A Study on the Implementation of School Based Management of Secondary Schools in Sri Lanka with special reference to 1AB & 1C Schools

H. M. Lalitha Kumari

Department of Social Science Education, Faculty of Education, University of Colombo, Sri Lanka

Abstract: **School-Based Management (SBM) is a popular strategy which used to improve quality of education and educational performance by transferring significant decision-making authority from state to individual schools. In order to strengthen the concept of SBM different programs are implemented at the school level in various countries around the world. This study examined how School Based Management is implemented in different categories of secondary schools in Sri Lanka. The objectives of this study were to find out the role of the School Development Committee (SDC), examine what type of School Based Professional Teacher Development (SBPTD) Programs are being implemented and identify constraints that prevents School Based Management being implemented effectively in the schools. Altogether 08 schools, 08 principals, 08 members of the SDC and 200 teachers were selected for the study. Both questionnaires and semi-structured interviews were used to gather necessary data. The findings revealed that a significant number of teachers (72%) do not engage in different roles as SDC members and SBPTD programmes in their schools. The study further revealed that lack of positive and timely response from the community and the education authorities in Sri Lanka on significant issues affect the smooth, efficient and effective implementation of SBM in different categories of schools.**

Keywords: **School Based Management, Secondary Schools, Type 1AB Schools, Type 1C Schools**

I. INTRODUCTION

School-Based Management (SBM) is a popular strategy which used to improve quality of education and educational performance by transferring significant decision-making authority fromstate to individual schools. In order to strengthen the concept of SBM different programs are implemented at the school level in various countries around the world. The National Education Commission has from time to time stressed the need for the school to act as a self-governing unitand in 1997 recommended the introduction of School Based Management to the school system in Sri Lanka (General Education Reforms, National Education Commission Reports, 1997). Accordingly, the Ministry of Education has been implementing School Based Management programs since 1998 and in the year 2005 the concept of SBM was introduced to the school systemas a more formal school enhancement program. It is expected that under this new initiative schools will be given a degree of autonomy in the areas of planning, teaching and learning strategies, staff development and the maintenance and development of buildings. The purpose of this is to ensure the overall improvement in standards of performance in the school and its facilities. This will eventually lead to the development of individual potential if each child enables themselves to become useful citizens of the country.

Under the new programme on school improvement the government proposes to establish School Development Committees (SDCs), encourage community participation in school affairs, raise school quality input, purchase essential equipment and eventually allow school based recruitment teachers. The purpose of these measures is to improve the quality of service delivery at school level by providing greater scope for dynamic school leadership, better community support and higher accountability of service providers to beneficiaries.

Accordingly, it is clear that the government identified SBM as one of the most important management models which can be used to improve quality of teaching and learning and student educational outcome. In this connection, school principals can use SBM practices as an effective management mechanism in terms of achieving school development. Therefore, this study focused on investigating the SBM practices and its impact on school development in Type 1AB and Type 1C Schools in Sri Lanka.

Statement of the Problem

The fundamental feature of SBM theory is delegation. SBM is defined as a decentralized organizational structure in which the power and decisions formerly made by the administrator and school boards are delegated to teachers, principal, parents, community members, and students of the school (Marburger, 1985). School-based management is often defined as the most radical form of educational decentralization. SBM involves the transfer ofdecision-making to the school level. Leithwood & Menzies (1998) outline four distinct forms of SBM: Principal Control, Professional Control, Community Control and Balanced Control. As mentioned by Malen et al, (1990) SBM is a form of decentralization of decision-making authority to the school level. According to Winkler & Gershberg (1990) schools might be influenced by SBM and, in turn, improve the conditions for teaching and learning. They explore how SBM

may lead to improvements in key characteristics of effective schools including: strong leadership; skilled and committed teachers; increased focus on learning; and, a sense of responsibility towards results. It argues that all school, teachers, pupils. families and other stakeholders in the school should get involved in the process of decision making.

All these findings in relation to SBM practices provide a relevant and valuable indication for the current study as it focuses on how principals working Type 1AB and Type 1C schools practice SBM and its impact on school development. Further, to date, research into this field in the country has focused more on the other types of management practices rather than on how the secondary school managers engage in SBM practices in their schools. Also there is a growing concern about the little attention to SBM practices by school principals' working in different categories of schools in Sri Lanka. Therefore, this study focused on examining the SBM practices of school principals' working in Type 1AB and Type 1C schools in Sri Lanka.

Research Aim

The main aim of this study was to analyze stakeholders' views of SBM practices in secondary schools in order to elicit what new insights can be gained to guide educational improvements and developments.

Research Objectives

To achieve the above aim the following specific objectives were formulated.

