

The Impact of School Facilities to the Teaching-Learning Environment

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ABSTRACT

Adequate facilities are an essential factor for student learning. The purpose of this study was to determine the impact of School Facilities to the Teaching-Learning Environment of the Cluster-A Schools of the Diocese of Butuan. The study utilized the descriptive survey method of research. A questionnaire was used as the primary instrument for data gathering. The respondents of the study were the Grade 9 and Grade 10 students, and the teachers of the Grade 9 and 10 of the Cluster A Schools of the Diocese of Butuan. Findings revealed that the presence of school facilities as rated by the teachers and students has motivated them and made them feel happy and satisfied with the knowledge that they have gained through the utilization of the school facilities. The findings affirm the expectancy-value theory which assumes that people are motivated to do an activity if it is perceived to be linked to the satisfaction of personal needs and if there is a positive expectancy for success (Deci & Ryan, 2014). It was recommended that Seminar –Workshops should be conducted for teachers on the integration of technology as part of their teaching strategies to enhance students' motivation.

KEYWORDS

School facilities, teaching-learning environment, motivation, descriptive survey design, Philippines

INTRODUCTION

The challenge of having adequate and responsive school facilities has always been one of the primary concerns of every educator since studies have shown that school facilities are the space interpretation and physical expression of the curricula (Johnson, 2016). Therefore, it is imperative that every school should have adequate and functional facilities which can equate to having a relevant and efficient curriculum. With this, every educators and administrator are challenged to optimize the learning environment through its school facilities to ensure a meaningful students' learning process. Adequate facilities are important factor for student learning (Lewallen, 2016). It is sad to note that according to some studies many school systems are still troubled by inadequate facilities that threaten the learning opportunities of students.

Other studies have also emphasized that when facilities are present, students will be exposed to a variety of activities which somehow motivates students in their learning process. And the teachers also are challenged to make use of the school facilities in transferring knowledge to their students, thus making them more effective as educators. Several studies confirmed that functional facilities improve the student experience especially in developing countries (Bhuasiri, Xaymoungkhoun, Zo, Rho, & Ciganek, 2012); Nim Park, & Son, 2009) since school facilities provide students an avenue to actualize the theories and facts that they have learned during the teachers' discussion.

This study looks into the premise that school facilities help in motivating students in their learning process. Since motivation is a prominent determinant of how well learners will do in their learning endeavors and their persistence to remain in an educational system (Bowen, 2018). The ARCS Model of Keller is used to gauge if the school facilities have an effect on students motivation regarding arousing their attention, finding relevance in their learning, gaining confidence in their skills and finding satisfaction in their education through using the school facilities.

Motivation is defined as students' willingness and desire and to participate and be successful in the learning process (Fairbrother, 2000). What motivates the students to learn and to stay in school should be the top most priority of every educator. If the school administrators expect students to become motivated to learn, they must first sustain their motivation by creating schools where students discover that learning is an exciting and rewarding activity (Mart, 2010). It is, therefore, essential that administrators should provide the needed school facilities to motivate the students to have a meaningful and rewarding learning process.

According to the study of Figueroa, Lim, and Lee (2016). The insufficiency and inadequacy of the necessary school facilities in our country is a perennial national problem but is understudied due to the scarcity of available data on education facilities. Likewise, in the Diocese of Butuan, it has been observed that the majority of the schools are faced with aging school building and inadequate school facilities.

The researcher, as one of the school administrators, has recognized the need to improve the facilities of the cluster –A Schools of the Diocese of Butuan. Since the researcher has also observed that the majority of the diocesan schools want in school facilities such as computer laboratories, well-equipped science laboratories, TLE facilities, Library resources and the audio-video equipment among others. This study will hopefully justify the urgency to invest in school facilities since school facilities are significant tools in motivating the students to learn and for the teachers to be able to maximize their teaching abilities to meet educational objectives.

Moreover, this study will also be a part of the baseline data in the strategic planning and in the formulation of budget allocation in the years to come.

FRAMEWORK

This study is based on the Constructivist Theory of Jean Piaget, the Situated Cognition Learning Theory by Lave and the Theory of motivation by John Keller.

The Constructivist Theory by Jean Paget states that children construct knowledge through their experiences and interactions. It has become known in the field of education as “learning by doing” (Tobin, 1993). Thus, this theory emphasized the significant role that the school facilities such as school laboratories and equipment are part of the learning process of a learner. School facilities in the form of laboratories and equipment can provide the students with the necessary “real-life” experiences that would give meaning to the world around him. Learners construct their ideas and understanding by a series of personal experiences. Since according to Tobin (1993) learning is an active, interpretive, and interactive process.

