MEANS OF MONITORING QUALITY OF EDUCATION IN PHILIPPINE SCHOOLS

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Baynazarova, Olena et al. (2005) underlined that quality education is viewed today as one of indicators of high quality of life, means of social and cultural harmony and economic growth. International community is concerned with the quality of education issues in the context of youth acquiring life competencies and becoming successfully a part of a modern society. Our country, Philippines, also focuses on quality issues in education.

According to Durban and Catalan (2012), to be the Philippine educational system is faced by several issues that need to be addressed in order to improve the delivery of education to the most number of population and one of these is the quality and accessibility of education to its takers. Undeniably, providing quality education to all students should be the prime concern of every educational institution. However, it is also evident that it’s very hard to assess or measure what quality education really means. It will be hard to specifically identify or pin down the most effective means to monitor this so-called quality education. But despite this claim, there are still suggestions regarding that matter.

One of the main roles of any school supervision is to monitor the quality of education, that is, of schools and teachers. This monitoring is expected to have a positive impact on their quality. As such, supervision forms part of an overall monitoring and improvement system, which includes other devices such as examinations and achievement tests, and self-assessment practices by school and teachers (UNESCO, 2007).

Monitoring doesn’t end in checking of a school’s papers or requirements, there should also be ‘constant supervision’ to ensure that quality education is provided all throughout the school year. That’s why in the forenamed module of UNESCO, it was cited that monitoring is the internal management process of continuous control inputs, processes, and outputs in order to identify strengths and weaknesses, formulate practical proposals for action to be taken and take the necessary steps to reach expected results. Giving ample consideration to this, it means that for quality education to be achieved, regular monitoring and supervision should be done. It would be very helpful to observe if the suggestions provided during the previous monitoring are being implemented in schools. If this is done properly, effectiveness and efficiency in providing quality
education would somehow be a cinch. On the other hand, if monitoring ends with just checking and no follow up was conducted, quality education in the Philippines would remain a distant possibility.

In the monitoring process, several people are involved and one of the most important is the administrators or principals themselves who perform the monitoring and supervision. In order to check everything, it is but proper for administrators and principals to also be monitored since school effectiveness could be related to leadership. In the study of Leithwood, et al. (2004), there are three conclusions about how successful leadership influences student achievement. First, leaders contribute to student learning indirectly, through their influence on other people or features of their organizations. Second, the evidence provides very good clues about who or what educational leaders should pay the most attention to within their organizations. And lastly, we need to know how much more about what leaders do to further develop those high priority parts of their organization.

In addition to administrators and principals, teachers, as the primary promoters of learning, are also significant in quality education assurance. A well-qualified and motivated teaching force is to be seen as one of the most vital assets for educational quality. Monitoring and evaluation of the quality of teachers’ delivery is designed to ensure that the interests of the students come first and are of paramount importance. The intention is to place students, their needs, experiences and achievements at the heart of monitoring and improvement (Vocational Education and Training Reform Programme – Phase II, 2008).

Furthermore, in a survey conducted by Simkin, Charner, and Suss (2010) of school and district administrators, policy advisers, and others in the education world, principal leadership was second only to teacher quality when they were asked to rank in importance 21 education issues, ranging from special education and English language learning to school violence and reducing dropout rate. This just proves that teachers undoubtedly play an important role for quality education to be achieved.

Another thing that should be monitored properly to be able to attain quality education is student learning. Kotton (2016) noted that the body of educational research literature which has come to be known as the effective schooling research identifies the practice of monitoring student learning as an essential component of high-quality education. The careful monitoring of student
progress is shown in the literature to be one of the major factors differentiating effective schools and teachers from ineffective ones.

In general, to be able to assure that quality education is being given to students, there should be constant or regular supervision of administrators and principals, teachers, as well as the students because they are all involved in the learning process.

REFERENCES:


