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Research Article

Inadequate School Facilities: It's Effect on the Learning Experience of the Selected Students in Jolo National High School

Eloiza M. Mohammad*

Mindanao State University-Sulu, Philippines

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**Corresponding author:*
E-mail:
mohammadeloiza@gmail.com

ABSTRACT

In particular, the study examined both the state of and access to school facilities as well as how these physical learning environments affect students' academic experiences and engagement. The study assumed that adequacy and quality of school infrastructure will significantly affect students' motivation, safety among others resulting to better learning.

Using a descriptive statistical research design, the current status of school facilities and their perceived impact on learning were determined. The study's respondents were 120 Grade 10 students of Jolo National High School from whom data were taken. The first part of the research instrument included collecting demographic profile of the respondents, while part II focused on ascertaining students' perspective towards school facilities and learning experiences.

We discovered that the physical state of a school's learning environment influences students' learning experiences. There was strong agreement that neatness, cleanliness and structural well-being were critical to effective teaching, motivation to excel academically and inspection of the students in schools. That said, the study flagged issues with schools having insufficient and poorly maintained facilities that block classroom instruction, participation and engagement in education. Broader discourses surrounding learning environments and academic resources also find a place in these results, illustrating how physical infrastructure of the learning environment, as well as supportive educational tools play key roles in improving student learning experiences, an idea that is pervaded by the scoping review regarding the academic resources brought to light by Pangandaman et al. (2025).

The study concludes that this calls for the formulation and establishment of comprehensive institutional policies oriented toward the maintenance, repair, and enhancements of school facilities. Cleanliness, function and aesthetic quality should be at the forefront of any policy to promote good design in schools. Policymakers and school

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administrators could also create a facility management framework focused specifically on building high-level needs assessments to ensure that students at every level of education receive modern facilities. They should also encourage evidence-based decision making in infrastructure, including planning and design. Continually improving school facilities in parallel with new academic resources improves teaching and learning quality within the school

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Keywords: *Learning Experience, School Facilities, Secondary School Students*

Introduction

It covers topics like physical facilities quality in a school environment, its importance, motivating students, types of curricular and co-curricular activities for students, etc. Educational facilities are physical resources of the school system, such as school buildings and contents, classrooms, libraries, laboratories, sanitation facilities as well as instructional materials and other infrastructure that supports teaching and learning processes. These amenities play a crucial role in all aspects of the learning experience and have a large impact on academics, comfort, and education.

But, in practice and by observation much of the public elementary and secondary schools have physical plants that are inadequate to optimal schooling. In many instances, the existing structures seem inadequate for learning to take place. Some do not reach height quality standards, others had poor maintenance or are now decaying into ruins. This creates a poor learning environment that can discourage teaching with impact and enthusiasm from the educator, as well as enthusiasm and engagement of the learner.

Experiences of inadequate school amenities and facilities—like well-stocked libraries, working classes, enough seating arrangements, learning materials, etc.—affects the interest of students in learning negatively. When students do not have access to facilities essential for their basic education, then the quality and interaction of teachings deteriorate resulting into lower degrees of performance academically. Thus,physical infrastructure should not be perceived only as a structural need but in terms of the strategic educational proposition it provides that directly influences learning process quality.

This view is consistent with larger organizational and institutional theories which argue that performance is largely contingent on the system in which it operates. Such as in the research by Santoso et. al in their study Influence of Work Environment and Employee Competence Analysis on Employee Performance which explains that a comfortable working atmosphere can enhance staff productivity and work achievement. When you apply this idea to the world of education, the school environment — and specifically its physical facilities — can also influence students' motivation, engagement and academic achievement. Therefore, a conducive environment with all the required resources inspires focus, careful engagement and thus enhances educational productivity.

