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SCHOOL FACILITIES CONSERVATION AND PHYSICAL ORGANIZATION RESOURCES IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

The main purpose of this study was to examine the relationship between school facilities conservation and physical organizational resources in public elementary schools. A non-experimental quantitative research design utilizing the correlational method was employed. The respondents of the study consisted of 137 public elementary school teachers selected through universal sampling. Data were analyzed using mean, Pearson r, and regression analysis. Findings revealed that the level of school facilities conservation in terms of cleanliness, beautification, lighting, water, and ventilation was moderate. In contrast, the level of physical organizational resources, including classrooms, offices, clinics, canteens, libraries, and comfort rooms, was found to be high. Results further indicated a significant relationship between school facilities conservation and physical organizational resources. Additionally, the domains of school facilities conservation were found to significantly influence the availability and quality of physical organizational resources in public elementary schools. These findings suggest that the Department of Education (DepEd) should strengthen initiatives that enhance the involvement of both parents and teachers in sustaining facilities conservation and improving organizational resources, thereby fostering a more conducive and collaborative school environment.

KEYWORDS: *School Facilities Conservation, Physical Organizational Resources, Public Elementary Schools Philippines, Philippines*

1. INTRODUCTION

Poor facilities in public schools signify that students are being deprived of their right to sufficiently available and well-maintained learning environments. Indicators of inadequate facilities include non-functional or poorly maintained comfort rooms, lack of classrooms, overcrowded classes, poor ventilation, and unsanitary or congested canteens. School facilities, broadly defined, refer to the collection of buildings and resources designed to support educational programs. These provide students with a proper place to learn under the guidance of teachers. Although alternatives such as homeschooling or home-based learning exist, the physical condition of school facilities remains a crucial factor in formal education.

Globally, scholars and practitioners recognize that the cleanliness, safety, comfort, and overall quality of school environments directly influence teaching and learning outcomes. Ballen (2019) emphasizes that the condition of school facilities significantly impacts both student performance and teacher effectiveness. Specifically, comfortable classroom temperatures and manageable noise levels are vital in ensuring efficient student learning.

In the United States, it is acknowledged that learning is a complex activity requiring strong motivation and sound physical conditions. While teaching resources, teacher competence, and curriculum design play essential roles in shaping learning experiences, the physical design and condition of school facilities are equally critical. Yet many public schools face issues such as insufficient classrooms, inadequate seating, poor ventilation, outdated books, and poorly maintained comfort rooms and canteens. These conditions hinder the learning experience, despite the fact that public school students have the same right as others to study in safe, comfortable, and conducive learning environments. Ballen (2019) stresses that education should never be compromised by inadequate facilities and calls on governments to take proactive measures.

In the Philippines, effective school facilities are expected to be responsive to evolving educational delivery programs. At minimum, these should ensure comfort, safety, security, accessibility, proper lighting, ventilation, and an environment that is aesthetically pleasing. Facilities encompass not only the physical structures but also essential building systems, such as mechanical, electrical, plumbing, telecommunications, and safety mechanisms. They also include furnishings, instructional materials, equipment, information technology, and grounds for sports and outdoor learning (Andres, 2019).

Moreover, school facilities are not merely passive containers of education but integral components of the learning process. The layout, design, and management of facilities contribute to the

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overall educational experience by influencing students' sense of safety, belongingness, privacy, and social interaction. High-quality facilities foster ownership, personalization, and more meaningful learning opportunities, while poorly designed or overcrowded facilities often lead to dissatisfaction and disengagement (Santos, 2019).

In the Caraga District, Division of Davao Oriental, the issue of facilities conservation and physical organization has worsened due to the growing student population. Overcrowding has limited access to learning resources and hindered innovations such as learning centers, which require adequate space for small-group or individualized instruction. Without proper facilities, schools cannot fully implement modern teaching practices that enhance student learning (Santos, 2019).

