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### **School-based Management Excellence Model (SBMEM) :**

**Leadership, Shared Vision, SBM Features & Student Achievement**

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*PhD, BBS, JP, Founder President -- GCC*

- ◆ *Founding President of Hang Seng Management College in 2010 and founded the GCC in 2015.*
- ◆ *He has taken various important leadership roles in kindergartens to secondary schools in HKSAR for more than 30 years. He has served the community by leading in various government committees and work groups.*
- ◆ *His research interests include leadership and management, school effectiveness, teaching and learning effectiveness, academic self-concepts, and value-added performance.*

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# Gratia Christian College (GCC) SKM-MTR Exit-C, Kowloon





# 1.1 AIM



This paper attempts to develop a School-based Management Excellence Model (**SBMEM**) basing on the following education management traits: **Leadership, Shared Vision, SBM Features & Student Achievement.**

## 1.2 Background

The **SBMEM** model is based on and developed from a **review of literature** and the findings of the following **published papers** by the author and associates:-

- ◆ Chui, H. S., Ho, S. K. M., & Fung, A. L. K. (2024). Development of a School-based Management Excellence Model. *International Journal of Education*, 5(2), 41–64.  
<https://doi.org/doi.org/10.5281/zenodo.14028620>
- ◆ Chui, H. S., Chui, S. W. H., & Ho, S. K. M. (2024). Shared Vision Model for School Based Management. *International Journal of Education*, 5(2), 26–40.  
<https://doi.org//doi.org/10.5281/zenodo.14028451>
- ◆ Chui, H. S., & Chui, S. W. H. (2024). Effective teaching, teacher-student relation, student engagement and student mathematical achievement. *Eurasia Journal of Mathematics, Science and Technology Education*, 20(12), em2538.  
<https://doi.org/10.29333/ejmste/15652>

## 1.3 Literature Review

- ◆ SBM: International trend of school restructuring since 1980s
- ◆ Basically two key features:  
**Centralisation and Decentralisation**
- ◆ Reason: to improve education quality under the context of globalization, knowledge-based economies

## 2.1 Implementation

- ◆ USA, UK, Australia, Japan, Indonesia, Philippines, Hong Kong .....
- ◆ Different countries have different ways of reform
- ◆ Even in USA, the term SBM may have different meanings and implementations in different states

## 2.2 Effects

- ◆ Mixed: Some countries seem to have positive effects
- ◆ Some research findings found no positive effect
- ◆ Case for Hong Kong?
- ◆ Positive effects yet to be found
- ◆ Research Questions:

### Research Questions:

1. *Is SBM effective?*
2. *If effective, under what conditions?*

## 2.3 Implementation in Hong Kong

- ◆ AD 2000: all subsidized schools in Hong Kong, approximately more than 3/4 of all schools
- ◆ The assumed positive effects yet **to be validated** (Kwan & Li, 2015)
- ◆ **Various factors** needed for effective SBM (Cheng, 2022)

## 2.4 Features in HK

### ◆ **Centralisation:**

- Resources for hiring staff and general expenditure the same with formulae related to student number, class structure etc.
- Targets for staff to pursue professional development;  
Formal teacher participation in decision making and involvement in developing school plans,  
Appraisal System of staff

### ◆ **Accountability:**

- school plans disclosed to the public
- Value-added reports on student public examination sent to schools for their reference.

## 2.5 Decentralisation

### ◆ **School Management:**

Incorporated Management Committee, legal entity, responsible for hiring, firing implementation, flexibility to use resources etc;

### ◆ **Members:**

Supervisor, teachers, principal, parent representative

### ◆ **Teacher participation:**

Formal structure for teachers to participate in decision-making in IMC and daily operations through formal committees

