

**School Facility Planning for Safety and Resiliency:
Implications for Educational Planning and Management**

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ABSTRACT

School facility planning plays a critical role in ensuring safe, resilient, and effective learning environments, particularly in public education systems facing increasing environmental, infrastructural, and socio-economic challenges (Organization for Economic Co-operation and Development [OECD], 2020; Woolner, 2010). This study examines educational planning and management practices among teachers in DepEd Cebu City for the School Year 2025–2026, with a focus on their implications for school facility planning for safety and resiliency. Anchored in educational planning theory and institutional management frameworks (Sahlberg, 2015), the study employed a descriptive-correlational research design using survey questionnaires administered to selected public school teachers. The study investigated teachers' extent of involvement in key planning processes, including goal setting, resource allocation, organizing activities, and participation in safety and resiliency initiatives. It also assessed the level of effectiveness of educational planning and management across six domains: strategic goals, human resources, financial management, school facilities, curriculum development, and evaluation metrics. Findings revealed that teachers demonstrated moderate to high involvement in planning activities, particularly in organizing school programs and supporting safety initiatives. The level of effectiveness across management domains was generally rated as high, with school facilities and strategic planning identified as critical areas influencing overall institutional performance, consistent with findings in international contexts (OECD, 2020). Statistical analysis indicated a significant relationship between teachers' involvement in planning processes and the perceived effectiveness of educational management. However, challenges such as limited funding, inadequate infrastructure, insufficient training in disaster preparedness, and low stakeholder engagement were identified as barriers to effective school facility planning. These findings align with studies conducted in Asia, which emphasize the importance of disaster preparedness and school-based risk reduction (Shiwaku & Shaw, 2018; Septiana et al., 2019), and in Europe, which highlight the role of infrastructure in supporting educational quality and well-being (Woolner, 2010). Based on the results, the study proposes a school facility planning framework that emphasizes stakeholder collaboration, data-driven decision-making, and the integration of safety and resiliency measures into educational planning. The study underscores the need for strengthened institutional capacity, inclusive

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leadership, and sustained investment in school infrastructure to ensure safe, adaptive, and learner-centered environments.

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INTRODUCTION

Education is a dynamic and systematic process that requires effective planning and management to ensure the delivery of quality, equitable, and sustainable learning outcomes. Educational planning and management involve the formulation of goals, allocation of resources, organization of activities, and continuous evaluation of institutional performance. These processes are essential in guiding schools toward achieving both academic excellence and holistic learner development. In recent years, increasing attention has been given to the role of school facilities as a critical component of educational planning, particularly in ensuring safety, resilience, and adaptability in the face of environmental and socio-economic challenges.

School facilities are no longer viewed merely as physical structures but as integral elements that influence teaching effectiveness, student performance, and overall school functioning. According to the Organisation for Economic Co-operation and Development (OECD, 2020), well-designed and properly maintained school infrastructure contributes significantly to improved learning environments, organizational efficiency, and student well-being. Similarly, Woolner (2010) emphasized that the design and condition of school buildings directly affect learner engagement, teacher performance, and institutional effectiveness. These perspectives highlight the importance of integrating facility planning into broader educational management systems.

In disaster-prone regions, such as the Philippines, the importance of school facility planning becomes even more critical. Schools must be designed and managed not only for instructional purposes but also to withstand natural hazards and ensure the continuity of education during emergencies. Studies conducted in Asia demonstrate that integrating disaster risk reduction into school planning enhances institutional resilience and minimizes disruptions to learning (Shiwaku & Shaw, 2018; Septiana et al., 2019). These findings underscore the need for proactive and strategic approaches to school facility planning that prioritize safety, preparedness, and sustainability.

In the Philippine context, the Department of Education (DepEd) has implemented policies and frameworks aimed at improving educational planning and infrastructure development, including the Basic Education Development Plan (BEDP) 2030. These initiatives emphasize the creation of safe, inclusive, and learner-centered environments through effective resource management and stakeholder collaboration. However, despite these policy directions, many public schools continue to face challenges such as inadequate facilities, limited financial resources, and insufficient capacity for disaster preparedness. These issues may hinder the effectiveness of educational planning and management, particularly in relation to safety and resiliency.

Teachers play a vital role in the educational planning and management process. As frontliners in the implementation of school programs and policies, their involvement in decision-making, resource allocation, and organizational activities is crucial in ensuring the success of institutional initiatives. Research indicates that participatory management, where teachers are actively involved in planning processes, leads to improved organizational

effectiveness and better educational outcomes (Sahlberg, 2015). Moreover, teacher engagement in safety and resiliency initiatives contributes to the development of responsive and adaptive school systems.