1. Find out the role of the School Development Committee (SDC)
2. Examine what type of School Based Teacher Development Programs are being implemented
3. Recognize constraints that prevents School Based Management being implemented effectively in the schools and recommend improvements

II. METHODOLOGY

The study employed a descriptive survey in which both quantitative and qualitative methods of data collection and analysis were applied. Accordingly, the mixed methodology was employed in this study. As explained by Newby (2010) mixed methods research is becoming an increasingly popular approach in the fields of sociology, psychology, education and health sciences. Supporting this Creswell and Plano Clark (2007) stated that the combination of both quantitative and qualitative approaches in a single study provides a better understanding of research problems than either approach alone can provide. As explained by Tashakkori & Teddlie, (1998) combining quantitative and qualitative approaches within different stages of the research process is possible. Accordingly, two phases of the study, a quantitative phase, followed by a qualitative phase was included in to the research design.

Study Sample

The following table shows the total number of study sample of the current study

Table No. 1: Study Sample

Sample	Sri Jayawardenapura		Colombo		Total
	1AB	1C	1AB	1C	
Principal	02	02	02	02	08
Teacher	60	60	40	40	200
Members of SDC	02	02	02	02	08

Accordingly, the study sample included 200 teachers randomly selected from 08 governments Type 1AB and Type 1C schools, 08 school principals, and 08 members of the SDC

Data Collection Instruments

In order to achieve the objectives of this study, both questionnaire and semi-structured interviews were scheduled to collect the necessary data and information. Accordingly, the instruments developed for data collection were researchers-developed questionnaire for teachers and semi structured interview schedule for principals and members of the SDC. The items selected for the questionnaire and interview in the current study were focused on main elements related to School Based Management particularly the concepts such as role of the School Development Committee (SDC), decision making process, School Based Teacher Development Programmes (SBTDP) and the perceptions of teachers and principals towards SBM and challenges face by schools when implementing SBM. The teacher questionnaire had four sections. Section A contained items regarding the respondent's profile while section B had designed to identify the nature of School Based Teacher Development programmes. The section C and D designed to collect data and information pertaining to role of the SDC and the challenges face by schools when SBM is being implemented. Accordingly, the teacher questionnaire consisted of 14 items which covers the different aspects of the SBM.

In addition to the questionnaire survey with teachers' interview is also scheduled in order to collect qualitative data. The interview can be identified as one of the most popular data collection instruments among researchers. Kvale et al., (1996) identified interviews as an exchange of views between two or more people on a topic of interest. As they explain interviews help create knowledge through exchanging ideas and views on the topic or issue being studied. Presenting an idea about interviews Opie (2004) stated that more useful information in regard to an issue being studied can be gathered through interviews. According to Creswell (2003) semi-structured interview is deemed the most appropriate way to obtain in-depth information about the experience of individuals. Therefore, the semi-structured interview was selected as a data collection technique to obtain data and information from

individual principals and the members of the SDC about SBM practices. Altogether 10 questions and 12 questions were included into the interview schedule of principals and members of the SDC respectively. The instruments were pilot tested in order to make sure about the validity and reliability. A slight change has been done to the teacher questionnaire subsequent to the pilot test. Four research assistants were trained in administering the questionnaire and conducting interviews. The consent of the principals' teachers and the members of the SDC of selected 08 schools of Type 1AB and 1C was given. The exercise was completed within two months.

Data Analysis

The selection for analyzing the data is dependent on the main aim of the study. Accordingly, in the current study descriptive statistics were used to analyze the quantitative aspect and thematic analysis was used to analyze the qualitative aspect of this study. Thematic analysis was used to analyze the main data obtained through the interviews. Braun and Clarke (2006) identified thematic analysis as a method for identifying, analyzing, reporting patterns or themes within data. Altogether 200 questionnaires were distributed and 151 (75.5%) teachers completed the questionnaire. Among them 97 teachers were from 1-AB schools and 54 teachers were from 1C schools responding to the questionnaire. The researcher is of the opinion that 75.5% response rate is quite

sufficient to reflect the sector and hence the analysis was done using the 151 questionnaires that were responded to.

Findings

In this section, findings of the study are presented. Data presentation, analysis, interpretations and discussion of findings are presented. In terms of responses obtained to the background inform of principals and teachers are first presented.

III. BACKGROUND QUALIFICATIONS OF TEACHERS - TEACHERS' RESPONSES AND ANALYSIS

Gender and age

In Sri Lanka, 72% of teachers are female and the male contribution is 28%. Overall, the biggest age group is between 30 to 45 years of age (Ministry of Education 2018). In this survey, 66% of the teachers are female, the male contribution being 34%. Overall, the biggest proportion is between 40 to 44 years of age in both two types of schools.

