

School Support Facilities, Students' Performance and Participation in Academic Activities: A Literature Review

Badrudin T. Bandao^a

badrudin.bndao@deped.gov.ph

Teacher III

Zeneben Integrated School

Zeneben, Lambayong, Sultan Kudarat, Philippines

Abstract

This alarming issues need to close the gap in order for the students from the Philippines to become competitive with their counterparts worldwide. The Department of Education has been very eager to find a solution to this unrelenting concern, hence upgrading school facilities such as the construction of standard-sized classrooms, and the gradual implementation of digitalization in public institutions like provision of internet connection, laptops, computers, and tablets for both teachers and learners. This study primarily explored the school support facilities that are available at Zeneben Integrated School and their current status. The study also sought to determine the academic performance of Junior High School (JHS) students for the first semester of the School Year 2022-2023. The research used descriptive statistics such as mean, frequency, percentage, and Grade Point Average (GPA) to analyze the collected data. To analyze the qualitative data gathered, content analysis was utilized. The result of the study shows that tables, toilets, classrooms chairs, laboratory room and library were the least provided school facilities. The Physical facilities are generally in "good" condition. On the adequacy of learning materials and furniture, the result revealed that books, tables, chairs, and cabinet /bookshelves are not adequate to serve the studentry. As to the academic performance of the Junior High School (JHS) students, in totality, they performed very satisfactorily during the first semester of the School Year 2022-2023. Majority of the school-aged children were enrolled in the school. The reasons of dropping out from the class among the out-of-school youth (OSY) were the family problem and poverty. The dropped outs agreed that there are facilities that are needed to be provided and repaired to serve better the whole of the students. Physical Facilities were never been the reason of the out-of-school (OSY) to stop from stopping schooling.

Keywords: School Support Facilities, Students' Performance, Participation, Academic Activities

1. Main text

1.1 Introduction

To distinguish it from cognitive learning, which is focused on concepts and facts, the educational process that supports students in promoting their emotions and values is referred to as affective learning. Affective education was once a phrase used to describe various programs created to assist students manage their emotions. The state has a responsibility to ensure that everyone has equal access to courses, facilities, and programs, regardless of their color, gender, sexual orientation, disability, or country of origin. Some students will require a certain physical environment in order to meet their different educational demands and be able to accomplish the necessary goals (Shukla, 2014). Students' academic performance is significantly impacted by the school support facilities. The learning environment that our students experience from kindergarten through high school has an impact on their performance and, eventually, their future (Arshad et al., 2019).

It is undeniable that the status of the schools in the country needs to be upgraded. Lack of classrooms, overcrowding in classrooms, insufficient ventilation, unclean and congested canteens, and other issues are examples of substandard facilities. This situation is common among public schools in the Philippines. In effect, based on the 2018 report of Programme for International Student Assessment (PISA), learners from the Philippines are lowest among their counterparts from the different countries. The ASEAN Post reported that among the 63 participating countries, the Philippines ranked 49th a bit improved from 55th last year when it comes to talent competitiveness.

This alarming issues need to close the gap in order for the students from the Philippines to become competitive with their counterparts worldwide. The Department of Education has been very eager to find a solution to this unrelenting concern, hence upgrading school facilities such as the construction of standard-sized classrooms, and the gradual implementation of digitalization in public institutions like provision of internet connection, laptops, computers, and tablets for both teachers and learners. Also, the institutionalization of technology-based teaching strategies like using of Smart TV, projectors, and other gadgets. The department continuously striving in order to have world-class facilities to be globally competitive.

This research seeks to find out the impact of school facilities on academic performance and on the participation of the learners of Zeneben Integrated School to come up with baseline data on the status of school facilities. This research also seeks to find out what additional facilities that need to be provided for the benefit of the school children.

1.2 Literature Review

1.2.1 School Facilities

According to sitelogiq.com, researchers have discovered that a school's amenities have an impact on students' learning. When students are at ease, they can concentrate better, are more likely to show up to class, and may even be less likely to become sick. Andrews (2019) stated in his article posted on fresconews.com that the quality of the school environment for both pupils and teachers is influenced by the facilities there. He further cited that Pennstate University conferred that school facilities have an impact on the student's participation, behavior, and health. Therefore, having adequate facilities helps the institution provide better instruction. It is also discussed in the article that students are impacted by school facilities in two different ways. First off, a student's capacity to participate in extracurricular activities and other learning opportunities is constrained by a lack of facilities. Second, inadequate facilities have a detrimental effect on instructors' job satisfaction, which reduces their drive to teach.

