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## **Contextual Factors in the Assessment of the Effect of School-based Management on School Effectiveness**

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**ABSTRACT** School-based management has become a reality in South African education, and South African education legislation as well as education policy documents all bear this out. This policy framework for decentralised decision-making is also embedded in the South African Schools Act 84 of 1996. School-based management is therefore not a fad or a cosmetic change, but an enduring phenomenon in South African schools. In spite of its widespread implementation, the assessment of the impact of school-based management on school effectiveness has received little attention. This article, based on a descriptive and narrative literature study, offers a dynamic perspective on the assessment of effect of school-based management on school effectiveness in South African schools and provides policymakers, researchers and educators a glimpse on some of the more prominent contextual influences in the assessment of school effectiveness in general.