Despite the recognized importance of teacher involvement and facility planning, there remains a gap in empirical studies examining the relationship between teachers' participation in educational planning and the effectiveness of school management, particularly in the context of facility safety and resiliency. While international studies in Asia and Europe highlight the significance of integrating infrastructure planning with educational management, localized research in specific districts remains limited. This gap underscores the need for context-specific investigations that can inform policy and practice at the school and district levels.

Thus, this study seeks to examine the educational planning and management practices among teachers in DepEd Cebu City for the School Year 2025–2026, with particular emphasis on their involvement in planning processes and the effectiveness of key management domains. Furthermore, it aims to explore how these factors relate to school facility planning for safety and resiliency. By identifying existing practices, challenges, and relationships among key variables, the study intends to develop a framework that can guide schools in strengthening their planning processes and improving the safety and resilience of their learning environments.

Ultimately, this research contributes to the growing body of knowledge on educational planning and management by emphasizing the integration of school facility planning into institutional decision-making processes. It also supports the broader goal of creating safe, inclusive, and resilient schools that can effectively respond to the evolving demands of education in the 21st century.

Statement of the problem

Educational planning and management are essential processes that ensure the effective delivery of quality education through systematic goal setting, efficient resource allocation, and strategic organization of institutional activities. In contemporary educational systems, school facility planning has emerged as a critical dimension of educational management, particularly in promoting safety, disaster preparedness, and institutional resiliency. In the Philippines, the Department of Education has emphasized the importance of safe and resilient learning environments through policies aligned with the Basic Education Development Plan (BEDP) 2030. However, many public schools continue to face challenges related to infrastructure adequacy, disaster risk reduction, and resource constraints, which may affect both educational planning and management effectiveness. Globally, studies in Asia and Europe highlight that school facility conditions significantly influence educational outcomes, safety, and institutional resilience. For instance, research in Japan and Indonesia demonstrates that disaster-resilient school infrastructure improves continuity of learning during emergencies (Shiwaku & Shaw, 2018), while European studies emphasize the role of facility planning in enhancing organizational efficiency and student well-being (OECD, 2020). Despite these developments, there remains a need to examine how teachers' involvement in educational planning and management processes relates to the effectiveness of key institutional variables such as strategic goals, human resources, financial management, school facilities, curriculum development, and evaluation systems. Thus, this study aims to evaluate the educational planning and management practices among teachers in DepEd Cebu City for the School Year 2025–2026 as a basis for developing a school facility planning framework for safety and resiliency.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the respondents in terms of age, gender, length of teaching experience, and educational attainment?
2. As perceived by the respondents, what is their extent of involvement in educational planning and management in terms of setting goals, allocating resources, organizing activities, participating in school facility planning, and engaging in safety and resiliency initiatives?
3. What is the level of effectiveness of educational planning and management in terms of strategic goals, human resources (staff and students), financial management, school facilities (safety, maintenance, disaster preparedness), curriculum development, and evaluation metrics (e.g., student performance, accountability systems)?
4. Is there a significant relationship between the respondents' extent of involvement and the level of effectiveness of educational planning and management?
5. What are the challenges and barriers encountered in school facility planning for safety and resiliency?
6. Based on the findings, what school facility planning framework for safety and resiliency can be developed?

METHODOLOGY

This study employed a convergent mixed-method research design, integrating both quantitative and qualitative approaches to comprehensively examine educational planning and management practices, particularly in relation to school facility planning for safety and resiliency. The quantitative strand utilized structured survey questionnaires and a checklist on school facility conditions, while the qualitative strand involved semi-structured interviews, focus group discussions, and document analysis. The integration of these approaches allowed for triangulation of data, enabling a more holistic understanding of the research problem.

The primary quantitative instrument was a structured survey questionnaire administered to teacher-respondents. The questionnaire measured teachers' extent of involvement in educational planning and management processes, encompassing goal setting, resource allocation, organizing activities, school facility planning, and safety and resiliency initiatives. It further assessed the level of effectiveness across key institutional domains, including strategic goals, human resources, financial management, school facilities, curriculum development, and evaluation metrics. The questionnaire utilized a 5-point Likert scale and was adapted from established frameworks in educational management research (Creswell and Creswell, 2018; OECD, 2020). Complementing the survey questionnaire, a checklist on school facility conditions was employed to assess the status of school facilities in terms of safety, maintenance, and disaster preparedness. This checklist included indicators such as structural condition, availability of emergency equipment, and compliance with safety standards, aligned with guidelines from the Department of Education and international school safety frameworks. A set of Likert-scale items was additionally included to identify the extent to which respondents experienced challenges related to school facility planning, such as limited funding, inadequate infrastructure, insufficient training, and low stakeholder engagement.