In previous years, the physical environment of the school contributed independently to kids' intellectual, cognitive, and affective growth. In his 2016 study, Kaushal divided the school setting into the social and physical environments. The major social network of students, which consists of their families and schools, is crucial to how their lives develop from childhood into adulthood. At school, the children's personality growth thrived. In the educational system, student achievement is of utmost importance; in fact, it affects how well schools are doing overall. In Hargeisa municipal public secondary schools, student achievement was largely influenced by the instructional materials and school support facilities rather than the qualifications and experience of the teachers, who had no discernible impact on student achievement. Student performance is influenced by institutional issues such as a lack of or insufficiency of academic support facilities and instructional resources (Abdi, 2017).

School Facilities as defined by Beynon, J. (1997) comprised of land, buildings, and furniture. It also includes physical facilities for teaching spaces and ancillary rooms. According to Jacoby (2004) as cited by OlugbengaM. (2019), school buildings play a crucial part in achieving educational goals and objectives by meeting the physical and emotional requirements of the school's employees and students. Olugbenga (2019) added that the school plant is referred to as everything inside the school's boundaries, including the grounds, buildings, tools, and anything necessary structures. In other terms, the "school plant" is the totality of the buildings, furnishings, and literature, as well as the surroundings. Law Insider posted in their website that school Facilities refers to the purchasing, planning, building, and/or financing of educational facilities, such as classrooms, multipurpose, administrative, and auxiliary space at each school, central support and administrative facilities, temporary housing, transportation, and special education facilities, along with the furniture, equipment, and technology that the district needs to provide educational services to students directly or indirectly. Law Insider defined and enumerated that School Facilities only refer to those facilities required for teaching and other educational activities, such as classrooms, libraries, media centers, labs, cafeterias, physical education spaces, related interior and exterior facilities, and the conduit, wiring, and powering of hardware installations for student computers or local area networks. Ideally, Institute Hub reckoned the facilities needed in a school like Unifying striking school structures with beautiful green lawns and gardens, large, open classrooms with cross ventilation and windows facing out onto gardens, indoor and outdoor playing courts, and a sports facility are also available, modern science labs, mathematics labs, and language labs, facilities for indoor sports including table tennis, chess, and board games, as well as a daycare center upon request, excellent outdoor courts for volleyball, basketball, foot and throw ball, a large auditorium with excellent acoustics and the ability to accommodate at least 1000 people, well-equipped laboratories for chemistry, physics, biology, and computer science, a meditation center, and a yoga center, large spaces for music, dance, and art, as well as a spacious and hygienic eating hall, children are transported to and from school by school buses.

1.2.2 Learners' Academic Performance

The main purpose of education is to make every learner proficient in all competencies required for his age and grade level. It also aims to become skillfully well-versed and life-ready. To realize these objectives it needs a to have competent and proficient mentors and a conducive and safe learning environment since based on various studies, these two factors have a great impact on the realization of producing quality graduates and soon-to-be leaders and members of the workforce in nation building. In the study conducted by the Department of Education in the State of California, USA, students who attend classes in buildings when the situation is favorable, can receive test results that are 5–17% higher than children in substandard buildings. The study by Oluremi F.D. and Olubukola, O.O (2012) concluded in their research paper that students with special needs underperform academically since facilities and resources were not provided to mainstream public schools in Southwestern Nigeria. Based on the study of Arshad, M. & Qamar, Z. & Gulzar, F. (2018), result demonstrates how factors including ventilation, plants, play areas, first aid kits, and

LCD/LEDs had a big impact on kids' performance. The whole physical infrastructure accounted for around 15.4% of the academic success of the students. Almost the same result has been garnered in the study of Arshad, M., Ahmed, G. , and Tayyab, M. (2019), it is stated to the report, school support features including tablets, an IT lab, ventilation, and first aid medical at Punjab Education Foundation partner schools, the substantial contribution of box, gas, store room, ECE/kids room, staff room, and library to academic achievement was roughly 15.8%. Further, Nyangoya, E. A., (2020) concluded in her research that physical facilities in the public primary are significant predictors of academic success of students with physical Impairment (PI).