### ◆ **Staff Appraisal System**

### ◆ **Staff Professional Development**

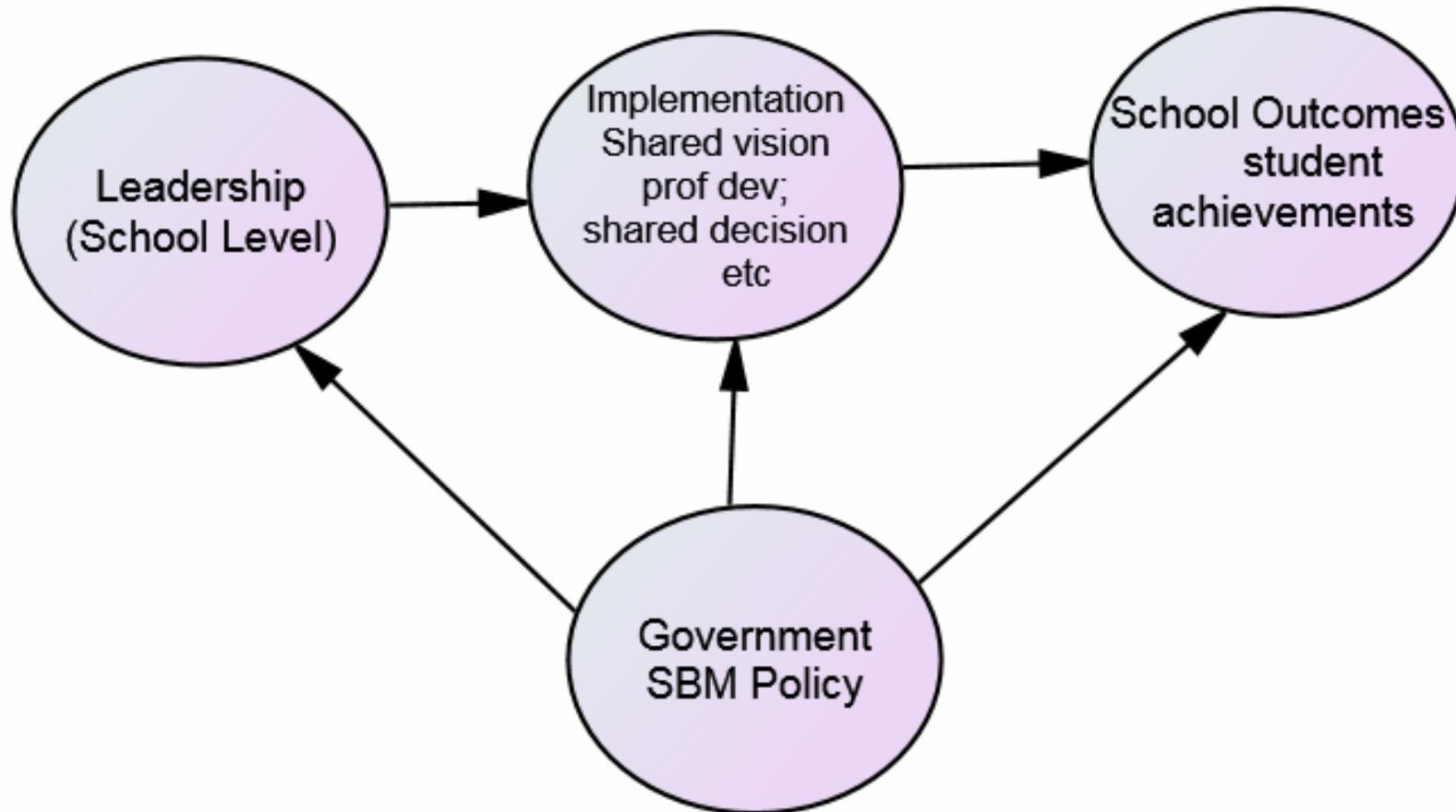
## 2.6 Expectations

- ◆ Collaboration and shared decision making of teachers can steer the school to meet the needs of students and the school, and enhance the **quality** of education.
- ◆ The public can have access to information of the operation of the school through uploading the **strategic plan**, annual plans.

