



Stakeholders' feedback on school facilities as a basis for technology-based enhancement

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ABSTRACT

This study assessed the stakeholders' feedback on the school facilities of Consolacion Central School in Cebu, Philippines, during the school year 2017-2018 as a basis for enhancing the existing facilities by integrating the technology-based enhancement. The study utilized the descriptive survey method using frequency counts, simple percentages, and ranking to process the data provided by the one hundred respondents composed of parents, learners, and community leaders of the barangay where the school is located. Four were identified of the ten identified areas: site, buildings, classrooms, and administrative offices. Based on the findings, it was concluded that the educational facilities of Consolacion Central School need to be improved by utilizing the new technology to ensure the safety and conduciveness of the learning environment and to meet the high demands of quality basic education as a foundation of learning to every child in the locality and the country as a whole. The attainment of excellent educational facilities requires an improvement plan which is why it is proposed and adopted.

KEYWORDS: *educational facilities, stakeholders' feedback, technology-based enhancement*

1 INTRODUCTION

The relevance of school facilities in enhancing the academic performance of students cannot be underrated as it has been proven in an ex-post-facto study that these resources motivate students toward learning (Akomolafe & Adesua, 2016). Educational facilities are considered indispensable to any academic institution. This covers the school grounds, buildings, laboratories, libraries, pathways, fences, water systems, garbage disposal area, furniture, and other physical amenities within the school

vicinity. The availability of safe, secured, adequate, and satisfactory educational facilities ultimately improves the quality of basic education. School facilities give meaning to the teaching and learning process. Facilities management is, therefore, an integral part of the overall management of the school. School managers should carry out a comprehensive assessment of the facilities to determine areas of need. This requires an integrated effort of all stakeholders who possess the expertise needed for an accurate and up-to-date assessment of all aspects of school facilities. The actualization of the goals and objectives of education requires the provision, maximum utilization, and appropriate management of the facilities (Asiabaka, 2008). When school facilities are rated in terms of educational functions, a connection to learning outcomes is apparent. The findings indicate that more research needs to be directed at developing sound tools for measuring school facilities in terms of their educational relevance. In addition, school administrators need to reconsider policies that devalue the contribution that facilities make to learning outcomes (Roberts, 2009).

The school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contribute to the place experience of students, educators, and community members. Depending on the quality of its design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality, and spaciousness or crowdedness. When planning, designing, or managing the school facility, these facets of place experience should, when possible, be taken into consideration (Picus, 2017). It has been also said that school facilities as well as classroom facilities, constitute the major components of both direct and indirect action elements in the environment of learning. The direct-action elements are the instructional materials that facilitate teaching and learning while the indirect learning components are the academic support facilities that make the school environment conducive to teaching and learning. Effective management of the classroom sets the overall

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positive tone of a school and this can only be achieved through the provision of adequate human and material facilities needed (Okeke, 2013).

Educational facilities are valuable assets of the school that have to be given priority attention in terms of their establishments, procurement, development, improvement, maintenance, records keeping, and accountabilities. These consist of sites, buildings, and various educational facilities which are the major support system of the school to enhance the learning capabilities of the pupils/students for maximum development of their potential, skills, and talent and to become God-loving, law-abiding, value-laden and responsible citizens of this country. DepEd Manual emphasized the primary function of educational facilities. It provides the proper school environment that is most conducive to effective teaching and learning. It shall be responsive to changes in teaching methods and school organization taking into consideration the changes in the educational process which has become more active, interrelated, and has become an integral part of a wider community. Functional and effective educational facilities are developed, operated, and managed based on a comprehensive plan of action of the school, prepared by all stakeholders in education and the community. Likewise, constant evaluation of these facilities shall be made in terms of efficiency of operation and maintenance of standards about the efficiency and effectiveness of instruction (DepEd Revised Educational Facilities Manual, 2010). The management of the school facilities falls within the key duties of the school administrator. Administrators need to embrace this responsibility as they gain greater control and are held more accountable. Aging school buildings often create barriers that impede effective teaching and learning. This has resulted in escalating infrastructure costs. A case can be made to renovate or build new facilities that maximize an optimal learning environment. Such a choice will necessitate financing school construction (Lunenburg, 2010).

