

Principles and results of the research "The Impacts of SBM MODEL on Improvement of the Israeli Education System"

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Abstract

This study "The Impacts of SBM Model on Improvement of the Israeli Education System" was conducted in order to cover gaps in the research literature, which had no clear picture about the evaluation of new Israeli School Based Management (SBM), and because there is a conflict between the findings and mixed results related to the international SBM. The research focuses on the Arab minority in Israel, a sector which suffers discrimination in all aspects of life and hasn't been researched enough.

The research intended to fulfill his mission by examine the main four parts regarding the SBM model, the influence of Israeli SBM on, school finance; school achievements; teachers' perception about their leadership styles, teachers' and principals' opinion about school effectiveness level; and finally - teachers' and principals' satisfaction in Arab SBM schools, besides to their opinion on their continuing school management type.

All the study outcomes indicates that the new Israeli SBM has achieved improvements but less significant, thus this study has developed an innovation that illustrate a new model of SBM based multi economic system which converts SBM to economic SBM (ESBM) and to globalization period .

KEY WORDS: economic, effectiveness, globalization, improvement, innovation, SBM, Outcomes.

1. Introduction

This comparative descriptive research intended to explore the effectiveness level of the Israeli SBM-(schools based management) outcomes, based on a new phase of managing "I manage the budget; in the years before the budget was director of me" [7], that means SBM schools can manage their financial resources effectively and have a responsibility on human resources, by shifting from budgeting per class to budgeting per student. That will lead to increase decentralization and the administrative autonomy of the school principal, and will allow initiation of educational activities at school, in other words to improve school outcomes including economics' and students' achievements [4].

After three years of SBM implementation this study has realized a scientific role and displaced the fuzziness about Arab SBM implementation and explored clear mixed SBM results, significant and dis-significant SBM outcomes. Until now there is just few studies about the new Israeli SBM, those weren't enough and caused scientific gap, especially about the Arab Israeli schools. Conducting this study has covered this scientific gap and enriches the research field.

The main factors were focused to investigate are four main parts regarding the SBM model, the influence of Israeli SBM on, school finance; students achievements;

teachers' perception about their leadership styles and teachers' and principals' opinion about school effectiveness level; and finally - teachers' and principals' satisfaction.

2. Israeli School Based Management

SBM Definition: School Based (Economic) Management (SBM) is a new educational management direction which includes reducing of centralization and formal authority to the school management staff level with parent's council, contains making independent decisions on educational, financial, and organizational issues, in order to improve the school outcomes, students' achievements and effectiveness, by exploiting the financial and educational resources, under the policy of the Ministry of Education [2; 3;5; 6].

Israeli SBM: Israel has adapted the SBM model in two phases. The first lasted until 2009, but was stopped because it did not produce the desired results. The second began in 2013 and runs up to now (2017), with an improvement in managing schools (according to the National Bureau of Statistics) in all aspects: budget, teachers' satisfaction and students' scores, but it is not so according to the OECD students' scores in PISA tests. So where does exist the gap [1]?

SBM of Israeli Arabs: The Ministry of Education [5] intended that the Arab sector can take responsibility and concern for education, thus can impact the outputs of the schools and improve the situation of the Arab population in other aspects of life. The Arab sector was harriving to take the SBM reform and to implement it, because as a minority, they were satisfied to implement reform that was implemented in the majority of schools in the Jews sector.

Besides to that, the Arab sector exploits any chance to get any act that reflects and empowers their feeling of autonomy, which they were so disadvantaged for a long time, due to discrimination policy of the Israeli Government.

3. The purpose of the thesis:

The aim of the research is to evaluate and analyze the SBM model as an integration model of economic-educational testing, by conducting a comparative examining the traditional schools-NSBM and schools based management-SBM, via exploiting various methods of analysis, comparative descriptive data of schools numeric outcomes; and comparative descriptive data of schools survey outcomes, according to school management type. The major goal is to investigate and develop a new model which can be implemented in Israeli schools and other countries as an alternative of the limited SBM model

4. Methodology of the research:

The comparative method was based on schools numeric data to explore the economic and grades improvements; and questionnaire tool to examine the feelings and perceptions. The comparative was made between the SBM period vs. before SBM period; and between SBM Schools vs. traditional schools.