For the qualitative strand, semi-structured interviews were conducted with selected teachers and school administrators to explore their experiences, perceptions, and strategies related to educational planning and school facility management. These interviews provided deeper insights into decision-making processes, leadership practices, and safety and resiliency initiatives. Focus group discussions were also conducted with groups of teachers to gather collective perspectives on planning practices, challenges encountered, and suggestions for improving school facility planning, allowing participants to share experiences and generate collaborative insights. Document analysis was further conducted through a review of relevant school documents, including School Improvement Plans, Annual Implementation Plans, Disaster Risk Reduction and Management plans, and school facility records and maintenance reports. This review provided contextual understanding of institutional practices and ensured triangulation of data collected from surveys and interviews.

The data collection process was conducted systematically across three major phases to ensure accuracy, ethical compliance, and reliability of findings. Prior to data gathering, the researcher secured approval from the Schools Division Office of Cebu City and the administrators of the participating schools under the Department of Education, ensuring compliance with institutional and ethical standards. Written informed consent was obtained from all participating teachers and school heads. For participants who were minors, parental consent and student assent forms were secured prior to participation. The researcher ensured that participation was voluntary and that respondents were informed of their right to withdraw from the study at any stage without penalty. Confidentiality and anonymity were strictly observed throughout the research process.

The quantitative phase involved the personal distribution of structured questionnaires to teacher-respondents under supervised conditions to ensure consistency and minimize response bias. Respondents were given sufficient time to accomplish the instruments, and clarification was provided when necessary to ensure accurate understanding of the items. Data collection was conducted over a period of four weeks, including follow-up visits to retrieve incomplete or unreturned questionnaires. All completed instruments were checked for completeness before encoding and analysis. The qualitative phase involved semi-structured interviews and focus group discussions conducted with selected teachers and school administrators in private and quiet areas within the school premises to ensure confidentiality and encourage open and honest responses. Each session was conducted with the consent of the participants and was audio-recorded for accuracy. The recordings were subsequently transcribed verbatim to preserve the authenticity of responses, and field notes were taken to capture non-verbal cues and contextual information that contributed to deeper interpretation of the data.

Quantitative data obtained from the structured questionnaires were organized, coded, and analyzed using descriptive and inferential statistics. Frequency counts, percentages, means, and standard deviations were used to describe the profile of the respondents, their extent of involvement in educational planning and management, and the level of effectiveness of key institutional domains. The weighted mean was used to determine the average level of responses for each indicator under the Likert-scale items, providing a clear interpretation of respondents' perceptions regarding involvement and effectiveness. The Pearson Product-Moment Correlation Coefficient (r) was employed to determine whether there was a significant relationship between teachers' extent of involvement in educational planning and management and the level of effectiveness of school operations, particularly in relation to school facility planning for safety and resiliency. The level of significance was set at 0.05 alpha level, which served as the basis for accepting or rejecting the null hypothesis.

Qualitative data gathered from interviews, focus group discussions, and document analysis were analyzed using thematic analysis. All recorded interviews and focus group discussions were transcribed verbatim, and the transcripts were carefully reviewed and coded to identify significant statements, patterns, and recurring ideas related to educational planning, school facility conditions, safety practices, and resiliency initiatives. Codes were subsequently grouped into broader themes through axial coding, with emerging themes focused on teacher participation in decision-making, challenges in school facility planning, resource constraints and infrastructure gaps, safety and disaster preparedness practices, and stakeholder engagement and collaboration. The identified themes were then analyzed and interpreted in relation to the research questions and supported by relevant literature on educational planning, school leadership, and resiliency frameworks.

A convergent mixed-method approach was used to integrate quantitative and qualitative findings. Both sets of data were analyzed separately and subsequently compared to identify

similarities, differences, and complementary insights. Quantitative results provided measurable relationships between variables, while qualitative findings offered contextual explanations and deeper insights into the lived experiences of respondents. This integration allowed for a more comprehensive understanding of how teachers' involvement in educational planning and management influences the effectiveness of school systems, particularly in strengthening school facility planning for safety and resiliency.

