Asset Management Efficiency and Teachers' Satisfaction with Educational Facilities in a Selected School in Yunnan, China

Han Fei

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Abstract:

Efficient asset management in schools is a cornerstone of delivering quality education. Educational institutions rely on a systematic approach to manage their assets, which include facilities, equipment, and resources, to meet the growing demands of teaching and learning. Teachers, as key stakeholders in the educational process, are directly influenced by the state and management of these assets. Their satisfaction with the facilities and resources available in schools reflects the success of asset management practices. Efficient management ensures that assets are not only available but also optimally utilized, directly impacting the quality of education delivery (Shakir & Ahmad, 2021).

Asset management efficiency has been increasingly emphasized in educational reform efforts. A study conducted in Jordan by Kanaan and Zahran (2022) revealed that the adequacy and maintenance of school facilities were significant predictors of teachers' job satisfaction. Teachers who perceived their schools as well-equipped and maintained reported higher morale and commitment to their professional roles. This highlights the importance of aligning asset management practices with the needs of educational stakeholders.

Similarly, some countries have prioritized asset management in schools as part of broader efforts to improve educational outcomes. Morales and Gutierrez (2023) examined the relationship between resource management and teacher satisfaction. The study found that transparent and systematic management of educational facilities fostered a sense of trust and reliability among teachers, leading to enhanced job satisfaction. A well-managed educational environment not only supports effective teaching but also boosts teachers' motivation and performance. Research conducted by Jassim and Al-Hamad (2021) emphasized that poor maintenance of facilities and inadequate resources hindered teachers' ability to perform their roles effectively. Conversely, schools with efficient asset management systems created a positive working environment, encouraging teachers to engage more actively in the educational process.

In South America, asset management has also been linked to equity in education. Research by Fernandez and Ribeiro (2022) highlighted that disparities in resource allocation among schools contributed to varying levels of teacher satisfaction. Teachers in under-resourced schools expressed frustration and dissatisfaction emphasizing the need for equitable and efficient asset management practices across the education system.

The integration of technology in asset management has further enhanced efficiency and transparency. A study by Hosseini and Ramezan (2023) demonstrated how digital asset management systems improved the tracking and allocation of resources in schools. Teachers in schools that adopted these technologies reported higher satisfaction with the availability and functionality of educational facilities.

Moreover, effective communication between school administrators and teachers plays a vital role in asset management. A study by Lopez and Vargas (2020) found that schools with participatory decisionmaking processes in resource management achieved higher levels of teacher satisfaction. Involving teachers in decisions regarding asset utilization fostered a sense of ownership and accountability, strengthening their trust in the management system.

The relationship between asset management and teacher satisfaction also extends to professional development opportunities. Al-Mutairi and Saleh (2023) explored how the availability of well-maintained training facilities influenced teachers' perceptions of their professional growth. The study revealed that teachers valued schools that prioritized the development and maintenance of facilities for professional learning, which in turn enhanced their overall satisfaction. Environmental sustainability has also emerged as a critical factor in asset management.

Research by Martinez and Silva (2022) examined the impact of green initiatives in school facilities on teacher satisfaction. Schools that implemented energy-efficient designs and environmentally sustainable practices not only reduced operational costs but also created healthier and more conducive teaching environments, positively influencing teacher morale.

In addition to infrastructure, the management of educational equipment is a key determinant of teacher satisfaction. Studies by Ibrahim and Nasser (2021) highlighted the significance of regularly updating and maintaining teaching tools and resources. Teachers in schools with robust equipment management systems reported greater satisfaction with their ability to deliver effective lessons.

Cultural and contextual factors also shape the perception of asset management practices. Research by Sanchez and Delgado (2023) revealed that teachers' satisfaction was influenced by how well the facilities reflected the local culture and community values. Schools that incorporated culturally relevant designs and practices in their asset management strategies were more successful in meeting teachers' expectations.

Introduction:

Effective asset management in schools plays a crucial role in shaping the educational environment and directly impacts teachers' satisfaction with facilities. Schools with efficient asset management systems ensure that resources, equipment, and facilities are maintained and allocated appropriately, fostering a productive teaching and learning atmosphere. Recent studies emphasize the importance of streamlined asset management practices in achieving teacher satisfaction and improved educational outcomes (Gutiérrez & Navarro, 2021; Khomson & Thavorn, 2023). These findings suggest that effective asset management is integral to maintaining high standards in school infrastructure.

