FISCAL MANAGEMENT VS POOR QUALITY

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Across the years, our educational system has been rocked by controversies which have remained unabated up to this day. Amidst the flurry of issues, one of them that stand out in importance: quality.

According to Alcober (2018), from his article, Quality Education, having provided wider access to education for the youth, the Department of Education (DepEd) can now focus on the quality of the school’s fiscal management.

Access to education issue has been addressed considerably. This was according to Department of Education (DepEd) Undersecretary Nepomuceno Malaluan as he noted that the current DepEd management – under the watch of Education Secretary Leonor Magtolis Briones – is focused on fiscal management reform and improving the absorptive capacity of the agency. The focus of her (Briones’) administration from the time she came in is the fiscal management reform. It’s really a big challenge with her administration to recover the fiscal management. He also said there was a strong public support for the K-to-12 (Kindergarten to Grade 12) basic education reform.

Being in the field, access to education has been observed evidently but what about the quality of teaching in the Philippine public basic education? Poor quality of teaching affects the relatively low achievement of students in the public secondary schools. Furthermore, the role of the teacher is critical for they are the people who determine the content to be taught, the teaching strategy to be used and the conditions of learning the content. Having strong background of the content and pedagogy is not enough, but more importantly, the importance of their role in shaping the future of the students should not
be compromised. Teachers who are free from constraints may significantly inhibit their ability to act to make them an effective human agency for transformation. No feeling that they are just workers and implementers of whatever policies or changes the state would like to take effect. Understanding roles in education and assert what best for their students. Future direction in education may geared towards development of the whole being of a child, then teacher education needs to reflect this understanding in its design and practice.

As an educator, I strongly believed that there is a need to implement total transformation in the education sector which may refer to the total re-orientation of the system. Complexity of the system should not be a hindrance to start with policy transformation. Careful evaluation of Education policies and programs, including the curriculum is very much needed to make it relevant to the Philippines and the global community.

More so, values reorientation of the Filipinos is also a key to national development. Providing our in-service and pre-service teachers needs to be very evident so they could understand their role not just as workers or implementers but as human agency and values orientation should captivate the understanding the interplay of power, history, and culture.

Prior to what undersecretary said that DepEd should focus on fiscal management, I believe that there are problems that should prioritized to further solution.

In line with these, my propose solutions to the problem regarding quality education are: Proper implementation of school-based management (SBM), decentralized system of education will ensure more effective service delivery, improve certification and training of teachers, closer collaboration between employers and educators, invest in accountability data and curriculum map.
To sum up: If the Philippines is to maximize its demographic dividend, it must improve its education system a.s.a.p. so as to provide quality education to the majority of young Filipinos. One set of reform initiatives has to do with improving regulatory capabilities in DepEd. The other needs to focus on learning outcomes and making the schooling experience immersive and engaging for students who are digital natives.

References:
Neil Alcober (2018) Quality Education. Manila Times