5. Hypotheses of the research:

In order to examine whether there is any influence of SBM on school effectiveness, students' achievements, school and manager's effectiveness level and style, and school climate effectiveness and outcomes, four hypotheses will be set up and researched. The thought behind these hypotheses is that SBM will improve those aspects.

The main assumption of the study is that the SBM reform has achieved improvements at the educational outcomes, especially with the economic, students' grades, staff feelings and school climate generally.

6. Research Questions

1: How does SBM influence the economic improvement as measured in elementary Arab Israeli schools?

2: How does SBM influence the student achievements as measured by the school outcomes reports as measured in elementary Arab Israeli schools?

3: How does SBM or NSBM influence the perception of teachers about Management effectiveness level?

4: How does SBM or NSBM influence the teacher and principal in elementary Arab Israeli schools?

7. The Study Results:

SBM reform had adopted in order to achieve clear goals, to increase student achievements and improving school finance. Besides to that, SBM staff, teachers and principals must be satisfied in order to let this reform succeed, and to give support or chance for continuing SBM reform. In order to clarify this issue, this study has explored the next results at the four investigated parts, economic part; students' achievements, school and staff effectiveness, and staff feelings (satisfaction), in the Arab sector in Israel:

- At the four research comparison parts the result are incisively in favor of SBM reform comparing to the before SBM period BSBM and regarding traditional schools-NSBM.

- According to the data analysis, the SBM does affect the four factors of SBM outcomes. That means the four research hypotheses are accepted, namely SBM reform is processing towards improving school outcomes.

- **Economic improvement:** the SBM reform as tested at the economic part, has achieved advantages more than the traditional schools-NSBM, and the reform direction is towards fulfillment the economic targets.

- **Grades achievements:** SBM School has achieved advantages of students' grades; the increase was 7% more than the traditional schools-NSBM, and rather than the BSBM.

- **Effectiveness:** According to the data analysis, the SBM does affect the SBM outcomes and school effectiveness level. In other words, the data shows strong advantages and improvements in the SBM schools; comparing with the NSBM schools.

- The SBM principal and the SBM School are perceived with high effectiveness level, with significant scores in favor of SBM; in parallel,

- The NSBM principal and the NSBM School are perceived with low effectiveness level, with significant scores.
- **Satisfaction:** The study findings has explored that the staff satisfaction results are in favor of SBM. The SBM staff expressed high satisfaction level vs. NSBM staff which expressed low satisfaction level
- The SBM teachers' and principals' expressed high satisfaction level about their profession, rather than NSBM staff who's expressed more dissatisfied.
- The SBM teachers' and principals' are less support for exchange their school management type vs. high support level at NSBM staff.
- **The SBM seniority** has tested and results shows that the newer SBM staff felt more satisfied rather than the older SBM staff.
- The findings illustrate the high support and confidence level of the SBM staff in the SBM reform vs. low level at NSBM.

