

Profile and Status of Elementary Schools in Bulusan District

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Abstract— This study aimed to determine the profile and status of Elementary Schools in Bulusan District, Division of Sorsogon Province, school year 2021-2022. It used the descriptive- survey method with questionnaire as the main instrument in gathering the primary data. Documentary analysis was also utilized in collecting the secondary data such as profile of the schools. Likewise, 4 large schools, 6 medium schools, and 10 small schools were involved in the present study. The frequency, percentage, weighted mean, and rank were the statistical tools used. The study revealed that majority of the schools have teachers designated as Teacher III, have the big enrolment in Grades 3 and 4, located along the main road, and have established linkages. Also, the large schools have the biggest Maintenance and Other Operating Expenses budget. The physical environment of the schools is much adequate. Also, the pupils' wellness is much observed in the schools. Similarly, the schools agree on instructional development and often have discipline practices. The foremost problems encountered by the schools are lack of available learning resources, lack of available and functional resources inside the classroom, low academic performance of pupils, and loss of construction materials. An action plan was proposed in order to improve the school environment in Bulusan District.

Keywords— discipline practices, elementary schools, instructional development, pupils.

I. INTRODUCTION

Effective teaching and learning comes with good set of relations among Department of Education, group of leaders, teachers, stakeholders and pupils. Along with this, it should cater sufficient support of physical and instructional needs in school. According to the Building Better Learning Environments in the Philippines (World Bank Group 2016), evidence from around the world has shown that improving school infrastructure leads to better learning outcomes. A 2011 review of the economics literature over the last 20 years showed that the availability of basic school infrastructure (such as classrooms, desks, and chairs) and facilities (such as electricity, libraries, and blackboards) is frequently associated with better student learning achievement. These findings have been backed up by a systematic review of recent impact evaluations, which showed that infrastructure investments have a positive impact on school enrollment rates, attendance rates, and learning achievement. Also, research in the Philippines has shown that reducing the number of students per classroom is associated with better student learning outcomes, particularly in rural schools.

Every school has different environment, and that environment shaped the learners on their daily progress. That is why it is very much important to overlook

situations that needs support, improvement and focus so that we can build conducive school environment for all.

Relatively, the World Health Organization (2002), Healthy Environments for Children initiative is designed to protect children from the physical hazards in their environment, within the context of social, economic and behavioural determinants. This initiative should build upon the active and committed involvement of various stakeholders, such as decision-makers, community leaders, teachers, health professionals, nongovernmental organizations (NGOs), these private sector, and the families.

That is why there is a need to identify the status of the school environment to see the needs for improvement. It is for the school leaders, community leaders, and stakeholders to propose school related project that will support to maintain a conducive school environment in large, medium, and small schools.

According to the Sustainable Development Goal 4 on inclusive and equitable quality education calls for the international community to 'build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all'. Proposed indicators include water, sanitation, and hygiene (WASH), electricity, and ICT access, as well as access

to adapted infrastructure and materials for learners with disabilities (UNESCO, 2016). Spaces that are safe and healthy have been found to positively affect pupil's academic outcomes (Barrett et al., 2019). Given the sizeable budget allocated to physical facilities, around 10–25 percent of educational expenditures, it is crucial that funds are well spent and that school locations and facilities support access to education and an environment conducive to learning (Beynon, 1997).

It is a must that all schools must have a good access to quality facilities. As learning does not only rely on the teaching itself. Facilities and learning resources also matter as these affect the academic progress of the learners and thus should be given more support and priority by the government. Investing to school facilities, infrastructures, and learning resources may give a big support to pupils who deserves the quality education.

The U.S. Department of Education (2018) administers multiple federal programs designed to improve school safety, address critical areas of need for improving the conditions for learning and school climate, and to improve access to systems of support for schools, such as mental health services, trauma, violence prevention, social emotional and behavioral learning, school climate, and school emergency management planning. The Department has placed an emphasis on improving technical assistance to states, districts, and schools for school safety and creating safe learning environments through its technical assistance centers for Readiness and Emergency Management, Safe Supportive Learning Environments, Social and Emotional Learning, Student Success and Academic Enrichment, and Positive Behavior Interventions and Supports.

In the manner of improving school environment the U.S Department of Education aimed to address areas that need support and prioritization for the improvement of school environment in academic, social, and emotional aspect. It will help not only the learners but the teacher and school leaders too.

