



EMILIO AGUINALDO COLLEGE
YAMAN LAHI FOUNDATION, INC.
MANILA-CAVITE
GRADUATE SCHOOL

AN APPRAISAL OF THE SCHOOL PLANT
OF THE DISTRICT OF SILANG I,
DIVISION OF CAVITE

Abstract

SUMMARY

The problem of the school plant should be given equal attention and concern if the school is to effectively perform the program of human resource development in the elementary school. For it cannot be denied that the school plant is an important component of elementary education to make teaching and learning more productive.

The Problem. This investigation was primarily focused to the present conditions of the school plant of the schools of the Silang I District, Cavite. More specifically, it sought the answers to the following questions:

1. What is the status of the school plant with regards to a) school site, b) school buildings, c) classrooms, d) equipment and facilities of the different elementary schools in the district of Silang I, Division of Cavite?



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2. How many of the school sites are a) titled, b) surveyed and registered, c) surveyed only, and d) not yet surveyed?

3. In terms of physical improvements, such as a) fence, b) flagpole, c) driveways, paths and walks, d) landscape, e) drainage, f) garbage disposal, g) water supply, what is the status of each school?

4. How adequate are the a) school sites, b) number of school buildings, c) classrooms, d) equipment and facilities in each complete elementary school for favorable learning environment?

5. What is the over all weighted mean ratings of the district based on the 3-point scale on a) industrial arts equipment and facilities, b) home economics equipment, c) garden house equipment, d) library facilities, e) classroom facilities, f) athletic equipment, g) office equipment and facilities, h) guidance room facilities and i) lunch counter facilities?

Hypothesis. The following hypothesis was tested in this investigation:

1. There is no significant difference on the results of the evaluation with the use of a 3-point scale on: a) industrial arts equipment and facilities, b) home economics equipment, c) garden house equipment, d) library facilities,



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e) classroom facilities, f) athletic equipment, g) office equipment and facilities, h) guidance room facilities, and i) lunch counter facilities between complete elementary schools.

The Research Techniques. There are two phases of the study. The first part is a status investigation which utilized the descriptive normative survey method of research and supplemented by documentary analysis and unstructured interview technique of research.

The aforesaid method was used since the investigation aims to determine the status and description of prevailing conditions relative to the school plant of the different schools in the district, and certain government standards have to be met in their acquisitions thereof which make the study normative.

Official documents were also analysed for certain data needed in the study. To verify, the responses of the respondents, an informal or unstructured interview was also utilized by way of validating the respondents' answers to the items of the questionnaire.

After the quantitative aspects of the school plant were gathered, the respondents were asked to give their judgments on the four components of school plant such as school site, school buildings, classrooms, facilities and



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equipment with the use of the three-joint sliding scale.

findings

Specific question No. 1. On the basis of the aforesaid school site standards, there is only one school of the 15 schools that has a standard school site, and 14 schools are lacking in land area ranging from 2.5 to 4 hectares. The total number of square meters needed to complete the required school sites for the 14 schools is 256,300 square meters or 25.63 hectares.

Specific question No. 2. On the manner of site acquisition of the 15 schools, 7 schools or 45 percent are donated school sites and 8 schools or 55 percent were purchased by the schools themselves.

Specific question No. 3. In terms of physical improvements, such as fence, flagpole, drainage, garbage disposal, and water supply, pathways, walks, landscape, out of the 15 schools, 13 of them had flagpoles or 87 percent; 13 schools have sidewalks and pathways or 87 percent; 9 schools have green lawns; one school has seats or 6 percent; 12 schools or 80 percent have shade trees, 4 schools or 27 percent have fountains, 2 schools or 13 percent of the schools have incinerators, 15 schools or 100 percent have well-kept surroundings and all of them have flowering or



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ornamental plants.

Specific Question No. 4. On the basis of the data found in Table II, only 1 school has adequate school site. All the other schools in their school site are lacking based on the number of classes.

With respect to the adequacy of the academic classrooms, 34 classrooms are standard and 67 classrooms are non-standard, 9 schools are in need of adequate classrooms and 12 schools are in need of special rooms and service rooms.

In terms of buildings, 12 schools are in need of both home economics and industrial arts buildings, 10 schools are in need of a garden house.

For equipment and facilities, in the academic room, on the average, 10 schools are adequate, in all the afore-cited equipment and facilities.

Specific Question No. 5. The overall weighted mean rating for the 12 equipment and facilities based on a 3-point scale is 1.05 or inadequate. This implies that some of the twelve components of the equipment and facilities were not given due attention and concern by the school administrators of the district.

Conclusions

1. The majority of the school sites in the district of Dilang I are substandard.



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2. School site acquisition were through donations and purchase by the local government.

3. Majority of the schools have school site improvements.

4. School buildings are still inadequate, particularly for classrooms, home economics, industrial arts building and garden house.

5. The district, by and large, has inadequate equipment and facilities.

Recommendations

In view of the foregoing, the following recommendations are offered:

1. School sites should have sufficient space for the buildings, walks, landscaping, athletic fields and mass games. Careful considerations should be given to the acquisition of school sites which meet the standards set by the Ministry with definite provision for future expansion. Adjacent sites maybe acquired through purchase or donation.

2. School authorities concerned should take steps to get hold of the titles of those schools which are not yet surveyed or titled.

3. Vertical improvements or the addition of second floors to existing school buildings should be considered



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if the site is substandard.

4. All schools should be provided with separate buildings for industrial arts and home economics instructions. Proceeds from the sale of presentable pupils' projects, fruit and vegetable harvests from the school garden, may be utilized for the purchase of simple tools and equipment to meet the needs of an industrial and agricultural work-oriented curriculum.

5. Collection of library books could be made rich by soliciting donations from successful alumni of the school or from civic groups.

6. Basic office essentials such as typewriters and mimeographing machines should be availed of, to carry on efficient office functions.

7. Local government funds could be tapped for the construction of more lunch counters with adequate equipment and water facilities for better health and comfort.

8. Local government funds could be tapped for the construction of more.

9. All antipole and dry air type of toilet should be replaced by water-sealed types. There could be secured from the Ministry of Local Government and Community Development and/or the International Institute of Rural Reconstruction personnel through the barangay officials, intermediate



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classes maybe assigned on rotation to take charge of fetching water and cleaning the toilets in the absence of the janitor.

10. To supplement the limited supply of medicine, the school administrators can secure from physician's samples from pharmaceutical agents. The routine assignment of teacher-nurses to take charge of the school clinic should be followed on schedule to maintain the sanitary condition and afford an efficient clinic service to the pupils.

11. Similar studies on the same subject should be conducted in other districts. This could show the actual conditions of the school plant, to find out which should be given additional attention on matters of appropriation of local as well as national funds.