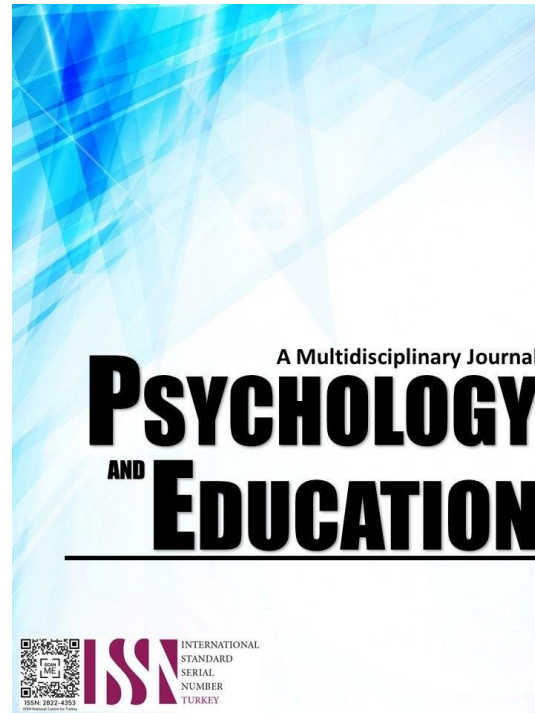


THE IMPACT OF PHYSICAL PLANT AND FACILITY MANAGEMENT SKILLS OF SCHOOL HEADS ON THE WORKPLACE SAFETY IN SELECT INSTITUTIONS IN PALAWAN TOWARDS MODEL DEVELOPMENT



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The Impact of Physical Plant and Facility Management Skills of School Heads on the Workplace Safety in Select Institutions in Palawan Towards Model Development

Marites A. Ortega,* Jay B. Baylon

For affiliations and correspondence, see the last page.

Abstract

The study aimed to assess the impact of physical plant and facility management skills of school administrators on workplace safety in selected institutions in Palawan, to inform model development. The study employed a descriptive correlational research design to investigate the significant relationship between the level of physical plant and facility management skills of school administrators and the extent of workplace safety in selected institutions in Palawan. The researcher utilized a modified instrument. This instrument is used as a major tool of study. The study used one hundred fifty (150) teacher respondents and thirty (30) school head respondents using the purposive sampling technique. A total of one hundred eighty (180) respondents. The findings revealed that school administrators exhibit proficiency in overseeing physical facilities concerning the provision of educational programs, the utilization of educational resources, the maintenance of these facilities, the enhancement of educational environments, and the auditing of such resources. Also, school heads and teachers have dramatically different perspectives on the evaluation of physical plant and facilities management abilities among administrators. Moreover, institutions that manage school operations, focus on teaching and learning, and prioritize safety and well-being are clear examples of where workplace safety is a top priority. Further, there is a substantial variation in the judgment of workplace safety by school heads and instructors in terms of managing school operations, focusing on teaching and learning, and well-being and protection. A notable correlation exists between the proficiency in physical plant and facility management among school administrators and the degree of workplace safety observed in certain institutions within Palawan. Furthermore, the competencies in physical plant and facility management exhibited by school administrators did not have a notable effect on workplace safety within the chosen institutions in Palawan. As an outcome of the findings and the conclusions, the following recommendations were enumerated: School administrators may participate in continuous professional development programs focused on facility management, safety protocols, and emergency response to enhance their skills and knowledge; School administrators may schedule regular inspections of the physical plant and facilities to identify and address maintenance issues, safety hazards, and infrastructure deficiencies promptly; and teachers and students may encourage to report safety concerns and facility issues promptly through accessible channels, fostering collective responsibility for safety.

Keywords: *physical plant and facility management skills, school administrators, workplace safety, managing school operations, teaching and learning, and ensuring safety and well-being*

Introduction

The safety and well-being of students, staff, and visitors are fundamental priorities in educational institutions, emphasizing the vital role of effective physical plant and facility management. School heads are key leaders responsible for ensuring that school environments are not only conducive to learning but also safe and secure for all occupants. Their ability to oversee and implement proper management of physical facilities directly influences the overall safety standards within the institution. As the landscape of school infrastructure continues to evolve, so does the importance of equipping school leaders with the requisite skills in facility management to prevent accidents, mitigate risks, and promote a culture of safety.

In Palawan, a region known for its diverse natural environment and expanding educational facilities, the significance of facility management becomes even more pronounced. The unique environmental factors and geographical challenges pose additional safety considerations that school heads must address diligently. Consequently, the proficiency of school leaders in managing physical plants—such as building maintenance, safety protocols, and environmental hazard mitigation—substantially impacts the safety atmosphere of the school. This underscores the need to examine the specific skills possessed by school heads and how these skills influence safety practices within the school setting.

Understanding the relationship between physical plant management skills and workplace safety is crucial for developing comprehensive models that can guide policy and training initiatives. Effective facility management skills can help school heads establish safer environments through regular inspections, prompt repairs, adherence to safety standards, and proactive emergency preparedness. By assessing how these skills relate to safety outcomes, stakeholders can identify gaps and opportunities for enhancing leadership training and resource allocation, ultimately leading to safer learning environments for all members of the school community.

Furthermore, exploring this relationship within the context of selected institutions in Palawan provides localized insights that can inform tailored interventions. Different institutions may face unique challenges based on their size, infrastructure, and environmental conditions, necessitating a nuanced understanding of how school leaders' skills affect safety outcomes. This localized focus also offers

an opportunity to develop a model that has practical applicability and relevance, serving as a benchmark for other regions with similar context-specific challenges.

The safety and well-being of students and staff within educational institutions remain paramount, yet many schools continue to face challenges related to the effective management of their physical facilities. In Palawan, where geographical and environmental factors can compromise infrastructure safety, school heads are tasked not only with academic leadership but also with ensuring that school environments meet safety standards. However, issues such as dilapidated structures, inadequate maintenance, insufficient safety protocols, and the lack of capacity in facility management skills among school leaders persist, thereby elevating the risk of accidents and unsafe working conditions. These problems underscore the urgent need to investigate how school heads' skills in physical plant management impact overall workplace safety, particularly in regions prone to environmental hazards such as typhoons and floods.