## 3.1 Theoretical Framework of this Study

- ◆ **Leadership** of IMC, supervisor and principal is an important factor affecting the effective implementation of SBM
- ◆ Features of the implementation of **SBM** will have causal effects on student achievement

## 3.2 Theoretical Framework of this Study



## 3.3 Variables in the Theoretical Framework

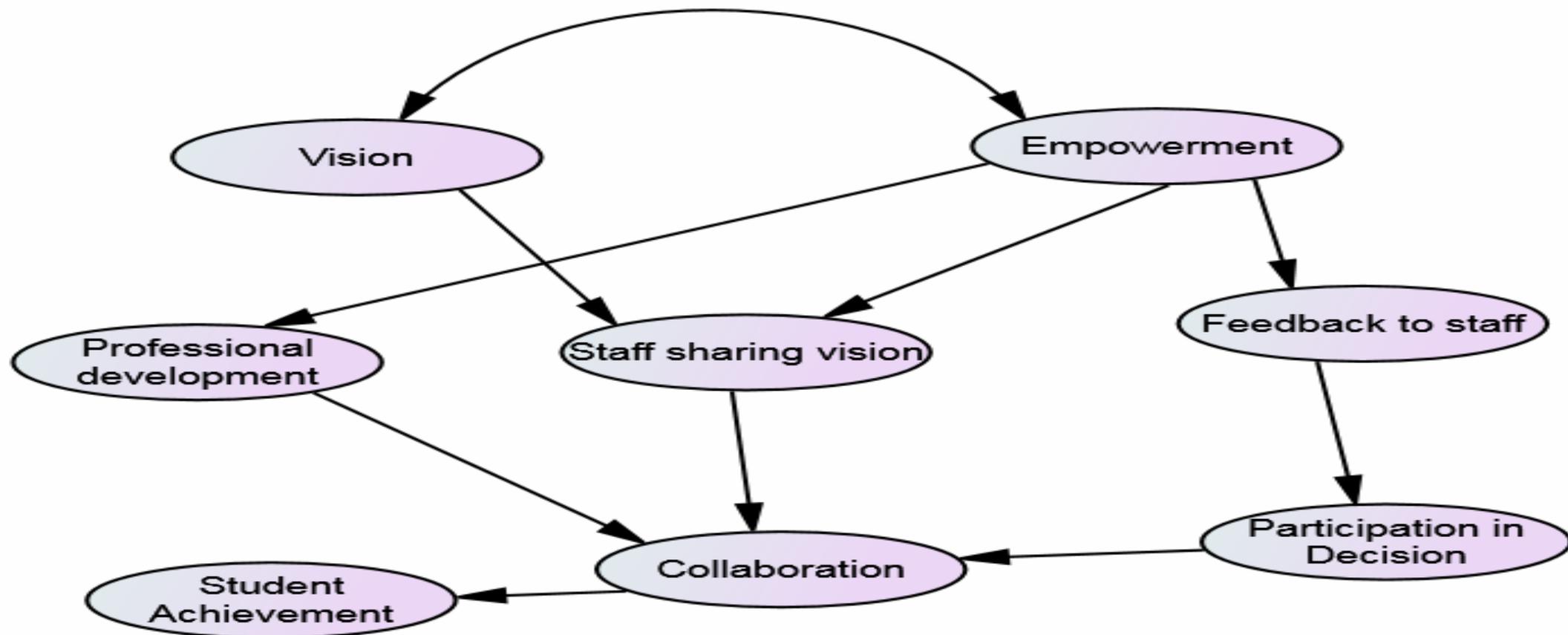
1. ***Visionary Leadership***: the leadership dimension of sharing the vision of SBM and actions taken in line with the vision by the principal.
2. ***Empowering Leadership***: the leadership dimension of empowering teachers to achieve the vision through shared leadership role of teachers
3. ***Shared vision***: Teachers sharing the vision of SBM
4. ***Professional development***: Teachers pursue professional development to enhance their performance

## 3.4 Variables in the Theoretical Framework

5. ***Participation in decision making:*** Teachers participate in shared decision making according to the feature of SBM
6. ***Feedback:*** feedback given to teachers through staff appraisal and other means
7. ***Collaboration:*** Teachers working as in a professional community for improving teaching and learning
8. ***Achievement:*** Teachers' perceived students' value-addedness in academic, character development and participation in activities

