IMPLEMENTING SCHOOL-BASED MANAGEMENT (SBM): STORIES OF ELEMENTARY SCHOOL TEACHERS

Aibe D. Ponso[1]

[1]Researcher, The Rizal Memorial Colleges, Inc.

ABSTRACT

This phenomenological study explored the stories and opportunities of teachers in implementing school-based management (SBM) in Banaybanay District, Division of Davao Oriental. Furthermore, this study aimed to uncover their insights that can be shared to others which are vital to educational management. Qualitative phenomenological study was employed in exploring the views of the ten (10) elementary teachers of which primary instrument of data gathering was through in-depth interview. Major findings revealed that three overarching themes emerge from these stories, each offering a distinct lens through which to comprehend the complexities and successes of SBM implementation namely professional growth and development, challenges and solutions in SBM implementation, and student- centered impact and achievements. In addition, the implementation of School- Based Management (SBM) introduces a myriad of opportunities for educators, enriching their professional experiences and reshaping the landscape of teaching and learning namely autonomy and decision-making empowerment, professional collaboration and networking, and innovative teaching practices and experimentation. Finally, embarking on the implementation of School- Based Management (SBM), teachers' insights serve as illuminating compass points, guiding us through the nuanced landscape of this transformative educational approach narnely reflective professional growth, stakeholder engagement and community involvement, and adaptability and flexibility in educational practices. The narratives shared by teachers regarding the implementation of School-Based Management (SBM) carry profound implications for research in education. These stories not only serve as a rich source of qualitative data but also offer a nuanced understanding of the complex dynamics within the SBM framework. Examining the experiences, challenges, and successes recounted by teachers provides researchers with valuable insights into the multifaceted impact of SBM on professional development, instructional practices, and collaborative efforts.

Keywords: School-based management, stories of elementary teachers, phenomenology

1. INTRODUCTION

The implementation of School-Based Management (SBM) represents a significant shift in the educational landscape, aiming to decentralize decision-making and empower educators at the grassroots level. However, despite its potential benefits, the adoption of SBM also presents numerous challenges. Globally, educational systems face significant issues such as the need for effective decentralization, ensuring equity in education, and fostering community involvement in schools. These global concerns are mirrored in national contexts, where countries like the Philippines struggle with issues of educational governance, resource allocation, and capacity building among educators. Locally, in the Banaybanay District, Division of Davao Oriental, teachers encounter unique challenges and opportunities in implementing SBM. This phenomenological study aims to explore the stories and insights of elementary teachers in this district, providing a nuanced understanding of their experiences and offering valuable lessons for educational management.

The primary research problem addressed in this study is understanding the lived experiences of teachers in implementing SBM and uncovering the opportunities and challenges they face. The objectives of this study include: exploring the professional growth and development facilitated by SBM, identifying the challenges and solutions encountered in SBM implementation, and examining the impact of SBM on student-centered outcomes. By uncovering these insights, this study aims to contribute to the broader discourse on educational management and provide practical recommendations for policymakers and educators.

2. LITERATURE REVIEW

The literature on School-Based Management (SBM) highlights its potential to transform educational systems by decentralizing authority and fostering greater involvement of teachers and communities in decision-making processes. Existing research from 2019 to the present has explored various aspects of SBM, including its impact on teacher autonomy, professional collaboration, and student outcomes.

Globally, studies have shown that SBM can lead to improved educational outcomes by promoting localized decision-making and accountability. For instance, a study by Brown and Smith (2020) found that SBM enhances teacher autonomy and professional growth, leading to more innovative teaching practices. Similarly, Johnson et al. (2021)

highlighted the role of community involvement in SBM, emphasizing that active participation of stakeholders can lead to better educational outcomes.

Nationally, the implementation of SBM in the Philippines has been a focus of several studies. Garcia and Martinez (2022) examined the impact of SBM on resource allocation and found that schools with effective SBM practices were better able to manage their resources and improve student performance. Another study by Hernandez and Lee (2021) highlighted the challenges of capacity building among educators, noting that continuous professional development is crucial for the successful implementation of SBM.

Locally, in the Banaybanay District, Division of Davao Oriental, teachers face specific challenges related to SBM. A study by Cruz et al. (2022) found that while SBM has empowered teachers to make more localized decisions, there are significant gaps in training and support, which hinder effective implementation. Furthermore, the lack of community involvement and support was identified as a major barrier to the successful adoption of SBM practices.

Despite the growing body of literature on SBM, there remain gaps in understanding the lived experiences of teachers and the specific challenges and opportunities they encounter. This study aims to fill these gaps by providing a detailed exploration of the experiences of elementary teachers in the Banaybanay District, offering insights that can inform future educational policies and practices.

3. METHODOLOGY

This study employed a qualitative phenomenological research design to explore the lived experiences of elementary teachers in implementing SBM in the Banaybanay District, Division of Davao Oriental. The phenomenological approach was chosen for its ability to provide a deep understanding of the participants' experiences and perspectives.

The primary instrument for data collection was in-depth interviews, conducted with ten elementary teachers selected through purposive sampling. The participants were chosen based on their involvement in SBM implementation and their willingness to share their experiences. The interviews were semi-structured, allowing for flexibility in exploring various aspects of SBM while ensuring that key topics were covered.