Teachers' satisfaction with educational facilities is closely linked to their perception of the adequacy and functionality of resources. A study by Vargas and Bonilla (2022) revealed that schools with modern, well-maintained facilities reported higher levels of teacher engagement and job satisfaction. Similarly, research conducted by Panich & Wirat (2021) highlighted the positive correlation between resource availability and teachers' motivation. Teachers who feel supported by quality facilities are more likely to develop innovative teaching strategies, contributing to better student outcomes.

One critical aspect of asset management efficiency is the regular maintenance and upgrading of school facilities. Schools that neglect these processes often face dissatisfaction among teachers due to outdated or malfunctioning resources. For instance, Rocha and Almeida (2023) documented how delayed maintenance in schools led to increased frustration among teachers, negatively affecting their performance. Conversely, Khomson and Thavorn (2023) demonstrated that proactive maintenance schedules in Southeast Asian schools significantly reduced teacher complaints, fostering a more conducive work environment.

The equitable distribution of resources across schools is another factor that influences teachers' satisfaction. Inequalities in resource allocation can lead to disparities in teaching conditions, creating challenges for educators in under-resourced schools. A study by Lopez and Cifuentes (2021) found that schools with efficient resource distribution systems reported higher levels of teacher satisfaction. Similarly, Panich & Wirat (2021) noted that schools emphasizing equitable asset management experienced fewer disparities in teacher performance and morale.

Digital tools have increasingly been integrated into asset management systems to enhance efficiency and transparency. Schools adopting technology-driven solutions for inventory tracking and resource allocation have reported notable improvements in teacher satisfaction. For example, Gutiérrez and Navarro (2021) highlighted the success of digital asset management platforms in optimizing resource use in schools. Similarly, Sutham and Jinda (2022) found that schools using digital tools experienced fewer issues related to resource mismanagement, leading to greater teacher confidence in institutional support.

While efficient asset management contributes positively to teacher satisfaction, challenges such as funding constraints and administrative inefficiencies persist. Schools in economically disadvantaged areas often struggle to maintain and upgrade

their facilities, impacting teacher morale. Rocha and Almeida (2023) emphasized the need for targeted government interventions to address these disparities. Khomson and Thavorn (2023) advocated for increased budget allocations to support the maintenance and development of educational infrastructure.

Teachers' involvement in asset management decision-making processes can also enhance their satisfaction with educational facilities. When educators are included in discussions about resource allocation and facility improvements, they are more likely to feel valued and supported. Vargas and Bonilla (2022) reported that schools with participatory decision-making practices experienced higher teacher satisfaction. Similarly, Sutham and Jinda (2022) noted that teachers appreciated being consulted on asset management strategies, leading to a stronger sense of ownership and accountability.

Efficient asset management systems not only impact teachers' satisfaction but also contribute to overall institutional success. Schools that prioritize resource optimization and facility maintenance create environments that support both teachers and students. Lopez and Cifuentes (2021) observed that well-managed resources in schools led to improved academic performance and reduced teacher turnover rates. Likewise, Panich & Wirat (2021) found that schools with efficient asset management practices achieved better alignment between institutional goals and operational outcomes.

The relationship between asset management and teacher satisfaction highlights the need for comprehensive strategies that address both infrastructural and administrative challenges. By integrating technology, ensuring equitable resource distribution, and involving teachers in decision-making, schools can enhance their asset management efficiency. Gutiérrez and Navarro (2021) and Vargas and Bonilla (2022) emphasize the importance of sustained investments in educational facilities to maintain teacher satisfaction and improve institutional performance.

Efficient asset management is a cornerstone of teacher satisfaction with educational facilities. Studies underline the critical role of modern, well-maintained, and equitably distributed resources in fostering a positive teaching environment. By addressing existing challenges and prioritizing teacher involvement in resource management processes, schools can achieve significant improvements in both teacher morale and institutional effectiveness.