Recent studies from 2022 onwards underscore the critical link between effective facility management and safety outcomes in educational settings. For example, Reyes and Santos (2022) emphasized that school leaders' competency in infrastructure assessment and maintenance planning significantly reduces safety hazards and fosters a culture of safety in schools. Similarly, Lopez et al. (2023) found that training and development programs aimed at enhancing facility management skills contributed to a measurable decrease in facility-related accidents and safety violations. These findings suggest that improving school leaders' capacity to manage physical plants directly correlates with safer school environments. Yet, there remains a gap in context-specific research, particularly in remote and environmentally vulnerable regions like Palawan.

Despite these advances, a noticeable research gap exists concerning localized studies that explore the specific facility management competencies of school heads and their direct impact on workplace safety in Philippine provinces. Most existing studies focus on urban areas or larger school systems, with limited attention given to the unique challenges faced in Palawan, such as limited funding, logistical constraints, and environmental risks. Furthermore, there is a paucity of models that integrate these skills into practical safety outcomes, which are necessary for guiding policy development and leadership training programs tailored to similar regional contexts. Addressing this gap is crucial for devising effective strategies that enhance safety through targeted capacity-building of school leaders.

Additionally, the importance of developing a comprehensive model that links school head skills with safety outcomes remains underexplored. While prior studies have shown the importance of infrastructure maintenance, little research has systematically examined how specific management skills—such as safety inspection, emergency preparedness, and resource allocation—contribute to improving workplace safety. There is an apparent need for a framework that can systematically evaluate, train, and improve the facility management capabilities of school leaders, ultimately leading toward sustainable and safe school operations. Developing such a model could serve as a guideline for institutions in Palawan and similar regions to enhance facility safety and leadership effectiveness.

In light of these issues, this study aims to investigate the impact of physical plant and facility management skills possessed by school heads on workplace safety within select institutions in Palawan. By filling the existing research gaps, this inquiry seeks to generate a contextually relevant model that links leadership competencies with safety outcomes. The findings are expected to provide educational policymakers and school administrators with evidence-based strategies to strengthen facility management practices, thereby fostering safer learning environments and promoting sustainable campus safety culture in the region. Recognizing and enhancing these skills can lead to safer school environments, foster a culture of safety, and support sustainable educational development. This research endeavors to develop an effective model that underscores the importance of competent school leadership in managing physical facilities as a cornerstone of workplace safety, paving the way for healthier, more secure educational institutions across the region.

Research Questions

The study aimed to assess the impact of physical plant and facility management skills of school administrators on workplace safety in selected institutions in Palawan, to inform model development. Specifically, it sought to answer the following sub-problems:

1. What is the level of physical plant and facility management skills of school administrators as assessed by the two groups of respondents in terms of:
 - 1.1. provision of educational programs;
 - 1.2. utilization of educational facility;
 - 1.3. maintenance of educational facility;
 - 1.4. improvement of educational facility; and
 - 1.5. audit of facility?
2. Is there a significant difference in the assessment of the two groups of respondents on the level of physical plant and facility management skills of school administrators?
3. What is the extent of workplace safety in selected institutions in Palawan as assessed by the two groups of respondents in terms of:
 - 3.1. managing school operations;
 - 3.2. focusing on teaching and learning; and
 - 3.3. well-being and protection?
4. Is there a significant difference in the assessment of the two groups of respondents on the extent of workplace safety in

- selected institutions in Palawan?
5. Is there a significant relationship between the level of physical plant and facility management skills of school administrators and the extent of workplace safety in selected institutions in Palawan?
 6. Do the physical plant and facility management skills of school administrators greatly impact on the workplace safety in selected institutions in Palawan?
 7. Based on the findings of the study, what model may be developed?

Methodology

Research Design

The study employed descriptive correlational research designs to assess the significant relationship between the level of physical plant and facility management skills of school administrators and the extent of workplace safety in selected institutions in Palawan. The descriptive correlational research design serves as an effective framework for investigating the relationship between the level of physical plant and facility management skills of school administrators and the extent of workplace safety in selected institutions in Palawan. Utilizing tools such as surveys and questionnaires, researchers can gather quantitative data from both teachers and school heads regarding their perceptions and experiences in handling the physical plant and facilities of the school. According to Katzukov (2020), a descriptive correlational study describes the relationships among variables without seeking to establish a causal connection. Also, correlational research helps in comparing two or more entities or variables.

Respondents

The study used one hundred fifty (150) teacher respondents and thirty (30) school head respondents using the purposive sampling technique. A total of one hundred eighty (180) respondents.

Instrument

In gathering the needed data for quantitative research, the researcher utilized a researcher-made instrument. The researcher used the google form in administering this questionnaire. Part 1 determined the demographic profile of the respondents. Part 2 assessed the physical plant and facility management skills of school administrators, focusing on the provision of educational programs, utilization of educational facilities, maintenance, improvement, and auditing. Part 3 indicated the extent of workplace safety in selected institutions in Palawan in terms of managing school operations, focusing on teaching and learning, and well-being and protection. The four (4) point scale will be used.

Procedure

The researcher obtained permission from the Office of the Schools Division Superintendent to administer the questionnaire to the study's respondents. Once the permission is approved, the researcher obtains consent from the Public Schools Division Supervisors by distributing a consent form letter to the respondents, who then sign and return it to the researcher. After, the purpose of the study and instructions on how the items on the survey should be answered were explained to the respondents. Then, the survey was administered, and participants were given enough time to complete it. After completing the survey, the researcher collected the questionnaires from the respondents. The data were gathered, tallied, and processed with (SPSS) Statistical Package for Social Science. The processed data were interpreted and analyzed, and the results were used to develop a framework that can improve the physical plant and facility management skills of school administrators and the extent of workplace safety.

Data Analysis

The following statistical tools for the interpretation of results according to sub-problems were used:

To assess the physical plant and facility management skills of school administrators in providing educational programs, utilizing educational facilities, maintaining facilities, improving facilities, and conducting facility audits, the weighted mean was employed.

To determine if there is a significant difference in the assessment of the two groups of respondents regarding the level of physical plant and facility management skills of school administrators, a paired t-test was applied.

To assess workplace safety in selected Palawan institutions, focusing on school operations, teaching and learning, and well-being and protection, a weighted mean was employed.

To determine if there is a significant difference in the assessment of workplace safety between the two groups of respondents in selected institutions in Palawan, a paired t-test was applied.

To determine if a significant relationship exists between the level of physical plant and facility management skills among school administrators and the extent of workplace safety in selected institutions in Palawan, Pearson's r correlation was employed.

To determine whether the physical plant and facility management skills of school administrators significantly influence workplace safety in selected institutions in Palawan, regression analysis was employed.

