

## Principals' Roles under School Based Management that Influence School Improvement

### Abstract

This study seeks to find the influential factors of the roles of principals under SBM that impact on school improvement. Data from a representative sample of urban secondary schools were gathered through questionnaires from 127 principals and 694 teachers. This study discovered that some of the variables of the principals' roles in school-based management had a significant impact on school improvement. Optimal school improvement may be achieved if the principals were to put more emphasis on strategic planning, supportive and comprehensive roles and less emphasis on shared decision-making. Therefore, supportive, strategic and comprehensive planning have been found the principals' most effective roles under SBM. Shared decision-making has been found with no impact on school improvement though some school of thought considered it very effective. 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.*

### 1. Background

The leadership of principals is the primary factor contributing to a successful relationship between school-based management (SBM) and school improvement (SI) (Delaney, 1997), as school principals are authorized key figures (Amundson,