Teaching experience

In terms of teaching experience, in this survey, 36% of teachers had between 01-05 years of teaching experience while another 27.6% had 21 to 25 years of teaching experience. This situation has been depicted in Table 2 below.

Table 2: Teaching experience of the teachers

School Type	Years of Experience								Total Number of Respondent
	1	1-5	6-10	11-15	16-20	21-25	26-30	31	
1-AB	0	17 **17.52%**	14 14.43%	13 13.40%	14 14.43%	16 **16.49%**	12 12.37%	11 11.34%	97
1-C	3 5.55%	10 **18.51**%	07 12.96%	10 18.51%	08 14.81%	06 **11.11%**	08 14.81%	2 3.07%	54
Total	3 1.98%	27 17.88%	21 13.90%	23 15.32%	22 14.56%	22 14.56%	20 13.24%	13 8.60%	151

Highest educational qualifications – Survey results

According to this survey, the qualifications of teachers vary according to school type. However, a high proportion(58%) has degree qualification, 17% has MEd qualification, and another 12 % has Mphil qualification.

Highest professional qualifications – Survey results

In Sri Lanka, 67% of teachers are trained teachers (Ministry of Education) In this survey, 41.5% of teachers have the Post Graduate Diploma in Education (PGDE) while 23.17% of teachers have the Degree qualification.

IV. BACKGROUND INFORMATION OF THE PRINCIPALS - PRINCIPALS' RESPONSES AND ANALYSIS

Gender and age

There are eight principals in different school categories (1-AB and 1-C) of secondary schools in the sample. Six principals are male and two of them are female. Most of the respondents are between 45 to 55 years of age.

Teaching experience

In terms of teaching experience, the five principals had between five to ten years of teaching experience. All of them were from

the 1AB and 1-C schools and they belong to the Sri Lanka Principal Service (SLPS). Three principals had less than five year of teaching experience and all of them were from 1-AB schools and they belong to the Sri Lanka Educational Administrative Service (SLEAS) qualifications. The classes (professional grade) of the principals were dissimilar in different categories of schools.

Educational Qualification

Educational qualifications of principals were dissimilar in different categories of schools. All the principals in the sample had degree qualifications, Post Graduate Diploma in Education and also Maters degree qualifications. Only four principals out of eight had the Master of Philosophy (MPhil) qualification. Accordingly, almost all the principals are educationally qualified.

Experience as a Principal

In terms of experience as a principal, three principals from the sample had more than ten years' experience. Two principal had eight years' experience. The rest of the sample had less than six years' of experience as principal. All the principals in the sample had had experience as acting principals.

Role of the School Development Committee (SDC) – Survey results

In terms of the membership of the School Development Committee (SDC) 42 teachers from the entire sample (28%)

responded that they work as a member of the SDC. The number of members in this committee varies from 05 to 20 in type 1AB and 1C schools. With regard to the role of the members of the SDC only 22 % and 17% of teachers from the entire sample stated that they attend in decision making and organizing school based teacher development programmes. Another 18% and 19 % of teachers from the entire sample declared that they participate in implementing school based teacher development programs and observing students' progress. The responses of the teachers regarding role of SDC members are given in Table 4 below.

Table 4: Role of SDC members

	Role/ Duties	Yes	%	No	%	Total %
7.1	Attending on decision making	32	21.9	119	78.80	100
7.2	Organize school based teacher development program	26	17.21	125	82.78	100
7.3	Implement school based teacher development program	28	18.54	123	81.45	100
7.4	Observe students' progress	29	19.20	122	80.79	100
7.5	Observe learning teaching process	34	22.51	117	77.48	100
7.6	Implement remedial program	31	20.52	120	79.47	100
Other		4	2.64	147	97.35	100