According to the West African Examination Council, 2012, Ghana's JHS students have been performing worse academically since 2009. General performance following BECE decreased from 62.16% in 2009 to 50.21% in 2008, and from 49.12% to 46.93% in 2010 and 2011. According to Ghana Education Service (2014), just 9 of the 51 candidates for the BECE in 2010 received the requisite grade of 6 to 10, while none of the 34 candidates for the BECE in 2011 received the required grade of 6 to 10. The other had a total of 21 or more, while 10 got an aggregate of 11 to 20. Other West African nations that participated in the WASSCE study and had failure rates that were comparable to Ghana's are also affected by the issue (Onweh & Akpan, 2014).

In the school environment, factors such as acoustics, light, colour, temperature, and seat arrangement may improve or hinder students' academic performance in classrooms (Apter, 2014). The most significant factors affecting the learning process are noise, temperature and seat arrangement. Besides, there is no current agreement on how some particular physical characteristics of classrooms affect learning outcomes. Moreover, research would be needed to draw more reliable conclusions (Lewinski, 2015).

Undoubtedly, the feeling of comfort in a given location is influenced by the amount and quality of light (illumination). Lighting has dependable and well-established impacts, but the effects of light quality are less obvious. Researchers examined the effects of warm white, cold white, and full-spectrum fluorescent lighting on cognitive function, room attractiveness, size judgment, and overall room enjoyment in a study to determine how different types of lighting affect learning. The study's conclusions showed that there were no variations in illumination kinds that were statistically significant for any of the dependent variables. Due to the expense associated with the two, which are comparatively less expensive to purchase and maintain, the management was found to prefer warm white or cool white light to full-spectrum light. In the classroom, it is considered that more light usually conveys a better, more favorable impression. However, one study clearly demonstrates a maximum level of classroom lighting, above which the illumination has negative consequences (Baafi, 2020).

Every other variable was held constant, and classes were on the same side of the structure. Interestingly, these experiments showed that both rooms with and without light shelves have attention areas and obstacles. While windows without light shelves produced high luminance values throughout the day and caused gradual damage to furniture and fixtures, distracted students and teachers, and increased thermal discomfort, windows with light shelves produced light in the late afternoon that was below the prescribed luminance. This analysis demonstrates that even a component like light shelves may have drawbacks (Hervie, 2018).

1.2.3 Participation

It is very important to keep school-aged children in learning centers. It is the aim of the "No Child be Left Behind" law that not even a single learner will be abandoned uneducated. It is an international goal to have their respective youngsters hundred percent step into a learning institution. To realize this objective, it is very essential to boost the learners' desire to attend their classes not by force but because they learned to love learning. According to the article posted in CAF Development Bank of Latin America's website, for children and teenagers who reside in rural places to attend school, a decent school infrastructure with renovated spaces

has been shown to increase student and teacher enthusiasm in learning and attendance. In order to solve students' access issues with the educational system and to boost their performance, investments in school infrastructure are crucial. In the article posted in The Guardian News Website written by Curtis, P. (2002), he cited that based on research, better attendance, attentiveness, motivation, and self-esteem are all outcomes of attractive surroundings and well-designed facilities, which can enhance performance. According to nalandaschool.org, it makes learning engaging and motivates kids to show up to class, which boosts student attendance and enthusiasm for academics.

Lack of attendance and concentration in class might have an impact on a student's performance. This study investigates how student engagement affects performance in two computer science courses. The videoconferencing software used for the classes automatically logs attendance and attentiveness. The amount of participation among students is calculated by averaging the ratings for attentiveness and attendance. We discovered a favorable correlation between participation and final exam results in one class. This class is a concepts-based course that emphasizes theoretical material delivered via lectures. We failed to establish a connection in the other class. This course is more of a skills course, emphasizing practical skills and requiring more hands-on work. The linked lab and the unusually late withdrawal of several students from the class may have concealed the association. We go over the advantages and disadvantages of this novel student participation measure. Automatically tracking student engagement saves teachers time, which they can use to improve the quality of their lessons. Early on in the course, low engagement rates can assist identify at-risk students. Finally, we offer suggestions on how to measure attentiveness even more precisely (Bekkering & Ward, 2020).