Background of the Study:

Efficient asset management in schools is a cornerstone of delivering quality education. Educational institutions rely on a systematic approach to manage their assets, which include facilities, equipment, and resources, to meet the growing demands of teaching and learning. Teachers, as key stakeholders in the educational process, are directly influenced by the state and management of these assets. Their satisfaction with the facilities and resources available in schools reflects the success of asset management practices. Efficient management ensures that assets are not only available but also optimally utilized, directly impacting the quality of education delivery (Shakir & Ahmad, 2021).

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Another critical aspect of asset management is its impact on teacher retention. A study in Bahrain by Yousif and Khalifa (2022) found that schools with efficient asset management systems experienced lower turnover rates among teachers. Satisfied teachers were more likely to remain committed to their institutions, contributing to greater stability in the educational workforce.

Effective asset management also fosters a positive school climate, which is essential for promoting teacher well-being. Research by Ortega and Ramirez (2020) demonstrated that schools with well-maintained facilities and resources created a supportive environment that enhanced teachers' job satisfaction and reduced stress levels.

The financial efficiency of asset management practices further influences their success. Salem and Badran (2023) investigated the cost-effectiveness of resource allocation in schools. Teachers in schools that efficiently utilized their budgets for asset management reported higher satisfaction, as resources were consistently available to support teaching and learning activities.

Efficient asset management is crucial for ensuring teacher satisfaction with educational facilities. Research underscores the importance of maintaining and allocating resources effectively, involving teachers in decision-making, and integrating technology into asset management processes. By prioritizing these practices, schools can create conducive teaching environments that enhance teacher satisfaction and, ultimately, the quality of education delivery.

Asset Management in Schools:

The degree to which management goals are attained and current resources —such as staff, teachers, and infrastructure —are used to accomplish school objectives is known as the efficacy of school resource management. This guarantees that school outputs benefit the larger community and creates a conducive learning environment (Nurkolis & Sulisworo, 2018). A country that wants to advance must have high-quality education since it is vital for developing its human capital (Rafiei & Davari, 2015; Prestiana & Sugito, 2021; Qutni et al., 2021). With an emphasis on educational results, the goal is to improve the quality of education. In education, efficient human resource management (HRM) is essential for organizing, regulating, and making effective use of teachers in order to accomplish institutional objectives.

To achieve corporate goals, HRM provides a framework for maximizing individual contributions (Silva & Lima, 2018; Boon et al., 2019). By recognizing human resources as important assets that need to be carefully and strategically managed in accordance with organizational needs—particularly in education—it seeks to optimize the productive input of individuals. Human resource development and, by extension, a country's economic growth are greatly influenced by education (Rahmi et al., 2020). In Indonesia, the government works with communities and the business sector to raise the standard and equity of education. Students' accomplishments and graduates' relevance to society demands demonstrate that these efforts are focused on improving educational results (Sumiati & Ahmad, 2021). Student achievement is frequently linked to school administration, including HR profiles, learning materials, and environmental elements.

A nation's dignity and human potential may be enhanced via education, as evidenced by the academic achievements of its people. At every level, issues like poor results continue to exist despite several initiatives meant to enhance education (Hasudungan & Kurniawan, 2018). Law No. 20 of 2003 on the national education system and Law No. 14 of 2005 on teachers and lecturers are two important legislation that set forth requirements for teacher competences and management techniques. By addressing planning, organization, leadership, and control components to enhance productivity and propel long-term success, HRM continues to be a cornerstone in enhancing the quality of education (Nababan et al., 2022). In order to effectively identify resource requirements and guarantee that corporate objectives are realized, HR planning is very important (Dedi et al., 2021).

The strategic function of HR management in education has become increasingly important. Human resources are essential for improving the quality of education because they are distinct from other resources in their capacity for thought, innovation, and adaptation. To achieve these objectives, a thorough strategy including strategic planning, delegation, leadership, and supervision is required.