It is in this context that the present study finds its relevance. The primary purpose is to evaluate existing school facilities, particularly their conservation and physical organization, in public elementary schools. The findings of this inquiry are expected to provide useful insights in formulating plans and programs aimed at strengthening school facilities and ensuring sustainability. Facilities management is a critical responsibility of school administrators, requiring the proper maintenance of buildings and grounds while balancing the needs of students, parents, district mandates, and national regulations. With systematic facilities management practices, schools can reduce costs, improve efficiency, and create learning environments that support both student achievement and teacher effectiveness.

1.1 Statement of the Problem

The main purpose of this study determined the school facilities conservation and physical organization resources in public elementary schools in Caraga South District, Division of Davao Oriental. Specifically, it sought answers to the following sub-problems:

1. What is the level of school facilities conservation in public elementary schools in terms of:
1.1 cleanliness,
1.2 beautification
1.3 lights,
1.4 water and
1.5 ventilations?

2. What is the level of physical organization resources in public elementary schools in terms of:
2.1classrooms
2.2 offices
2.3 clinic
2.4 canteen
2.5 library
2.6 comfort room?

3. Is there significant relationship between the level of school facilities conservation and physical organization resources in public elementary schools?

4. What domains of school facilities conservation significantly influence to physical organization resources in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is no significant relationship between the level of school facilities conservation and physical organization resources in public elementary schools.
Ho2. None of the domains of school facilities conservation is significantly influence to physical organization resources in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive–correlational method. This approach was appropriate because the primary objective was to describe the current status of school facilities conservation and physical organization resources in public elementary schools, as well as to determine whether a significant relationship exists between these two variables. In correlational research, data are collected to examine the degree of relationship between two or more quantifiable variables (Baguio & Baguio, 2025).

The descriptive component focused on obtaining quantitative data concerning the condition, conservation practices, and physical organization of resources in public elementary schools. A structured questionnaire was developed as the main instrument for data collection, allowing respondents to provide systematic and measurable responses relevant to the research questions (Pregoner, 2024). Data were gathered through the administration of this questionnaire to public elementary school teachers.

The study primarily aimed to determine the relationship between school facilities conservation and the physical organization of resources in public elementary schools, thereby providing insights for strengthening facilities management and creating more conducive learning environments.

2.2 Research Respondents

The respondents of this study were 137 teachers from public elementary schools in the Caraga South District, Division of Davao Oriental. They answered the survey questionnaire designed to gather data on teachers' perspectives regarding the foundation for ecological circumstances and student well-being. The researcher employed universal sampling in the selection of respondents, which means that the entire population of the study was considered as participants.

The selection of these respondents was based on the challenges and difficulties encountered by the researcher in identifying participants who could provide relevant insights into teachers' perspectives on ecological circumstances and student well-being. The study was conducted during the school year 2023–2024.

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2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on school facilities conservation and physical organization resources in public elementary schools. The questionnaire was divided into two main sections, each corresponding to the study's research variables. Items were carefully constructed to ensure clarity, contextual relevance, and alignment with the objectives of the study.

The first section focused on school facilities conservation. The items were developed based on a thorough review of related literature and frameworks on facilities management, maintenance practices, and resource sustainability in educational institutions. To establish content validity, the questionnaire was reviewed and evaluated by experts in educational management and school administration. This section yielded a Cronbach's alpha coefficient of 0.92, indicating excellent internal consistency and reliability.

The second section assessed the physical organization of resources. Items in this section were adapted from validated instruments used in previous studies on facilities utilization, classroom organization, and resource allocation, and were refined to suit the context of public elementary schools in the Caraga South District. The internal reliability of this section was also high, with a Cronbach's alpha coefficient of 0.90.

The final version of the questionnaire was found to be clear, comprehensive, and contextually appropriate, ensuring that it effectively captured the necessary data to address the research objectives.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses. After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

The gathered data was classified, analyzed and interpreted by using the following statistical tools:
Mean. This was used to determine the level of school facilities conservation and physical organization resources in public elementary schools.

Pearson Product Moment Correlation or Pearson r. This was used to measure the significant relationship between the level of school facilities conservation and physical organization resources.

Regression Analysis. This was used to measure the significant influence of school facilities conservation and physical organization resources.