## 5 Theoretical model – Proposed relationships between variables

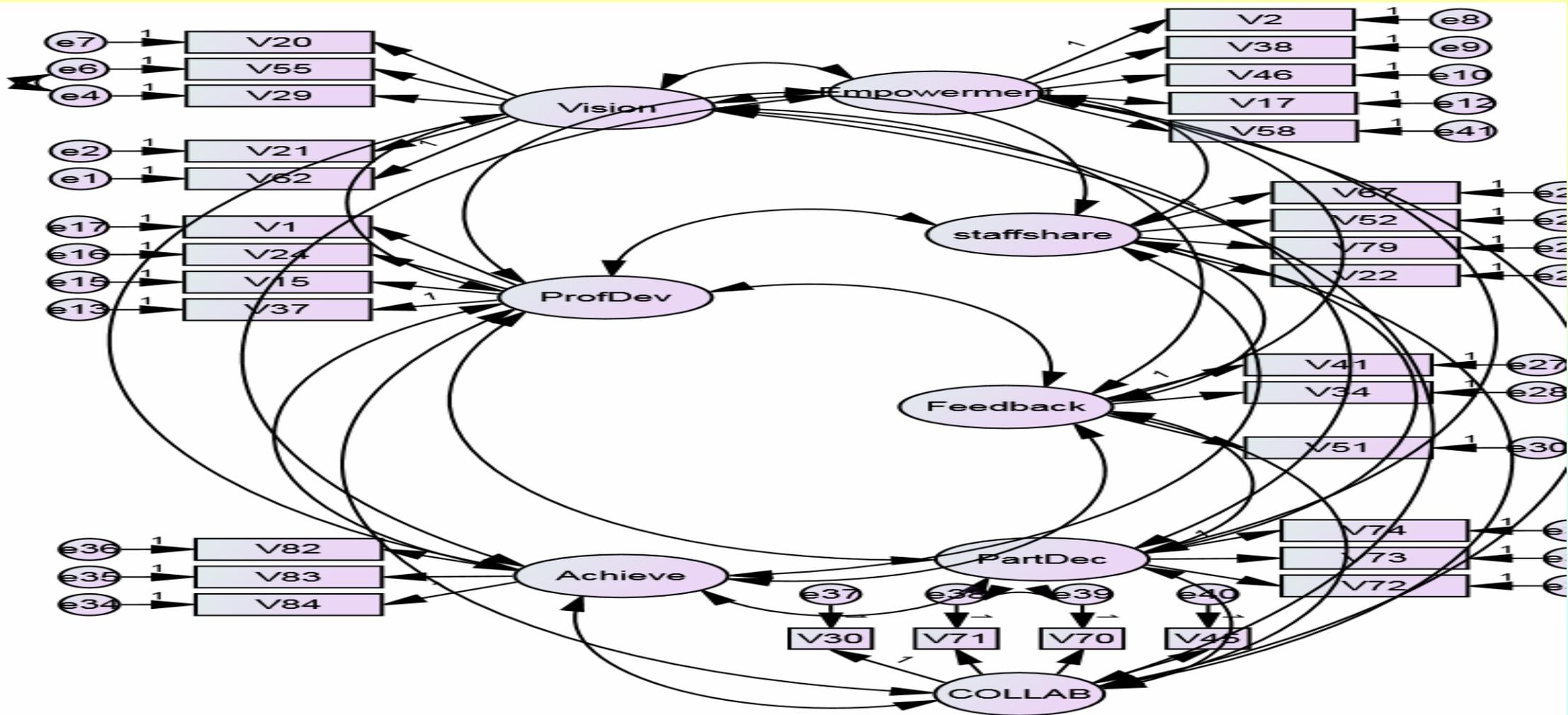
Visionary and empowerment leadership will affect: shared vision of teachers, and features of SBM, leading to enhanced student achievement



## 4.1 Research Methodology

- ◆ Questionnaire developed with reference to some validated scales;
- ◆ Pilot test;
- ◆ Main study: 500 teachers responded to questionnaire for measuring various constructs; testing by Confirmatory Factor Analysis & Structural Equation Model (SEM)

## 4.2 Test by Confirmatory Factor Analysis to validate the instruments



## 4.3 CFA RESULTS

- ◆ **CFA Results:** Validity and reliability of the instrument supported with goodness of fit indices: IFI=0.912, CFI=0.912, RMSEA=0.05
- ◆ **Significant Correlations** between variables ranging from 0.152 to 0.691 → the factors are distinct