In light of this reality, many schools face a struggle to provide adequate facilities that allow for effective teaching and learning, especially in poorly located or underserved communities. Insufficient infrastructure is likely to lower the quality of education and create disparity in learning among students. Awareness of these challenges led to the design of this study—to investigate how inadequate school facilities impact students' learning experiences. In conclusion, the study aims to contribute to education reform in the country by prompting policymakers and educational authorities alike to pay more attention on building resilient school infrastructures and providing necessary learning equipment in remote areas. Improving school infrastructures is vital to an inclusive education and the vision of no child left behind in providing a high quality education competitive with the outside world.

Ayaji and Ayodele (2001) emphasized that the availability of physical facilities are quite

important to achieving effectiveness in instructional delivery and supervision in the school system. In support of the above, Okunola (1985), said that well sited school buildings with aesthetic conditions, laboratory and playground often contribute to improved performance in the school system. He also argued that the availability of school building and other plant facilities are very important as they could enhance effective teaching learning. Altbatch (1998) and Chandan (1999) viewed that adequate facilities are essential for academic work.

Mark Schneider, Ph.D, looked at how clean, quiet, safe, comfortable, and healthy environments influence successful teaching and learning. The condition of school facilities has an important impact on student performance and teacher effectiveness.

As one of the facilitative learning environment described by Pine and Horne (1990), Conducive learning environment is necessary in the full development of the cognitive and appetitive faculties of the learner.

The interest of the researcher in conducting this study rooted from the belief that the adequacy of school facilities helps the learning process be interactive, with that the chances of the teachers to make use different materials and work in an appropriate place is one integral domain in teaching-learning process. Since the lack of educational facilities pose serious ramifications on student performance and achievement, stakeholders should closely look into procedures that focus on facility support and management. In addition, the rapid change of instructions in school with the use of technology to foster student who are globally competitive, few schools do not offer enough and adequate school facilities in terms of technology, experimentation, reading materials and other facilities in return students will not give their full attention in the teaching, or it will be difficult for the teachers to motivate and enhance their skills. It's quite alarming how our local schools still creeping in attaining the desired set-up.

Hence, this study will determine the effect of inadequate school facilities on learning experience of the students in Jolo National High School. With the increasing population it has been observed how teachers and students in the said school struggle to meet the effective teaching and learning process.

Given the classrooms and school features are not enough and well equipped it's a mystery how the teachers meet their student and ensure that the latter gain enough knowledge given the current situation. The ultimate goal of this study is to see how this major problem affects the developmental growth of the students.

Research Methodology

The current study was based on quantitative research approach, using descriptive research design in investigating the impact of a lack of school facilities on learning experience among pupils systematically. This study employed descriptive research, which was appropriate for determining the availability and adequacy of school facilities based on respondents' perceptions.

The study was held as Jolo National High School, Brgy Asturias, Municipality of Jolo Province of Sulu. Serving students between grades 8 and 10, the school is among the largest secondary providers in the region, with near to 3000 pupils in attendance; it provides the majority of educational provision for all of these localities. This setting was chosen due to its convenience and usefulness for the research question.

The number of respondents in the study are 120 Grade 10 who were chosen through a non-probability convenience sampling technique. Among the total respondents, 35 were male and 85 were female; most of them belong to 15–18 years old, while only a few from 19–22 years old. Due to practical considerations including ease of access to participants, as well as the issue of students' availability and willingness to participate, convenience sampling was used.

The main research instrument used by the researcher was a checklist-type questionnaire to collect data. This was selected in consideration of its objectivity and reliability, as prior studies have shown that raters tended to agree more when using checklists. The questionnaire used questions about availability and use of school facilities, as well as perceived impact of inadequate facilities on student's learning experiences. Each response was controlled on a scale of five points likert from strongly agree

(sa), agree (a), undecided (u), disagree(d) and strong disagreement(sd).

The researcher obtained a Letter of Permission from Jolo National High School through Dean of Graduate Studies and Principal of Grade school in order to conduct a study before doing data gathering. In the collection of survey questionnaire, it was therefore conducted by the teachers and class advisers on July 5, 2023 by using a survey tool.