This situation is depicted in figure 1 below
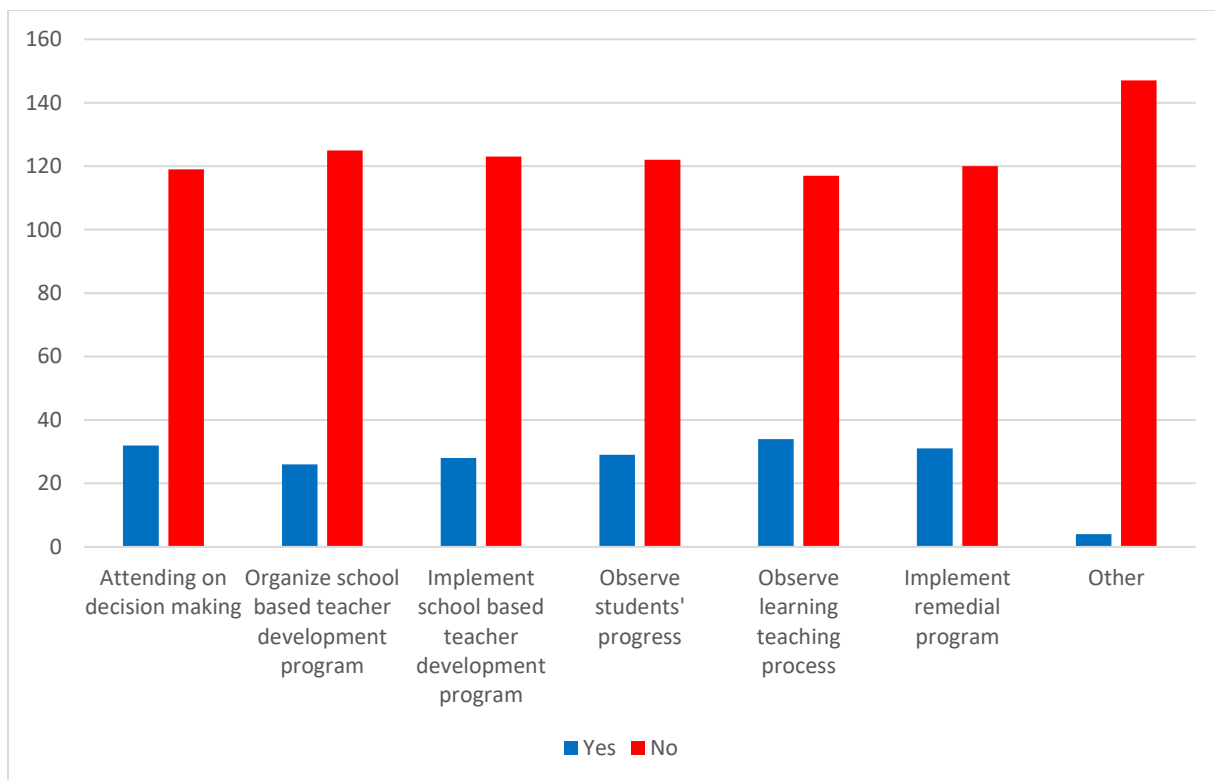
The above table shows that a significant number of teachers do not engage in different roles as SDC members in their schools. Accordingly, in terms of different role of SDC members' 72% of teachers responded **'No'** to the statement "To which category your duty/role has been listed". The above responses were further confirmed b y the interviews held with members of SDC. However, the principals of six schools had responded, that the members of SDC/SMC have been assigned different roles to play in enhancing educational achievements of students and thereby school development.

School Based Professional Teacher Development Programmes implemented– Survey result

The literature highlights the importance of implementing school based teacher development programmes under the SBM concept. Researchers recognized the School Based Teacher Development Program as a key to teacher motivation and their involvement in SBM anddecision-making processes within the school (Kumari, 2019, Leithwood and Menzies,1998). However, in this survey, more than 70 % of teachers from the entire sample stated that they had not received special training on professional development at school level. From Type 1- AB schools only 18% of respondents declared they had received training. Compared to this the percentage of teachers who had received training in 1-C schools was even less amounting to 12%. This situation shows un- equal training opportunities by school type. This situation implies the lack of training opportunities on school based professional teacher development irrespective of school type. Supporting to the survey findings the interviews held with principals from 1-AB schools also stated that

> *"There are lack of opportunities available within the schools to participate in special training on professional development of teachers"*
>
> *(Principal 2 from 1-AB school)*

With regard to professional development training opportunities on different fields at school level only 19% of teachers from the entire sampleresponded that they had received training on school level project planning. From the Type 1-AB schools only 13 % of respondents declared they had received training on project planning. Compared to this, the percentage of teachers who had received training in 1-C schools on project planning was even less amounting to 6%. In terms of lesson planning only 16% from the entire teacher sample stated that they received training at school level while only 12% of respondents declared that they received training on classroom management.

In terms of special training on teaching methods only 12% of teachers from the entire sample declared they had received training. The highest percentage by Types of school at 9% was from 1-AB schools. The training received by teachers in 1-C schools was very low amounting to 3%. A similar situation can be seen with regard to training on Assessment.

Accordingly, less than 10% of teachers from the entire sample responded that they had received training on assessment. In contrast, the percentage of teachers who had received no training in 1AB and 1-C schools on assessment were 94%. This situation shows that there are no sufficient opportunities available for teachers to get training at school level. Therefore, this situation needs careful attention as the training on teaching methods and assessment are the pre-requisite fundamentals of a teaching career. With regard to special training on School Leadership only 13% of teachers from the entire sample stated that they had received training on school leadership. From the Type 1-AB schools only 8% of respondents declared they had received training on School Leadership. Compared to this, the percentage of teachers who had received training in 1-C schools on school leadership was even less amounting to 5%. The teachers' responses on this aspect are depicted in Table 3 and graph 1 below.

