

ADEQUACY OF SCHOOL FACILITIES AND LEARNERS' WELL-BEING

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ABSTRACT

This study employed a descriptive-correlational research design to explore the relationship between the adequacy of school facilities and learners' well-being in the Matalam South District, Municipality of Matalam, North Cotabato. The research focused on assessing the condition of school facilities, including physical infrastructure, sanitation, and health services, as well as evaluating learners' physical, mental, emotional, and social well-being. A total of 209 teachers from public schools in the district participated in the study through complete enumeration, ensuring comprehensive data collection.

Findings revealed that school facilities were generally rated as adequate, with positive ratings in physical infrastructure, sanitation, and learning resources.

However, accessibility and inclusivity were areas in need of improvement. In terms of learners' well-being, students were found to have favorable physical, mental, emotional, and social health, attributed to a supportive school environment.

A significant positive correlation was found between the adequacy of school facilities and all aspects of learners' well-being. Physical infrastructure and health services emerged as the most impactful on students' physical, emotional, and social outcomes.

The study emphasizes the importance of well-maintained and inclusive school facilities in fostering holistic student development. Based on the findings, recommendations include prioritizing improvements in physical infrastructure, health services, sanitation, and inclusivity, particularly in under-resourced areas. Educational stakeholders are encouraged to invest in school facilities to create environments that support both academic success and the overall well-being of learners.

Keyword: - School facilities, and learners' facilities.

1. INTRODUCTION

The adequacy of school facilities plays a critical role in shaping the overall educational experience and well-being of learners. In the Philippines, where educational disparities and infrastructure challenges persist, the condition of school facilities has become an important focus for policymakers, educators, and researchers. Recent studies emphasize that the physical environment of schools significantly impacts students' academic performance, health, and mental well-being (Magsino, 2023).

Inadequate facilities, such as overcrowded classrooms, lack of proper sanitation, and insufficient learning materials, can contribute to stress and disengagement among students, ultimately hindering their learning outcomes and emotional development (Dela Cruz, 2022).

The Department of Education (DepEd) in the Philippines has undertaken initiatives to address these challenges, but the effectiveness and scope of these efforts remain subjects of ongoing inquiry. Various reports indicate that while there has been progress in constructing new classrooms and improving infrastructure, many schools still face difficulties in providing a conducive environment for learning (Ocampo & Ramos, 2024).

Inadequate school facilities can exacerbate inequities, especially in rural and underserved areas, where resources are limited, further contributing to the achievement gap (López, 2021).

Research has shown that a positive school environment, characterized by sufficient lighting, ventilation, safety, and access to health services, is essential for promoting students' well-being (Garcia et al., 2022). A well-maintained school not only supports learners' physical health but also fosters a sense of belonging and motivation, which are critical to their overall well-being and academic success.

In light of this, the present study aimed to explore the relationship between the adequacy of school facilities and learners' well-being in Matalam South District in the Municipality of Matalam, North Cotabato. Specifically, it examined how the condition of school facilities impacts the physical, mental, and emotional well-being of students in different regions under the jurisdiction of DepEd.

By examining this issue, the study hopes to contribute valuable insights that could inform policy recommendations, helping to prioritize improvements in school infrastructure to promote learners' holistic development and academic achievement.

2. METHODOLOGY

A descriptive-correlational research design was employed to assess both the current state of school facilities and learners' physical, mental, and emotional well-being, and to determine the relationship between these variables.

The study was conducted in the Matalam South District, Municipality of Matalam, North Cotabato, due to its varied school environments. Complete enumeration was used, involving all 209 teachers from the district's public schools, ensuring comprehensive representation.

Data were gathered using a researcher-made survey questionnaire comprising two parts: one assessing school facilities and the other evaluating learners' well-being using validated scales. The instrument underwent pilot testing and expert validation.

The data collection process included securing permissions, distributing consent forms, and administering surveys. Responses were checked for accuracy before analysis.

For data analysis, descriptive statistics (mean, standard deviation, frequency) were used to summarize responses, while the Pearson Product-Moment Correlation Coefficient assessed the relationship between the adequacy of school facilities and the well-being of learners.

3. RESULTS AND DISCUSSION

Relationship between Adequacy of School Facilities and Learners' Well-Being

The relationship between the adequacy of school facilities and learners' well-being, as shown in Table 1, reveals statistically significant positive correlations between various aspects of school facilities and the four dimensions of learners' well-being (physical, mental, emotional, and social).