The statistical treatment of data was carried out using appropriate descriptive and inferential statistical tools. Frequency count and percentage were computed to describe the demographic profile of respondents and determine school facilities availability. The weighted mean was used to perceive students' evaluation on school facilities and learning experiences. Pearson's product-moment correlation (Pearson's r) was used to establish the meaningful relationship between insufficient school facilities and students' learning involvement. Thus, the methods of statistics assured a logical based on the data gathered that was as accurate and objective as possible in conducting this study.

Results of the Study

Table 1. Demographic Profile of the Respondents

Gender	Frequency	Percentage (%)
Male	35	29.2
Female	85	70.8
Total	**120**	**100.0**

Table 1 presents the demographic profile of the respondents in terms of **gender and age**. Out of the **120 student respondents**, **85 (70.8%) were female** while **35 (29.2%) were male**, indicating that the majority of the respondents were females.

Age Group	Frequency	Percentage (%)
15–18 years old	104	86.7
19–22 years old	16	13.3
Total	**120**	**100.0**

In terms of age, the results show that **104 respondents (86.7%) were aged 15–18 years old**, while **16 respondents (13.3%) belonged to the 19–22 years old age group**. This implies that most of the respondents were within the typical age range of senior high school students.

The demographic profile suggests that the data gathered largely reflect the perceptions of **female students and learners within the regular high school age bracket**, providing a relevant basis for assessing the learning experience in relation to school facilities at Jolo National High School.

Table 2. Available School Facilities in Jolo National High School

No.	School Facilities	Mean	Description
1	Audio-visual room	3.72	Very Adequate
2	Counseling room	3.68	Very Adequate
3	School clinic	3.62	Very Adequate
4	Home economics room	3.47	Adequate
5	Reading center	3.47	Adequate
6	Facilities and equipment for sports and recreation	3.37	Adequate
7	Library with adequate number of holdings	3.13	Adequate
8	Comfort rooms with lavatory	3.05	Adequate
9	Canteen and cafeteria	2.95	Adequate
10	Laboratory with adequate number of equipment	2.83	Adequate

No.	School Facilities	Mean	Description
11	Sufficient lawn vegetation	2.81	Adequate
12	Playground facilities	2.66	Adequate
	Overall Mean	**3.23**	**Adequate**

Table 2 shows the level of adequacy of school facilities as perceived by the student respondents. The overall mean rating of **3.23**, interpreted as **Adequate**, indicates that the school facilities in Jolo National High School are generally sufficient to support the teaching–learning process.

Among the facilities assessed, the **audio-visual room ($\bar{x}$ = 3.72)**, **counseling room ($\bar{x}$ = 3.68)**, and **school clinic ($\bar{x}$ = 3.62)** were rated **Very Adequate**, suggesting that these facilities are well-established and functional. On the other hand, facilities such as the **playground ($\bar{x}$ = 2.66)**, **laboratory equipment ($\bar{x}$ = 2.83)**, and **canteen and cafeteria ($\bar{x}$ = 2.95)** received lower mean scores, although still interpreted as **Adequate**.

The findings indicate that while essential learning and support facilities are present, some areas—particularly those related to physical activity and hands-on learning—require further improvement. Nevertheless, the overall adequacy of school facilities suggests that the educational environment is conducive to learning.

This result supports the claim of **Earthman (2002)**, who emphasized that the quality of school facilities where students and teachers work and study is closely linked to their performance and effectiveness. Adequate facilities contribute to a more effective educational process, which is evident in the generally positive assessment provided by the respondents.

Conclusion

The study conclusions summarize key data findings and present an integrated interpretation of their conclusions. The results show that a larger proportion of the Jolo National High School respondent population is female and most respondents fall in the 15–18 age group. This demographic composition is indicative of the overall secondary school population and understanding this context will aid in the interpretation of students' perceptions of school facilities and learning experiences.