Stephens (1998) says that school safety must be placed at the top of the educational agenda. Without safe schools, teachers cannot teach and students cannot learn. Developing and implementing a safe school plan for each school is an essential part of this process. Safe school planning is now being recognized by school

administrators as the first step in creating an appropriate learning environment for children. A “safe school” is a place where students can learn and teachers can teach in a warm and welcoming environment, free of intimidation and fear of violence. A safe school provides an educational climate that fosters a spirit of acceptance and care for every child. It is a place where behaviour expectations are clearly communicated, consistently enforced, and fairly applied. Safe school planning is also about the "art of the possible." More than anything else, a safe school plan is a function of community will, priorities, and interests

The Philippines implemented a nationwide reform in its education system in June 2012. The main change was an increase of the pre-university education cycle from 10 to 12 years. This transformation demanded a significant investment in the education system's human resources and facilities, which prompted the legislators to increase the education budget in 2014 to 4.3% of the country's gross domestic product. It is well known that basic school facilities in the country have been inadequate and insufficient, with various media reports describing the dire situation at the start of every school year (Miralao, 2004)

According to the 2017 Best Brigada Eskwela Implementing Schools Category, DepEd Memorandum No. 43, s. 2017, schools are categorized as mega school, large school, medium school, and small school. In the Elementary level the ranges of teachers (National) in small school is 9 and below for the medium school 10-29 for the large school 30-50, and for the mega school 51 and above. Each school has different school environment hence, they should be equal in the matter of support for them not to have deprivation to facilities, resources and teachers which may affect the teaching and learning process.

In the Philippine setting most of the public schools especially those small schools do not have sufficient number of facilities and learning resources. In this case it is so alarming that the pupils could not experience a 1:1 textbook ratio and not enough learning materials for exploration and laboratories, some do not have standard classrooms for formal classes. Many schools experience this kind of dilemma. Good thing that there is DO 35, s. 2017 – Revised Guidelines on the Implementation of the Basic Educational Facilities Fund (BEFF) it is an annual budget of the Department for its School Building Program, which covers the improvement and

maintenance of school facilities. The researcher wanted to determine the profile and status of Elementary Schools in Bulusan District.

This study aimed to determine the profile and status of Elementary Schools in Bulusan District, Division of Sorsogon Province, school year 2021-2022

Specifically, it aimed to (1) determine profile of the three school categories in terms of number of teachers, number of enrollees, maintenance and other operating expenses, school location, and linkages; (2) determine the status of the three school categories along physical environment, instructional environment, pupils wellness, and discipline practices; (3) determine the problems met by the respondents along the identified variables; and (4) propose an action plan based on the results of the study.

II. METHODOLOGY

Research Design

This study determined the profile and status of Elementary Schools in Bulusan, District, Division of

Table 1. The Respondents

School category	f	%
Large	44	44
Medium	31	31
Small	25	25
Total	100	100%

Teachers in different schools in Bulusan District vary in number depending to its school category. Large schools has 15-31 teachers. Medium schools has 10-15 teachers. Small schools has 6-8 teachers only

The Instrument

The instrument used by the researcher in data gathering was a survey questionnaire. Respondent was given a range of categories in which to express their feelings or opinions.

The questionnaire was composed of three parts. The first part involved the profile of the school in terms of (a) number of teachers, (b) number of enrollees, (c) MOOE, (d) school location, e) linkages.

The second part was the status of the school along (a) physical environment, (b) instructional environment, (c) pupils wellness, (d) discipline practices. The third part

Sorsogon Province for school year 2021-2022. This study utilized descriptive survey method since the questionnaire was used to gather the primary data from the respondents. Documentary Analysis was also utilized in reviewing previous documents and records related to the profile of the school. It is to ensure that the information from each school is reliable. The respondents of the particular study were the teachers from different school categories in Bulusan District. The main instrument used in gathering the data was the questionnaire checklist which was gathered and retrieved by the researcher. It includes proper tally, analysis, interpretation using appropriate statistical tools and measure.

The Sample

Respondents were the primary source of data in the study. There were composed of 44 large school teachers, 31 medium size teachers, 25 small school teachers in Bulusan District for the school year 2021-2022. The researcher used purposive sampling for the school heads while non-probability sampling was used to identify the teacher-respondents.

was problems met by the respondents along the identified variables.

Survey questionnaire was checked and finalized by the adviser and panel members of the researchers. The approval of the Schools Division Superintendent of Sorsogon province and the Officer in Charge - Public Schools District Supervisor of Bulusan District was sought by a formal letter request to conduct a survey in Bulusan District. Personal visitation among the 20 elementary schools of Bulusan District as made by the researcher to distribute the questionnaires among the school heads. Upon retrieval, the researcher return to every school to get all the survey questionnaires.

Data Collection Procedures

First and foremost, the survey questionnaire was checked and finalized by the adviser and three panelist. The approval of the Schools Division Superintendent, Officer in Charge - Public Schools District Supervisor

and School Heads were sought before the conduct of the dry-run and the distribution of the final questionnaire through the letter request. The release of the questionnaires to the 20 schools was conducted personally by the researcher. Along with this, documentary analysis of school records was utilized for the transparency and reliability of information in each school. Previous school records were evaluated to ensure authenticity. The questionnaires were distributed to the identified respondents for them to accomplish on June 9, 2022 to July 8, 2022.

The researcher personally retrieved the questionnaires in one whole day and was able to attain 100 percent retrieval rate of the instruments. The data that were gathered from the respondents were consolidated, compared for similarities, tallied, and analysed from statistical interpretation.

Data Analysis Procedures

To determine the profile of the three schools in terms of number of teachers, enrollees, MOOE, school location and linkages, frequency and percentage were used. The frequency was the number of teachers per school category in Bulusan District.