Since the ICT revolution is a revolution in learning, it also has transformed available technologies, the means and methods of studying, the modalities of school operations, the manner of investment and expenditure of resources, and the very way we think about education could be and should do (Hussain et al. 2010). Maintaining school facilities is important to providing high-quality education programs. More important, by investing in strong preventative maintenance programs, school facilities can continue to serve students for long periods. Modernization of school facilities has faced several new challenges in recent years with the advent of the personal computer. As new technologies are increasingly integrated into programs of instruction, the ability to adequately finance the acquisition of this equipment and to have the infrastructure in each school to support this technology is also important (Picus, 2017).

Two factors that trigger school districts' educational facilities construction are the replacement of buildings and enrolment increases due to new development and population shifts (Ortiz, 1994).

However, school facilities maintenance is concerned about more than just resource management. It is about providing clean and safe environments for children. It is also about creating a physical setting that is appropriate and adequate for learning. A classroom with broken windows and cold drafts doesn't foster effective student learning. School facilities maintenance affects the school organization's

physical, educational, and financial foundation. It should therefore be a focus of both its day-to-day operations and long-range management priorities (Planning Guide for Maintaining School Facilities, 2003). In a study that explored how the physical condition and design of school facilities can shape a child's learning experience, it discussed school environments' connection to asthma, heating and ventilation problems, noise problems, full-spectrum lighting, trends in teaching methods requiring different building designs, optimum school size, portable classrooms, and the now-substantiated link between a school's physical environment and learning (Lyons, 2002). One of the reasons it is a must to have proper monitoring of school facilities and equipment is to record the equipment, facilities, or the school buildings if it needs repair, renovation, or replacement. To materialize this study means additional cost and budget, but it is the life of everyone that has the most and highest value of all. Providing these ideal requirements of educational facilities would mean relevant knowledge to every young child. It gives creativity and more interest to pursue its studies to a higher level. Aside from the fact that it provides safety and sustainable resources, in totality, the well-supplied and maintained educational facilities will maximize the learning environment and result in optimal learning.

An adequate school facility must be responsive and relevant to the needs of the learners and the educators. School facilities that are well-maintained maximize an effective learning environment, but aging facilities become a barrier to optimal learning. In Consolacion Central School, it is very prevalent that some of the school facilities are not accessible to students and even to teachers. It is the burning desire of the researcher to conduct a study on stakeholders' feedback on the school educational facilities for the updates, status, and observations of the existing facilities. The findings will provide a good idea that will improve and increase the usability of the existing facilities. This study assessed the stakeholders' feedback on the educational facilities of Consolacion Central School in Cebu, Philippines,

during the school year 2017-2018 to enhance the existing facilities by integrating the technology as the basis for a technology-based improvement plan. Specifically, the study answered the following: Demographic profile of the respondents, Stakeholder feedback on the educational facilities, and Issues and concerns relative to the educational facilities.

2 MATERIALS AND METHOD

The main method of the research used in this study was a descriptive-survey method using frequency counts, simple percentages, and ranking to process the data provided by the one hundred respondents composed of parents, learners, and community leaders of the barangay where the school is located. It assessed the stakeholder's feedback on the educational facilities of Consolacion Central School, Consolacion, Cebu during the school year 2017-2018 to improve and increase the usability of the existing facilities. There were 100 stakeholders [teachers, learners, PTA, and community leaders] of Consolacion Central School.

This study used the questionnaire duly formulated based on the readings from the Department of Education Revised Edition of 2007 Handbook on Educational Facilities-Integrating Disaster Risk Reduction in School Construction. It also underwent peer validation by the researcher's mentor, co-teachers, friends from other elementary schools, and classmates in graduate studies where their suggestions and feedback were used to improve and refine the questionnaire. The first part focused on the profile of the respondents as to; gender, civil status, highest educational attainment, years of working/linking with the school, and role/duty in the school. And on the second part was the assessment of the stakeholders regarding their perception of the status of the existing school facilities specifically on the following; site, buildings, classrooms, administrative offices, assembly, and sports, school laboratories, library/study area, medical/dental clinic, food service/canteen, and security and safety-related.

The data that was gathered through the questionnaire were tallied, tabulated, and presented in table forms using frequency, simple percentage, and weighted mean.