The respondents of the study were public school teachers from DepEd Cebu City under the Department of Education, described in terms of age, gender, educational attainment, and length of teaching experience. The data revealed that most respondents belong to the early to mid-career group, indicating a workforce that is relatively experienced and actively engaged in school functions. In terms of gender, female teachers dominated the sample, reflecting the general demographic distribution in the teaching profession. Most respondents held at least a bachelor's degree, with a considerable number pursuing or completing graduate studies, indicating professional commitment to career development. Overall, the profile suggests that the respondents are sufficiently qualified and experienced to provide reliable insights into educational planning and management practices.

The findings on the extent of teachers' involvement in educational planning and management showed a moderate to high level of participation across various activities. Among the indicators, the highest involvement was observed in organizing school activities and implementing instructional programs, while lower involvement was noted in resource allocation and formal decision-making processes, which are typically managed at the administrative level. Teachers also reported active participation in school safety initiatives and disaster preparedness activities, indicating awareness of their role in promoting resiliency and student welfare. However, involvement in school facility planning was relatively limited, suggesting that infrastructure-related decision-making remains centralized. This indicates that while participatory management is present, it is not yet fully maximized in all areas of school governance.

The level of effectiveness of educational planning and management across various domains was generally rated as high. With respect to strategic goals, respondents perceived that school goals are clearly defined and aligned with national priorities set by the Department of Education, though continuous monitoring and updating of goals were identified as areas for improvement. Human resource management was rated highly, particularly in terms of teacher collaboration and professional development opportunities. Financial management was rated moderately high, although transparency and resource sufficiency were identified as concerns in some schools. School facilities received relatively lower ratings compared to other domains, with respondents noting issues such as inadequate classrooms, limited maintenance resources, and insufficient disaster-resilient infrastructure. Curriculum implementation was perceived as effective, with teachers reporting alignment between instructional practices and learning competencies. School evaluation systems were rated effective in monitoring student performance, though feedback utilization for improvement was inconsistent. Overall, the results suggest that while school management systems are functional, infrastructure-related components require strengthening.

Statistical analysis using the Pearson Product-Moment Correlation Coefficient (r) revealed a significant positive relationship between teachers' extent of involvement in educational planning and the effectiveness of school management. This indicates that increased teacher participation in planning processes is associated with higher perceived effectiveness in institutional performance, particularly in areas such as school operations, curriculum implementation, and safety initiatives. The finding supports participatory leadership theories, which emphasize that collaborative decision-making improves organizational outcomes (Leithwood and Jantzi, 2008; Sahlberg, 2015).

The study identified several challenges that hinder effective school facility planning for safety and resiliency. These include limited budget allocation for infrastructure development, inadequate and aging school facilities, insufficient training in disaster risk reduction and management, limited stakeholder engagement and community support, and delays in repair and maintenance processes. These challenges reflect systemic issues commonly observed in developing education systems and align with findings from studies in Asia and Europe, which emphasize the importance of sustained investment in school infrastructure and disaster preparedness (Shiwaku and Shaw, 2018; OECD, 2020).

The overall findings suggest that educational planning and management effectiveness is strongly influenced by teacher involvement and institutional support systems. Schools that promote participatory decision-making and active teacher engagement tend to exhibit higher levels of effectiveness in management processes. However, gaps in school facility planning highlight the need for stronger integration of safety and resiliency measures into educational management systems, indicating that while instructional and administrative systems are functioning relatively well, infrastructure planning remains a critical area for improvement. The findings collectively revealed moderate to high involvement in planning processes, generally high effectiveness in school management, a significant relationship between involvement and effectiveness, and persistent challenges in school facility planning, thereby emphasizing the importance of strengthening participatory management and improving infrastructure planning to ensure safe and resilient learning environments.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study examining educational planning and management practices among teachers in the Department of Education (DepEd) Cebu City for the School Year 2025–2026, with particular emphasis on school facility planning for safety and resiliency. The study employed a convergent mixed-method research design utilizing structured survey questionnaires, a school facility conditions checklist, semi-structured interviews, focus group discussions, and document analysis as primary data collection instruments. Descriptive statistics including frequency counts, percentages, means, and standard deviations were used to characterize the respondent profile and describe the extent of involvement and level of effectiveness across institutional domains, while the Pearson Product-Moment Correlation Coefficient (r) was employed to test the significant relationship between teachers' extent of involvement and the level of effectiveness of educational management. Qualitative data were analyzed through thematic analysis involving verbatim transcription, open coding, and axial coding to surface recurring themes from interviews, focus group discussions, and document review. The discussion that follows is grounded entirely in the data gathered from the respondents and is interpreted in direct relation to the objectives of the study. No new data or assumptions are introduced beyond what the instruments yielded, and all findings are presented and discussed in correspondence with the specific research questions that guided this inquiry.

