EFFECTIVE SCHOOL-BASED MANAGEMENT: A MUST

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School-Based Management (SBM) is embodied in R.A 9155 which is Principal Empowerment as a process of decentralization. It is a framework of governance, transfers the power and authority as well as the resources to the school level on the assumption that the school heads including the teachers, internal and external stakeholders, parents know the cause and solution to the problem. It is a response to address issues, monitor progress and promote sustainability of improvement. It is an effective way in delivering quality education which is the main goal of the Department of Education.

For the past years, SBM Implementation leads to higher academic performance of learners, more participatory rate among stakeholders and most importantly is empowering the school heads to run the school. Through this, managerial, technical and financial aspects are all at hand of the school head. The solutions to the addressed issues and problems of the school are made easier because it is managed and controlled in the basic level.

In this way, policy making became easy. Revenue generation and budgeting are intelligently allotted where it needs to be given priority, thus, proper allocation of resource. Curriculum design are collaboratively modified by the teachers and school head according to the needs, capabilities, interests of the learners which gives better learning outcomes. A close supervision and monitoring is conducted to identify improved areas and those that need improvement.

For an effective SBM, maximum participation of school head, teachers and stakeholders is highly encouraged during its implementation. Capacity building, sense of responsibility and accountability significantly contributed to successful SBM.
implementation. Also, the spirit of collaboration, democracy and participative decision-making is exercised in SBM giving the school a healthy and well-managed environment. Maximum engagement of all school personnel is needed for the improvement of the school. Strong SBM has the knowledgeable school head, cooperative teachers and supportive stakeholders resulting to progressive school.

References:


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