To determine the status of the three schools along physical environment, instructional environment, pupils wellness and discipline practices, the weighted mean was utilized. Hence the result were interpreted using the scale and description that follows:

The scale below is used to measure the **Physical environment**; 4.50 - 5.00 (); Very adequate 3.50 - 4.49 (); Adequate 2.50 - 3.49 (); Moderately adequate 1.50 - 2.49 (Less adequate); 1.00b - 1.49 (Least adequate). The scale below is used to measure the Instructional environment; 4.50 - 5.00 (Strongly Agree); 3.50 - 4.49 (Agree); 2.50 - 3.49 (Moderately agree); 1.50 - 2.49 (Disagree) 1.00 - 1.4 (Strongly Disagree). The scale below is used to measure the Pupils` wellness; 4.50 - 5.00 (much observed); 3.50 - 4.49 (Much observed); 2.50 - 3.49 (Moderately observed); 1.50 - 2.49 (Less observed); 1.00 - 1.49 (Least observed). The scale below is used to measure the Discipline practices; 4.50 - 5.00 (Always); 3.50 - 4.49 (Often); 2.50 - 3.49 (Sometimes); 1.50 - 2.49 (Seldom); 1.00 - 1.49 (Never). Meanwhile, frequency and rank was utilized to determine the problems met by the respondents along physical environment, instructional environment, pupils wellness, and discipline practices.

III. RESULTS AND DISCUSSION

1. Profile of the three School categories in terms of Number of Teachers, Number of Enrollees, MOOE, School location and Linkages.

This section covers the profile of the school in terms of number of teachers, number of enrollees, MOOE, school location, linkages. The frequency and percentage were used in data analysis. **Number of Teachers.** Table 2A includes the frequency and percentage of the profile of the school in terms of number of teachers.

Table 2A. Number of Teachers per School Category

Number of Teachers	Large Schools (4)	Medium size schools (6)	Small Schools (10)
Designation			
Teacher I	14	9	30
Teacher II	8	9	7
Teacher III	32	23	25
Master Teacher I	5	4	0
Master Teacher II	6	0	1
Total	65	45	63

The data revealed that the big and medium schools have majority of the teachers designated as Teacher III. Then, some teachers have designations of Teacher I and only a few of them are Master Teachers.

This means that the number of teachers vary depending on the school category in which their number is congruent with enrollment. Also, the position of teachers is based on their qualifications as prescribed by

the Department of Education. Although it can be noticed that majority of the teachers have Teacher III position as evident in the data.

It can be implied that the number of learners can be accommodated by the number of teachers in the schools. Similarly, the school category is determined by the number of learners enrolled which is equated to the number of teachers designated to the schools.

The result is supported by the statement of Department of Education (2022) that the department is seeking an additional P2.58 billion in its proposed 2022 budget to hire 10,000 new teachers, which would fill close to a third of its current vacancies. More than 30,000 teaching positions have yet to be filled as of September this year, leading to the hiring push, according to a statement

issued by the chairman of the Senate Committee on Basic Education.

Number of Enrollees. Table 2B includes the frequency and percentage of the profile of the school in terms of number of enrollees.

Table 2B. Number of Enrollees per School Category

Grade Level	Large Schools (4)	Medium size schools (6)	Small Schools (10)
Kindergarten	194	148	118
Grade 1	230	136	130
Grade 2	237	117	122
Grade 3	228	154	130
Grade 4	256	144	146
Grade 5	179	115	109
Grade 6	241	139	115
Total	1565	819	870

It can be gleaned from the table that for the large schools, the Grades 4 and 6 have the largest enrollment while the Grade 5 has the lowest number of enrollees. However, the medium schools have the Grades 3 and 4 having the highest enrollment whereas the Grades 2 and 5 came out with lowest number of learners enrolled. On the other hand, the small schools have Grade 4 has the largest number of learners while Grade 6 has the lowest enrollment.

It means that large schools have greater capacity of holding more pupils that is why it is expected that they the large number as compared to medium and small schools. In addition, this would imply that having more pupils in the school is equivalent to a greater

responsibility of the school heads in taking care of these pupils.

The finding is corroborated by study of Cotton (2016) which highlighted that there is no clear agreement among researchers and educators about what constitutes a "small" school or a "large" school. Many researchers, however, indicate that an appropriate and effective size is 300- 400 students for an elementary school and 400-800 students for a secondary school.

MOOE. Table 2C includes the frequency and percentage of the profile of the school in terms of MOOE.

Table 2C. Number of MOOE per School Category

School category	MOOE Budget (in 100,000)
Large	₱331 - ₱630
Medium	₱281 - ₱330
Small	₱180 - ₱280

The data showed that relative to MOOE, the large schools have the highest MOOE budget of 331,000 to 630,000 pesos since the number of enrollees is high.

Then, the medium schools have MOOE budget of 281,999 to 330,000 pesos as evident with the number of learners enrolled. Meanwhile, the small schools have MOOE budget of 180,000 to 280,000 as reflected with the low enrollment.