Profile of the respondents

The respondents of the study were public school teachers from DepEd Cebu City, described according to their age, gender, educational attainment, and length of teaching experience. The data revealed that the majority of the respondents belong to the early to mid-career stage of professional development, indicating a workforce that is relatively experienced and actively engaged in school functions. This demographic composition suggests a teaching

population that is sufficiently mature in professional judgment while remaining receptive to institutional innovation and reform. In terms of gender, female teachers constituted the dominant segment of the sample, a finding consistent with the well-documented feminization of the teaching profession in the Philippines and across much of Southeast Asia, where female representation in basic education has historically exceeded that of male counterparts (Stromquist, 2018). With respect to educational attainment, most respondents held at least a bachelor's degree in education or a related field, while a considerable number were either pursuing or had already completed graduate-level studies. This distribution points to a meaningful level of professional commitment and academic preparation within the respondent group. The possession of graduate qualifications is particularly relevant to the present study, as it suggests that many respondents are equipped with sufficient theoretical grounding to engage meaningfully in educational planning and management processes. Respondents with advanced academic preparation are more likely to recognize the systemic dimensions of school governance, including those pertaining to facility planning, disaster risk reduction, and institutional resiliency (Hallinger and Heck, 1998). Taken together, the profile of the respondents indicates a group that is sufficiently qualified and experienced to provide reliable and contextually informed perceptions regarding educational planning and management practices in their respective institutions.

Extent of teachers' involvement in educational planning and management

The findings on the extent of teachers' involvement in educational planning and management revealed a moderate to high level of participation across the identified indicators, namely setting goals, allocating resources, organizing activities, participating in school facility planning, and engaging in safety and resiliency initiatives. Among these dimensions, the highest levels of involvement were recorded in organizing school activities and implementing instructional programs, suggesting that teachers are most active in the operational and instructional aspects of school management. These findings are consistent with the literature on teacher roles in school governance, which indicates that classroom and activity-level participation tends to be more accessible and routine for teachers compared to strategic and administrative decision-making (Leithwood and Jantzi, 2008). In contrast, relatively lower involvement was observed in resource allocation and formal decision-making processes, domains that are typically retained at the administrative level and less directly accessible to classroom teachers. This pattern reflects the prevailing hierarchical structure of school governance in Philippine public schools, where financial and infrastructure-related decisions are largely centralized at the level of school heads and division offices (DepEd, 2016). Respondents also reported active participation in school safety initiatives and disaster preparedness activities, which is a noteworthy finding given the Philippines' heightened exposure to natural disasters and the DepEd's policy thrust toward building resilient schools under the Basic Education Development Plan 2030. However, teachers' involvement in school facility planning specifically remained comparatively limited, indicating that decisions related to physical infrastructure continue to be managed primarily by school administrators and higher-level officials rather than being distributed across the teaching workforce. This gap between operational participation and strategic involvement suggests that while elements of participatory management are present within the schools studied, they have not yet been fully institutionalized across all domains of school governance. The findings underscore the importance of expanding opportunities for teacher engagement in facility-related planning to strengthen the collective capacity of schools to address safety and resiliency challenges (Fullan, 2014; Sahlberg, 2015).

Level of effectiveness of educational planning and management

The level of effectiveness of educational planning and management across the six institutional domains examined in this study, namely strategic goals, human resources, financial management, school facilities, curriculum development, and evaluation metrics, was generally rated as high by the respondents. This overall positive assessment suggests that the schools covered by the study possess functional management systems that are broadly capable of supporting the delivery of quality education. However, notable variations were observed across domains, providing a more nuanced picture of institutional performance.

Strategic goals were among the domains perceived as most effective, with respondents indicating that school goals are clearly articulated and aligned with national priorities set by the Department of Education. This finding reflects the effectiveness of DepEd's policy alignment mechanisms, which require schools to situate their planning within the broader framework of the BEDP 2030 and related national education directives. Nevertheless, respondents identified the continuous monitoring and periodic updating of goals as areas requiring further attention, suggesting that goal-setting processes may be strong at the planning stage but less consistent at the implementation and evaluation stages (Sergiovanni, 2009).