3 RESULTS AND DISCUSSION

To ascertain the stakeholders' feedback on the existing educational facilities of Consolacion Central School in Cebu, Philippines during the school year 2017-2018, the following information was gathered: Demographic profile of the respondents, stakeholder

feedback on the educational facilities, and the issues and concerns relative to the educational facilities.

Demographic Profile of the Respondents

Table 1 indicates the first profile being determined in the study. It shows that of the 100 respondents, 75 Or 75 percent were female while the remaining 25 percent were male. This means that more females have participated in answering the survey questionnaire than males. It also implies that females specifically the mothers were more concerned with educating their children and the ones taking charge of facilitating the children's needs in school.

Another profile determined in this study was civil status. As shown in the table, 41 or 41 percent were single, 56 or 56 percent were married, two (2) or 2 percent were widows/widowers and none of the respondents were separated or annulled. This means that most of the respondents were parents or guardians of the learners of Consolacion Central School. Also, the table shows that two (2) or 2 percent were Doctorate Degree/Level, 15 or 15 percent were Master's Degree/Level, 32 or 32 percent were College Graduate/Level, 20 or 20 percent were Secondary Graduate/Level and 31 or 31 percent were Elementary Graduate/Level. This means that the respondents have adequate understanding in assessing the educational facilities of the school considering that most of them were college graduates/level. It also means that the respondents were most likely pro-education since only 31 percent of the total respondents were elementary graduate/level wherein the 25 learner-respondents belong.

Another profile being determined is the number of years that the respondents have worked or linked with the school. The table shows that three (3) or 3 percent of the respondents were working or linking in school for 25 years and above. Other respondents were working/linking the school on the following; 20-24 years were six (6) or 6 percent, 15-19 years were four (4) or 4 percent, 10-14 years were 15 or 15 percent, 5-9 years were 46 or 46 percent and 4 years and below were 26 or 26 percent. The data revealed that most of the respondents had linked together or transacted with the school for more than five years. The time was sufficient to evaluate the completion of a short-term plan or even a medium-term plan in implementing the required educational facilities of the school.

Stakeholders' Feedback on the Educational Facilities

The stakeholders' feedback on the educational facilities of Consolacion Central School was the main thrust of this study. This covers the following group/cluster; site, buildings, classrooms, administrative offices, assembly, and sports area, laboratories, library/study area, medical/dental clinic, food services/canteen, and security and safety-related facilities. It also includes the issues and concerns that the

Table 1. Demographic profile of the respondents

Profiles		Frequency	Percentage
A.	Gender		
	Female	75	75.00
	Male	25	25.00
B.	Civil Status		
	Single	41	41.00
	Married	56	56.00
	Widow/Widower	2	2.00
C.	Highest Educational Attainment		
	Doctorate Degree/Level	2	2.00
	Master's Degree/Level	15	15.00
	College Graduate/Level	32	32.00
	Secondary Graduate/Level	20	20.00
	Elementary Graduate/Level	31	31.00
D.	Years of Working/Linking with the School		
	25 years and above	3	3.00
	20 - 24 years	6	6.00
	15 - 19 years	4	4.00
	10 - 14 years	15	15.00
	5 - 9 years	46	46.00
	4 years and below	26	26.00

Table 2. Feedback as to Site

Indicators	Teacher	Parent	Learner	Community	GAWM	VD
	\bar{x}	\bar{x}	\bar{x}	\bar{x}		
1. The location of the school is far from cockpits, malls, gambling dens, cinema houses, military quarters, public markets, and garbage dumps, flood resilient and the campus terrain is environmentally conducive to educational activities.	3.96	4.08	3.88	3.96	3.97	VG
2. The school has a site plan displayed prominently indicating the location of different building offices with their proper identification.	3.96	4.2	3.32	4.2	3.92	VG
3. The school is accessible by public transport.	4.76	4.08	4.04	3.88	4.19	VG
4. The school site has enough space to accommodate its present school population and is easily accessible to the greatest number of pupils.	4.08	4.08	2.84	3.52	3.63	VG
5. There is an open space that will serve as a temporary evacuation site in case of emergencies such as earthquakes and fire.	3.64	3.68	3.4	3.88	3.65	VG
6. The garden is available in areas, appropriately utilized, and is well-fenced to prevent destruction.	3.6	3.6	3.04	4.16	3.60	VG
7. The school is properly shaded by well-trimmed trees.	3.4	3.0	2.68	3.92	3.25	G
8. The school is clean and free of litter, graffiti, and dirt.	3.16	3.32	2.76	3.56	3.20	G
9. The school has a proper waste management system.	3.16	3.28	3.28	3.6	3.33	G
10. The school site has enough potable water supply for drinking.	3.52	3.4	2.56	4.08	3.39	G
General Average Weighted Mean					3.61	VG

