SCHOOL-BASED MANAGEMENT SYSTEM ON THE WORK LIFE OF TEACHERS

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DepEd Bataan adheres to DepEd Order No. 83, series 2012 on the School-Based Management (SBM) policy as an organizational strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. SBM provides principals, teachers, students, and parents greater control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum. Through the involvement of teachers, parents, and other community members in these key decisions, SBM can create more effective learning environments for children (Worldbank, 2007). The underlying principles of the said program are the teachers who are directly involved and affected in planning, managing and improving the school. Therefore, teachers in the SBM relation support school programs, projects, and activities.

Many teachers simply do not perceive SBM as a desirable choice, and during the visit of the SBM Team for Validation revealed negative aspects of SBM. Among these, it was noted that systems which have been involved in SBM for many years offered teachers little to administer, particularly with regards to budget, personnel and curriculum decisions. This lack of authority in SBM systems has been referred to as a bureaucratic form of administration, which avoids giving teachers much influence or strives to manipulate them into accepting decisions already made.

Administrators are encouraged to seek out information from teachers since they are the closest to the source of many school problems, and SBM seems ideal for this purpose. However, teachers must want SBM involvement for it to be effective and must trust their administrators' intentions. If they do not have organizational trust or do not believe their administrators walk the road of trust, they are less likely to commit to SBM.
A major drawback in getting teachers to commit to SBM has been the limited time, training and funding allocated to SBM restructuring activities.

The SBM organization requires teacher commitment, which is linked to intrinsic motivation and greater productivity. The participatory nature of SBM and the opportunities that it offers teachers to influence decisions to stimulate them to become committed to their organization.

Several conditions that promote an environment for teacher commitment were identified which include rewards and recognition, task autonomy, opportunities for professional growth, and teachers' sense of efficacy. (Clune, 2008)

Teacher rewards and recognitions were classified as being extrinsic, intrinsic, and ancillary. Teachers feel most rewarded and recognized when they sense they are reaching students, having a good day, and making a lasting impression on children's learning.

Task autonomy requires teachers to feel responsible for the results of their work. The task autonomy as being central to motivation and commitment in the workplace and pointed out that teachers who feel autonomous will be more committed to the organization. Teachers may feel insignificant if invited to decide on issues over which they have no autonomy or discretion.

Teachers feel more satisfied, motivated and rewarded when adequate opportunities for professional growth are offered them. Professional growth may happen when teachers work together to develop programs, curriculum, or team teach. The sharing that takes place in SBM encourages and contributes to professional growth.

Fruitful involvement in school committees was resulted to be a desirable means for enhancing teachers' skills and growth. Efficacy in teaching requires teachers to feel that they are capable of bringing about desired student learning and that they have the confidence students can learn. In shared decision making, to be efficacious, teachers ought to be granted empowering knowledge and participation in decisions that affect them and the problems they face.

When SBM grants teachers empowerment through its decisional process, it stimulates teachers' commitment and encourages them to believe they are contributors toward the resolution of problems that affect them. The presence of this belief becomes especially real when teachers see
their efforts fulfilling the mission of their school. As importantly, teachers must also be convinced that the proposed changes of which they are a part, and are being asked to implement through SBM, are workable and not too revolutionary.

References:

DepEd Order No. 83, series 2012 Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process, and Tool (APAT)