3. RESULTS AND DISCUSSION

3.1 Level of School Facilities Conservation in Public Elementary Schools

Table 1. ***Level of School Facilities Conservation in Public Elementary Schools***

No.	Items	Mean	Descriptive Level
1.	cleanliness	2.98	Moderate
2.	beautification	3.28	Moderate
3.	lights	3.71	High
4	water	3.06	Moderate
5	ventilations	3.66	High
	Overall Mean	**3.34**	**Moderate**

Presented in Table 1 is the level of school facilities conservation in public elementary schools, based on the mean scores across five key indicators: cleanliness, beautification, lights, water, and ventilation. Among these indicators, lights obtained the highest mean score of 3.71, described as high, indicating that classrooms and school facilities are generally well illuminated, which contributes to a more conducive learning environment. Ventilation followed closely with a mean score of 3.66, also described as high, suggesting that most classrooms are adequately ventilated to ensure comfort and health for both students and

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teachers. On the other hand, beautification registered a mean score of 3.28, cleanliness obtained 2.98, and water supply scored 3.06—all described as moderate. This implies that while some efforts are being made to maintain cleanliness, enhance the aesthetic appeal of the school environment, and provide sufficient water supply, these aspects still require improvement to meet higher standards of conservation and functionality. Overall, school facilities conservation yielded an overall mean score of 3.34, described as moderate. This indicates that while certain facilities such as lighting and ventilation are well maintained, other areas such as cleanliness, beautification, and water systems remain only moderately sustained. Thus, the results suggest the need for more consistent and comprehensive conservation practices to ensure that school facilities are fully supportive of effective teaching and learning.

This finding supports the study of Reyes and Dela Cruz (2020), which emphasized that moderate levels of school facilities conservation may limit the overall effectiveness of the learning environment, as students and teachers operate in conditions that are only partially maintained. Their research highlighted that while cleanliness and water supply are present, inconsistencies in upkeep can negatively influence comfort, health, and productivity. Similarly, Tan (2019) found that when conservation of school facilities is moderate, beautification, cleanliness, and maintenance are often insufficiently sustained, leading to diminished student motivation and reduced pride in the school environment. In addition, Garcia (2018) affirmed that moderate conservation is frequently linked to challenges such as limited funds, lack of community participation, and inconsistent maintenance policies, which prevent schools from sustaining high standards of facility care. According to Santos (2021), when school facilities are not consistently well-maintained, both teaching and learning processes may be disrupted by issues such as poor sanitation, inadequate lighting, or ventilation problems. Likewise, Mendoza and Flores (2020) noted that moderate conservation of school facilities affects not only student health and safety but also overall academic performance, underscoring the importance of prioritizing regular maintenance, resource allocation, and stakeholder collaboration in sustaining conducive learning environments.

3.2 Level of Physical Organization Resources in Public Elementary Schools

Table 2. ***Level of Physical Organization Resources in Public Elementary Schools***

No.	Domains	Mean	Descriptive Level
1.	classrooms	3.80	High
2.	offices	2.84	Moderate
3.	clinic	3.59	High
4.	canteen	3.53	High
5.	library	3.46	High
6.	comfort room	3.46	High
	Overall Mean	**3.45**	**High**

Presented in Table 2 is the level of physical organization resources in public elementary schools, based on the mean scores across six domains: classrooms, offices, clinic, canteen, library, and comfort rooms. Among these domains, classrooms obtained the highest mean score of 3.80, described as high, indicating that learning spaces are generally well organized to accommodate students and support instructional activities. This was followed by the clinic with a mean score of 3.59, the canteen with 3.53, and both the library and comfort rooms with mean scores of 3.46, all described as high. These results suggest that schools are able to provide adequately organized support facilities that contribute to the overall welfare of students and teachers. In contrast, offices obtained the lowest mean score of 2.84, described as moderate. This finding implies that office spaces are less organized compared to other school facilities, which may affect administrative efficiency and the provision of support services. Overall, the level of physical organization resources yielded an overall mean score of 3.45, described as high.

This indicates that public elementary schools generally maintain a good level of organization in their physical resources, particularly in classrooms, clinics, canteens, libraries, and comfort rooms. However, the relatively lower rating for offices points to an area that may require greater attention in order to further strengthen the management and functionality of school resources.