Table 3: Professional development training opportunities on different fields at school level

Field of training	Teachers Responses	%
School level planning	29	19.20
Lesson planning	25	16.55
Classroom management	22	14.56
Teaching methods	19	12.58
Assessment	10	6.62
School leadership	21	13.90
Implementing Curriculum	25	16.55
Total	151	100.00
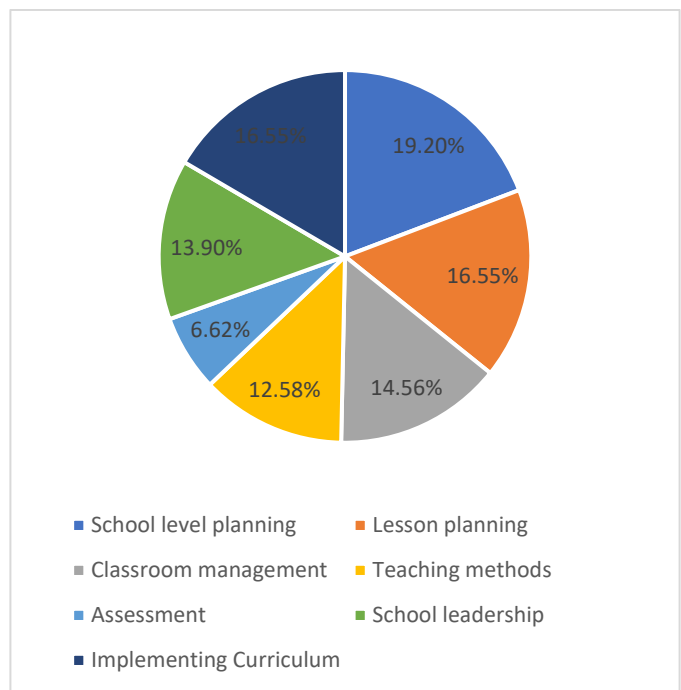
It is clear from the findings of this research that irrespective of school type there are lack of opportunities available for teachers to obtain special training on professional development at school level. These findings are important for a number of reasons. On the one hand significant percentage of teachers from 1AB and 1-C Types schools declared they had lack of professional development training opportunities at school level implying unsatisfactory implementation of SBM in those schools. On the other hand, it implies the inefficient policy of the government in terms of making aware about the importance of School Based Teacher Development Programmes (SBTDP) and also lack of investment on SBTDP providing equal training opportunities for teachers who work in different categories of secondary schools in Sri Lanka.

V. TRAINING ON SCHOOL BASED MANAGEMENT - DISCUSSION RESULTS

With regard to the training on SBM five principals from the sample had participated in a wide range of short courses and diploma level training programmes with regard to leadership development offered by the National Institute of Education's Centre for Education Leadership Development (NIE/CELD) in Sri Lanka. However, a significant number (six out of eight) of principals mentioned that they did not receive any training pertaining to School Based Management. Supporting to this in the interviews held with teachers in School Development Committees (SDCs) stated that

> *"It is very important to plan and implement training programmes on SBM within and outside the school. They further, highlighted that they didn't get opportunities to participate for any awareness programme in terms of SBM or any responsibilities related to the SDC and SMT over the past years"*

> *(Teacher 1, 2 & 3 from Type 1AB and 1C school)*

According to Hassel (1999) professional development programs should be made available for all principals as well as teachers. Similar to this Kumari (2021a, 2021b) highlighted that professional development programmes should be focused on the process of improving staff professional skills and competencies required to produce outstanding educational results for students**. Teacher and leadership education programmes must include global knowledge and cross-cultural experience (Sharma, 2005)). Thomas (2000) shows that outstanding improvements in education almost never take place in the absence of professional development. In particular, professional development of teachers has become a key requirement as school system around the globe today are demanding to address increasing educational achievements of all students to reduce the achievement gap. In this regard, the SBM role of the School Management Committee (SMC) is very crucial in introducing school based professional development programmes for teachers (Circular No.07/2013, School Based Teacher Development Programme).