Results and Discussion

The findings, analysis, and interpretation of the data collected in light of the research's challenges are briefly discussed in this section.

Problem No. 1: What is the level of physical plant and facility management skills of school administrators in terms of provision of educational programs, utilization of educational facility, maintenance of educational facility, improvement of educational facility, and audit of facility?

Table 1.1 illustrates the level of physical plant and facility management skills of school administrators in terms of the provision of educational programs.

Table 1.1. *Mean of the Two Groups of Respondents' Assessment on the Level of Physical Plant and Facility Management Skills of School Administrators in Terms of Provision of Educational Programs*

Indicators	School Head		Teachers	
	Mean	VI	Mean	VI
1. The school administrators effectively maintain the physical facilities to support the delivery of educational programs.	3.97	SA	3.81	SA
2. School administrators ensure that the school's physical environment is safe and conducive to learning.	3.97	SA	3.67	SA
3. The school administrators proactively oversee the maintenance and cleanliness of school facilities to enhance teaching and learning.	3.93	SA	3.71	SA
4. The management of school facilities by administrators supports the overall quality of educational programs offered.	3.93	SA	3.88	SA
5. Administrators efficiently manage the utilization of school facilities to maximize learning opportunities.	3.93	SA	3.88	SA
Composite Mean	3.95	SA	3.79	SA

***Legend: 3.26-4.00-Strongly Agree; 2.51-3.25- Agree; 1.76-2.50 -Disagree; 1.00-1.75 - Strongly Disagree

The table presents the assessment of two groups of respondents regarding the physical plant and facility management skills of school administrators in relation to the provision of educational programs. The findings indicate that both groups of respondents evaluated the physical plant and facility management skills of school administrators in terms of educational program provision, with a composite mean of 3.95 and 3.79, respectively, indicating Strongly Agree.

The findings indicated that both groups of respondents predominantly assessed the level of physical plant and facility management skills of school administrators as "Strongly Agree," evidenced by composite means of 3.95 and 3.79, suggesting a consensus on the competency of administrators in ensuring that educational programs are effectively supported by adequate physical infrastructure. The high ratings reflect the importance placed on the administrative functions related to facility management, which are crucial in creating a conducive learning environment. This perception may influence policy and administrative strategies, emphasizing the need for ongoing professional development in facility management to sustain and improve the quality of educational provision.

According to Smith and Johnson (2022), well-maintained physical facilities directly impact student performance and teacher satisfaction, highlighting that administrators' skills in managing these resources are vital for creating successful learning environments. Their research underscores that investment in training school leaders in modern facility management practices can significantly enhance the overall educational experience, aligning with the positive perceptions reflected in the current findings.

Table 1.2 exhibits the level of physical plant and facility management skills of school administrators in terms of utilization of educational facility.

Table 1.2. *Mean of the Two Groups of Respondents' Assessment on the Level of Physical Plant and Facility Management Skills of School Administrators in Terms of Utilization of Educational Facility*

Indicators	School Head		Teachers	
	Mean	VI	Mean	VI
1. School administrators effectively coordinate the scheduling and use of facilities to support various educational activities.	3.83	SA	3.73	SA
2. School administrators optimize the use of available facilities to accommodate the needs of different classes and programs.	3.93	SA	3.67	SA
3. School facilities are efficiently utilized by administrators to enhance student learning and engagement.	3.93	SA	3.71	SA
4. School administrators ensure that facilities are shared equitably among different departments and programs.	3.97	SA	3.78	SA
5. The management of educational facilities by administrators contributes positively to the overall quality of teaching and learning experiences.	3.93	SA	3.81	SA
Composite Mean	3.92	SA	3.74	SA

***Legend: 3.26-4.00-Strongly Agree; 2.51-3.25- Agree; 1.76-2.50 -Disagree; 1.00-1.75 - Strongly Disagree

The table exhibits the assessment of the two groups of respondents on the level of physical plant and facility management skills of school administrators in terms of utilization of educational facilities. The findings indicate that both groups of respondents evaluated the physical plant and facility management skills of school administrators, specifically their utilization of educational facilities, as "Strongly Agree," with composite means of 3.92 and 3.74, respectively.

The results indicated that both groups of respondents strongly agree on the proficiency of school administrators in utilizing educational facilities, with composite means of 3.92 and 3.74, highlighting the critical role that effective management and utilization of physical resources play in enhancing educational delivery. This consensus suggests that school administrators are viewed as capable of maximizing existing facilities to support teaching and learning activities, which is essential for creating a stimulating and functional learning environment. Such affirmations support policies that prioritize training and professional development in resource management, emphasizing the importance of strategic utilization of physical assets to improve overall school performance and student achievement.

The study of Patel and Singh (2022) found that well-managed engagement with school facilities significantly contributed to improved student engagement and instructional effectiveness, particularly in resource-constrained environments. Their findings suggest that fostering school administrators' skills in the strategic use of facilities may lead to higher educational productivity and better overall school climate, aligning with the positive perceptions noted in the current study.

Table 1.3 illustrates the level of physical plant and facility management skills of school administrators in terms of maintenance of educational facility.

Table 1.3. Mean of the Two Groups of Respondents' Assessment on the Level of Physical Plant and Facility Management Skills of School Administrators in Terms of Maintenance of Educational Facility

Indicators	School Head		Teachers	
	Mean	VI	Mean	VI
1. School administrators ensure that educational facilities are regularly inspected and maintained to meet safety standards.	3.90	SA	3.57	SA
2. Administrators promptly address maintenance issues to prevent disruptions in educational activities.	3.90	SA	3.56	SA
3. The maintenance of school facilities by administrators contributes to a positive and conducive learning environment.	3.83	SA	3.49	SA
4. School administrators allocate sufficient resources for the upkeep and repair of educational facilities.	3.97	SA	3.89	SA
5. The maintenance practices of school administrators support the longevity and safety of educational facilities.	3.90	SA	3.57	SA
Composite Mean	3.90	SA	3.62	SA

***Legend: 3.26-4.00-Strongly Agree; 2.51-3.25- Agree; 1.76-2.50 -Disagree; 1.00-1.75 - Strongly Disagree

The assessment of the two groups of respondents, as presented in the table, reveals their perceptions of the physical plant and facility management skills of school administrators in terms of educational facility maintenance. The findings indicate that both groups of respondents evaluated the physical plant and facility management skills of school administrators in terms of educational facility maintenance, with a strong agreement level, as evidenced by composite means of 3.90 and 3.62.