It indicates that large schools have greater MOOE budget as compared to medium and small schools since this is based on the number of enrollees. The allocation and utilization of the school budget are dictated by the DepEd guidelines. In accordance with RA 9485 (Anti-Red Tape Act of 2007), all schools are mandated by law to have a [transparency board](#) on School MOOE posting all school expenditures using the allocated funds. In addition to this, all DepEd Procuring Entities are likewise directed to post all their procurement activities

(regardless of the method of procurement used), results thereof, and other related information as required under Section 8.2.1 of the [IRR-A of Republic Act No 9184](#) also known as The Philippine Government Procurement Reform Act. The school heads need to be transparent with the liquidation. This implies that the schools with large budget may have the advantage in the allocation of this to various resources but a bigger responsibility is at stake since the money has to be properly spent.

The result is supported by Abellon, Farinas, Soriano, Rodriguez, and Balaria (2020) which revealed that that the majority of non-fiscally autonomous senior high schools have MOOE ranges from Php250,000-Php 900,000 (\$5,000 - \$18,000) and with a population of 130 to 750 students. The MOOE budget for every year depends upon the number of enrollees.

Location. Table 2D contains the frequency and percentage of the profile of the school in terms of location.

Table 2D. Location of the Schools

School Location	Large	Medium	Small
Along the main road	4	4	4
Remote Area	0	2	5
Coastal	0	0	1

It can be asserted from the table that the four large schools, four medium schools, and four small schools are located along the main road. Similarly, two medium schools and five small schools are located the remote area. Likewise, there is one small school located in the coastal area.

It indicates that majority of the schools are located along the main road. The accessibility of the schools is an advantage to learners especially if transportation has to be done just to reach it. Likewise, the transport of the materials from one place to the other if schools are located along the main road. This implies that the performance of the pupils whose house are located near the schools may be improved since they just walk and no assistance by parents. Also, it brings convenience to parents because time may not be wasted due to proximity, inexpensiveness, and safety for the pupils.

The result is partially supported by the study of Aguilar and Benavides (2021) which concluded that majority of the students have parents with at most high school graduates which are working on part time basis, and their schools are located near their homes. Also, they have at least 3 students in a family, have cellphones but no internet access.

Linkages. Table 2E lists the frequency and percentage of the profile of the school in terms of linkages.

From the table, it can be observed that all the schools have established linkages with parents, barangay officials, local government units, and community. However, the linkage to non-government organizations was developed by 4 large schools, 5 medium schools, and 5 small schools.

Table 2E. Number of Linkages per School Category

School Linkages	Large	Medium	Small
Parents	4	6	10
Barangay Officials	4	6	10
Local Government Unit	4	6	10
Community	4	6	10
NGOs	4	5	5

It means that all the schools have established linkages with stakeholders, local government units, NGOs and others. Establishing connection and partnership with these may open the school for opportunities such as

donations, technical assistance, sharing of resources and others.

This would imply that the school may be provided with any assistance by these stakeholders since they are partners in attaining the school's vision and mission.

The study of Gipit, Benavides, and Labo (2020) support the result which concluded that the stakeholders are very much involved in giving their support to the school and in fund utilization and transparency. However, they are highly involved in the school environment.

2. Status of the Schools along Physical Environment, Instructional Environment, Pupils Wellness and Discipline Practices

This portion discusses the status of the schools along, physical environment, instructional environment, pupils wellness and discipline practices. The weighted mean was utilized in analyzing the data. Physical Environment. Table 3A includes the weighted and description of the status of the schools along, physical environment.

Table 3A. Status of the Schools along Physical Environment

Indicators	Big		Medium		Small	
	WM	Desc.	WM	Desc.	WM	Desc.
Classrooms are well structured, has strong foundation and sufficient to all grade levels.	4.09	MA	4.0	MA	3.20	MA
Every grade level has conducive classroom. A ratio of 1 classroom; 1 class.	4.14	MA	3.87	MA	3.56	MA
School canteen, comfort rooms and library are available and functional	2.80	MA	3.26	MA	1.84	LA
Facilities cater the needs of the pupils and teachers.	3.75	MA	3.65	MA	2.88	MA
School location is not in hazard and disaster zone.	3.50	MA	3.87	MA	3.36	MA
The school implements solid waste management	3.91	MA	4.06	MA	4.08	MA
School has clean and potable water supply.	4.20	MA	4.45	MA	3.80	MA
Stable electric energy supply	4.30	MA	4.26	MA	4.0	MA
Prioritization of school security like signage, communication in case of emergency, CCTV, school guard, traffic enforcer.	3.50	MA	3.90	MA	2.96	MA
Noises from the community like vehicle's sound and crowd noise are still tolerable and not disruptive to the class.	3.61	MA	4.06	MA	4.0	MA
Overall Mean	3.78	MA	3.94	MA	3.37	MA

Legend: WM - Weighted Mean; Desc.- Description ; MA-Much Adequate; LA-Less Adequate

The data showed that generally the large and medium schools have much adequate physical environment with overall weighted means of 3.78 and 3.94, respectively, while the small schools have moderately adequate with an overall weighted mean of 3.37. Specifically, the large, medium, and small schools are much adequate with supply of stable electric energy with the highest weighted means of 4.30, 4.26, and 4.00, correspondingly. However, the big schools have much adequate facilities which cater to both the pupils and teachers with the lowest weighted mean of 3.75. On the other hand, the medium schools are moderately adequate whereas the small schools are less adequate with the availability of functional school canteen, comfort rooms and library having the lowest weighted means of 3.26 and 1.84, correspondingly.