Human resource management was also rated highly, particularly with respect to teacher collaboration and professional development opportunities. This result aligns with research demonstrating that collegial work environments and sustained professional learning are positively associated with both teacher satisfaction and school effectiveness (Ingersoll and Strong, 2011). The relatively high rating in this domain indicates that the sampled schools are investing meaningfully in their human capital, which constitutes a foundational prerequisite for effective educational management.

Financial management received a moderately high rating, though concerns regarding transparency and resource sufficiency were identified in several schools. These concerns are consistent with documented challenges in public school financial governance in the Philippines, where dependence on government allocation often results in resource gaps that constrain the capacity of schools to pursue infrastructure improvements and program enhancements (World Bank, 2016). The moderate rating in this domain underscores the need for stronger fiscal transparency mechanisms and more equitable resource distribution across schools.

School facilities received comparatively lower effectiveness ratings than the other domains assessed in this study. Respondents noted specific deficiencies including inadequate classrooms, limited maintenance resources, and insufficient disaster-resilient infrastructure. This finding is particularly significant given the central focus of the study on school facility planning for safety and resiliency. The lower ratings assigned to this domain corroborate international evidence indicating that school infrastructure quality is frequently among the most underdeveloped components of educational management, especially in developing country contexts (OECD, 2020; Shiwaku and Shaw, 2018). Inadequate facilities not only compromise the physical safety of learners and teachers but also undermine the continuity of learning during emergencies, a concern that is especially acute in a disaster-prone country such as the Philippines.

Curriculum development was perceived as effective, with teachers reporting strong alignment between instructional practices and prescribed learning competencies. This finding reflects the positive impact of DepEd's curriculum reforms, including the implementation of the K to 12 Basic Education Program, which has introduced greater coherence and standards-alignment into classroom instruction. The relatively high rating in this domain suggests that

teachers feel equipped to implement the curriculum as designed, even as other institutional systems face resource and infrastructure constraints.

Evaluation metrics were rated as effective in monitoring student performance, though respondents identified inconsistency in the utilization of evaluation feedback for institutional improvement as a recurring concern. This pattern is consistent with research indicating that while data collection for accountability purposes is generally well-established in Philippine public schools, the use of evaluation data for formative decision-making and continuous improvement remains variable (Bernardo, 2019). Addressing this gap would strengthen the feedback loop between assessment and planning, ultimately enhancing overall management effectiveness.

Relationship between teachers' involvement and effectiveness of educational management

To determine whether a statistically significant relationship existed between teachers' extent of involvement in educational planning and management and the level of effectiveness of educational management, the Pearson Product-Moment Correlation Coefficient (r) was computed at a 0.05 level of significance. The results revealed a significant positive relationship between the two variables, indicating that as teachers' extent of involvement in educational planning and management increases, the level of effectiveness of school management correspondingly rises. The null hypothesis positing no significant relationship between teachers' involvement and management effectiveness was therefore rejected at the 0.05 alpha level. The direction and magnitude of this relationship are consistent with theoretical frameworks in distributed leadership and participatory school governance, which argue that the inclusion of teachers in decision-making processes yields measurable improvements in institutional performance and organizational outcomes (Leithwood and Jantzi, 2008; Sahlberg, 2015). The finding further suggests that teacher involvement is not merely a symbolic or procedural feature of school governance but constitutes a substantive driver of effectiveness, particularly in areas such as school operations, curriculum implementation, and safety initiatives. This result has direct implications for school leadership, as it affirms the value of creating structured and meaningful opportunities for teachers to participate in planning processes across all institutional domains, including those related to school facility management and disaster resiliency.

Challenges and barriers in school facility planning for safety and resiliency

The study identified several significant challenges that collectively hinder the effective implementation of school facility planning for safety and resiliency. Limited budget allocation for infrastructure development emerged as the most pervasive barrier, constraining schools' ability to undertake structural improvements, procure safety equipment, and maintain existing facilities at acceptable standards. This finding echoes longstanding concerns about the chronic underfunding of public school infrastructure in the Philippines, where competing budgetary priorities at both the national and local levels often result in deferred maintenance and inadequate capital investment in school buildings (World Bank, 2016). Inadequate and aging school facilities were also widely cited, reflecting a structural gap between the physical conditions of many public schools and the standards required to ensure safe and resilient learning environments. Respondents further identified insufficient training in disaster risk reduction and management as a critical barrier, suggesting that while disaster preparedness is a policy priority, capacity-building efforts at the school level have not been sufficiently sustained or systematically implemented. This gap is particularly consequential in the Philippine context, where schools serve as evacuation centers during disasters and are therefore expected to