1.3 Statement of the Problem

Generally, this study aimed to gain insights into the impact of Physical Facilities and the academic performance and school participation of Zeneben Integrated School learners.

Specifically, this study sought to answer the following questions:

1. What are the physical facilities provided for the learners of Zeneben Integrated School?
2. What is the status of the physical facilities of Zeneben Integrated School?
3. Are the learning materials and furniture adequate?
4. What is the academic performance of the learners of Zeneben Integrated School for the first semester of the School Year 2022-2023?
5. How many percent of school-aged children have enrolled against the barangay census?
6. What are the perception and experiences of the learners on the school's physical facilities?

1.4 Discussion of Results and Reflection

This section dealt with the presentation, analysis, and interpretation of data taking consideration on the research questions which sought to answer the main problem of the research. The data were sequentially presented below in the form of tables for the systematic and comprehensive analysis.

1.4.1 School Support Facilities

The result shows that the facilities being provided for all the learners of Zeneben Integrated School. The data depicts that the learners proved that they were provided with a gymnasium wherein they could hold their activities which accounts for 98.68 or 75 out of 76 learners. A computer room is the second most provided facility for the learners of Zeneben Integrated School wherein 73 out of 76 learners verified it. The least facilities that were provided were the amenities that are very essential in the teaching and learning process like classrooms, chairs, laboratory rooms, and a library.

The data reveal that the school lacks in providing the very important facilities which will aid in the

learning process of the learners such as classrooms, chairs, laboratory, and library as the least provided amenities which are very indispensable in the kids' education.

The status of Learning Materials and furniture, Electronic Devices, and buildings garnered a mean of 4.34, 4.07, and 3.42 respectively, and are interpreted as "good" and described as "needs minor repair" while leisure amenities earned a mean of 2.85 and is described as "repair is needed". The data discloses that generally, the school's physical facilities are in good status, and minor repair is needed in order for it to serve better the school's clientele. It further shows that physical facilities were properly maintained since these amenities were built and provided years ago and yet it still works well.

The table on the adequacy of furniture and learning materials shows that out of 76 learner-respondents, 34 of them have books and which accounts for 44.74 percent of the total population while the provision of tables, chairs, and cabinets garnered frequencies of 25, 7, and 5 with the percentages of 32.89, 9.21, and 6.58 respectively.

The data reveals that books were not provided with a 1:1 ratio which is the ideal book distribution to ensure the quality of learning while tables are not enough to cater to the growing number of students. The data explains that the number of chairs is not enough for the learners and these are essential in the teaching and learning process, and lastly, the provision of cabinets and bookshelves was not provided adequately.

The data illustrates that the facilities that are very important in the studies of the learners were not adequate to cater to the needs of the school's general populace.

1.4.2 Learning Performance

The table above shows that the overall academic performance of the learners of Zeneben Integrated School is 85.995 with the verbal description of "Very Satisfactory". The data further explains that the learners of Zeneben Integrated School are doing well in their studies in spite of the shortage of facilities like classrooms, chairs, a library, and a laboratory, and still, afforded to perform very satisfactorily in their respective classes. This entails that the schoolchildren of Zeneben Integrated School are resilient though there are facility shortages, they do have a positive outlook on education as evidenced by the very satisfactory performance in their classes.

1.4.3 Percentage of School-aged Children vs Barangay Census

The table shows that out of 144 school-aged Junior High School (JHS) students who were included in the barangay census, 140 of them are enrolled and attending their classes. That accounts for 97.22 % of the total population. The four (4) others were tracked and it was found that they were working on their respective farms to help in supporting their family's needs. This further explains that the learners of Zeneben Integrated School give importance to their studies, evidenced by their high participation rate regardless of the shortage of physical facilities.

According to an article posted in teacherph.com on Basic Education Statistics in the Philippines, for School Year 2012-2013, shows almost the same results as this study. The report reveals that 95.24% of school-aged children are participating in their respective classes, which means that most Filipino children attend school and prioritize their education.