This means that the schools have the level of upkeep, ambient noise, lighting, indoor air quality and/or thermal

comfort of the school's physical building and its location within the community. Also, it speaks to the contribution that safe, clean, and comfortable surroundings make to a positive school climate in which students can learn.

It implied that the physical environment of a classroom is not something that may be undermined or ignored, given the fact that a classroom is not all about books, lessons, and class works. Things like the color of walls, the arrangement of furniture, the decorations on the walls, and more alike, come together to send an impression to the pupils that affects the way they learn. It adds to the ambiance and that makes the children more inclined to concentrate and focus on the tasks at hand.

The result is supported by the study of Savage (2019) which revealed that arranging the physical environment of the classroom is one way to improve the learning

environment and to prevent problem behaviors before they occur. Also, the classroom environment has shown that the physical arrangement can affect the behavior of both students and teachers and that a well-structured classroom tends to improve student academic and behavioral outcomes.

Instructional Environment. Table 3B includes the weighted and description of the status of the schools along, instructional environment. It can be inferred from the table that the large, medium and small schools generally agree that there is instructional environment as evident in the overall weighted means of 4.11, 4.32, and 4.35, correspondingly. In particular, the large and medium schools agree that there is empowering of

student-centered management having highest weighted means of 4.34 and 4.32, respectively. Consequently, the presence of learning resources is evident in small schools as they strongly agree with the highest weighted mean of 4.60 whereas the large and medium schools agree with the lowest weighted means of 3.50 and 4.00, correspondingly.

It means that the schools have instructional, behavioral, and personal aspects of the classroom experience. An extensive amount of research has linked positive academic environments to higher student achievement and graduation rates. Similarly, learning environments need to be student-centered rather than teacher centered environments to support learning success.

Table 3B. Status of the Schools along Instructional Environment

Indicators	Large		Medium		Small	
	WM	Desc	WM	Desc	WM	Desc.
Classroom management is well practiced by developing effective working relationship with pupils, training pupils on how learning takes place inside the classroom, protecting and leveraging time.	4.23	A	4.23	A	4.32	A
Learning resources like textbooks, novels, manipulative materials, modules/ learning activity sheets and computers are adequate.	3.50	A	4.0	A	4.60	SA
Implementation of school policies are firm, concise and gender sensitive.	4.25	A	4.16	A	4.36	A
School and classroom rules are set with consideration, consistency, connection and do not degrade oneself.	4.25	A	4.29	A	4.13	A
Empowering a student centered school management.	4.34	A	4.32	A	4.36	A
Overall Mean	4.11	A	4.32	A	4.35	A

Legend: WM -Weighted Mean ; Desc.- Description ; A- Agree ; SA- Strongly Agree

This implies that an engaged learning environment increases pupils' attention and focus, promotes meaningful learning experiences, encourages higher levels of student performance, and motivates learners to practice higher-level critical thinking skills. Also, a pupil-centered approach to teaching may help create an engaged learning environment through active learning (having students participate in class rather than just sitting and listening quietly) and using class time for inquiry, application and assessment in order to best meet the needs of individual learners.

The study of Aydogan and Basyurt (2013) support this finding which revealed that that on average, classrooms spent almost 44% of the time on teacher-directed instruction and almost 14% of the time on child-centered instruction. Classrooms also spent almost 42% of their time on non-instructional activities, such as meals, waiting for the next activity, and lining up for lunch or

bathroom. With respect to the content of observed activities, in an average classroom, almost 41% of the time was spent with no content.

Pupils' Wellness. Table 3C includes the weighted and description of the status of the schools along pupils' wellness

The data revealed that generally the pupils' wellness are much observed by the 3 schools as evident in overall weighted mean ranging from 4.05 to 4.24. Explicitly, the large and medium schools have been much observed that the pupils are engaged in all school-related activities with the highest weighted mean of 4.29.

Meanwhile the small schools have much observed the environmental engagement of pupils in places that encourage well-being with the highest weighted mean of 4.16 but this is much observed by the large schools with

the lowest weighted mean of 3.89. However, the medium schools much observed the social engagement of the pupils that developed their cooperation and belongingness to one another with the lowest weighted

mean of 3.81. Also, the emotional engagement of the pupils in coping their life and school-related matters is much observed by small schools with the lowest weighted mean of 3.96.