Range	Verbal Description
4.21 - 5.00	Excellent (E)
3.41 - 4.20	Very Good (VG)
2.61 - 3.40	Good (G)
1.81 - 2.60	Poor (P)
1.00 - 1.80	Needs Improvement (NI)

respondents observed or even engaged in during the teaching-learning process. The school site or the location of the school is a very important consideration to any academic institution like Consolacion Central School. It provides a wholesome environment to young

children during their learning process. Table 7 listed some of the very important practices that the school management must consider in setting up a school. Of the ten observations, six (6) were found to have a verbal description of **very good**. First of which was “the location of the school is far from cockpits, malls, gambling dens, cinema houses, military quarters, public markets and garbage dumps, flood resilient and the campus terrain is environmentally conducive to educational activities” with corresponding weighted mean of 3.97; followed by “the school has a site plan displayed prominently indicating the location of different building offices with their proper identification” with corresponding weighted mean of 3.92; “the school is accessible by public transport” with corresponding weighted mean of 4.19; “the school site has enough space to accommodate its present school population and easily accessible to the greatest number of pupils” with corresponding weighted mean of 3.63; “there is an open space that will serve as temporary evacuation site in case

available in areas, appropriately utilized and is well-fenced to prevent destruction” with the corresponding weighted mean of 3.60. The remaining four items were found to have a verbal description of **good** were; “the school is properly shaded by well-trimmed trees” with corresponding weighted mean of 3.25; “the school is clean, free of litter, graffiti and dirt” with corresponding weighted mean of 3.20; “the school has proper waste management system” with the corresponding weighted mean of 3.33; and “the school site has enough potable water supply for drinking” with corresponding weighted mean of 3.39. To sum up the responses, the average weighted mean was 3.61 with the verbal description of **very good**. This means that the school site of Consolacion Central School is partly appropriate to its clientele.

Another educational facility being evaluated is the school buildings. The appearance and its durability were very important to the stakeholders, particularly the learners and teachers. Table 8 listed the identified items that evaluate their importance, purpose, and availability

Table 3. Feedback as to Buildings

Indicators	Teacher	Parent	Learner	Community	GAWM	VD
	\bar{x}	\bar{x}	\bar{x}	\bar{x}		
1. The school buildings are properly labeled according to function.	3.96	3.56	3.04	3.84	3.60	VG
2. Toilets for different gender are available within the building vicinity.	3.88	3.32	2.80	3.96	3.49	VG
3. The buildings are laid in such a way that natural illumination is not impeded and ventilation is not obstructed.	3.84	3.80	3.12	3.92	3.67	VG
4. The building has facilities for persons with disability	3.92	2.96	2.96	4.08	3.48	VG
5. The color of the buildings is well-maintained.	3.88	3.32	3.48	4.00	3.67	VG
6. The buildings are periodically checked for their durability.	3.88	3.84	3.52	3.72	3.74	VG
7. The corridors, doorways, and alleys are free from any obstruction.	3.80	3.16	3.08	3.76	3.45	VG
8. The buildings are well-lighted and ventilated.	3.04	3.28	2.20	3.92	3.11	G
9. The building's setback from the street line is five meters or more to minimize intrusive sounds.	3.64	3.04	2.80	4.08	3.39	G
10. Water facilities are distributed to all buildings.	3.52	2.56	2.56	3.96	3.15	G
General Average Weighted Mean					3.48	VG