1.4.4 Perception and Experiences of the Learners on School Physical Facilities

The four (4) out-of-school youths were interviewed to ask them the reasons for dropping out of their

classes. Below is the excerpts from the interview:

Researcher: "What is your reason for stopping schooling:

(Please translate the answers of the participants in maguindanaon dialect)

I need to stop sir to help my parents financially. I have seven (7) siblings to support since my ama is sick" KIII.2

Nasisita ku t'melen Sa kapangangi ka endu ako makatabang sa kapaguyag. Pito kataw kami a edsusuled na pendalu pan c ama.

(Please translate these words in maguindanaon)

("I am the eldest in the family and I need to work to sustain our daily needs.

My parents are old enough to work, but they cannot afford

To work under the heat of the sun". KIII.1)

Saki I kaka salangun a wata nu mga lukes nami, nasisita I makanggalbek aku ka endu makatabang kanu uyag uyag nami, matuwa den su lukes nami, diden makagaga mamantyalu endu edtingangag.

The reasons why they need to stop from attending their respective classes are due to family and poverty. These young people are forced by the situation they are in to sacrifice their future for the sake of their respective families and to help them economically.

Researcher: Mapakay a makaenggay ka sa manga naukitan nengka u di na leka a kabamikil sa manga gulimet sa iskwiila mana su library o banaguwan sa libro/ bamatyan, bangagiyan

("Can you share your experiences and perceptions about the physical facilities like the library, classrooms etc in our school?)

("hmmm, as you know sir, we have lots of facilities to construct and

be repaired. The school needs more classrooms and

chairs. When I am still studying, we used to sit

on the floor haha!". KIII.3

hmm kasabutan nengka sir, madakel a manga languntaman a egkailay a dait a umbayan. Pakanasisita kami sa madakel a bangagiyan, kanu timpu a bangagi aku na bagudsad kami bu sa lantay.

("The school has a lot to improve and to add to make it more

comfortable for the students. Our chairs need to

be repaired, it caused me to fall on the floor haha!" KIII.4.)

Madakel pan I nasisita a ibebpagkanya sa iskwiila endo ibaguman lun asal kaumanan su kapya na ginawa na manga wata. Su manga bangko na dayt a kaumbayan ka gadsabapan na kabegka-ulog ko sa bangko.

The former students of Zeneben Integrated School agreed that there are lots of things to improve to make it more conducive for learning. They think that the school would be more functional if the basic learning facilities will be provided for all the school children.

Researcher: Ngintu sabap kanu manga languntaman sya kanu bangagiyan I sabapan a kinatelen nengka mangagi?

(Is physical facilities of the school one of the reasons why you left schooling?)

"No sir, it never came to my mind to stop schooling because

of the facilities, as you know we are contented of what we

have, I just need to work for my family. KIII.3)

Dkena sir, da benal ludep sa pagitung ku I temelen aku mangagi sabap bu kanu manga kadala nu languntaman, katawan nengka na sukur sukur kami sa apya ngainbu I aden, nasisita ku I makanggalbek aku para kanu pamilya ku.

(“Facilities have never been my reason for stopping, my family needs financial support that’s why I have to work. *KIII.1*)

Su kadala nu languntaman na kena into I sabap nu kinatelen ku, ugayd na nasisita bun nu pamilya ku I kulta makadtabang kanu uyag uyag, tembu bangilay akubun sa uyag-uyag.

The former students revealed that school facilities were not the reasons of running out from the school, but rather because of poverty. It was never been the reason for them to leave the schools since they said they are used to be contented of what they have.

1.5 Conclusion

The result of the study shows that tables, toilets, classrooms chairs, laboratory room and library were the least provided school facilities. The Physical facilities are generally in “good” condition. On the adequacy of learning materials and furniture, the result revealed that books, tables, chairs, and cabinet/bookshelves are not adequate to serve the studentry. As to the academic performance of the Junior High School (JHS) students, in totality, they performed very satisfactorily during the first semester of the School Year 2022-2023. Majority of the school-aged children were enrolled in the school.

The reasons of dropping out from the class among the out-of-school youth (OSY) were the family problem and poverty. The dropped outs agreed that there are facilities that are needed to be provided and repaired to serve better the whole of the students. Physical Facilities were never been the reason of the out-of-school (OSY) to stop from stopping schooling.

1.6 Recommendation

1. The least provided physical facilities like tables, chairs, toilets, classrooms, laboratory rooms, and a library should be provided since these amenities are very important and have a direct effect on the teaching and learning process.
2. Repair must be done to the destructed facilities like chairs and tables to make it work for the learners.
3. The out-of-school youths (OSY) must be brought to school and be spared from child labor for them to continue their studies.