Constraints that prevents School Based Management being implemented effectively in the schools - Principals' and the members of the SDCs' responses and analysis

Principals may face different types of challenges when implementing SBM in their schools and it is important to identify the nature of challenges principals have to face in different categories of schools. Therefore, a question was asked from the principals and the members of the SDC to identify the types of challenges they have to face. According to the responses obtained to the question **"What challenges you face as principal/member of the SDC"** in implementing SBM, a considerable number of principals and SDC members both type schools mentioned that they have to face lots of challenges and problems when implementing SBM in their schools. However, they mentioned that the challenges they face differ according to the type of school. For example, principal 2 commented,

> *"As a principal I have to face lots of challenges in terms of implementing School Based Management. The majority of students (more than 70 per cent) in our schools go to so called tuition class during school time and this has affected negatively on effective implementation of teaching learning process and ……"*

> *(Principal 2 from 1AB School)*

Sometimes schools do not have the resources to plan and implement training programmes for teachers within the school. However, the majority of teachers in both schools in 1AB and 1C schools reported that they had inadequate opportunities to participate in workshops for training on curriculum implementation, lesson planning, teaching methods, classroom management and assessment. For example, principal 6 commented,

> *……''As a principal I have to face lots of challenges in terms of retain qualified teachers in this school. After sometime of serving more teachers trying to find a so called 1AB school and somehow get a transfer. Therefore, implementation of School Based Management is also a big issue which….."*

> *(Principal 3 from 1C School)*

Further principals mentioned that the lack of positive and timely response from the community and Ministry of Education (MoE) and education authorities in Sri Lanka on significant issues affect the smooth, efficient and effective implementation of SBM in different categories of schools.

It was further revealed that the school community has negative attitudes towards new school reform initiatives and hence they do not fully participate on fund raising actives. Under the concept of SBM schools have been given the power to generate funds for school development. However, it was revealed that the power provided was not sufficient in collecting funds, constructing buildings and purchasing of lands etc. Further, the

principals and the member of SDC stated that the deprived socio economic background of stakeholders of school is also a one of the challenges that they face in implementing SBM.

It is clear from the findings of this research that this situation needs careful attention as professional development and updating knowledge in terms of implementation of SBM and role of SDCs is the key to enhance educational achievements of students. Therefore, the findings of this research highlight the importance of taking necessary initiatives so as to promote training opportunities for teachers and principals who work in different categoriesof schools in Sri Lanka.

Suggestion made by principals & the members of SDC/SMC towards effective implementation of SBM

Principals and the members of the SDC suggested that existing rules and regulations related to SBM need to be amended for the smooth functioning of this programme in school. It is imperative to have a supervisory body for monitoring schools, and a better mechanism to train staff members and relevant personals.

VI. DISCUSSION OF FINDINGS

The key findings of this piece of research indicate that a high proportion of the teachers (41.56%%) across the eight secondary schools were qualified to Post Graduate Diploma in Education, while 23.17% had degree qualification. It is clear that this total of 41% therefore is below the national data (57%). This situation implies the need for equal opportunities in teacher training for all school types. As mentioned by Freidson (1994), being a professional implies having a body of expert knowledge in both theory and practice of at the particular field. When considering the qualifications of principals it was found that all the principals are academically qualified, however, the qualifications are different by school type. Accordingly, it was found that all the principals in the sample had degree qualifications, Post Graduate Diploma in Education and also Maters degree qualification. Only four principals out of eight had the Master of Philosophy (MPhil) qualification. Accordingly, almost all the principals are educationally qualified.

In terms of teaching experience, it was found that the five principals had between five to ten years of teaching experience. All of them were from the 1AB and 1-C schools and they belong to the Sri Lanka Principal Service (SLPS). Three principals had less than five years of teaching experience and all of them were from 1-AB schools and they belong to the Sri Lanka Educational Administrative Service (SLEAS) qualifications. The classes (professional grade) of the principals were dissimilar in different categories of schools and different schools as well.

As stated by Blackmore (199) and Fullan (1994), effective professional development programs are combined with top-down and bottom-up initiatives. However, in terms of training on SBPTDP, the findings indicated that, more than 70 % of teachers from the entire sample had not received training on school based professional development at school level. From Type 1- AB schools only 18% of respondents declared they had received training. Compared to this the percentage of teachers who had received training in 1-C schools was even less amounting to 12%. This situation shows un- equal training opportunities by school type. This finding is not different from that of Senevirathna.(2018)

With regard to the training on SBM, the findings indicated only five principals from the sample had participated in a wide range of short courses and diploma level training programmes with regard to leadership development offered by the National Institute of Education's Centre for Education Leadership Development (NIE/CELD) in Sri Lanka. However, a significant number (six out of eight) of principals had not received any training pertaining to School Based Management over the last years need careful attention. In terms of role of the members of the SDC, the findings showed that only 22 % and 17% of teachers from the entire sample had attended in decision making and organizing school based teacher development programmes. Another 18% and 19 % of teachers from the entire sample had participated in implementing school based teacher development programs and observing students' progress.

VII. CONCLUSION AND RECOMMENDATIONS

Educational programmes and practices in School Based Management must acknowledge all school types and their contribution to the development of the school system of Sri Lanka in order that all principals and members of SDC/SMC can acquire the knowledge and skills that they need to use effectively in terms of achieving school success.