Range	Verbal Description
4.21 - 5.00	Excellent (E)
3.41 - 4.20	Very Good (VG)
2.61 - 3.40	Good (G)
1.81 - 2.60	Poor (P)
1.00 - 1.80	Needs Improvement (NI)

of emergencies such as earthquake and fire” with the corresponding weighted mean of 3.65; and “the garden is

to the stakeholders. Seven of these ten items were rated a verbal description **very good**. These include; “the school buildings are properly labeled according to function” with a corresponding weighted mean of 3.60; “toilets for different gender are available within the building vicinity” with a corresponding weighted mean of 3.49; “the buildings are laid in such a way that natural illumination is not impeded and ventilation is not

obstructed” with a corresponding weighted mean of 3.67; “the building has facility for persons with disability” with a corresponding weighted mean of 3.48; “the color of the buildings are well-maintained” with a corresponding weighted mean of 3.67; "the buildings are periodically checked for its durability" with a corresponding weighted mean of 3.74 and “the corridors, doorways and alleys are free from any obstruction" with a corresponding weighted mean of 3.45. The remaining three items were rated as a verbal description of **good**. These include “the buildings are well-lighted and ventilated." with a corresponding weighted mean of 3.11; “the building’s setback from the street line is five meters or more to minimize intrusive sounds” with a corresponding weighted mean of 3.39 and "water facilities are distributed to all buildings" with a corresponding weighted mean of 3.15. Summing up the mean scale value of the responses gave an average weighted mean of 3.48 with the verbal description of **very good**. This means that the building facilities of the school are good enough for the learning activities of learners of Consolacion Central School.

Classrooms for classes are another very important educational facility of the school. It is where the learners erudite the theories and principles as their teachers indoctrinate them. The identified statements were listed in Table 9 that described the classroom facilities of Consolacion Central School with their corresponding weighted mean; "the classrooms are marked and arranged according to function.” with the corresponding weighted mean of 4.32; “chalkboard/whiteboard is provided and installed in the right place” and rated with a verbal description of **excellent**; while “the classroom area is enough to accommodate the pupils" with a corresponding weighted mean of 3.95; and "the lightings are provided for enough illuminations” with the corresponding weighted mean of 3.92; with a corresponding weighted mean of 4.02.

An academic institution like Consolacion Central School must have an administrative office that will address all the administrative concerns of the stakeholders. It is where both internal and external affairs of the institution are discussed and approved through its administrator. Table 10 listed the ten different statements that described the administrative offices of the school. All these ten statements were described by the

Table 4. Feedback as to Classrooms

Indicators	Teacher	Parent	Learner	Community	GAWM	VD
	\bar{x}	\bar{x}	\bar{x}	\bar{x}		
1. The classrooms are marked and arranged according to function.	4.44	4.28	4.00	4.56	4.32	E
2. The classroom area is enough to accommodate the pupils.	4.6	3.96	3.44	3.8	3.95	VG
3. The lighting is provided for enough illumination.	4.12	3.84	3.4	4.32	3.92	VG
4. Chalkboard/Whiteboard is provided and installed in the right place.	4.60	4.12	3.48	3.88	4.02	VG
5. The teacher and visitor’s table and chair are provided.	4.16	4.00	4.4	4.12	4.17	VG
6. The classroom furniture is in good condition.	4.12	3.84	3.48	3.84	3.82	VG
7. The classrooms are well-maintained and free from any cracks or dents.	4.20	3.76	2.96	4.12	3.76	VG
8. The classrooms have two separate doors to open.	3.76	3.92	3.56	4.28	3.88	VG
9. Artificial ventilation is properly installed and well-provided.	3.80	3.72	3.44	4.24	3.80	VG
10. The corridor is more than 1.10 meters wide and unobstructed.	4.04	3.48	3.2	3.36	3.52	VG
General Average Weighted Mean					3.92	VG

Range	Verbal Description
4.21 - 5.00	Excellent (E)
3.41 - 4.20	Very Good (VG)
2.61 - 3.40	Good (G)
1.81 - 2.60	Poor (P)
1.00 - 1.80	Needs Improvement (NI)

stakeholders as **very good**. Among these were “the office of the school administrator is accessible to all clients” with corresponding weighted mean of 4.16; "the office is clean, well-arranged, well- lighted and ventilated” with corresponding weighted mean of 4.18; “the office is furnished with necessary equipment and supplies” with

corresponding weighted mean of 4.07; “the office is has enough chairs for the guests” with corresponding weighted mean of 3.90; “there is a provision of telephone unit for inter-office communication” with corresponding weighted mean of 3.97; “waiting lounge is provided in the office and has enough space for guests” with corresponding weighted mean of 4.04; “a restroom is available within the office” with corresponding weighted mean of 3.90; and “the function rooms are well arranged and clean” with corresponding weighted mean of 3.92. “the permanent records are stored in a safe place” with corresponding weighted mean of 3.98; and “there are mail and bulletin facilities in the office” with corresponding weighted mean of 4.05. The average weighted mean was 4.02 with a corresponding verbal description of **very good**. This means that the administrative office is appropriately located to access its stakeholders.

