize that communication is the heart of management in our school through collaborative decision making."

The valued endpoint of SBM directly manifests in the community; thus, SBM implementers, school heads and teachers, must account for information dissemination with the community officials as representatives of the benefactors from the educational sector to heighten open communication, by extension, participative and transparent governance.

The mobility of information within the organization passes through a channel where all members of the organization speak up and listen. This is elaborated by one school principal:*School Principal Virgo: "It is always the leader that initiates. And the teachers can help the leader (school head). Because it is a two-way process communication. Whatever problem may arise, they will request the school head to have a meeting."*

This signifies that communication and decision making within the organization go together in order to achieve the common goal of the school. Communication being a two-way process is a chief tool used to access information regarding issues and solutions to enable a responsive (educational) institution.

Further, the respondents mentioned other several ways to solve problems related to the implementation of SBM (see appendix M). Table 14 shows remedial measures cited by the respondents.

Table 3: Remedial Measures in Solving Problems in Implementing SBM

Remedial Measures	Frequency
1. Develop good relationship among the faculty, staff, school heads and stakeholders	4
2. Avoid competition within the school	4
3. Identify the top priority of the school	3
2. School head must be good communicator	2
3. Increase the external linkages	2
4. Delegate assignments and chairmanship to the teachers	3

Given all these solutions to address issues and problems relative to the implementation of SBM, the participation of school heads, teachers and stakeholders greatly influenced the performance of the school. This only proves that full participation among the members of the school contributes to the attainment of the school's VGMO.

The revealed solutions and measures to cope with the issues and problems regarding SBM adhere to the Department Order No. 83, series of 2012 highlighting the security and management of inputs, the establishment of appropriate structures and mechanism that affect governance in order to produce the desired level of outputs that lead to improve the School-Based Management.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF FINDINGS

Based on the research problems, the following were the vital findings of this study:

Strengths and Weaknesses of Implementation of School Based Management Strengths of the Implementation of School-Based Management

The value of cooperation, motivation as well as the worth of collaboration and delegation were experienced among school heads, teachers and stakeholders. The schools in Alfonso Lista District have sources of fund such as MOOE, fundraising and PTCA contribution (when needed) in order to finance school operations. The barangay officials along with NGOs and LGU religiously extended their effort for a constant monitoring of SBM implementation. The staff was involved in the decision-making process, thereby increasing their commitment to and accountability for the decisions.

Weaknesses of the Implementation of School-Based Management

Poor transparency enactment on budget allocation and/or misuse of funds was experienced. Apart from this, low value of support mechanism to hold programs and administrative staff to finish liquidation were experienced. Poor documentation, monitoring scheme or profiling of important documentary requirements, programs and reports were practiced. No supervision from the higher-ups, incompetent stakeholders and low local officials' support all together underscore uncoordinated activity and inability of implementers to carry out the program. Their funds for procurement of learning materials and budget allocation are limited.

Remedial Measures to Solve Issues and Problems in Implementing School-Based Management

Consultative meeting, administrative protocol and open communication were among the grassroots initiatives of the school heads, teachers and stakeholders in solving problems and issues regarding School-Based Management implementation. Effective communication had significant effects to school heads in the organizations as it allowed them to perform their leadership tasks. Protocol process, delegation of tasks and good rapport among members of the schools were employed and encouraged to resolve issues and problems related to the implementation of SBM. Prompt dissemination of information and identification of top priority needs of the school were under the management of the school heads being the frontiers of the program.

Partnerships/linkages of the schools with other agencies like LGU, NGOs and private sectors increased. Healthy competition among teachers, school heads and stakeholders were encouraged.

CONCLUSIONS

Based on the findings of the research study, the following conclusions were drawn:

1. In congruence with administrative protocol process, the operational aspect of leadership of the administrators is structured. The administrators developed mechanisms to perform leadership tasks in order to employ good governance particularly on decision-making, planning and monitoring. These administrators have continuously integrated core values as the heart of managing the school. In terms of fiscal management, the administrators considered the critical effects of transparency and support among the teachers and stakeholders. Consequently, they designed strategic monitoring instrument to liquidate funds on time.
2. Issues and problems were solved technically to sustain the positive working environment among school heads, teachers and stakeholders.
3. Through SBM, schools have more autonomy and assume greater responsibility to create a school environment that is conducive to continuous school improvement and to put in place mechanism to assure the quality of management. Further, SBM improves the standard of management and leadership outcomes through the concerted efforts among key stakeholders, the leadership and commitment of school heads and the support of the government.

Recommendations

In the light of the findings and conclusions drawn from the results of the study, the DepEd should continue strengthening the implementation of School-Based Management in different schools through the following recommendations:

1. School-Based Management acknowledges school heads as frontiers of its implementation and enforces stakeholders' involvement as well. However, this involvement on the part of the stakeholders is limited as the finality of decisions still rest in the school heads.
2. The school heads must design strategic activities to master the competencies of the pupils to increase the achievement rate of the schools.
3. The school heads along with the teachers need to continue enhancing their leadership skills to ensure that the schools run effectively and efficiently and take into consideration communication procedures relative to transparency, protocol and consultative meeting to improve school operations.

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