The review of the literature shows that under the SBM the schools will be given a degree of autonomy in the areas of planning, teaching and learning strategies, staff development and the maintenance and development of buildings. The purpose of this is to ensure the overall improvement in standards of performance in the school and its facilities. This will eventually lead to the development of individual potential and school development (Caldwell, 2005, Arterbury and Hord 1992, Gamage 1996, Kumari, 2022a, Kumari, 2022b). However, research findings of the current study show that, overall, the principals, teachers and the members of the SDC/SMC of 1-AB and 1C schools across the eight schools have limited facilities to get professional development within and outside school. Therefore, there needs to be serious consideration of how to ensure equity in SBM competence among all principals and the members of SDC/SMC. At the same time, teachers in these different categories of schools wanted SBM training to enhance various skills pertaining to instruction and assessment and build mutual relationships between teachers and principals. Therefore, the following recommendations are made in order to develop skills related to SBM education.

Principal training, teacher training and professional development

The main issue to be addressed by the government was a training package for all aspiring and newly appointed school principals (Perera et al., (2010, Kularathna 2014, Sandarasegaram et al., 2015, Wijekoon et,al. 2021, Pillegedara et, al. 2021, Mulkanthi et.al, 2021 and Kumari, 2022c). The participants of this research claimed that there was no appropriate pre- principalship training. The existing professional development packages are also traditional and paper based and competitive exam oriented. According to the participants in this study, there was no adequate in- service professional training and development opportunities for serving principals to review, upgrade or otherwise improve their knowledge base particularly on SBM. Understanding and developing their roles as school leaders and members of SDC/SMC in different categories of schools inSri Lanka will require a renewed effort in professional development at national level to enable principals and teachers to develop the necessary practices. Hence, it is recommended to conduct awareness programmes and more training opportunities for principals and teachers in different categories of school in Sri Lanka.

Funds generation

The lack of positive and timely response from the community and Ministry of Education (MoE) and education authorities in Sri Lanka on significant issues affect the smooth, efficient and effective implementation of SBM in different categories of schools. The principals felt demotivated by the organizational gap that exists between the Ministry of Education and the schools. They felt powerless to assist their school or the staff and students. Inadequate financial and other resources were obstacles to effective SBM. According to the participants' views, the Ministry of Education did not provide sufficient funds to all types of schools. Since schools did not have enough financial strength, they had to generate funds to fulfil their financial requirements. Even so, it seemed that most of the schools depend on the funds provided by the Ministry, and did not pay their attention to organizing fund raising activities at school level.

Hence it is recommended to make the principals aware of the importance of introducing fund raising activities at school level through SBM training programmes and thereby empower principals to face challenges in schools. For instance, they must be made aware of the SBM /Programme for School Improvement (PSI) and be skilled for organizing fund raising activities at school level to meet financial and other essential requirements of the school without depending on the Ministry of Education. Therefore, in practice, principals must develop entrepreneur skills to be successful leaders. In addition, all types of schools should be provided adequate human, physical and financial resources in time by the relevant authorities for enabling principals to manage their schools effectively since they do not have power and authority to recruit staff.

It is necessary to recognize that the aim of "Education for All" can be achieved only if students' achievement in all areas are improved. Therefore, special emphasis should be given to improve children 's competencies, taking into consideration their family backgrounds, and disadvantages in their communities. Availability of resources (human and material) should be guaranteed to motivate students to engage in different activities. Special attention should be given to teachers' professional development within and outside the school. Therefore, existing rules and regulations need to be amended for the smooth functioning of this programme in school.

REFERENCES

[1]. Aturu Athurupana, H., D. Sankar, H. Saeki, M. Shojo, P. Glewwe and A. Deolalikar. 2011. Transforming School Education in Sri Lanka: From Cut Stones to Polished Jewels. Washington DC: World Bank. [Google Scholar]

[2]. Barrer Barrera, Osorio, F., T. Fasih, H. Anthony Patrinos, and L. Santibáñez. 2009. Decentralized Decision-making in Schools: The Theory and Evidence on School-based Management. Washington, D.C: World Bank. [Google Scholar]

[3]. Cheng, Y (1996). School effectiveness and school-based management: a mechanism for development. London: The Falmer Press.

[4]. Creswell, J. (2003) "Mapping the developing landscape of mixed methods research", in in Sage Handbook of Mixed Methods in Social & Behavioral Research, Tashakkori, A. and Teddlie, C. (Eds) 2010, Sage, California, pp 45-68.

[5]. Creswell, J.W, (2007) Educational Research: Planning, Conducting, and EvaluatingQuantitative and Qualitative Research, Prentice Hall, 3rd Edition, 2007.