Students’ learning, then, is the basis why schools should provide the necessary tools, equipment, technology and facilities that would give the students meaningful learning experiences. Skills of the students would be significantly developed if the schools would be able to provide “hands-on” activity and will somehow simulate the real world as what the constructivist theory states that students learn best if the learning process involves action or application of knowledge.

The Situated Cognition Learning Theory by Lave posits that learning will only take place if there is action. This action must be done within a community of practice or learning community. This work often involves interaction between tools and or artifacts that are situated in the community (Wilson & Myers, 2000). The tools that are being referred to are the educational facilities that the learners are exposed in their everyday interaction with their learning environment. This theory emphasizes the significance of meaningful activities that the school can provide to the students through its facilities. Learners interact with their environment in the processes of teaching and learning. Teachers as implementers of the curriculum should be able to provide the necessary “action” for the learners so that meaningful learning takes place.

This theory emphasized the significant role that school facilities play in the teaching-learning process. Educational Facilities include the science laboratories, tools and other laboratories and technology used by teachers to aid in the learning process. These facilities and technology can provide the "action" through students' hands-on activities that will enhance their learning process.

Another theory that this study is anchored to is the motivation theory. Motivation is defined as a student's willingness, need, desire and compulsion to participate in learning and to be successful in the learning process (Deci & Ryan, 2014). The study of Steward, Bachman, and Johnson (2010) emphasized that motivation stimulates a person to engage in a task.

One of the theories of motivation is the expectancy-value theory which assumes that people are motivated to engage in an activity if it is perceived to be linked to the satisfaction of personal needs and if there is a positive expectancy for success (Deci & Ryan, 2014). Deci & Ryan (2014) pointed out that if the learners are satisfied and are happy with the activities which they are engaged, then they are motivated and tend to stay in school.

The ARCS Model of John Keller is grounded on the Expectancy-Value theory of Tolman. ARCS stands for Attention, Relevance, Confidence, and Satisfaction which comprise the main elements/categories of Keller's Model. These four categories represent conditions that the proponent believed are needed for a person to be fully motivated in his tasks or endeavor.

According to Keller (1983), Attention means arousing and sustaining curiosity and interest of the learners. Relevance means linking learners' needs, interests, and motives. Confidence means helping students develop a positive expectation of achievement while Satisfaction means providing extrinsic and extrinsic reinforcement for effort.

The ARCS Model of Keller has been used to enhance the teaching-learning process. School Administrators has to think of ways to sustain students' motivation in their studies. Keller (2000) proposed that teachers' strategies and school facilities are some of the factors that help to motivate students in their learning process. It is, therefore, imperative that schools should have the necessary facilities to keep the students engage in their learning process.

OBJECTIVE OF THE STUDY

The purpose of this study was to determine the impact of School Facilities to the Teaching - Learning Environment of the Cluster-A Schools of the Diocese of Butuan.

METHODOLOGY

Research Design

The study made use of a descriptive– survey type of research method which utilized a questionnaire as the main instrument for gathering data. The study also used qualitative research method specifically the focus group discussion.

Research Environment

The study was conducted in the Cluster A schools of the Diocese of Butuan. The Cluster A schools are composed of two (2) schools, namely: St. James High School and Saint Michael College of Caraga.

Research Respondents

The respondents of the study were the Grade 9 and Grade 10 students and teachers of the Cluster A schools of the Diocese of Butuan. For the teachers, universal sampling was used and for the students, the Slovincs formula was used to determine the number of sample size. The principals were already included in the teachers' group since the principals of both schools have teaching loads.

Table 1. Research Respondents N=307

	Sample Size		Sample Size		Total
	SJHS		SMCC		
	f	%	f	%	
Teachers	29	11.69	17	12.41	46
Total	29	11.69	17	12.41	46
			Sample Size		
Grade 9	89	46.77	43	43.79	132
Grade 10	79	41.54	50	43.79	129
Total	168	100	93	100	261
Grand Total	197	100	110	100	307

Research Instrument

The researcher made use of standardized two sets of questionnaire. One for the School Facilities and the second is on the learning condition of the cluster A schools in terms of attention, relevance, confidence and satisfaction.

Data Gathering Procedure

In gathering the data, the researcher wrote a letter to the Cluster A director, Msgr. Bienvenido A. Betaizar, PC requesting that the researcher be allowed to conduct the study on the two schools of the cluster A namely, St. James High School and Saint

Michael College of Caraga. After the approval was given, the researcher presented the letter to the School Principals, and the scheduled date was set as to the availability of the respondents and for the distribution of questionnaires. After which, the questionnaires were gathered for quantification. Focus Group discussion was conducted among the teachers and students to validate their answers.

Statistical Analysis

In presenting, interpreting, and analyzing the data gathered by the researcher, the percentage and Step-Wise Regression was statistical tools and techniques were used.

