

THE EFFECTS OF SCHOOL FACILITIES ON THE TEACHING-LEARNING ENVIRONMENT

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The condition of school facilities in many public schools across the Philippines continues to pose a major challenge for the education sector. Even in recent years, the shortage of classrooms and essential learning facilities remains a persistent issue. Based on data from the Department of Education (DepEd) in 2020, the country still needs approximately 60,000 more classrooms to accommodate the growing number of students. In many areas, schools are forced to conduct classes in temporary structures, cramped spaces, or even under trees due to the lack of proper infrastructure.

Beyond the shortage of classrooms, public schools also struggle with inadequate access to libraries, science laboratories, computer rooms, and stable internet connectivity. These deficiencies hinder the delivery of quality education, especially now that modern learning heavily depends on digital tools and technological support. The COVID-19 pandemic further exposed these gaps, as distance learning became a necessity and revealed just how unprepared many schools were in terms of facilities and digital infrastructure.

To address these concerns, the government – particularly DepEd – has introduced several initiatives. One of the key programs is the Basic Education Facilities Fund (BEFF), which is designed to finance the construction of new classrooms, repair and rehabilitation of existing school buildings, and procurement of educational equipment and instructional materials. Through this initiative, efforts are being made to provide safer, more conducive learning environments for both students and teachers.

In addition, DepEd has engaged in partnerships with private organizations and local government units (LGUs) to help bridge the gap in facility shortages. These collaborations have led to the construction of additional classrooms, libraries, and multi-purpose school buildings in various parts of the country. Despite these combined efforts, however, the pace of improvement has not been enough to meet the growing demand, particularly in rural and underserved communities.

The condition of school facilities plays a critical role in shaping the learning experience and academic performance of students. Overcrowded classrooms can lead to distractions and limit a teacher's ability to provide focused and individualized instruction. Similarly, the absence of proper ventilation, lighting, and learning materials can negatively affect student engagement and comfort. Poor infrastructure also restricts the use of more dynamic and interactive teaching methods that rely on modern tools and environments.

For students, studying in substandard conditions can lead to lower motivation, reduced comprehension, and even health risks. In the long run, this can contribute to poor educational outcomes, which may affect their ability to succeed in higher education or compete in the job market. A nation's economic progress is tied to the quality of education its citizens receive, and inadequate school facilities create barriers that limit both personal and national growth.

In conclusion, improving school facilities in public schools should remain a top priority. While the government and its partners have taken important steps, much more needs to be done to ensure every learner has access to a safe, well-equipped, and nurturing educational environment. Strengthening investments in school infrastructure is essential not only for improving academic achievement but also for building a stronger and more competitive future for the country.

References:

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