Table 3C. Status of the Schools along Pupils` Wellness

Indicators	Large		Medium		Small	
	WM	Desc.	WM	Desc.	WM	Desc.
Pupils are academically engaged in all school related activities.	4.39	MO	4.39	MO	4.08	MO
Pupils are socially engaged in developing sense of connection and belongingness to one another.	4.07	MO	3.81	MO	4.04	MO
Pupils are emotionally engaged to cope effectively in life and school related matters.	4.25	MO	4.39	MO	3.96	MO
Pupils are personally engaged to learn and model healthy practices and routine inside the school.	4.02	MO	4.26	MO	4.04	MO
Pupils are environmentally engaged in promoting safe, supportive environment in home, school and community that encourage wellbeing.	3.89	MO	4.35	MO	4.16	MO
Overall mean	4.12	MO	4.24	MO	4.05	MO

Legend: WM- Weighted Mean ; Desc.- Description ; MO- Much Observed

This means that the schools may have provided psychological, cognitive, social and physical functioning and capabilities that pupils need to live a happy and fulfilling life. Likewise, the pupil's wellbeing encompasses the overall health of a student, including their social, mental, physical, and emotional health. Enjoyment and satisfaction with life are inextricably tied to student well-being. In a nutshell, pupil's wellbeing is the way they perceive themselves and their life.

This implied that pupil's well-being may be essential because their well-being and academic excellence are intertwined. Schools should, therefore, not only be a place for pupils to learn. They should also be a place where pupils' wellbeing are prioritized, while still delivering excellent instruction and learning activities.

The result is partially supported by the study of Bret, Asamsama, Jimerson, and Shui-fong (2020) which revealed that association between dimensions of wellness and measures of engagement in school.

The moderate correlations suggest that the concepts of perceived psychological well-being or wellness and engagement at school are related, however, as they are only moderate, they seem to be assessing different constructs.

Discipline Practices. Table 3D includes the weighted and description of the status of the schools along discipline practices.

Table 3D. Status of the Schools along Discipline Practices

DISCIPLINE PRACTICES INDICATORS	Large		Medium		Small	
	WM	Desc	WM	Desc	WM	Desc
School head addresses the needs of the teachers by engaging them to school related seminars and professional growth studies, academic needs of pupils and overall needs of schools.	4.0	O	4.35	O	4.16	O
Teachers addresses academic needs of pupils and gives assistance to enhance leaning development	3.89	O	4.39	O	3.92	O
Community members are involved, give support and maintain engagement in school activities and programs.	4.34	O	4.36	O	3.96	O
Community members protect and maintain school properties inside the campus.	4.23	O	4.10	O	4.0	O

Pupils manifest good manners and right conduct toward one another.	3.98	O	3.94	O	4.16	O
Pupils' low engagement on absenteeism.	4.02	O	4.06	O	3.92	O
Overall mean	4.07	O	4.20	O	4.02	O

Legend: WM – Weighted Mean ; Desc. Description ; O- Often

From the table, it can be noticed that generally the large, medium, and small schools often have the discipline practices as evident in the overall weighted means of 4.07, 4.20, and 4.02, correspondingly. In particular, the big schools often involve the community members give support and maintain engagement in school activities and programs with the highest weighted mean of 4.34 whereas the medium schools often address the teachers academic needs of pupils and gives assistance to enhance learning development with the highest weighted mean of 4.39. Meanwhile, the small schools often address the needs of the teachers by sending to training and professional growth activities with the highest weighted mean of 4.19.

It indicates that schools implement rules and strategies applied in order to manage student behaviour and practices used to encourage self-discipline. School discipline addresses school wide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline

This implied that discipline in the classroom may help students stay focused on their academics. Over time, this teaches them how to focus in other ways. A disciplined student may be able to stay focused on his goals and keep his work as a top priority. This type of focus translates well into life outside of school as well, helping students maintain high standards in every area of life.

The study of Nelson (2012) that support this result revealed that without a disciplined atmosphere, teachers cannot teach effectively and learners cannot learn effectively. Appropriate school discipline practices involve all stakeholders in their designs. The principals and the teachers are responsible for carrying out an individual school's discipline practices; but to bolster

success, the practices must be custom designed by all participants including parents and students. The discipline practices chosen should reflect a shared expectancy, an obligation to address real school problems in real ways.

3. Problems met by the Respondents along Physical Environment, Instructional Environment, Pupils' Wellness and Discipline Practices

This segment discusses the problems met by the respondents along physical environment, instructional environment, student wellness and discipline practices. The frequency and rank were used in analyzing the data. These gave opportunity to observe multiple responses.

Physical Environment. Table 4A presents the frequency and rank of the problems met by the respondents along physical environment.

It can be observed from the table that the foremost problems encountered are lack of availability learning resources to be used in lesson proper delivery with frequency of 28 and a frequency of 19 in rank 1 then rank 2 for 13 small schools. Also, the lack of physical facilities was met by 15 respondents in rank 1, 19 respondents in rank 2.5, and 17 respondents in rank 2. In addition, the location of the school is prone to hazard and disaster was observed by 9 respondents in rank 3 whereas the noise disruption from community was met by 19 respondents in rank 2.5.

This means that the respondents have agreed that similar problem on inadequate learning resources was met on physical environment in their respective schools. It implies that, with the absence of this resource in the school may somehow the teaching-learning process and the academic performance of the pupils as a whole.