RESULTS AND DISCUSSION

Table 2. Summary of School Facilities of Cluster A Schools

School Facilities	Average Weighted Mean	Verbal Description
1. Audio-Video Equipment	3.56	Good
2. Home Economics/TLE Facilities	3.60	Good
3. Industrial Arts Facilities	3.53	Fair
4. Library Facilities	3.88	Good
5. Athletic Facilities	3.82	Good
6. Computer Laboratory	3.60	Good
7. Science Laboratory	3.98	Good
8. Instructional Devices	3.75	Good
Average Weighted mean	3.72	Good

Table 2 shows the summary of School Facilities of Cluster A Schools of the Diocese of Butuan. It further shows that of all the school facilities, only Industrial Arts facilities rated *fair* which means that the - the facility were lacking and were seldom used by teachers to enhance students’ Learning while the Audio-Video Equipment, Home Economics/TLE Facilities, Industrial Arts Facilities, Library Facilities, Athletic Facilities, Computer Laboratory, Science Laboratory, and Instructional Devices all rated Good, which means that the facilities were sufficient and were used by teachers sometimes to enhance students’ learning. The overall weighted mean of all the school facilities is 3.72 and the verbal description of *Good* which means that the facilities are sufficient and used by teachers sometimes to enhance students’ learning.

These findings support the study of the study of Kuuskorpi & Gonzales (2011) which states that if a school provides a quality environment for students, this will facilitate the acquisition of skills that are necessary for society. Lawrence (2012) also emphasized in his study that the school should provide the necessary stimulus to make the learning process meaningful. The stimulus being referred here are the school facilities

and technology used by teachers to aid in teaching. It also includes the interaction of the students with peers, teachers and the environment.

Table 3. Summary of Learning Condition of the Cluster A schools of the Diocese of Butuan

Categories of Motivation	Average Weighted Mean	Verbal Description
1. Attention	4.64	Strongly Agree
2. Relevance	3.98	Agree
3. Confidence	4.04	Agree
4. Satisfaction	4.12	Agree
Average Weighted Mean	4.20	

Table 3 shows the summary of the Learning condition of the Cluster A schools of the Diocese of Butuan. It further shows that among the categories of Motivation, Attention has the highest average weighted mean of 4.64 with a verbal description of strongly agree. This is followed by Satisfaction with the average weighted mean of 4.12 and with a verbal description of agree, and the least is relevance with a weighted mean of 3.98 and with a verbal description of agree.

This data revealed that the respondents strongly agree that their attention is sustained and their interests are aroused if the teacher integrates technology or makes use of school facilities in their teaching strategy. They also felt happy and satisfied with their learning if there is the utilization of technology or school facilities. Although the respondents seem not to find the relevance of their learning to their daily life and that they were not able to find a connection with using technology and school facilities to their life.

Table 4. Step Wise Linear Regression Result

RANK	Facilities	r	Sig.
		-	0.000
1	Satisfaction	0.314	0.531
2	Attention	0.276	0.454
3	Confidence	0.198	0.455
4	Relevance	0.157	0.334

The table above shows the extent to which the school facilities affect different categories of motivation according to Keller's model - Attention, Relevance, Confidence and Satisfaction. As shown by the Stepwise Linear Regression result, satisfaction of the students is greatly influenced by the school facilities ($r = 0.314$ and sig. 0.531), followed

by the attention, and the least affected is relevance ($r=0.157$ and sig. 0.334).

This further means that students are satisfied with their learning process because of the presence of the school facilities. They find satisfaction and are happy that they are able to develop their skills since the teachers made use of educational facilities in the school in their teaching process. The utilization of school facilities had somehow made their learning process exciting and stimulation as per focus group discussion.

The least that is affected is relevance. This means that students were not able to relate the use of school facilities to their daily life or their future life. Somehow the students were not able to realize the significance of utilizing the school facilities to their life.

CONCLUSIONS

In the light of the findings of the study, the researcher concludes that the presence of school facilities as rated by the teachers and students has motivated them and made them feel happy and satisfied with the knowledge that they have gained through the utilization of the school facilities.

The findings affirm the expectancy-value theory which assumes that people are motivated to do an activity if it is perceived to be linked to the satisfaction of personal needs and if there is a positive expectancy for success (Deci & Ryan, 2014).

RECOMMENDATIONS

In the light of the findings of the study, the following recommendations are presented:

1. Seminar –Workshops should be conducted for teachers on the integration of technology as part of their teaching strategies to enhance students' motivation.
2. Hands-on activities and student-centered education should permeate in the learning environment for the students to gain life-long learning.
3. Technologies, learning tools, and resources must be accessible to students to help enhance the learning process.
4. Linkages for school development program and expanded learning in the community should be conducted to give the students appropriate exposure to the theories they learn in school.

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