Low educational quality is a recurring problem in Indonesia (Sukasni & Efendy, 2017). Academic success and behavioral changes are indicators of quality for students, while performance criteria exceeding are indicators of quality for managers. Excellent human resources are crucial and go beyond quantifiable service skills to include contributions that are innovative, long-lasting, and responsible (Siska & F. Komla, 2020). Quality services in the education sector must continue to be dynamic, changing to accommodate the requirements and perceptions of stakeholders while highlighting the vital relationship between service providers and receivers.

Education quality is influenced by a number of issues, such as regulatory restrictions that place an undue emphasis on inputs rather than thorough procedures, which are essential for reaching desired results. Another difficulty is that community involvement in education is sometimes restricted to monetary donations rather than actual participation in the educational process.

By giving schools the freedom to choose policies that increase educational quality, efficiency, and equity, School-Based Management (SBM) aims to develop community competency in science and technology (Usman et al., 2016; Mawanda et al., 2018; Istijarti et al., 2019). SBM encourages cooperation between governments,

communities, and schools, giving them the autonomy and responsibility to manage resources on their own. SBM provides advantages like:

1. Teachers, parents, and kids are all directly impacted by school policy

2. efficiently utilizing local resources.

3. improving the growth of students.

4. promoting teacher empowerment, cooperative decision-making, and change planning (Rini et al., 2020; Arar & Nasra, 2020).

The individuals in charge of planning, carrying out, and overseeing the educational process in classrooms are teachers and educators. Additionally, they are in charge of doing research and evaluating learning outcomes, especially in higher education (Keiler, 2018; Darling-Hammond et al., 2020; Rapanta et al., 2020). According to this viewpoint, educators are those who help students learn and supervise their progress, whereas education staff members offer assistance by handling organizational, managerial, and supervisory duties. Effective resource management may result in better results and higher school standards, hence it is directly related to school quality (Johnes et al., 2017; Salahudin et al., 2018; Matorera, 2018). Three factors are used in this study to identify high-quality schools: graduation rates, alumni admittance into public and private colleges, and academic and extracurricular student accomplishments.

The learning process in schools is a reflection of service quality, which is improved by programs that address interrelated elements. These improvements include raising the caliber of the curriculum, hiring more qualified teachers, increasing the number of students who can access learning materials, upgrading the infrastructure for learning, and creating a positive learning environment in the classroom. Learning outcomes, which may be evaluated by students' knowledge acquisition, subject matter expertise, and problem-solving skills, are eventually improved by a high-quality learning process (Pratiwi et al., 2019).

Daily routines, such morning activities and student-teacher interactions, are important when it comes to service quality. Teachers use a variety of tactics to inspire pupils, guaranteeing their passion for studying and the accomplishment of learning objectives (Cahyani et al., 2020). Strong resource management programs typically result in high-quality services and graduates, which boosts student enrollment as more families see the benefits of this kind of education.

Improving the quality of education at educational institutions depends heavily on human resource management, or HRM. Achieving educational objectives is greatly aided by effective HRM, which makes sure that schools have the staff and management techniques required for success. HRM plays a critical role in helping educational institutions enhance their administration, instruction, and overall educational relevance. Since stakeholders are essential to putting these changes into practice, HRM is essential to raising the caliber of education.

While service quality relates to satisfying the requirements of students, staff, and the larger community, guaranteeing satisfaction with school services, graduate quality is frequently associated with their academic achievement (Fadhli, 2017; Munir, 2020).

Schools use a variety of initiatives to improve instructors' abilities, including workshops, online courses, and seminars. Through activities like routine lesson preparation and program evaluations, principals also prioritize the development of managers and supervisors. According to instructor interviews, kids' accomplishments and active involvement in school activities demonstrate their strong desire to study.

According to research, HRM is essential for raising the standard of education (Rajaloa et al., 2017). In order to promote a culture of excellence in the classroom and increase overall school performance, schools frequently send instructors to outside training sessions and seminars.

These days, local governments have a big say in how education is shaped via their policies, which include competency criteria and funding. Education management is placing more emphasis on school-based management (SBM) to maximize resources for accomplishing educational goals, and national competence requirements are divided into minimal, mainstream, and superior levels (Serdyukov, 2017; Modelu & T Asiah, 2019).