Table 4A. Problems met by the Respondents along Physical Environment

Problems	Large Schools	Rank	Medium Schools	Rank	Small Schools	Rank
Lack of buildings like classrooms and facilities like school canteen, ICT room and library.	19	2.5	17	2	15	1
Lack of availability of learning resources to be used in delivering the lessons properly	28	1	19	1	13	2

Shortage in water and supply	5	5	0	7	0	6.5
School location is in hazard and disaster prone area	18	4	9	3	9	3
Noise disruption from the community	19	2.5	2	5	5	4
Poor waste disposal inside the school premises	3	6	2	5	2	5
Poor school safety measures for teachers and pupils	1	7	2	5	0	6.5

The result is supported by UNESCO (2022) which presents the challenges on school physical environment like condition of school infrastructure, lack of facilities, and inadequate resource allocation. This is further aggravated by the general poor quality, durability, and functionality of the existing infrastructure that requires renovation. Any schools lack the basic services necessary to guarantee a safe and healthy environment for learning. Beyond budget constraints, ‘the problems of poor infrastructure are often exacerbated by an inefficient and inequitable distribution of construction resource.

Instructional Environment. Table 4B presents the frequency and rank of the problems met by the respondents along instructional environment

It can be noticed from the table that in terms of instructional environment, the lack of available and functional learning resources in the classroom was observed by 34 respondents, 27 medium schools, and 19 small schools which is ranked 1. Then, in rank 2 is the lack of effective execution of classroom management for diverse learners was encountered by 21 respondents in large schools, 13 respondents in medium schools, and 9 respondents in small schools in rank 2. Meanwhile, there are 2 respondents in medium and 3 respondents in small schools have observed that there is lack of instructional support to pupils while 12 respondents in big schools met the lack of firmness and conciseness in school policies in rank 3.

Table 4B. Problems met by the Respondents along Instructional Environment

Problems	Large Schools	Rank	Medium Schools	Rank	Small Schools	Rank
Lack of available and functioning learning resources inside the classroom.	34	1	27	1	19	1
Lack of execution in effective classroom management for diverse learners.	21	2	13	2	9	2
Lack of firmness and conciseness in school policies.	12	3	1	4	2	4
Lack of consistency and consideration in classroom rules.	9	4	0	5	1	5
Lack of motivational support among pupils.	3	5	2	3	3	3

This means that the respondents, regardless of the school category may have observed that the limited functional learning resources in the classroom hinder their delivery of instruction. It would imply that perhaps the learning environment affect the acquisition of learning by the pupils and which may result to a poor academic performance.

maximizing student learning. Educating students is a difficult challenge because there are so many natural obstacles that hinder learning.

The result is corroborated by Meador (2020) which stressed that schools face several issues daily that negatively impact student learning. Administrators and teachers work hard to overcome these challenges, but it is often difficult. Regardless of the strategies schools implement, there are some factors that will likely never be eliminated. However, schools must do their best to minimize the impact these issues have while

Pupils’ Wellness. Table 4C presents the frequency and rank of the problems met by the respondents along pupils’ wellness.

From the table, it can be gleaned that in relation to pupil’s wellness, the low academic performance by the pupils was observed by the 7 respondents from both large and medium schools in rank 1 but in rank 2 by 3 respondents from small schools. Then, the lack of social, moral and emotional guidance of pupils from parents was observed by 5 respondents from small schools in rank 1 but in rank 2 for 4 respondents from medium

schools. However, the lack of social engagement and belongingness of pupils was noticed by 6 respondents from big schools in rank 2 while the negative outlook of

pupils to learning was met by 2 respondents of small schools in rank.

Table 4C. Problems met by the Respondents along Pupils' Wellness

Problems	Large Schools		Medium Schools		Small Schools	
		Rank		Rank		Rank
Low academic performance of the pupils	7	1	7	1	3	2
Lack of social engagement and belongingness to school and other pupils.	6	2	1	4	1	4
Pupil has low emotional ability in adopting stress in school matters	1	5	1	4	0	5
Pupils has negative outlook toward learning.	3	3.5	1	4	2	3
Lack of social, moral and emotional guidance from parents or guardians that is observable in school	3	3.5	4	2	5	1

It indicates that a similar problem on low academic performance of the pupils are encountered of the schools which is great burden on the part of the teachers.

The school heads have to exert great effort in assisting the teachers in improving the pupils' well-being so as the attainment of higher academic performance of the schools may be attained. This implies that the pupil wellness may be attributed to the improved acquisition of learning by them. It has a psychological impact to the mental wellness of the pupils.

The result is partially supported by the study of Govorova, Benite, and Muniz (2020) which indicated that the cognitive well-being dimension, composed of enjoyment of science, self-efficacy, and instrumental motivation, as well as test anxiety all had a consistent relationship with student performance across

countries. Also, the results highlighted two complementary concerns: there is a clear need to promote socio-emotional education in schools, and it is important to develop a rigorous framework for well-being assessment

Discipline Practices. Table 4D presents the frequency and rank of the problems met by the respondents along discipline practices.