The School laboratory is a place where the learners conducted their experimental studies, particularly in computer and natural science subjects. The table enumerates the statements that described the said facilities.

On the statement, “the computers, servers, peripherals and phones are all functional and in use” with corresponding weighted mean of 3.48 and “the internet is well-cared for and neatly used in offices and classrooms.” with the corresponding weighted mean of 3.45; the stakeholders responded **very good**; while the other seven statements rated the verbal description of **good**, namely “the uptime of network and phone system is at 95% or better technology is being used for appropriate purposes.” with corresponding weighted mean of 3.38; “the software systems are up to date, appropriately licensed and fully functional” with corresponding weighted of 3.38; “tools and equipment are properly labeled.” with corresponding weighted mean of 2.75; “tools and equipment has operations manual for reference” with the corresponding weighted mean of 2.86; “safety precautions are posted within the vicinity area” with corresponding weighted mean of 3.00; “first aid kit is available at the laboratory” with corresponding weighted mean of 2.70 and “science laboratory has complete equipment for experiments” with corresponding weighted mean of 3.02. While the remaining statement “science lab has a washing and cleaning area” with a

Table 5. Feedback as to Administrative Offices

Indicators	Teacher	Parent	Learner	Community	GAWM	VD
	\bar{x}	\bar{x}	\bar{x}	\bar{x}		
1. The office of the school administrator is accessible to all clients.	4.48	3.84	3.84	4.48	4.16	VG
2. The office is clean, well-arranged, well-lighted, and ventilated.	4.68	4.00	4.16	3.88	4.18	VG
3. The office is furnished with the necessary equipment and supplies.	4.72	4.00	3.80	3.76	4.07	VG
4. The office has enough chairs for the guests.	4.72	3.68	3.44	3.76	3.90	VG
5. There is a provision of a telephone unit for inter-office communication.	4.68	3.56	3.60	4.04	3.97	VG
6. The waiting lounge is provided in the office and has enough space for guests.	4.56	3.64	3.56	4.40	4.04	VG
7. The restroom is available within the office.	4.76	3.48	2.92	4.44	3.90	VG
8. The function rooms are well arranged and clean.	3.84	3.72	3.76	4.36	3.92	VG
9. The permanent records are stored in a safe place.	4.08	3.68	3.8	4.36	3.98	VG
10. There are mail and bulletin facilities in the office.	4.24	3.8	3.92	4.24	4.05	VG
General Average Weighted Mean					4.02	VG
corresponding weighted mean of 2.60 with the verbal description of poor ; sums up the responses, the average weighted mean was 3.06 with the verbal description of good . This means that the school laboratories of Consolacion Central School are not sufficient to provide the basic equipment, tools, apparatus, and materials required for the different laboratory activities.						
Range		Verbal Description				
4.21 -	5.00	Excellent (E)				
3.41 -	4.20	Very Good (VG)				
2.61 -	3.40	Good (G)				
1.81 -	2.60	Poor (P)				
1.00 -	1.80	Needs Improvement (NI)				

Table 6. Feedback as to School Laboratories

Indicators	Teacher	Parent	Learner	Community	GAWM	VD
	\bar{x}	\bar{x}	\bar{x}	\bar{x}		
1. The computers, servers, peripherals, and phones are all functional and in use.	3.60	3.16	3.20	3.96	3.48	VG
2. The internet is well-cared for and neatly used in offices and classrooms.	3.16	2.76	3.68	4.20	3.45	VG
3. The uptime of network and phone system is at 95% or better technology is being used for appropriate purposes.	3.32	3.12	3.24	3.84	3.38	G
4. The software systems are up to date, appropriately licensed, and fully functional.	3.52	2.88	3.40	3.72	3.38	G
5. Tools and equipment are properly labeled.	1.96	2.64	2.56	3.84	2.75	G
6. Tools and equipment have operations manual for reference.	1.80	2.8	2.88	3.96	2.86	G
7. Safety precautions are posted within the vicinity area.	2.00	3.00	3.04	3.96	3.00	G
8. A first aid kit is available at the laboratory.	2.08	2.56	2.96	3.20	2.70	G
9. The Science laboratory has complete equipment for experiments.	1.96	3.12	3.20	3.80	3.02	G
10. The Science lab has a washing and cleaning area.	1.68	2.88	2.64	3.20	2.60	P
General Average Weighted Mean					3.61	VG

