School Plant and Facilities and School Performance of Public Secondary Schools in the City Schools, Division of Antipolo

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Abstract:
The purpose of this study is to explore some of the different variables in school plant and facilities that influence the school performance of public secondary schools in the Division of Antipolo City, Philippines. The study seeks to answer the research questions, what is the current level of public secondary schools in Antipolo in terms of their school plant and facilities? What are the impacts of school plants and facilities to the performance of public secondary schools in Antipolo? Is there a significant relation between the impact of school plant and facilities and school performance of public secondary schools in the Division of Antipolo? Participants included all public secondary schools in the Division of Antipolo City, Philippines. The study will be conducted through the use of descriptive-correlational research design to thoroughly explain school plant and facilities as well as its purported relationship toward its impact to school performance.

Keywords: School Plant, Facilities, School Performance, Public Secondary Schools

I. INTRODUCTION

Philosophically, the purpose of education is both social and individual. For social, it is to assist each learner become more effective member of society by transmitting the experiences of the past to the present. And for individual, it is to facilitate one to lead a more productive life by preparing him to handle new experiences successfully. These are the functions that schools try to perform. Formal education is acquired through organized study or instruction, as in public elementary schools. The school is considered the second home for children. Thus, it should be made comfortable, pleasant and safe since it is the extension of home. It is also a community where people interact with each other doing common goals. These people, the physical structures and the atmosphere as one make up a place that may affect each other, contributing to the learning environment and school climate (Cerado, n.d.). The global challenge to the future of most developing and underdeveloped nations of the world is the provision of qualitative and sustained education to her citizenry. Sustained qualitative education is fundamental to the much needed technological development; a major ingredient to the advancements of the third world nations. Steady decline in the educational performance of students in secondary schools in African nations is evident from cross sectional studies, and this steady decline has being traced to the growing concern about adequate provision, maintenance, and management of school facilities (Godfrey &Chuks, 2010). Therefore, the study on measuring school facility performance is basically important to be taken in order to provide appropriate teaching and learning environment. This paper aims to discuss school plant and facilities and school performance of public secondary schools in the city schools, Division of Antipolo. The concept of facility conditions that identified by Schneider is applied as a basis to measure school facilities performance. The proposed framework is structured through distributed questionnaire spread over the public secondary schools in the Division of Antipolo in order to determine the level of school performance. The level of school performance will be ranged from poor to excellent. The researcher will then analyze the impact of the school plant and facilities to the performance of public secondary schools and its significant relation. The results are expected to be used as a guide to improve school plant and facilities in public secondary schools in Antipolo, concurrently leading to the improvement of the quality of education in the Philippines.

II. MATERIALS AND METHODS

In the Philippines, many criticisms have been told on the quality of public secondary school education. Most common includes the competence of teachers and the quality of learning environment that are significant to pupils’ everyday learning. If schools do not have facilities, teachers and other learning resources, the learning of pupils might be adversely affected. A lot of concerned people see that the provisions of good school environment will make a big difference in improving the quality of education. Hence the call for regionalization and globalization, international standards are tried to meet so Filipino learners and teachers can be at par with their counterparts worldwide (Cerado, n.d.). According to him, teachers face many challenges in their work. There’s the disciplining of pupils whom is behave, the shortage of books and instructional materials and, the meager salary. It can be easily assumed that teachers, despite the professional setbacks, can have some ease from burden if they see their pupils’ progress academically. Motivation is also strengthened if they work in a school or classroom that provides sufficient opportunities to perform effectively. Nevertheless, people’s attitudes are shaped by the facilities and environment through which they are
mediated (Ferreira, 1995). The condition of school environment reflects the physical and psychological aspects that are more vulnerable to change and that provide the preconditions necessary for better teaching-learning intercourse. This is related to the school plant and facilities that are a vital element in discussions about school academic performance and school reform. But, what really makes a school plant and facilities promising to both learners and teachers? Does it require larger school buildings, spacious classrooms, the sophisticated audio-visual equipment, and friendly teachers? Is there a significant relation between the impact of school plant and facilities and school performance of public secondary schools in the Division of Antipolo? In this study, participants included all public secondary schools in the Division of Antipolo City, Philippines. The study will be conducted through the use of descriptive-correlational research design to thoroughly explain school plant and facilities as well as its purported relationship toward its impact to school performance. Correlational research designs measure two or more relevant variables and assess a relationship between or among them. The purpose of this mixed method design was to examine the impact of the quality of facilities on the educational environment of public secondary schools. Also, it would like to determine the relationship between school facilities and the school-learning environment. The program heads/department heads, or designees were the most qualified to evaluate the physical plant and facilities of the school, as regards to its possible impact upon the performance of the school. In gathering the data, three (3) sets of questionnaires were used. These instruments were adopted by the researchers following existing standards. Basically, the first set of the survey instrument deals with the prevailing school plant and facilities. Teachers and pupils chose responses for each item-indicator as 5 for Excellent, 4 for Very Satisfactory, 3 for Satisfactory, 2 for Fair and 1 for Poor. As to the next questionnaire, the same rating scale was used by the respondents in evaluating teachers’ efficiency along with leadership, curriculum delivery, and classroom management. On pupils’ learning outcomes, the Grading Sheets of teachers were utilized as sources of data. Using the 2002 Basic Education Curriculum (BEC) guidelines, the learning outcome was interpreted observing these intervals, namely: 95-100 (Excellent), 90-94 (Very Good), 85-89 (Good), 80-84 (Marginally Good), and 79 and below (Needs Improvement). Data analysis made use of descriptive and inferential statistics. These include simple mean, standard deviation, Pearson Product-Moment Correlation, t-test, among others. The alpha level was set at .05 during the hypothesis testing. The researcher will then evaluate the outcomes.