References

- Abdi, K. M. (2017). Institutional factors and student performance: A survey on public secondary schools in Hargeisa city, Somaliland. *International Journal of Education and Research*, 5(3), 45-54.
- Andrews, A. (2019). How School Facilities Improve A Child’s School Experience. Retrieved from: fresconews.com. Date retrieved: October 31, 2022
- Apter, M. J. (2014). Towards a theory of things: reversal theory and design. *Journal of Motivation, Emotion, and Personality*, 2, 3-11. <https://doi.org/10.12689/jmep.2014.302>
- Arshad, M. & Qamar, Z. & Gulzar, F. (2018). Effects of Physical Facilities at Public Schools on Students’ Achievement in Punjab, Pakistan. *Global Social Sciences Review*. III. 102-113. 10.31703/gssr.2018(III-IV).07.
- Arshad, M., Ahmed, G. , and Tayyab, M. (2019). Assessing the Effects of School Support Facilities on Academic Achievement at Punjab Education Foundation Partner Schools. Department of Education, The University of Lahore-Pakistan. Vol.8, No 2 (s) Special Issue on Current Approaches to Economic and Social Development ISSN 1805-3602.
- Baafi, R. K. A. (2020). School Physical Environment and Student Academic Performance. *Advances in Physical Education*, 10, 121-137. <https://doi.org/10.4236/ape.2020.102012>
- Bekkering, E., & Ward, T. (2020). Class Participation and Student Performance: A Tale of Two Courses. *Information Systems Education Journal*, 18(6), 86-98.
- CAF Development Bank of Latin America (2016). The importance of having a good school infrastructure. Retrieved from: <http://caf.com>. Date retrieved: November 2, 2022.
- Curtis, P. (2002). School Building Can Affect Learning. *The Guardian News Website*. Retrieved from: www.theguardian.com. Date retrieved: November 2, 2022.

- Hervie, D. M., & Winful, E. C. (2018). Enhancing teachers' performance through training and development in Ghana Education Service (A Case Study of Ebenezer Senior High School). *Journal of Human Resource Management*, 6, 1-8.
- International School of Beijing (2022). Three effects school facilities have on academic achievement. Retrieved from: <https://blog.isb.cn>. Date retrieved: November 2, 2022.
- Kaushal, S. K. (2016). Effect of school environment on academic achievement of students of secondary school of Haryana. *International Journal of Advanced Research and Development*, 1(4), 131-134.
- Lewinski, P. (2015). Effects of Classrooms' Architecture on Academic Performance in View of Telic versus Paratelic Motivation: A Review. *Frontiers in Psychology*, 6, 746. <https://doi.org/10.3389/fpsyg.2015.00746>
- Olugbenga M. (2019). Impact Of School Facilities On The Academic Performance Of Secondary School Students In Kaduna State, Nigeria. National Open University of Nigeria. *International Journal of Social Science and Humanities Research* ISSN 2348-3164 (online) Vol. 7, Issue 3, pp: (497-507). Retrieved from: www.researchpublish.com. Date retrieved: November 1, 2022.
- Oluremi F.D. and Olubukola, O.O (2012). Impact Of Facilities On Academic Performance Of Students With Special Needs In Mainstreamed Public Schools In Southwestern Nigeria. *Jorsen Journal* Vol. 13, Issue 2, pp.159-167. Retrieved from: <https://nasenjournals.onlinelibrary.wiley.com>. Date retrieved: November 2, 2022.
- Onweh, V. E., & Akpan, U. T. (2014). Instructional Strategies and Students' Academic Performance in Electrical Installation in Technical Colleges in Akwa Ibom State: Instructional Skills for Structuring Appropriate Learning Experiences for Students. *International Journal of Educational Administration and Policy Studies*, 6, 80-86. <https://doi.org/10.5897/IJEAPS2014.0347>
- Shukla, R. (2014). *Dictionary of Education*. New Delhi: A.P.H. Publishing Corporation
- (2013). Basic Education Statistics in the Philippines. Teacherph.com. https://www.teacherph.com/basic-education-statistics-philippines/#Note_Enrolment_includes_data_of_Laboratory_SUCs