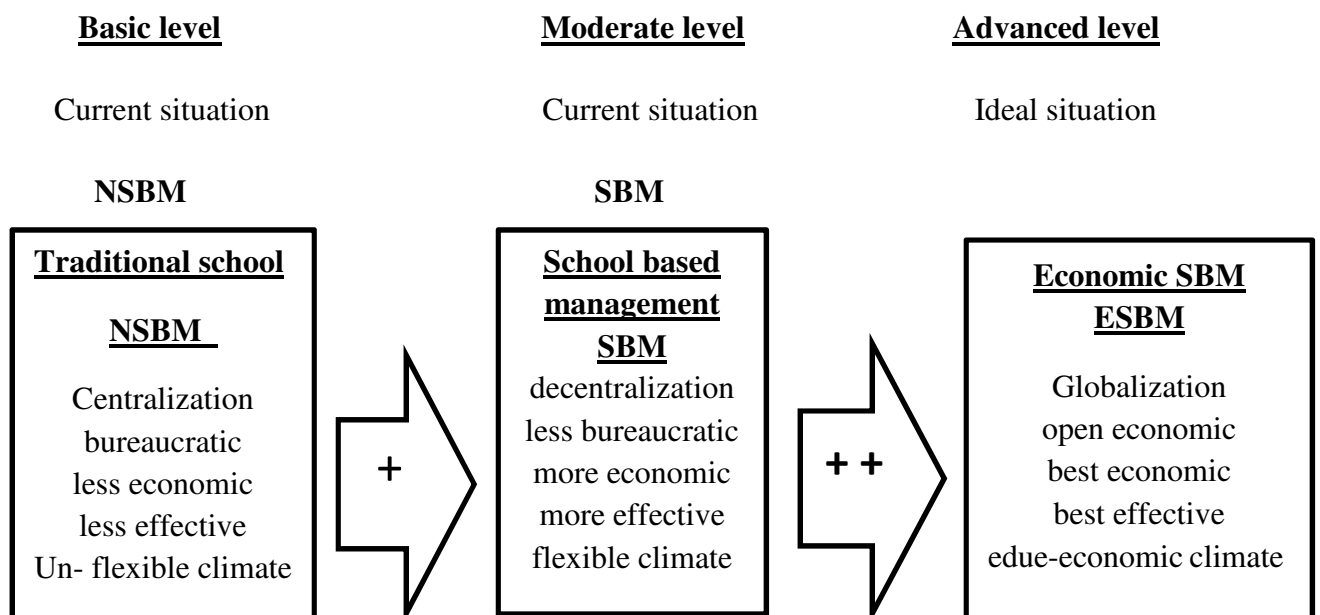
8. The study innovation: The study has realized a scientific role and displaced the fuzziness about Arab SBM implementation and explored clear mixed SBM results, significant and dis-significant SBM outcomes, those lead to study innovation, namely the Author has developed a new model of SBM named "Economic School Based Management"-ESBM:

The Economic SBM model (Multi) ESBM – More Economic Authority

Current situation: the school budget system is more in the hands of the Ministry of Education and the local authorities compared to less is holding by the SBM board.

Ideal situation: the school budget system is more in the hands of the SBM board compared less belonging to the Ministry of Education and the local authorities.

The current economic situation is the SBM economic system vs. wished ideal SBM economic system, namely the transition to the free economic system which can achieve the great improvement according to the global open economic and market roles. The illustration of this promising model "Economic SBM Model- ESBM" in the next Figure (see figure 1.1).