Range	Verbal Description
4.21 - 5.00	Excellent (E)
3.41 - 4.20	Very Good (VG)
2.61 - 3.40	Good (G)
1.81 - 2.60	Poor (P)
1.00 - 1.80	Needs Improvement (NI)

Table 7. Issues and Concerns Relative to Educational Facilities

Category	Frequency	Percentage	Rank
1. The school needs signage and other markings to promote safety.	76	76	1
2. Insufficient water supply specifically in the high-rise buildings.	76	76	1
3. There is no designated drop-off and pick-up area for pupils.	63	63	2
4. Unavailability of the cafeteria for visitors and parents.	60	60	3
5. No connecting covered walk-in going through the school building.	51	51	4
6. The school has no compost pit for biodegradable trash.	42	42	5
7. Absence of public toilets	41	41	6
8. Lack of meeting area between parents and teachers.	37	37	7
9. No information center was established for inquiries.	33	33	8
10. There is no guidance center for conducting individual counseling, testing, and storage of school records.	25	25	9
11. Others:	8	8	10
<ul style="list-style-type: none"> • No science laboratory • No library or study area • No proper medical and dental clinic. • No service of school canteen • No blue guards • Unavailability and accessibility of multi-media materials 			

Issues and Concerns Related to Educational Facilities

Every organization always involves a problem. Either manpower or machinery related. This problem can contribute both the advantages and the disadvantages to the organization. In this study, different issues and concerns perceived by the stakeholders relative to the school facilities were solicited to be aware and establish a possible solution if necessary.

The table listed the issues and concerns of the school related to educational facilities. Of the 11 issues and concerns raised by the Consolacion Central School stakeholders, “the school needs signage and other markings to promote safety” and “insufficient water supply specifically in the high-rise buildings” comes first with 76 respondents or 76 percent. This has been followed by “there is no designated drop off and pick up area of pupils” with 63 respondents or 63 percent as rank 3; “unavailability of cafeteria for visitors and parents” with 60 respondents or 60 percent as rank 4; “no connecting covered walk in going through the school building” with 51 respondents or 51 percent as rank five; “the schools has no compost pit for biodegradable trash” with 42 respondents or 42 percent as rank six; “absence of public toilets” with 41 respondents or 41 percent as rank 7; “lack of meeting area between parents and teachers” with 37 respondents or 37 percent as rank 8; “no information center established for inquiries” with 33 respondents or 33 percent as rank nine; “there is no guidance center for conducting individual counseling, testing and storage of school records” with 25 respondents or 25 percent as rank ten; and lastly is the other comments of the respondents: no science laboratory, no library or study area, no proper medical and dental clinic, no service of school canteen, no blue guards and availability and accessibility of multi-media materials“ with eight (8) respondents or 8 percent as rank eleven. This means that stakeholders of the school were concerned about the signage for safety purposes and the sufficiency of the water supply. Likewise, respondents have mentioned some other important concerns wherein they were able to give specific comments or concerns about the school’s educational facility.

4 CONCLUSIONS AND RECOMMENDATIONS

The importance of school facilities in the delivery of instruction has been proven vital in motivating and increasing the students' academic performance. The stakeholders' assessment of the school facilities in Consolacion Central School reflects the need to improve the existing facilities and increase the usability of these facilities for students to maximize their use for their learning. It is then concluded that the school facilities of Consolacion Central School need to be enhanced by utilizing new

technologies to ensure safety and conduciveness of the learning process and to meet the high demand for quality Basic Education as the foundation of learning for every learner. The findings of the study indicate that there is a need for regular monitoring of school equipment to improve educational facilities to ensure the safety and conduciveness of the learning process. To attain a standard and quality educational facilities, a technology-based improvement plan is hereby proposed and to be adopted.

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