The data showed that pertaining to discipline practices, the getting of school properties without permission was experienced by all the respondents from 3 schools which is ranked 1 followed by the pupils have high absenteeism rate in rank 2. Then, the lack of assistance from school head on the needs of the school, teachers and learners is in rank.

Table 4D. Problems met by the Respondents along Discipline practices

Problems	Large Schools	Rank	Medium Schools	Rank	Small Schools	Rank
	Lack of assistance from school head towards the needs of teachers, learners and school.	4	3	6	3	3
Lack of teachers' engagement and hands on support towards pupils' learning development.	1	4.5	0	5	0	5
Lack of support and engagement of community member in school activities and programs.	1	4.5	3	4	1	4
School properties like materials for construction, woods, steels/ iron, vegetables and fruits are taken by residents nearby the school without permission.	34	1	21	1	14	1
Pupils has high engagement in absenteeism	11	2	9	2	4	2

This indicates that most of the schools encountered various problems on implemented discipline practices. Some common causes of discipline issues in the classroom include problems at home (e.g. if a student is experiencing an emotionally turbulent time at home) and learning disabilities, which can cause a lack of focus. Discipline problems in the classroom are also more likely to arise if there is a lack of clear communication about the rules and consequences for breaking them.

It would imply that discipline in school life is extremely important, as it sets the foundations for students' success later in life. Discipline is a transferrable skill in life and it can bring on many virtues, such as professional success through being focused and staying healthy. Discipline is what helps students achieve good performance in school and it is responsible for keeping order in the classroom.

The result is partially supported by the study of Sichon and Guhao (2020) which highlighted the challenges in the student discipline implementation, the following themes were created: parental engagement and collaboration; provision of teacher guidance and support; use of —positive discipline; diverse levels of teacher acceptance; and use of creative approaches. As to their insights, the following themes were generated: parental involvement is essential to student discipline; schools should be steadfast in the implementation; be positive and constructive; teachers need understanding and support; and discipline should be relevant and pertinent

4. Proposed Action Plan to improve the School Environment

This section encompasses the proposed output which emerged from the results of this study. It includes the key result areas, objectives, activities, persons involved, budgetary requirements, time frame, and expected outcome.

Rationale

The issuance of DepED Order 44 s. 2015, entitled Guidelines on the Enhanced School Improvement Planning (SIP) Process and School Report Card (SRC) set the standards on how to conduct planning process in school level. Republic Act 9155 – Governance of Basic Education Act of 2001 (Section 6.2.4) states that the School Head shall have authority, accountability and responsibility in “Developing the

School Education Program and School Improvement Plan”

School Improvement Plan is a 3-year roadmap of interventions undertaken with the help of the community and other stakeholders. It serves as a basis for the Annual Implementation Plan (AIP) and Annual Procurement Plan (APP) formulated based on evidences, results and intended outcome for the learners.

As a requirement of the School Based Management (SBM) School Improvement Plan is prepared by the School Community Planning Team (SPT) organized to ensure the success of all learners for the fulfilment of the DepED mission emphasizing the stewardship of the school administrators and staff of the institution that will ensure an enabling and supportive environment for effective learning to happen and actively engaged, sharing the responsibility for developing life-long learners.

Based on the result of the study, some of the programs under Guidelines on the Enhanced School Improvement Planning were attained with the result of much adequate, much observed and often.

But there were problems that were met on the school environment such as lack of available learning resources and facilities, low academic performance, and lack of social, moral and emotional development. In this situation, the researcher was motivated to make an action plan to improve school environment in Bulusan District.

Objectives

This work plan was formulated with the following purposes:

General Objective

The main goal of this plan of action is to improve the school environment in Bulusan District.

Specific Objectives

To assist the schools in improving its school profile.

1. To provide schools activities which will continually sustain the physical and instructional environment, pupil's wellness, and discipline practices.
2. To address the problems encountered by the school heads, teachers and pupils along school environment.

IV. CONCLUSION AND RECOMMENDATIONS

This study revealed that majority of the schools have teachers designated as Teacher III, Grades 3 and 4 has the big enrollment rate, most of the schools located along the main road, and have established linkages. Also, the large schools have the biggest MOOE budget. The physical environment of the schools is much adequate. Also, the pupils' wellness is much taken care of in the schools. Similarly, the schools agree on instructional development and often have discipline practices. The foremost problems encountered by the schools are lack of available learning resources, lack of available and functional resources inside the classroom, low academic performance of pupils, and loss of construction materials. An action plan was proposed in order to improve the school environment in Bulusan District.

It was recommended that the schools may conduct activities to encourage teachers to elevate their position and constantly maintain their linkages. Also, they may hold strategies to increase the enrollment so as to have bigger MOOE budget. The schools may continually sustain the pupils' wellness activities and best discipline practices. However, they may implement programs which may improve their physical and instructional environments. The school may establish linkages with other schools for exchange of learning resources and develop network with non-government organizations for cash donation intended for resource center. The action plan may be submitted to concerned authorities for further review and evaluation prior to its adoption and implementation. Further study may be conducted which will widen the scope and inclusion of other variables not covered in this venture.

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