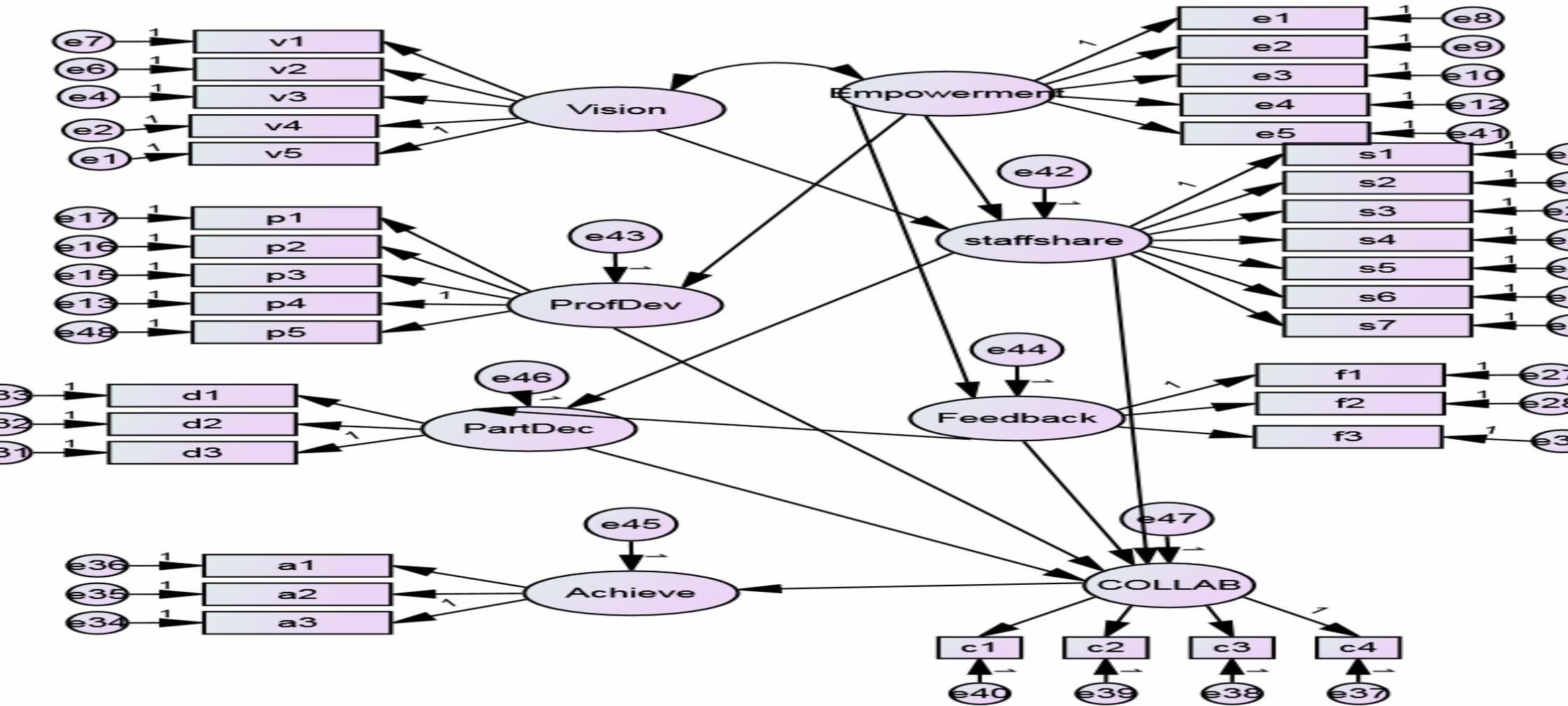
Reliability of all scales lies from 0.693 -- 0.870