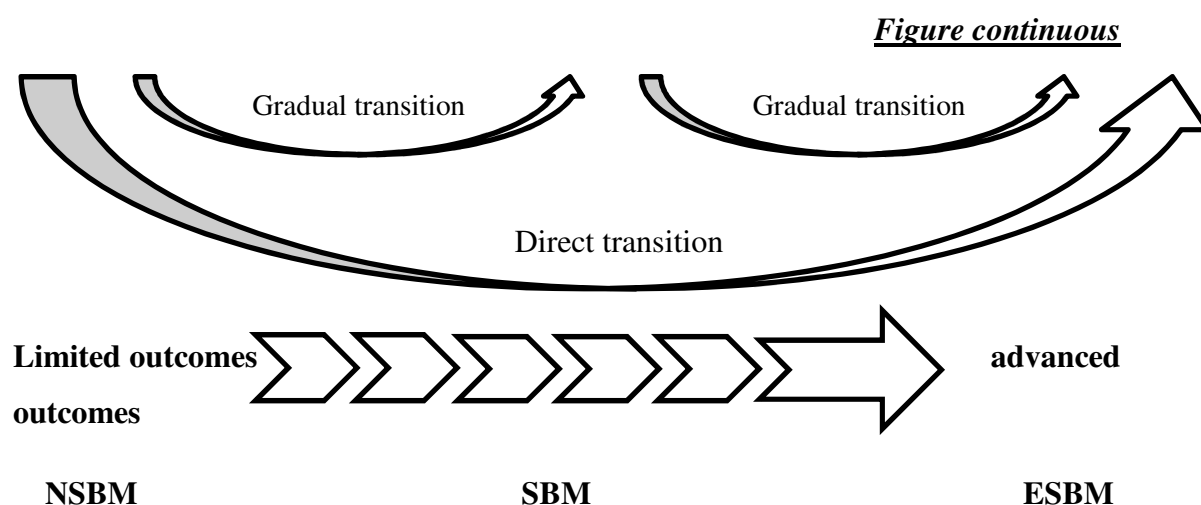


Figure 1.1: The "ESBM Model"
Source: Developed by the author

This innovation model "ESBM Model" clarify that there are three levels of managing schools, 1) the basic level is the traditional school which has the less economic independence including centralization, bureaucratic, un- flexible climate, these lead to poor outcomes; 2) the current SBM – moderate level which has more independent economic decision managing and leads to better outcomes although they aren't significant, this level based the values of decentralization, less bureaucratic, flexible climate; and 3) the economic SBM-ESBM is the ideal SBM has the significant and ideal outcomes, based the most independent-multi economic values which parallel the Globalization period and based business behavior, these situation can lead to significant improvements and outcomes.

The study suggestion about this process is, besides to the strengthening the economic independence of the budget management, by transfer all the cash flows of the budget from the local and central authorities, to the SBM bank account. The study suggestion about the opportunity to success this system is to strengthen the incomes of the SBM, such as renting the school halls and classrooms for different occasions and events, particularly to the local society.

9. The research results were applied

The research results were supplied to the scientific field as 7 articles and has achieved innovation certificate of Ministry of Education of the Moldova Republic. Furthermore they were suggested to the educational system of Israel and later were accepted by the Arab Supervisors and education departments. The research results and recommendations were applied into many of the Arab's primary schools in Israel, and they are available to the organizations and scientific field for exploiting them and achieve the maximum effective SBM implementation

10. Conclusion and Recommendation

1. After reviewing SBM studies there is no clear picture about the evaluation of SBM reforms' outcomes and there are mixed results related to the SBM, the

consequences of little knowledge lead to a fuzzy SBM status, which may cause problems to ISBM.

2. Regarding the study questions, there is an obvious impact between SBM and its outcomes, while the direction is towards improvement. The study evidences indicate that the SBM schools are better than the traditional school-NSBM in most aspects which were researched, economic; achievements; effectiveness and satisfaction.

3. This study investigated that wherever there are more centralization, bureaucracy, low effectiveness management level, low satisfaction level, dependent educational and financial decisions, all these factors produced limited educational climate and outcomes as this study has insured these conditions at the NSBM. The school improvement heading depends on; to how level the school uses and exploits the factors which lead to supply successive and effective outcomes.

4. The results express that the SBM school which supplying new management method based economic management, which pushes principal and staff towards more confidence and independent education decision.

5. According to study results, the economic authority of the Arabic SBM has given a new bush toward an economic improvement. In other words, the proved results of economic balance and allocation of budgets by the new management of the SBM system encourage advanced economic independence.

6. The major of school economic activities of the current SBM is still based central belonging although SBM has an improved more improvement outcomes. The assumption of the study Author is when we are giving the SBM economic system more independent cover rather than belonging to the central authorities, the results will be more and more significant improvements.

7. The disadvantages of the current limited Israeli SBM is pushing and heading for new exchanging model which leads to more independent economic SBM in order to achieve pure economic model that can parallel globalization age which can move the school system beyond quality and deep improvements. Thus, this study has explored and suggested the next study innovation which illustrating the updated SBM model, namely the "Advanced SBM Model" based the study data analysis, discussion and outcome.

8. SBM schools should empower their income by using the school in economic program based business plan, such as renting school to private events, advertising and so on.

9. The study suggestion about the opportunity to success this system is to strengthen the incomes of the SBM, such as renting the school halls and classrooms for different occasions and events, particularly to the local society.

10. As the author of this study concluded: "I more tend to believe, that behind the stated goals of self-management, actually there is a big gap that demands deeper exploring. I tend to agree and assume that in order to be more effective, SBM must be with more effectiveness and achievement, especially in students' achievement, due to the SBM has to employ:

1) most effective principal who can promote the process of SBM reform and towards achieving the goals of SBM; 2) Teacher and staff must be satisfied with high morale with getting empowerment from his principal, all this welfare the education process of the SBM; 3) Factors which were mentioned before, employing most effective principal and satisfied teachers both assure SBM effectiveness, economic improvement and achievements".

11. Last, and may be most important but also most difficult to carry out, is the change of thinking of the State authorities that the Arab "minority" is entitled to the same rights like any other citizens in Israel and must act according to law and human rights.

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