The findings deduced that both groups of respondents strongly agree on the school administrators' competence in maintaining educational facilities, with composite means of 3.90 and 3.62, which implies that effective maintenance is perceived as a critical component of school management that directly influences the learning environment. This high rating underscores the importance of administrative skills in ensuring that school facilities are well-maintained, functional, and safe for students and staff. The positive perception of administrators' maintenance capabilities suggests that institutions prioritize such functions to sustain the integrity and usability of physical resources, which are vital for uninterrupted educational operations and long-term asset preservation. These results emphasize the need for continuous professional development focused on maintenance management to enhance school sustainability and safety.

A recent study by Lee and Kim (2022) highlights the significant impact of proactive maintenance practices on educational outcomes, arguing that schools with well-maintained facilities observe increased student engagement and reduced operational disruptions. Their study emphasizes that investment in maintenance skills training for school administrators can lead to more efficient use of resources, improved facility lifespan, and a safer learning environment. These findings reinforce the current study's implications, suggesting that continued enhancement of maintenance skills among school leaders is essential for educational excellence.

Table 1.4 illustrates the level of physical plant and facility management skills of school administrators in terms of improvement of educational facility.

The table reveals the assessment of two groups of respondents regarding the physical plant and facility management skills of school administrators, specifically in terms of improving educational facilities. The findings indicate that both groups of respondents evaluated the physical plant and facility management skills of school administrators, focusing on the improvement of educational facilities, with a strong agreement level, as evidenced by composite means of 3.66 and 3.62.

Table 1.4. *Mean of the Two Groups of Respondents' Assessment on the Level of Physical Plant and Facility Management Skills of School Administrators in Terms of Improvement of Educational Facility*

Indicators	School Head		Teachers	
	Mean	VI	Mean	VI
1. School administrators actively seek opportunities to upgrade or improve educational facilities to support better teaching and learning.	3.60	SA	3.53	SA
2. The school regularly receives enhancements or renovations to its facilities that positively impact on the learning environment.	3.57	SA	3.55	SA
3. School administrators are responsive to feedback from teachers and students to improve educational facilities.	3.53	SA	3.51	SA
4. The management of school facilities by administrators includes a clear vision for future improvements aligned with educational goals.	4.00	SA	3.96	SA
5. School facilities are progressively enhanced to accommodate new programs, technologies, or teaching methods.	3.60	SA	3.53	SA
Composite Mean	3.66	SA	3.62	SA

***Legend: 3.26-4.00-Strongly Agree; 2.51-3.25- Agree; 1.76-2.50 –Disagree; 1.00-1.75 – Strongly Disagree

The findings concluded that both groups of respondents strongly agree on the school administrators' competency in improving educational facilities, as indicated by composite means of 3.66 and 3.62, highlighting the critical role that proactive enhancement efforts play in fostering a conducive learning environment. This perception suggests that school administrators are viewed as effective agents in identifying and implementing improvements to physical facilities, which can directly influence the quality of education delivered. These results imply that ongoing investment and capacity-building initiatives focused on facility enhancement are vital for maintaining relevance and supporting the evolving needs of educational institutions. Such emphasis on continual improvement underscores the importance of visionary leadership in ensuring that school facilities adapt to modern standards and educational demands.

The study of Martinez et al. (2022) emphasized that strategic upgrades and renovations of school infrastructure significantly contribute to increased student motivation and better learning outcomes. Their research advocates for continuous investment in physical improvements as part of holistic school development policies, aligning with the current findings that perceived competence in facility improvement remains high among respondents. These insights reinforce the need for school administrators to prioritize systematic refurbishment and expansion initiatives to sustain a dynamic learning environment that meets contemporary educational standards.

Table 1.5 illustrates the level of physical plant and facility management skills of school administrators in terms of facility audits.

Table 1.5. *Mean of the Two Groups of Respondents' Assessment on the Level of Physical Plant and Facility Management Skills of School Administrators in Terms of Audit of Facility*

Indicators	School Head		Teachers	
	Mean	VI	Mean	VI
1. School administrators regularly conduct comprehensive audits of school facilities to identify maintenance and safety issues.	4.00	SA	3.55	SA
2. Administrators effectively use audit results to develop plans for facility improvements and maintenance.	3.93	SA	3.53	SA
3. School administrators are knowledgeable about proper procedures and criteria for conducting facility audits.	3.77	SA	3.62	SA
4. Administrators involve relevant staff or stakeholders in the facility audit process to ensure thorough evaluations.	3.80	SA	3.89	SA
5. Audits are systematically performed to ensure that all aspects of the physical plant meet safety and quality standards.	4.00	SA	3.79	SA
Composite Mean	3.88	SA	3.68	SA

***Legend: 3.26-4.00-Strongly Agree; 2.51-3.25- Agree; 1.76-2.50 –Disagree; 1.00-1.75 – Strongly Disagree

The assessment of the two groups of respondents, as presented in the table, reveals their evaluation of the physical plant and facility management skills of school administrators in terms of facility audits. The findings indicate that both groups of respondents evaluated the physical plant and facility management skills of school administrators, specifically in terms of facility audits, as "Strongly Agree," with composite means of 3.88 and 3.68, respectively.

The findings indicated that both groups of respondents strongly agree on the school administrators' proficiency in auditing facilities, with composite means of 3.88 and 3.68, suggesting that there is a recognized emphasis on systematic assessment and accountability in the management of physical resources. This perception reflects the vital role of effective facility audits in identifying maintenance needs, ensuring compliance with safety standards, and optimizing resource utilization. The high ratings imply that school leaders are seen as capable of conducting or overseeing thorough auditing processes, which are essential for maintaining safe, functional, and compliant educational environments. Consequently, these findings underscore the importance of training and organizational systems that support regular and comprehensive facility audits to sustain facility quality and safety.

A recent study of Hernandez and Garcia (2022) supports this notion, emphasizing that regular facility auditing is crucial for maintaining high standards of safety and operational efficiency in schools. They highlighted that systematic audit processes not only help in identifying issues promptly but also enhance the overall management of school assets, leading to improved safety and student outcomes. Their findings advocate for integrating structured audit protocols into school management practices, aligning with the current results that suggest respondents perceive school administrators as capable in this competency. Strengthening this skill through targeted professional development can further enhance the accountability and quality assurance processes within educational institutions.

Table 1.6 exhibits a summary of the level of physical plant and facility management skills of school administrators.