maintain high standards of structural integrity and emergency readiness (Shiwaku and Shaw, 2018). Limited stakeholder engagement and community support, particularly from parents and local community partners, were also reported as factors that constrain collaborative planning for school safety. The absence of robust multi-stakeholder participation weakens the social capital necessary for sustained resiliency efforts and reduces the pool of resources and expertise available for facility improvement initiatives. Finally, delays in repair and maintenance processes were identified as operational barriers that compound the physical deterioration of school infrastructure over time. These findings collectively reflect systemic vulnerabilities in school facility governance and are consistent with international evidence from developing education systems in Asia and Europe, where sustained investment in school infrastructure and participatory facility planning have been identified as essential prerequisites for educational resilience (OECD, 2020).

Development of a school facility planning framework for safety and resiliency

Based on the aggregated findings of the study, a school facility planning framework for safety and resiliency was developed as a practical output of this research. The framework was designed to address the identified gaps and challenges by integrating four core principles derived from the data: participatory planning, stakeholder collaboration, data-driven decision-making, and the systematic integration of disaster risk reduction strategies into educational management processes. The emphasis on participatory planning reflects the statistically confirmed relationship between teacher involvement and management effectiveness, affirming that inclusive governance structures are not only theoretically desirable but empirically supported in the present context. Stakeholder collaboration addresses the documented limitation of low community and parental engagement, while the data-driven dimension responds to inconsistencies identified in the use of evaluation feedback for institutional improvement. The incorporation of disaster risk reduction as a central planning principle directly responds to the infrastructure deficiencies and capacity gaps identified by respondents, aligning the framework with both DepEd policy directives and internationally recognized standards for safe school environments (Shiwaku and Shaw, 2018; OECD, 2020). The proposed framework thus represents a contextually grounded and evidence-based tool for strengthening the capacity of DepEd Cebu City schools to plan, implement, and sustain facility improvements oriented toward safety and resiliency.

The findings of this study, taken in their entirety, converge on a coherent set of conclusions with direct relevance to the objectives of the research. Teachers in DepEd Cebu City demonstrated moderate to high involvement in educational planning and management, with participation strongest in operational and instructional domains and comparatively limited in facility-related and resource allocation processes. The level of effectiveness of educational management was generally high across most institutional domains, though school facilities and financial management emerged as areas requiring targeted intervention. The statistically significant positive relationship established between teachers' involvement and management effectiveness affirms the centrality of participatory governance to institutional performance and provides empirical grounding for policy recommendations favoring the expansion of teacher engagement in school planning processes. The challenges identified in school facility planning, including resource constraints, aging infrastructure, training deficits, and limited community participation, constitute a set of systemic barriers that must be addressed through coordinated efforts at the school, division, and national levels. The school facility planning framework developed from these findings offers a structured and evidence-based response to these challenges, contributing a practical and theoretically grounded resource to the fields of

educational management, school leadership, and disaster resiliency. These results lay a substantive foundation for the conclusions, recommendations, and proposed action plans that are presented in the succeeding chapter of this manuscript.

CONCLUSION

The findings of this study affirm that educational planning and management in DepEd Cebu City are significantly shaped by the level of teacher involvement in key institutional processes. Teachers were found to occupy a central role not only in the implementation of school programs but also in influencing the overall effectiveness of planning and management systems. The data revealed that teachers demonstrated a moderate to high level of involvement across the identified dimensions of educational planning and management, with the strongest participation observed in organizing school activities and engaging in safety and resiliency initiatives, while comparatively limited involvement was noted in resource allocation and school facility planning. This pattern reflects the prevailing hierarchical structure of school governance in Philippine public education, where strategic and infrastructure-related decisions tend to remain concentrated at the administrative level. Nevertheless, the study establishes that wherever teacher participation was more pronounced, perceived effectiveness in school management was correspondingly higher, underscoring the institutional value of inclusive and participatory governance structures.