III. RESULTS AND DISCUSSION

The study revealed that the physical facilities in secondary schools were not all that suitable for teaching and learning. This is in consonance with Mutiu (1994) and Ahmed (2003) who submitted in their various studies that teaching and learning in most secondary schools take place in an unconducive environment. Many classrooms were congested ranging from 60-70 students or more. This is a sad reality where students cannot focus on their studies, and teachers cannot facilitate well in the class. These may lead to poor performance of both teachers and students and eventually a great impact to school performance of public secondary schools in Antipolo. Too few students are graduating from public schools prepared for college or a career (Boudreaux, McNeal & Martin, 2015). The nation’s commitment to provide a free and public education in order to prepare children to participate in social equality is not living up to the promise (Boudreaux, McNeal & Martin, 2015). Also, a typical report from DepEd Nueva Ecija (2012) claimed that limited exposure of students in the use of the language caused the low mastery of English. As cited, after learning the structure and other aspects of it, “there is no application as they are not using what they have learned when they go out of their classes. Even in watching TV program they prefer those in Filipino or translated in Filipino. Second, teachers of other subjects who supposed to use English as medium of instruction are using the first language. Third, some of the teachers handling English subject have also an average English proficiency level.” It was revealed in the study that there was a significant relationship between school plant and facilities to school performance. This suggests that when the school facilities are better put in place and in use better performance are expected from the students in both the affective and psychomotor domains of learning. This submission is in line with Adedeji (1998), Owoeye (2000) and Ajayi (2002). Based on the findings of this study, it was concluded that the facilities in public secondary schools in the area covered were not in good shape as really expected. Also, the students were doing well in the affective and psychomotor domains of learning. It was therefore recommended that the schools should not relent in sustaining the tempo of the students’ achievement in these domains of learning. Since school facilities are related to students’ achievement in the affective and psychomotor domains, efforts should be made by the government at improving upon the level of physical facilities in schools so as to improve the level of students’ performance in these areas of learning (Timilehin, 2012). In light of the continuous search for school reform models that effectively consider all aspects of the school organizational structures, the researcher addressed considerations from the teachers’ perceptions about their working environment and set out to determine if there was a relationship to student achievement. The aspects of the school environment found in the literature and substantiated by the surveyed respondents that motivate teachers to perform at high academic standards is the quality of the facilities. The findings are in concert with similar studies on facilities and academic achievement, i.e., Uline and Tschannen-Moran (2007) demonstrating “that school climate mediated the perceptions of the quality of school facilities and student achievement” (p. 66). Urban schools continue to search for teachers who can make a difference in educating the students they serve. It is the role of school leaders to provide a work environment that facilitates student success. School leaders cannot control the socioeconomic status of the students they serve, but they can control the conditions in which students are served, i.e., facilities (Sheets, 2009). Lyons (2001) indicates that school facilities “…may have a stronger effect on student performance than the combined influences of family background, socioeconomic status, school attendance, and behavior” (p. 7). If so, the principal as instructional leader in the school must provide quality facilities for the students he or she serves and equitable working conditions for teachers who impact student learning on a daily basis. Based on the information found in this study, elementary and middle school leaders in the Southeastern region of the United States should consider the
following Mid-Continent Research for Education and Learning (2005) recommendations concerning the elements of the school climate as it relates to the quality of the facilities in order to motivate teachers to achieve high levels of academic success for students. School leaders should: utilize incentives and disincentives to motivate teachers, communicate to faculty and staff the research basis of effective change in the school, be a risk taker when supporting new teacher ideas, and generate quick goals or wins and continue to implement school improvement plans for change to occur within his or her organization (p. 10).

IV. REFERENCES