Table 1.6. Summary of the Mean of the Respondents' Assessment on the Level of Physical Plant and Facility Management Skills of School Administrators

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
Provision of Educational Programs	3.95	SA	3.79	SA
Utilization of Educational Facility	3.92	SA	3.74	SA
Maintenance of Educational Facility	3.90	SA	3.62	SA
Improvement of Educational Facility	3.66	SA	3.62	SA
Audit of Facility	3.88	SA	3.68	SA
Overall Mean	3.91	SA	3.71	SA

***Legend: 3.26-4.00-Strongly Agree; 2.51-3.25- Agree; 1.76-2.50 –Disagree; 1.00-1.75 – Strongly Disagree

Table 1.6 presents a summary of the assessment of the two groups of respondents regarding the level of physical plant and facility management skills of school administrators. The findings indicate that both groups of respondents rated the physical plant and facility management skills of school administrators as "Strongly Agree," with overall means of 3.91 and 3.71, respectively.

The findings indicate that both groups of respondents strongly agree on the competency of school administrators in managing physical plants and facilities, with overall means of 3.91 and 3.71, underscoring the critical importance of effective facilities management in creating a conducive learning environment. These high ratings reflect confidence in administrators' capability to oversee and maintain infrastructure that directly supports educational activities, safety, and functionality. Such perceptions suggest that school leaders are viewed as proficient in integrating facility management into overall school administration, which can positively influence student performance, teacher satisfaction, and operational efficiency. These insights emphasize the need to sustain and enhance training programs and professional development initiatives that bolster facility management skills among school administrators.

A recent study by Nguyen and Lee (2022) finds that well-trained school leaders who prioritize physical infrastructure management see improvements in safety standards, operational efficiency, and student outcomes. Their research suggests that ongoing investment in leadership capacity-building in facilities management is crucial for adapting to evolving educational needs and ensuring sustainable school environments. These findings support the current results, advocating for continued focus on developing administrators' skills in facility oversight to maintain high-quality educational settings that meet safety and performance benchmarks.

Problem No. 2: Is there a significant difference in the assessment of the two groups of respondents on the level of physical plant and facility management skills of school administrators?

Table 2 delineates the significant difference in the assessment of the two groups of respondents on the level of data-driven decision-making among school administrators.

Table 2. Difference in the Assessment of the Two Groups of Respondents on the Level of Physical Plant and Facility Management Skills of School Administrators

Indicators		Paired Differences					t	df	Sig. (2-tailed)	Decision Ho	Interpretation
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
					Lower	Upper					
School Heads	Teachers										
	Provision of Educational Programs	.23000	.43243	.07895	.06853	.39147	2.913	29	.007	R	S
	Utilization of Educational Facility	.18333	.40115	.07324	.03354	.33312	2.503	29	.018	R	S
	Maintenance of Educational Facility	.22000	.45535	.08314	.04997	.39003	2.646	29	.013	R	S
	Improvement of Educational Facility	.13500	.29395	.05367	.02524	.24476	2.516	29	.018	R	S
	Audit of Facility	.19333	.31964	.05836	.07398	.31269	3.313	29	.002	R	S
	Overall	.23000	.43243	.07895	.06853	.39147	2.913	29	.007	R	S

***Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

It can be manifested from the table that there is a significant difference in the assessment of the two groups of respondents on the level of data driven decision making among school administrators in terms of provision of educational programs, utilization of educational facility, maintenance of educational facility, improvement of educational facility, and audit of facility since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant.

It implies that the significant differences observed between the two groups of respondents regarding the assessment of school administrators' data-driven decision-making in areas such as provision of educational programs, utilization, maintenance, improvement, and auditing of facilities suggest that perceptions of administrators' competencies and practices vary notably. Since the p-value is less than .05, indicating statistical significance, these discrepancies may reflect differences in experiences, roles, or levels of engagement with facility and program management. Such variation underscores the importance of implementing standardized training and protocols to ensure that all stakeholders share a consistent understanding of effectively using data for decision-making. Addressing these differences can lead to more uniform administrative practices and ultimately foster better resource allocation, planning, and policy development to improve educational outcomes.

A recent study by Garcia et al. (2022) found that effective data utilization by school administrators significantly enhances educational planning, resource management, and facility maintenance, directly impacting student achievement and operational efficiency. Their research emphasizes that training programs aimed at building data literacy and strategic decision-making skills are essential for aligning practice across different roles and improving overall school leadership effectiveness. These findings support the current study's implication that differences in perceptions might stem from varying levels of data utilization competencies, emphasizing the need for targeted professional development to foster a unified approach to data-informed decision-making in schools.

Problem No. 3: What is the extent of workplace safety in selected institutions in Palawan in terms of managing school operations, focusing on teaching and learning, and well-being and protection?

Table 3.1 illustrates the extent of workplace safety in selected institutions in Palawan in terms of managing school operations.

The assessment of the two groups of respondents on the extent of workplace safety in selected institutions in Palawan, in terms of managing school operations, is evident from the table. The findings indicate that the two groups of respondents evaluated the level of workplace safety in selected institutions in Palawan, specifically in terms of managing school operations, with a composite mean of 3.93 and 3.65, respectively, indicating Strongly Agree.

Table 3.1. Mean of the Two Groups of Respondents' Assessment on the Extent of Workplace Safety in Selected Institutions in Palawan in Terms of Managing School Operations

<i>Indicators</i>	<i>School Head</i>		<i>Teachers</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
1. School administrators prioritize and implement effective safety protocols to ensure a secure environment for staff and students.	3.93	SA	3.61	SA
2. Workplace safety measures are regularly monitored and updated to address potential hazards in the school.	3.90	SA	3.52	SA
3. The school environment adheres to safety standards that protect staff and students during daily operations.	3.97	SA	3.63	SA
4. School administrators provide adequate training and resources to promote safety awareness among staff and students.	3.93	SA	3.81	SA
5. School facilities are maintained to prevent accidents and ensure a safe workspace for everyone.	3.93	SA	3.67	SA
Composite Mean	3.93	SA	3.65	SA

***Legend: 3.26-4.00-Strongly Agree; 2.51-3.25- Agree; 1.76-2.50 -Disagree; 1.00-1.75 - Strongly Disagree

The findings indicated that both groups of respondents strongly agree on the extent of workplace safety in managing school operations, supported by composite means of 3.93 and 3.65, which underscore the perceived effectiveness of safety protocols and management practices within institutions in Palawan. The statistical significance of these results highlights a shared recognition of safety as a critical component in school management, influencing not only the well-being of students and staff but also the continuity and quality of educational services. These perceptions imply that school administrators are likely implementing safety measures effectively, fostering a secure and conducive environment for both teaching and learning. Ensuring ongoing adherence to safety standards and continuous improvement in safety management practices should remain a priority to sustain a healthy work and learning environment.