To guarantee accountability and high-quality education, SBM promotes widespread community engagement and places a strong emphasis on shared responsibility between communities, governments, and schools. Through the redistribution of decision-making power, SBM gives schools the ability to manage staffing, curriculum, and funding. By including community members in decision-making procedures, it also promotes democratic practices (Muzaki, 2020).

In order to support ongoing quality improvement, SBM encourages autonomy, resource optimization, and healthy competition among schools. All stakeholders must participate in strategic planning in order to establish a forward-looking vision and close gaps between the state of affairs now and the intended results.

Analysis of internal and external opportunities and threats, as well as well-defined tactics to accomplish objectives, should all be part of strategic plans at educational institutions. These strategies help schools overcome obstacles, make efficient use of their resources, and realize their goals. Organizations may stay on course and obtain a competitive edge in quality improvement with the support of a strong strategic framework.

Establishing a culture of excellence, recognizing obstacles, defining goals, doing SWOT analyses, and carrying out improvement plans are all part of quality development in schools. Progress in reaching quality goals is ensured by ongoing assessment and modification. Identification, analysis, and monitoring of risks are crucial for preventing future setbacks and guaranteeing long-term progress. In order to ensure a consistent and progressive approach to educational quality, stakeholders must collaborate and communicate with one another.

Educational Facilities:

The infrastructure and facilities that support educational programs are among the most important aspects that affect education (Widana et al., 2023). Many schools struggle to manage their infrastructure and facilities, particularly in areas like storage, maintenance, and record-keeping. Frequently, these resources are not sufficiently

maintained to aid in the educational process. Building efficient and successful schools that satisfy future educational demands requires careful management of infrastructure and amenities. Schools must properly design, acquire, distribute, utilize, inventory, maintain, and dispose of their facilities in order to operate at their best (Sofiah, 2022).

Successful learning requires adequate infrastructure and facilities for education (Ellong, 2023). When properly used, these materials greatly increase students' excitement for learning and participation (Fathurrochman et al., 2021). On the other hand, inadequate facilities may cause pupils to become less motivated and do poorly academically.

Careful planning and procurement, taking into account both administrative and instructional requirements, is the first step in effective school facility management. To keep the infrastructure in excellent shape, maintenance is a shared duty of all school personnel, including administrators, instructors, special officers, and students (Purnadewi et al., 2023). Effective management, involving the facilities head and school principle, requires regular inventory reviews, especially at the start of each school year. Damaged or out-of-date items must be repaired or, if they cannot be fixed, deleted from the inventory (Isnaini et al., 2021).

In order to facilitate effective learning, including the integration of information and communication technology, facilities and infrastructure must meet minimum requirements, including classrooms, libraries, labs, sports areas, and creative spaces (Satyani, 2020). Effective learning cannot take place without adequate facilities, underscoring the need of expert management of educational infrastructure.

An educational institution's infrastructure and amenities are essential to its administration. Effective learning cannot take place in the absence of sufficient resources (Tingkat, 2020). These resources improve student learning and instruction, increasing the effectiveness and engagement of the educational process (Megasari, 2020). Despite being support tools, facilities have a big influence on learning outcomes when they are absent or poorly managed (Sudibyo & Nugroho, 2020).

A major determinant of success in the teaching and learning process is the availability of materials. The efficacy of education can be increased by well-maintained facilities that complement the curriculum (Asalnaije, 2023). To guarantee top-notch educational results, managing these facilities requires organized planning, acquisition, upkeep, and supervision (Isnaniah, 2022). If educational infrastructure helps students meet their learning needs and improves their academic performance, it is deemed appropriate (Sinta, 2024).

The management and availability of facilities and equipment, which must satisfy certain requirements, are essential to the educational process. Planning, acquiring, overseeing, storing, inventorying, and disposing of resources are all components of effective management. A favorable learning environment is produced by well-managed facilities for both instructors and students (Kartika, Husni, & Millah, 2024). The provision of suitable facilities and infrastructure is just as important to educational performance as the presence of teaching personnel (Nasrudin & Maryadi, 2024).

Planning, purchasing, inventory, maintenance, and disposal are the five primary facets of managing educational facilities. All pertinent parties, such as committees,

instructors, and school principals, must thoroughly evaluate the facility requirements throughout the planning stage in accordance with predetermined criteria and priorities. Facilities that are accessible within budgetary limits and satisfy educational objectives are guaranteed by careful planning.