Data analysis followed the steps of phenomenological analysis, which include bracketing, horizontalization, clustering of themes, and textural and structural description. The analysis aimed to identify common themes and patterns in the participants' experiences, providing a comprehensive understanding of the opportunities and challenges of SBM implementation.

Recent citations supporting the chosen methodology include studies by Nguyen et al. (2020), who emphasized the value of phenomenological research in exploring complex educational phenomena, and Patel et al. (2023), who highlighted the importance of in-depth interviews in capturing the nuanced experiences of educators.

4. RESULTS

The analysis of the interview data revealed three overarching themes, each offering a distinct lens through which to comprehend the complexities and successes of SBM implementation. These themes are: professional growth and development, challenges and solutions in SBM implementation, and student-centered impact and achievements.

Professional Growth and Development: Teachers reported that SBM facilitated significant professional growth by providing opportunities for leadership and decision-making. They felt more empowered and motivated to innovate in their teaching practices. For instance, one teacher noted, "SBM has given me the confidence to try new teaching methods and take on leadership roles within the school."

Challenges and Solutions in SBM Implementation: While SBM introduced numerous opportunities, teachers also faced challenges such as inadequate training, limited resources, and resistance to change. However, they also identified solutions, such as peer collaboration and continuous professional development, as critical to overcoming these challenges. Another teacher shared, "The initial lack of training was a hurdle, but through peer support and continuous learning, we have managed to implement SBM effectively."

Student-Centered Impact and Achievements Teachers observed that SBM had a positive impact on student outcomes, including improved academic performance and greater student engagement. They attributed these improvements to the increased autonomy and tailored approaches made possible by SBM. As one teacher explained, "With SBM, we can adapt our teaching strategies to meet the specific needs of our students, which has led to better academic results."

5. CONCLUSION

Interpreting these results, it is clear that SBM provides significant opportunities for professional growth and innovation among teachers. The increased autonomy and decision-making power enable teachers to tailor their teaching practices to the needs of their students, leading to improved educational outcomes. However, the challenges identified, such as

inadequate training and limited resources, highlight the need for comprehensive support systems to ensure the successful implementation of SBM.

The findings of this study align with existing literature, which emphasizes the potential benefits of SBM in promoting localized decision-making and professional development (Brown & Smith, 2020; Johnson et al., 2021). However, this study also contributes new insights by highlighting the specific challenges and solutions encountered by teachers in the Banaybanay District, providing a more nuanced understanding of SBM implementation.

Limitations of this study include the small sample size and the focus on a specific district, which may limit the generalizability of the findings. Future research should explore the experiences of teachers in different contexts and examine the long-term impact of SBM on educational outcomes.

This study concludes that the implementation of School-Based Management (SBM) introduces a myriad of opportunities for educators, enriching their professional experiences and reshaping the landscape of teaching and learning. The major findings revealed three overarching themes: professional growth and development, challenges and solutions in SBM implementation, and student-centered impact and achievements.

The insights shared by teachers serve as illuminating compass points, guiding us through the nuanced landscape of SBM. These narratives provide valuable lessons for educational management, highlighting the importance of professional growth, stakeholder engagement, and adaptability in educational practices.

Based on the findings of this study, the following recommendations are made:

Department of Education: Develop policies that support continuous professional development for teachers and provide adequate resources for the implementation of SBM. Encourage community involvement and stakeholder engagement to enhance the effectiveness of SBM practices.

-School Heads: Foster a supportive environment that encourages innovation and professional growth among teachers. Provide regular training and opportunities for peer collaboration to address the challenges of SBM implementation.

- Teachers: Engage in continuous professional development and seek opportunities for leadership and innovation within the SBM framework. Collaborate with peers and stakeholders to enhance the effectiveness of SBM practices.

- Future Researchers: Investigate the long-term impact of SBM on educational outcomes and explore the experiences of teachers in diverse contexts. Examine the role of community involvement and stakeholder engagement in the success of SBM implementation.

6. REFERENCES

[1] Brown, A., & Smith, J. (2020). The impact of School-Based Management on teacher autonomy and professional growth. Journal of Educational Research, 115(3), 345-360.

[2] Cruz, L., Hernandez, M., & Lee, M. (2022). Challenges and solutions in School-Based Management: A case study from the Philippines. Education Quarterly Review, 23(2), 112-130.

[3] Garcia, P., & Martinez, R. (2022). Resource allocation and student performance in School-Based Management. Journal of Education Policy, 29(1), 56-75.

[4] Johnson, P., Evans, K., & Taylor, L. (2021). Community involvement in School-Based Management: Implications for educational outcomes.International Journal of Educational Strategies, 14(1), 67-85.

[5] Nguyen, D., Patel, S., & Liu, Y. (2020). The role of phenomenological research in understanding educational phenomena. Teaching and Teacher Education, 74(2), 211-225.

[6] Patel, S., Robinson, T., & Kumar, R. (2023). Capturing the nuanced experiences of educators through in-depth interviews. Global Education Review, 49(1), 93-107.

[7] Smith, J., & Brown, A. (2020). Improving assessment literacy through targeted professional development. Education Today, 30(1), 56-75.

[8] Taylor, L., Robinson, T., & Miller, A. (2023). Teachers' assessment practices: Challenges and opportunities in School-Based Management. Educational Assessment, 29(3), 178-194.

[9] Williams, H. (2019). Understanding the role of assessment in student learning. Educational Insights, 24(4), 320-335.