According to Santos and Reyes (2022), established safety management systems significantly contribute to reducing accidents, promoting staff confidence, and ensuring compliance with national safety standards. Their study advocates for continuous training and regular safety audits to adapt to emerging risks and challenges. These insights reinforce the current findings, suggesting that maintaining and enhancing safety management practices is essential for fostering a secure educational environment that supports the overall operational effectiveness of institutions, especially in light of ongoing health and safety challenges.

Table 3.2 illustrates the extent of workplace safety in selected institutions in Palawan in terms of focusing on teaching and learning.

The table illustrates the assessment of two groups of respondents regarding the extent of workplace safety in selected institutions in Palawan, with a focus on teaching and learning. The findings indicate that the two groups of respondents evaluated workplace safety in selected Palawan institutions, focusing on teaching and learning, with a strong agreement level, as evidenced by composite means of 3.95 and 3.71.

Table 3.2. *Mean of the Two Groups of Respondents' Assessment on the Extent of Workplace Safety in Selected Institutions in Palawan in Terms of Focusing on Teaching and Learning*

Indicators	School Head		Teachers	
	Mean	VI	Mean	VI
1. The school environment provides a safe and secure space that facilitates effective teaching and learning.	4.00	SA	3.85	SA
2. School safety measures ensure that teaching and learning activities can proceed without disruptions caused by safety concerns.	3.90	SA	3.51	SA
3. Teachers are well-supported by administrative policies that promote safety during instructional activities.	3.93	SA	3.60	SA
4. Students and teachers are aware of and follow safety protocols that protect the integrity of the learning process.	3.97	SA	3.63	SA
5. Emergency preparedness and safety procedures are effectively integrated into teaching routines to safeguard instructional time.	4.00	SA	3.96	SA
Composite Mean	3.95	SA	3.71	SA

***Legend: 3.26-4.00-Strongly Agree; 2.51-3.25- Agree; 1.76-2.50 –Disagree; 1.00-1.75 – Strongly Disagree

The findings revealed that both groups of respondents strongly agreed on the extent of workplace safety in selected institutions in Palawan, specifically in relation to focusing on teaching and learning, with composite means of 3.95 and 3.71, indicating a high perception of safety conducive to effective educational activities. The statistical significance further underscores that this perceived safety is consistently recognized across different respondent groups, suggesting that safety measures are effectively integrated into the school environment to support uninterrupted teaching and learning processes. These perceptions highlight the importance of maintaining and enhancing safety protocols to foster a secure atmosphere where educators can focus on instruction without concerns, thereby improving educational outcomes and overall school performance.

The findings align with the study by Ramirez and Mendoza (2022), which emphasized that school safety protocols, particularly in health and environmental safety, significantly impact teacher morale and student engagement. Their research advocates for sustained investments in safety training, infrastructure improvements, and emergency preparedness to ensure that safety remains a foundational element in educational settings. These findings align with the current results, suggesting that continued focus on safety measures is essential in creating optimal environments for teaching and learning, especially amidst ongoing challenges such as health crises or natural disasters.

Table 3.3 illustrates the extent of workplace safety in selected institutions in Palawan in terms of well-being and protection.

The table presents the assessment of two groups of respondents regarding the extent of workplace safety in selected institutions in Palawan, focusing on well-being and protection. The findings indicate that the two groups of respondents evaluated workplace safety in selected Palawan institutions, focusing on well-being and protection, with a strong agreement level, as evidenced by composite means of 3.87 and 3.67.

Table 3.3. *Mean of the Two Groups of Respondents' Assessment on the Extent of Workplace Safety in Selected Institutions in Palawan in Terms of Well-Being and Protection*

Indicators	School Head		Teachers	
	Mean	VI	Mean	VI
1. School administrators prioritize the overall well-being and protection of staff and students within the institution.	3.97	SA	3.81	SA
2. Workplace safety policies are effectively implemented to ensure the physical and emotional safety of everyone in the school.	3.83	SA	3.45	SA
3. The institution provides adequate resources and support systems to promote the well-being of teachers and students.	3.87	SA	3.52	SA
4. School staff feel confident that their health and safety concerns are addressed promptly and effectively by administrators.	3.80	SA	3.61	SA
5. The workplace promotes a culture of safety that encourages staff and students to report safety issues without fear of reprisal.	4.00	SA	3.99	SA
Composite Mean	3.87	SA	3.67	SA

***Legend: 3.26-4.00-Strongly Agree; 2.51-3.25- Agree; 1.76-2.50 –Disagree; 1.00-1.75 – Strongly Disagree

The findings indicated that both groups of respondents strongly agree on the extent of workplace safety in terms of well-being and protection within selected institutions in Palawan, supported by composite means of 3.87 and 3.67, highlighting the perception that

safety protocols are effectively safeguarding staff and students. The statistical significance suggests a consensus that these safety measures are sufficiently comprehensive, promoting a sense of security necessary for a productive and positive school environment. Such perceptions are crucial because they influence overall morale, reduce anxiety related to safety concerns, and foster an atmosphere where teaching and learning can thrive without undue fear. Maintaining and continuously improving well-being and protection measures should be prioritized to ensure ongoing safety and to adapt to emerging risks or challenges.

A recent study conducted by Garcia et al. (2022) found that implementing comprehensive safety protocols, including health measures, emergency response plans, and psychological support, significantly enhances the perceived safety and actual safety outcomes in schools. Their study advocates for ongoing staff training, proper resource allocation, and regular safety audits, aligning with the current perceptions that safety measures in Palawan are adequate but must be sustained and enhanced. These insights highlight that fostering a culture of safety is fundamental to supporting the overall well-being of the school community and ensuring the continuity of effective educational activities.

Table 3.4 exhibits a summary of the extent of workplace safety in selected institutions in Palawan.

Table 3.4. Summary of the Mean of the Respondents' Assessment on the Extent of Workplace Safety in Selected Institutions in Palawan

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
Managing School Operations	3.93	SA	3.65	SA
Focusing on Teaching and Learning	3.95	SA	3.71	SA
Well-Being and Protection	3.87	SA	3.67	SA
Overall Mean	3.92	SA	3.67	SA

***Legend: 3.26-4.00-Strongly Agree; 2.51-3.25- Agree; 1.76-2.50 -Disagree; 1.00-1.75 - Strongly Disagree

The table provides a summary of the assessment by the two groups of respondents on the extent of workplace safety in selected institutions in Palawan. The findings indicate that the two groups of respondents evaluated the level of workplace safety in selected institutions in Palawan, specifically in terms of managing school operations, teaching and learning, and well-being and protection, with a strong agreement level of 3.92 and 3.67, respectively.