[6]. Creswell, J.W. (2013) Research Design: Qualitative, Quantitative and Mixed MethodApproaches, Sage Publications.

[7]. Fullan, M & N Watson (1999). School-based Management: Re-conceptualizing to Improve Learning Outcomes. Paperpresented at the Regional Workshop, "Improving Learning Outcomes in the Caribbean" Port of Spain. April, 1999. p.6

[8]. Gershberg, A (1999). Fostering Effective Parental Participation in Education: Lessons from a Comparison of ReformProcesses in Nicaragua and Mexico. World Development. Vol. 27 (4), p.753-771. p759

[9]. King, E & B Ozler (1998). What's Decentralization Got To Do With Learning? The Case of Nicaragua's School Autonomy Reform. Paper presented at the Annual Meeting of the American Educational Research Association held in San Diego, CA

[10]. Kumari, H.M.L. (2019) A Study on Instructional Supervision by Principals in Type 1C and Type 2 Schools in Sri Lanka. International Journal of Social Sciences: PEOPLE 5 (3), http://creativecommons.org/licenses/by-nc/4.0/

[11]. Kumari, H. M. L. (2021a) A study on instructional supervision by principals in Type 2 and Type 3 schools in the Colombo District, Sri Lanka. International Research Symposium 2021Interdisciplinary Research in Education, PROCEEDINGS (1), 176-185 https://edu.cmb.ac.lk/proceedings-irs-2021/

[12]. Kumari, H. M. L. (2021b) A Study on Distributed Leadership Practices and its Impact on Teaching and Learning. International Journal of Teaching, Education and Learning: PUPIL 5(1), 55-72 https://doi.org/10.20319/pijtel.2021.51.5572

[13]. Kumari, H. M. L. (2022a). Instructional Supervision by Principals in Type 1C and Type 2 Schools in the Gampaha District Sri Lanka.

International Journal on Integrated Education (IJIE) 5(8), 117-125 https://journals.researchparks.org/index.php/IJIE

[14]. Kumari, H.M.L. (2022b) Principals Distributed Leadership Practices and its Impact on Teaching and Learning in Type 1AB and Type 1C Schools in the Colombo District Sri Lanka. International Journal on Integrated Education (IJIE) 5 (9), 17-25 https://journals.researchparks.org/index.php/IJIE

[15]. Kumari, H.M.L. (2022c) Importance of School Leadership in improving Educational Achievement of Students: Survey of Literature.Adyapana PRATHIBA (12), 135-147. University of Colombo Press.

[16]. Malkanthi, J.P.R. & Kumari, H. M. L. (2021) Enhancing Students'Higher Order Cognitive Skills. International Research Symposium 2021,Interdisciplinary Research in Education, PROCEEDINGS (1), 201-208 https://edu.cmb.ac.lk/proceedings-irs-2021/

[17]. Kvale S, Brinkmann, S (1996) Interviews – Learning the Craft of Qualitative ResearchInterviewing, Second Edition. London Sage Publication, London: Sage Publications.

[18]. Leithwood, K & T Menzies (1998). Forms and Effects of School-Based Management: A Review. Educational Policy. (). P

[19]. Leithwood, K & T Menzies (1998). Forms and Effects of School-Based Management: A Review. Educational Policy.

[20]. Pillegedara, S.P. & Kumari, H. M. L. (2021). School-based planning and the contribution of stakeholders in developing the re-opened schools. International Research Symposium 2021,Interdisciplinary Research in Education, PROCEEDINGS (1), 387-392 https://edu.cmb.ac.lk/proceedings-irs-2021/

[21]. Punch, S. (2002) Interviewing Strategies With Young People: The 'Sector Box', Stimulus Material and task-based Activities. Children & Society.

[22]. Sethu Setunga, P. (2007). The Study on School Based Teacher Development Programmes. Department of Education, Faculty of Arts, University of Peradeniya. Peradeniya.

[23]. Sethu Setunga, P. & Devananda, S. (2007). A study on school based teacher development progammes in Sri Lanka. Department of Education, University of Peradeniya. Peradeniya, Sri Lanka.

[24]. Wijekoon, K.M.J. & Kumari, H. M. L. (2021) Examining the teachers' perception of the School Based Professional Teacher Development Programms. International Research Symposium 2021,Interdisciplinary Research in Education, PROCEEDINGS (1), 387-392 https://edu.cmb.ac.lk/proceedings-irs-2021/

[25]. Winkler, D & I Gershberg (1999). Education Decentralization in Latin America: The Effects on the Quality of Schooling. Working paper. Washington, DC

[26]. World Bank. 2011. Transforming School Education in Sri Lanka: From Cut Stones to Polished Jewels. Washington, D.C: World Bank. [Google Scholar]