**Correlations**

		EMPLEAD	VISLEAD	SHAREVIS	PRODEV	FEEBBACK	PARTDDEC	COLLAB	ACHIEVE
EMPLEAD	Pearson Correlation	1	.546**	.545**	.571**	.598**	.367**	.506**	.305**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	497	497	497	497	497	497	497	497
VISLEAD	Pearson Correlation	.546**	1	.691**	.548**	.538**	.402**	.487**	.311**
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	<.001	<.001	<.001
	N	497	497	497	497	497	497	497	497
SHAREVIS	Pearson Correlation	.545**	.691**	1	.489**	.535**	.442**	.602**	.445**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001	<.001	<.001	<.001
	N	497	497	497	497	497	497	497	497
PRODEV	Pearson Correlation	.571**	.548**	.489**	1	.545**	.285**	.428**	.152**
	Sig. (2-tailed)	<.001	<.001	<.001		<.001	<.001	<.001	<.001
	N	497	497	497	497	497	497	497	497
FEEBBACK	Pearson Correlation	.598**	.538**	.535**	.545**	1	.333**	.450**	.288**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001		<.001	<.001	<.001
	N	497	497	497	497	497	497	497	497
PARTDDEC	Pearson Correlation	.367**	.402**	.442**	.285**	.333**	1	.370**	.186**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001		<.001	<.001
	N	497	497	497	497	497	497	497	497
COLLAB	Pearson Correlation	.506**	.487**	.602**	.428**	.450**	.370**	1	.269**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001		<.001
	N	497	497	497	497	497	497	497	497
ACHIEVE	Pearson Correlation	.305**	.311**	.445**	.152**	.288**	.186**	.269**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	
	N	497	497	497	497	497	497	497	497

\*\* . Correlation is significant at the 0.01 level (2-tailed).

# 4.4 Test by structural Equation Model to validate the relationships between variables



## 4.5 SEM RESULTS

- ◆ Validity supported with goodness of fit indices: IFI=0.921, CFA=0.920, RMSEA=0.048
- ◆ All Direct effects between variables proposed in the study are found to be significant at 0.001 level

## 4.6 Significant Standardised Direct effects

	Empowerment	Vision	Feedback	staffshare	PartDec	ProfDev	COLLAB
Feedback	.912	.000	.000	.000	.000	.000	.000
staffshare	.209	.711	.000	.000	.000	.000	.000
PartDec	.000	.000	.131	.489	.000	.000	.000
ProfDev	.871	.000	.000	.000	.000	.000	.000
COLLAB	.000	.000	.000	.583	.186	.209	.000
Achieve	.000	.000	.000	.000	.000	.000	.466

## 4.7 Significant Standardised total effects

	Empowerment	Vision	Feedback	staffshare	PartDec	ProfDev	COLLAB
Feedback	.912	.000	.000	.000	.000	.000	.000
staffshare	.209	.711	.000	.000	.000	.000	.000
PartDec	.221	.348	.131	.489	.000	.000	.000
ProfDev	.871	.000	.000	.000	.000	.000	.000
COLLAB	.345	.479	.024	.673	.186	.209	.000
Achieve	.161	.223	.011	.314	.087	.098	.460

## **4.8 Square Multiple Correlations (% of variance explained):**

-- 21.8% of student achievement explained by the effects of other variables

	Estimate
Feedback	.832
staffshare	.791
PartDec	.348
ProfDev	.759
COLLAB	.745
Achieve	.218

## 5.1 Discussion & Conclusion

1. The theoretical model is **valid**.
2. **Leadership** is important for the effective implementation of SBM: Leaders sharing the vision and empowering followers will lead to teachers sharing the vision and empowered to contribute to the schools
3. **Shared vision** of teachers is essential for teachers to contribute to the success of SBM

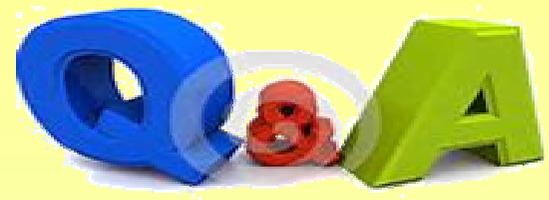
## 5.2 Discussion & Conclusion

4. **Collaboration** is essential for enhancing students' achievement
5. Student achievement as measured by the questionnaire reflects teachers having positive perception of students' achievement. Results from PISA show that students' achievement is very good as compared to other countries, consistently ranked about **top 10** in the world

## **5.3** Limitations and Further Research Need

- 1.** No objective data on student achievement in Hong Kong available.
- 2.** How school flexibly uses the financial resources is not studied in this case. Need further research on the effects of using financial resources on student achievement.
- 3.** Qualitative study to investigate the effects of various variables on student achievement.
- 4.** Objective data of value-addedness may be obtained from the Education Bureau for testing the model in future.
- 5.** Test the model for other countries.

???



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*Thanks for completing your Feedback Form !*



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