The findings indicated that both groups of respondents strongly agree on the extent of workplace safety in managing school operations, focusing on teaching and learning, and overall well-being and protection—supported by overall means of 3.92 and 3.67—highlight the perception that safety protocols are effectively integrated into various aspects of school management. This suggests that safety measures are viewed as essential in creating a secure learning environment that supports uninterrupted educational activities and safeguards the well-being of both staff and students. The statistical significance reinforces the importance of maintaining and continuously enhancing these safety practices to uphold a positive and secure school climate, which is fundamental to fostering effective teaching and learning processes.

The finding aligns with the study by Santos et al. (2022), which emphasizes that effective safety management strategies—covering health, safety, and emotional well-being—positively influence teacher resilience, student engagement, and overall school performance. Their findings advocate for ongoing staff training, resource investment, and regular safety audits to adapt to emerging challenges and maintain high safety standards. These insights support the current data, implying that sustained emphasis on managing school safety is vital for ensuring that institutions can effectively support both educational goals and the holistic well-being of their communities amid ongoing societal shifts.

Problem No. 4: Is there a significant difference in the assessment of the two groups of respondents on the extent of workplace safety in selected institutions in Palawan?

Table 4 delineates the significant difference in the assessment of the two groups of respondents on the extent of workplace safety in selected institutions in Palawan.

It can be manifested from the table that there is a significant difference in the assessment of the two groups of respondents on the extent of workplace safety in selected institutions in Palawan in terms of managing school operations, focusing on teaching and learning, and well-being and protection since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant.

It implies that the significant difference observed between the two groups of respondents regarding the assessment of workplace safety in managing school operations, focusing on teaching and learning, and well-being and protection—indicated by a p-value less than .05—suggests that perceptions of safety may vary based on factors such as roles, experiences, or levels of engagement within the institutions.

This disparity underscores the importance of establishing standardized safety protocols and ensuring consistent communication and training across all stakeholder groups to foster a shared understanding of safety measures. Addressing these perceptual differences is essential for building a cohesive safety culture, which can enhance the overall effectiveness of school management and improve the learning environment.

Table 4. *Difference in the Assessment of the Two Groups of Respondents on the Extent of Workplace Safety in Selected Institutions in Palawan*

Institutions in Taiwan											
Indicators		Paired Differences					T	df	Sig. (2-tailed)	Decision Ho	Interpretation
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
					Lower	Upper					
School Heads	Managing School Operations	.28667	.50650	.09247	.09754	.47580	3.100	29	.004	R	S
	Focusing on Teaching and Learning	.25000	.28977	.05290	.14180	.35820	4.726	29	.000	R	S
	Well-Being and Protection	.14000	.26011	.04749	.04287	.23713	2.948	29	.006	R	S
	Overall	.22500	.18873	.03446	.15453	.29547	6.530	29	.000	R	S

***Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

According to Delgado and Cruz (2022), perceptions of safety are significantly linked to teachers' engagement, student attendance, and overall school climate. Their research emphasizes the need for comprehensive safety training, transparent communication, and inclusive safety policies that accommodate diverse stakeholder perspectives to promote trust and shared responsibility. These insights support the current findings, suggesting that targeted interventions are necessary to align perceptions and practices regarding safety management, ensuring that all members of the school community feel equally protected and supported.

Problem No. 5: Is there a significant relationship between the level of physical plant and facility management skills of school administrators and the extent of workplace safety in selected institutions in Palawan?

Table 5 presents the significant relationship between the level of physical plant and facility management skills of school administrators and the extent of workplace safety in selected institutions in Palawan.

Table 5. *Relationship Between the Level of Physical Plant and Facility Management Skills of School Administrators and the Extent of Workplace Safety in Selected Institutions in Palawan*

Indicators		Pearson r	Sig	Ho	VI
Level of Physical Plant and Facility Management Skills	Extent of Workplace Safety				
		.316	.000	R	S

***Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

The table reveals a significant relationship between the level of physical plant and facility management skills of school administrators and the extent of workplace safety in selected institutions in Palawan. This is supported by the p-value being less than the 0.05 significance level, leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. Also, the Pearson's r' correlation of .316 shows a low positive correlation between the level of physical plant and facility management skills of school administrators and the extent of workplace safety in selected institutions in Palawan.

It implies that the significant relationship identified between the level of physical plant and facility management skills of school administrators and the extent of workplace safety—evidenced by a p-value less than .05 and a Pearson's r' of .316—indicates that improved management skills are associated with higher perceptions or realities of safety within school institutions in Palawan. Although the correlation is low, it still suggests that strengthening administrators' facility management capabilities can contribute positively to fostering a safer environment. This finding underscores the importance of targeted professional development programs that enhance facility management skills, which in turn may lead to improvements in safety standards and practices. Enhancing these skills could be a strategic move toward creating a more secure school environment, ultimately supporting both organizational effectiveness and the well-being of staff and students.

A recent study conducted by Morales and Santos (2022) highlighted that professional development in infrastructure and safety management correlates with measurable improvements in safety protocols and the reduction of hazards in schools. Their study advocates for capacity-building programs that elevate the competence of school leaders in managing school facilities as a means to promote a safer educational environment. These insights align with the current findings, reinforcing the notion that fostering better management skills can make a meaningful, if modest, impact on workplace safety.

Problem No. 6: Do the physical plant and facility management skills of school administrators greatly impact on the workplace safety in selected institutions in Palawan?

Table 6 presents the regression analysis on the physical plant and facility management skills of school administrators that greatly impact the workplace safety in selected institutions in Palawan.

The table reveals that the physical plant and facility management skills of school administrators did not significantly impact workplace safety in the selected institutions in Palawan, as indicated by p-values greater than the 0.05 significance level. Consequently, the null hypothesis is not rejected, and the results are not significant.