This finding aligns with the study of Villanueva and Ramos (2021), which emphasized that a high level of physical organization resources in schools provides a well-structured and conducive learning environment that supports both teaching and student development. Their research highlighted that adequate classrooms, libraries, and clinics contribute significantly to students' comfort, safety, and academic performance. Similarly, Lopez (2019) found that when physical organization resources are well-maintained and sufficient, schools are better able to support diverse learning activities, foster positive student behavior, and reduce classroom disruptions. In addition, Cruz (2020) affirmed that high levels of physical resources, such as functional offices, canteens, and comfort rooms, enhance both administrative efficiency and student well-being, thereby promoting holistic school development. According to Navarro (2022), schools with high physical resources are more likely to implement innovative teaching methods and extracurricular activities, as the necessary spaces and facilities are readily available. Likewise, Torres and Medina (2021) noted that the presence of high physical

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organizational resources not only supports academic instruction but also builds a sense of pride, discipline, and belonging among students and teachers, underscoring the critical role of facilities in sustaining educational quality.

3.3 Significant Relationship Between School Facilities Conservation and Physical Organization Resources in Public Elementary Schools

Table 3. ***Significant Relationship Between School Facilities Conservation and Physical Organization Resources in Public Elementary Schools***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
School Facilities Conservation **(X)**	Physical Organization Resources **(Y)**	.847	High Correlation	0.00	Reject

Presented in Table 3 is the correlation analysis between school facilities conservation and physical organization resources in public elementary schools. The computed correlation coefficient (r) is 0.847, which indicates a high degree of correlation between the two variables. The corresponding p-value of 0.00 is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between school facilities conservation and the physical organization of resources in public elementary schools. This finding implies that schools with stronger facilities conservation practices tend to exhibit better physical organization of resources. It underscores the importance of systematic conservation efforts, such as proper maintenance, cleanliness, and upkeep of facilities, in ensuring that resources are effectively organized to support teaching and learning. Enhancing conservation practices, therefore, directly contributes to improving the overall functionality and quality of the school environment.

This finding confirms a significant positive relationship between school facilities conservation and physical organization resources in public elementary schools. It aligns with the work of Earthman (2019), who reported that the proper conservation and maintenance of school facilities are strongly associated with the overall quality and functionality of physical resources. Similarly, Lysons (2020) found that schools that actively implement conservation practices, such as regular maintenance and proper utilization of facilities, tend to sustain higher levels of functionality and accessibility of classrooms, libraries, and other learning spaces. Moreover, Schneider (2018) emphasized that effective facilities conservation ensures that physical resources remain durable and efficient, contributing directly to a conducive learning environment. Furthermore, Picus and Odden (2021) noted that schools with strong conservation practices experience fewer disruptions in instructional delivery since well-preserved facilities support both student well-being and teacher productivity. Likewise, Higgins et al. (2020) affirmed that the level of conservation efforts significantly predicts the overall availability, usability, and quality of physical resources, underscoring the essential link between facility maintenance and educational effectiveness.

3. 4. Significant Influence of the Domains of School Facilities Conservation on Physical Organization Resources in Public Elementary Schools

Table 4. ***Significant Influence of the Domains of School Facilities Conservation on Physical Organization Resources in Public Elementary Schools***

Model	Beta Coefficient	Degrees of Freedom	r- Square	Sig	Decision on Ho
Regression Residual Total	0.785	3 127 130	0.836	0.00	Reject

Presented in Table 4 is the regression analysis showing the significant influence of the domains of school facilities conservation on physical organization resources in public elementary schools. The computed beta coefficient is 0.785 with an R-square value of 0.836, indicating that approximately 83.6% of the variance in the physical organization of resources can be explained by the conservation of school facilities. This demonstrates a very strong predictive relationship between the two variables. The corresponding significance value of 0.00 is lower than the 0.05 level of significance. Based on these results,

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the null hypothesis is rejected, confirming that school facilities conservation exerts a statistically significant influence on the physical organization of resources in public elementary schools. This finding implies that improvements in school facilities conservation, such as maintaining cleanliness, providing adequate lighting and ventilation, ensuring water supply, and enhancing beautification, directly contribute to better organization and functionality of resources. It highlights the importance of prioritizing conservation practices as a critical determinant of effective resource management and overall school performance.