While schools in the study generally demonstrated a high level of effectiveness across most planning and management domains, the findings revealed notable gaps in school facility planning, particularly with respect to ensuring safety and resiliency. Among the six institutional domains assessed, school facilities received comparatively lower effectiveness ratings, with respondents identifying inadequate classrooms, aging infrastructure, limited maintenance resources, and insufficient integration of disaster preparedness measures as persistent concerns. These deficiencies are largely attributed to resource constraints, limited infrastructure development, and the absence of systematic risk-informed planning processes at the school level. Strategic goals and curriculum development, by contrast, were perceived as the most effective domains, reflecting the relative strength of DepEd's policy alignment mechanisms and instructional support systems. Financial management received a moderately high rating, though transparency and resource sufficiency remained areas of concern. Human resource management was rated highly, particularly in terms of professional development and teacher collaboration, while evaluation metrics were considered effective in monitoring performance, though the utilization of assessment data for continuous institutional improvement was identified as inconsistent. These findings collectively point to a management landscape that is functionally sound in its instructional and administrative dimensions but structurally constrained in its capacity to deliver safe and resilient physical learning environments.

The statistically significant positive relationship established between teachers' extent of involvement in educational planning and the level of effectiveness of educational management constitutes one of the most consequential findings of this study. The null hypothesis was rejected at the 0.05 alpha level, with the Pearson Product-Moment Correlation Coefficient (r) confirming a positive and significant association between the two variables. This result provides empirical support for the principle of participatory and collaborative leadership in education, affirming that when teachers are actively engaged in planning processes, schools are better positioned to achieve their institutional goals and respond effectively to emerging challenges. This finding is consistent with established theoretical frameworks in distributed leadership and participatory school governance, which maintain that the meaningful inclusion of teachers in decision-making yields measurable improvements in organizational performance and school effectiveness (Leithwood and Jantzi, 2008; Sahlberg, 2015). The implication is

clear: strengthening the structures and mechanisms through which teachers participate in school governance is not a peripheral concern but a substantive strategy for improving educational outcomes and institutional resilience.

Consistent with international evidence (OECD, 2020; Shiwaku and Shaw, 2018), this study affirms that integrating school facility planning into broader educational management frameworks is essential in promoting safe, resilient, and sustainable learning environments. Effective educational planning must therefore extend beyond administrative and instructional functions to encompass infrastructure development, stakeholder engagement, and the systematic incorporation of disaster risk reduction strategies. The challenges identified in this study, including limited financial resources for infrastructure development, inadequate and aging school facilities, insufficient training in disaster preparedness and risk reduction, limited stakeholder involvement from parents and community partners, and delays in repair and maintenance, represent a set of interconnected systemic barriers that demand coordinated responses at the school, division, and national levels. These challenges are not unique to the Cebu City context but reflect broader structural vulnerabilities documented in developing education systems across Asia and beyond, reinforcing the urgency of sustained policy attention to school infrastructure as a core component of educational quality and safety.

In light of these findings and conclusions, several recommendations are advanced to address the identified gaps and strengthen educational planning and management practices. School administrators are encouraged to adopt participatory management approaches that actively engage teachers in goal setting, decision-making, resource planning, and school facility safety initiatives, as the data confirm that such engagement is positively associated with management effectiveness. Schools, in coordination with the Department of Education, should prioritize funding for infrastructure development and maintenance, upgrade facilities to meet established safety and resiliency standards, and systematically integrate disaster risk reduction measures into all phases of school planning. Continuous professional development on disaster preparedness and response, risk assessment and management, and school safety protocols should be provided to both teachers and school leaders to address the training deficits identified in the study. Stronger multi-stakeholder partnerships involving parents, community members, local government units, and non-government organizations should be established to broaden the resource base and collaborative capacity available for infrastructure and safety initiatives. Educational leaders are further urged to institutionalize data-driven planning and monitoring systems that utilize information on school performance, facility conditions, and risk factors, while ensuring accountability and transparency in resource utilization. Schools are additionally encouraged to adopt the proposed school facility planning framework developed from this study's findings, which emphasizes participatory and inclusive planning, the integration of safety and resiliency measures, and alignment with national policies including the Basic Education Development Plan 2030.

For future research, it is recommended that similar studies be conducted across other districts or regions to enable broader generalization of findings and comparative analysis. Future inquiries should consider expanding the respondent base to include school heads and students, whose perspectives would provide a more comprehensive picture of planning and management dynamics. The application of mixed-method designs capable of capturing both quantitative relationships and qualitative depth is likewise encouraged, as is research examining the long-term impact of facility planning interventions on student learning outcomes and institutional resilience. This study contributes a meaningful and evidence-based foundation to the growing body of literature on educational management, school leadership, and disaster resiliency in the Philippine context, and it is the aspiration of the researcher that its findings and the framework derived from them will serve as practical and theoretically grounded

resources for policymakers, school administrators, and educators committed to building safer and more effective learning environments.

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