The results also indicate that many important facilities, such as the audio-visual room, counseling room and school clinic were found very adequate by students which proves that the school has been able to provide some essential support and instructional resources. But although the framers of conditions about school facilities are more than adequate, concerns persist over specific facilities -- like playgrounds and spaces supporting extracurricular activities with fairly lower ratings. These limitations highlight functional and developmental gaps that could impact students' holistic learning and engagement.

It is important to note that the study shows that school facilities' physical condition and adequacy significantly affect how students learn. Overwhelmingly students participants rated that a clean safe and well-maintained environment, creates a foundation for teaching effectiveness, academic motivation, perceived psychological safety, and learning outcomes. On the other hand, poor facilities were seen as obstacles to creativity, extra-curricular activity and ideas development. School (infrastructural) facilities play a prominent role in promoting a quality learning environment that nurtures students to excel academically and also grow as responsible citizens.

In General, the conclusion indicates that Jolo National high school generally adequates basic entire facilities; but continuous improvement and focused intervention is necessary to provide well-supported quality education and student well-being.

Recommendations

The recommendations are reasonably drawn from the findings and presented in an order suited to inform future research, institutional policy development, and problem-focused investigation. Specifically, encourage educational planners, school administrators and decision-makers to adopt in developing and enhancing school infrastructure programs the guidelines provided for in DepEd Educational

Facilities Manual (2010) released by the Department of Education (Philippines) via through Physical Facilities and Schools Engineering Division directly under Office of Planning Service. The manual provides national guidance for the planning, designing, construction and maintenance of public school facilities including site selection and planning; design and construction standards for classrooms and schools buildings; space requirements for essential facilities such as libraries, laboratories, clinics and sanitation areas. It also sets standards for school furniture and equipment, a systematic maintenance and repair system, and incorporates disaster risk reduction measures into school infrastructure to enable resilience against hazards like earthquakes, floods or typhoons. The requirements set out in the manual also include essential standards for school premises such as size and layout of classrooms, adequate lighting, ventilation and sanitation facilities with quality water supply, appropriate student–seat ratios, safe conditions for learning spaces and disaster-resilient design in school construction. Following these guidelines, schools can maintain the safety and functionality of their physical environment as well as create a space conducive to learning in which effective teaching practices can flourish and be reflected in improved students' academic performance. Therefore, further studies and policies should reflect to the same extent established by these national standards in terms of adequacy, technical configuration aspects and updating of educational facilities.

The proposed research agenda encourages further scholarly inquiry into areas that were identified as significant or underexplored in the study. Investigating gender distribution in relation to academic performance may help determine whether demographic trends influence learning outcomes. Similarly, examining age-specific needs and preferences can inform the design of facilities that better support developmental stages. They also emphasize the need to better understand the impact of specific facilities on student motivation for learning and lifelong academic growth, thus fulfilling a part of providing better insight into how the school physical environment enhances educational outcomes.

These research policies focus on the accountability of schools and its firm commitment to sustaining and improving school facilities. Signs of distress on systems need to be flagged so systems can be managed — preventive maintenance ensures safe, clean and a well oiled machine. The authors call for policies that create greater access to "success tools," providing all students with equal opportunity and giving females more resources. Age-responsive and evidence-based facility planning policies are also promoted to ensure Corresponding infrastructure development in alignment with students' needs as well as emerging educational trends. These policies aim to embed data-driven decision-making and ongoing improvement in the DNA of school infrastructure. Hopefully that the Recommended research problems will help future studies develop based on current awareness. Further avenues of research could include influencing factors for facility use, understanding students' perspectives on the school environment, and long-term effects on academic and personal outcomes. In addition, the research questions examining effective school facility maintenance strategies and gender differences in academic motivation by potential impact on a sustainable educational environment would provide grounds to examine more inclusive techniques.

When put together, the findings and recommendations achieve a holistic view of school facilities as one of the key foundations for effective teaching and learning. The research also calls for ongoing investment, policy creation, and more research to make sure school environments are not just sufficient but support students' academic performance, motivation, and overall educational experience.

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