For all categories of school facilities (physical infrastructure, sanitation and hygiene, learning resources and materials, health and water services, and accessibility and inclusivity), the correlation coefficients range from moderate to strong (ranging from 0.521 to 0.756), with p-values of 0.000, indicating highly significant relationships.

Given the significance levels, the null hypothesis stating that there is no relationship between the adequacy of school facilities and learners' well-being is rejected. By rejecting the null hypothesis, it becomes clear that investing in the adequacy of school facilities contributes significantly to fostering a supportive environment for students, which in turn enhances academic performance and personal growth.

These results suggest that the condition of school facilities, such as physical infrastructure, sanitation and hygiene, learning resources, health and water services, and accessibility, plays a crucial role in enhancing students' overall well-being.

Specifically, the correlations show that improvements in these areas are linked to better physical health, emotional resilience, mental focus, and social engagement among students.

This finding highlights the critical importance of prioritizing investments in school infrastructure and resources to ensure that all students, regardless of background, have access to an environment conducive to their development.

The implications for educational policymakers are clear: school facilities should be seen as a foundational element in promoting holistic student development. Schools should focus not only on physical infrastructure but also on creating inclusive, safe, and resource-rich environments that support both learning and well-being.

These findings align with recent studies, such as those by Chen et al. (2023), which emphasize the direct impact of the physical school environment on students' psychological and emotional states. The results have strong

implications for policy development, school management, teacher training, and long-term educational planning, advocating for a more holistic approach to education that goes beyond academic performance to include the well-being of students.

Moreover, the finding is consistent with recent research by Chen et al. (2023), which highlights how the physical environment, including infrastructure and resources, can significantly influence students' well-being. The study emphasizes that factors such as access to health services, appropriate learning materials, and a conducive physical and social environment contribute to students' overall mental, emotional, and social well-being.

Table 1. Relationship between adequacy of school facilities and learners' well-being.

ADEQUACY OF SCHOOL FACILITIES		LEARNERS' WELL-BEING			
		Physical	Mental	Emotional	Social State
Physical Infrastructure	Correlation Coefficient	.577**	.521**	.580**	.589**
	Sig. (2-tailed)	.000	.000	.000	.000
Sanitation and Hygiene Facilities	Correlation Coefficient	.581**	.651**	.636**	.570**
	Sig. (2-tailed)	.000	.000	.000	.000
Learning Resources and Materials	Correlation Coefficient	.622**	.685**	.669**	.562**
	Sig. (2-tailed)	.000	.000	.000	.000
Health and Water Services	Correlation Coefficient	.689**	.724**	.756**	.633**
	Sig. (2-tailed)	.000	.000	.000	.000
Accessibility and Inclusivity	Correlation Coefficient	.672**	.698**	.746**	.634**
	Sig. (2-tailed)	.000	.000	.000	.000

** Highly Significant

4. CONCLUSIONS

The findings of the study affirm that school facilities in the surveyed areas are generally perceived by teachers as adequate, especially in terms of physical infrastructure, sanitation and hygiene, health and water services, and learning resources. These facilities contribute to creating a supportive learning environment that is clean, safe, and conducive to both teaching and learning. However, the area of accessibility and inclusivity showed relatively lower ratings, indicating the need for schools to further improve access for learners with diverse needs and backgrounds.

In terms of learner well-being, the study revealed that students demonstrate favorable levels of physical, mental, emotional, and social health. They engage in regular physical activities, exhibit emotional resilience, maintain positive mental focus, and display strong social interaction and peer relationships. These outcomes reflect the schools' commitment to fostering a holistic environment that nurtures not just academic development but also students' overall well-being.

A key conclusion drawn from the study is the statistically significant positive relationship between the adequacy of school facilities and all dimensions of learners' well-being. The analysis confirmed that improvements in school facilities are directly linked to enhanced student outcomes across physical, mental, emotional, and social domains. This reinforces the importance of ensuring that school environments are safe, well-maintained, and resource-rich.

Further analysis revealed that certain components of school facilities, particularly physical infrastructure and health and water services, have the most substantial impact on students' well-being. These components significantly influence physical health, emotional stability, and social engagement. Meanwhile, sanitation facilities, learning resources, and accessibility were found to have a less direct influence, although they still play a valuable supportive role in the broader educational ecosystem.

The study underscores the need for educational stakeholders and policymakers to prioritize strategic investments in school facilities. By enhancing infrastructure, improving access to health services, and ensuring inclusive environments, schools can better support the holistic development of learners. These efforts not only improve educational experiences but also promote student well-being, resilience, and success both in and beyond the classroom.

5. REFERENCES

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