This finding validates the study of Earthman (2019), who highlighted that school facilities conservation plays a crucial role in shaping the effectiveness of physical organization resources, as consistent conservation practices such as regular upkeep, preventive maintenance, and efficient resource use significantly enhance the functionality and sustainability of school facilities. Similarly, Schneider (2018) emphasized that schools with systematic facilities management are better able to preserve classrooms, laboratories, and other learning spaces, ensuring they remain conducive for teaching and learning. Lysons (2020) further noted that effective conservation of facilities fosters organized, safe, and resource-rich environments, which support both student learning and teacher productivity. In addition, Higgins et al. (2020) affirmed that well-maintained facilities directly influence the usability and accessibility of physical resources, reducing deterioration and maximizing their lifespan. Finally, Picus and Odden (2021) stressed that schools' conservation practices serve as a strong predictor of how effectively physical organization resources are sustained, highlighting the importance of prioritizing facility maintenance and conservation policies to strengthen educational environments.

5. CONCLUSIONS

The level of school facilities conservation in public elementary schools is generally moderate. While certain domains such as lighting and ventilation were described as high, areas like cleanliness, beautification, and water supply were only moderate. This suggests that although some conservation practices are adequately maintained, consistent improvements are still needed in basic upkeep and beautification to ensure a more conducive school environment.

The level of physical organization resources in public elementary schools is generally high. Classrooms, clinics, canteens, libraries, and comfort rooms were rated high, demonstrating that schools maintain a functional set of facilities to support learning. However, offices were only rated moderate, pointing to a gap in administrative space that may affect organizational efficiency and service delivery.

The study further revealed a statistically significant positive relationship between school facilities conservation and physical organization resources. The results confirm that better conservation of facilities corresponds to more organized and functional school resources. This finding underscores the interdependence of maintenance practices and the physical organization of resources, leading to the rejection of the null hypothesis.

Regression analysis also showed that the domains of school facilities conservation significantly influence the physical organization of resources in public elementary schools. This means that most of the variations in the organization of resources can be explained by how well school facilities are conserved. Practices such as cleanliness, lighting, ventilation, and water provision play a critical role in shaping the quality of school resources. This finding highlights the importance of prioritizing facility conservation as a strategic intervention to ensure efficient resource organization, enhance the learning environment, and improve the overall quality of education in public elementary schools.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, considering that the level of school facilities conservation in public elementary schools was described as moderate, school administrators and stakeholders are encouraged to strengthen initiatives that promote cleanliness, beautification, and proper water management. Regular maintenance programs, beautification projects, and efficient water supply systems should be prioritized to enhance the overall condition of school facilities. Sustaining high levels in lighting and ventilation is also recommended to ensure a safe and comfortable learning environment.

Secondly, since the level of physical organization resources was generally high, schools are advised to continue supporting and improving essential facilities such as classrooms, clinics, canteens, libraries, and comfort rooms. However, offices were found to be at a moderate level, which indicates the need for improvements in space allocation, organization, and resource provision to enhance school operations and administrative efficiency.

Thirdly, the study revealed a statistically significant positive relationship between school facilities conservation and physical organization resources. This finding underscores the importance of integrating conservation practices with resource management. School heads, teachers, and community partners are therefore encouraged to collaborate in conservation programs, ensuring that sustained cleanliness, maintenance, and proper facility care directly contribute to better organization of physical resources.

Lastly, the regression analysis confirmed that the domains of school facilities conservation significantly influence physical organization resources. This implies that improving conservation practices in areas such as cleanliness, beautification, lighting, water, and ventilation directly strengthens school resources.

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Policymakers and education leaders are encouraged to prioritize investments in these domains and include conservation measures in school improvement plans. Future researchers may also explore other related factors such as budget allocation, school leadership, and community involvement to provide deeper insights into the effective management of school facilities and resources.

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