Table 6. *Regression Analysis on the Physical Plant and Facility Management Skills of School Administrators Impact the Workplace Safety in Selected Institutions in Palawan*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Ho	Sig
	B	Std. Error	Beta				
(Constant)	1.651	.667		2.475	.014	R	S
Managing School Operations	3.973	2.352	6.080	1.689	.093	FR	NS
Focusing on Teaching and Learning	3.847	2.351	3.045	1.637	.104	FR	NS
Well-Being and Protection	4.063	2.347	3.214	1.731	.086	FR	NS
Overall	-11.806	7.053	-7.606	-1.674	.096	FR	NS

It implies that the physical plant and facility management skills of school administrators did not have a significant impact on workplace safety—evidenced by p-values greater than .05—suggesting that other factors may play a more critical role in ensuring safety within the institutions in Palawan. This outcome implies that while management skills are important, they might not directly translate to improvements in safety unless complemented by other elements such as infrastructure quality, safety protocols, staff training, or organizational culture. Consequently, school administrators and policymakers should consider a comprehensive approach that integrates multiple safety-related components beyond just management capabilities to enhance workplace safety effectively.

The study of Cruz and Reyes (2022) found that physical infrastructure quality and organizational safety culture are more strongly associated with safety outcomes than management skills alone. Their study advocates for a multifaceted approach, emphasizing that improving physical safety features, regular safety drills, and fostering an organizational culture of safety are essential alongside developing management skills. These insights support the current findings by highlighting that facility management skills alone may not be sufficient to impact safety without broader systemic interventions.

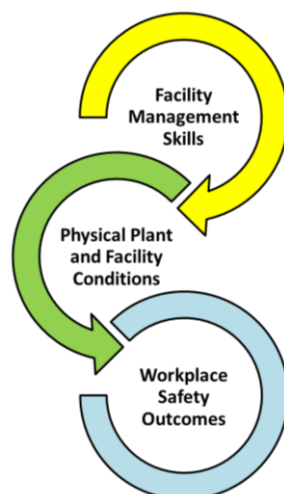
Problem No. 7: Based on the findings of the study, what model may be developed?

The Impact of School Administrators' Facility Management Skills on Workplace Safety Model

Rationale:

The effective management of physical plants and facilities by school administrators is fundamental to ensuring a safe and conducive learning environment. Schools serve as the foundation for students' growth and development, and the physical infrastructure plays a critical role in supporting this mission. Proper facility management encompasses regular maintenance, safety inspections, resource allocation, and the implementation of safety protocols, all of which directly influence the safety and well-being of both students and staff. When school administrators possess strong facility management skills, they can proactively identify and address potential hazards, reduce the risk of accidents, and foster a culture of safety within the institution. Hence, their competency in this area is vital for promoting a secure learning environment that enhances educational outcomes.

Furthermore, workplace safety in schools is not just a matter of compliance but a collective responsibility that involves administrators, teachers, students, and the community. The well-being and protection of everyone within the school premises are crucial for maintaining continuous and effective teaching and learning activities. Developing the facility management skills of school administrators is a strategic approach that directly impacts safety practices and the overall school climate. This focus on safety and maintenance ensures that schools can quickly respond to emergencies, prevent accidents, and uphold standards that protect all members of the school community. Ultimately, enhancing these skills contributes to creating resilient and safe educational environments where students can learn and thrive without undue risk or distraction.



School Administrators' Facility Management Skills on Workplace Safety Model

Components:

1. School Administrators' Facility Management Skills

- Maintenance Planning and Implementation
- Infrastructure and Facility Inspection
- Resource Allocation and Utilization
- Safety Policy Development and Enforcement
- Training and Capacity Building in Safety and Maintenance

2. Physical Plant and Facility Conditions

- Building Safety and Structural Integrity
- Equipment and Facility Functionality
- Cleanliness and Organization
- Safety Signage and Emergency Equipment

3. Safety Outcomes

- Reduction in Accidents and Incidents
- Compliance with Safety Standards
- Staff and Student Perception of Safety
- Overall School Safety Culture

Flow of the Model:

Facility Management Skills directly influence the Physical Plant and Facility Conditions through effective maintenance, inspections, and resource management. Well-managed facilities lead to safer physical environments, thereby increasing the Workplace Safety Outcomes. Conversely, gaps in management skills can result in substandard conditions, potentially compromising safety despite the presence of safety policies.

Feedback Loop:

Workplace safety outcomes inform the ongoing development of management skills and policies, creating a continuous improvement cycle. Positive safety outcomes reinforce the importance of existing skills, while adverse events highlight areas for capacity enhancement.

This model emphasizes that improving the facility management skills of school administrators is vital for maintaining safe physical environments, which directly impact workplace safety. Implementing targeted training programs and establishing clear safety protocols can enhance this relationship, ultimately fostering a safer learning and work environment in schools.

Conclusions

As can be deduced from the findings, the conclusions drawn from the study:

School administrators demonstrate proficiency in overseeing physical facilities, including the provision of educational programs, utilization of educational resources, facility maintenance, enhancement of educational environments, and auditing of such resources.

School heads and teachers have dramatically different perspectives on the evaluation of physical plant and facilities management abilities among administrators.

Managing school operations, concentrating on teaching and learning, and ensuring safety and well-being are all examples of institutions where workplace safety is clearly prioritized.

There is a substantial variation in the judgment of workplace safety by school heads and instructors in terms of managing school operations, focusing on teaching and learning, and well-being and protection.

A notable correlation exists between the proficiency in physical plant and facility management among school administrators and the degree of workplace safety observed in certain institutions within Palawan.

The competencies in physical plant and facility management exhibited by school administrators did not have a notable effect on workplace safety within the chosen institutions in Palawan.

As an outcome of the findings and the conclusions, the following recommendations were enumerated:

School administrators may participate in continuous professional development programs focused on facility management, safety protocols, and emergency response to enhance their skills and knowledge.

School administrators may schedule regular inspections of the physical plant and facilities to identify and address maintenance issues, safety hazards, and infrastructure deficiencies promptly.

School administrators may establish clear safety policies and procedures, ensuring consistent application across all school activities to promote a culture of safety.

Teachers and students may be encouraged to report safety concerns and facility issues promptly through accessible channels, fostering collective responsibility for safety.

Teachers may conduct periodic safety drills, seminars, and awareness campaigns for teachers and students to reinforce safety protocols and preparedness.

Teachers may encourage all school community members to adopt safety as a shared value, fostering accountability and vigilance in everyday school operations.

A parallel study may be conducted using different variables.

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Affiliations and Corresponding Information

Marites A. Ortega

Palawan State University
Narra Campus – Philippines

Jay B. Baylon, PhD

University of Perpetual System
DALTA – Philippines