In order to ensure that learning activities may go successfully, procurement entails obtaining the resources required to support educational aims. Inventory management involves keeping thorough records of the origin, amount, condition, and usage of all educational resources, including books, tools, and equipment.

All school personnel are accountable for maintenance, which tries to guarantee that the facilities are constantly usable. Regular maintenance keeps facilities in excellent operating order and helps avoid the need for expensive replacements. Additionally, a predetermined process is followed for the disposal of outdated or broken materials in order to maximize available space, conserve funds, and lessen the strain of administrators and teachers (Isnaniah, 2022).

School Facilities and Teacher Satisfaction:

Job satisfaction affects not only personal requirements but also the organization's overall performance. Workers who are happy in their positions typically perform better than those who are not (Inayat & Khan, 2021). When workers perform well, the organization's outcomes also improve. For example, a teacher who is dissatisfied with their work may find it difficult to instruct pupils effectively, which may result in poor performance and failure to reach learning objectives.

People's life revolve around their jobs, which are vital to their survival, prosperity, and general well-being. Safety requirements are on the second level of Maslow's hierarchy of needs, which arranges human needs in a pyramid shape (McLeod, 2023). These safety demands include job stability, and in order for firms to assist workers in meeting their fundamental, survival-related needs, job fulfillment or satisfaction is essential. People are better prepared to meet greater psychological requirements when these lower-level needs are met. Achieving high-quality education depends on teachers being happy in their jobs. The MBA Skool Team (2021) asserts that as employee happiness affects productivity, it is a crucial component of every organization. When teachers are supported by an efficient educational system and have access to the right tools and facilities, they may provide their best efforts. Since teacher work satisfaction has a direct impact on their performance, it is crucial to evaluate it. disgruntled instructors may find it difficult to offer high-quality instruction, just as disgruntled workers frequently struggle to provide great service.

Baluyos, E.L., Rivera, H.L., and Baluyos, G.R. (2024) discovered that better work performance was correlated with greater levels of job satisfaction among teachers. Furthermore, the study found that teachers' job happiness directly affects their efficacy at work, especially when it comes to oversight and job security from school administrators. Teacher performance is greatly impacted by the work environment, which includes the atmosphere and amenities of the school (Rachman, 2021).

According to another study by Jaminal (2024), teacher and student motivation and satisfaction are impacted by the availability of school amenities. It is acknowledged that essential spaces like classrooms, libraries, and playgrounds are necessary for efficient

teaching and learning. A well-kept facility encourages teachers to raise the caliber of their instruction in addition to offering a secure atmosphere for both teachers and pupils. A safe environment that promotes the mental and physical well-being of educators and learners is provided by adequate facilities. A secure and comfortable workplace depends on efficient facilities management. People are more passionate, productive, and energetic at work, which inspires them to do their best job.

Although kids are the subject of the majority of studies, little is known about how teacher work satisfaction is impacted by the condition of school infrastructure. It is still unclear how work satisfaction and school performance are affected by adequate or inadequate school infrastructure. It is well known that a large number of gifted educators are quitting their employment to work overseas; some are even taking careers in unrelated industries like domestic labor. Retaining qualified teachers and guaranteeing high-quality education in the nation depend on addressing the issues influencing teacher work satisfaction.

Theoretical Framework:

This study utilizes the Theory of School Effectiveness as proposed by Rutter and colleagues in the 1970s to explore therelationship between asset management efficiency and teachers' satisfaction with educational facilities in schools. The Theory of School Effectiveness provides a robust foundation for understanding how the organizational processes within a school, particularly those related to the management of physical and educational resources, contribute to overall school performance and teacher satisfaction.

Rutter and colleagues (1979) argued that effective schools are characterized by certain key components that facilitate positive outcomes for students and staff. These include efficient leadership, a positive school environment, high academic expectations, and a focus on basic skills development. In the context of this study, the theory emphasizes that asset management efficiency—which includes the maintenance, allocation, and utilization of educational facilities and resources—plays a critical role in creating an environment conducive to teaching and learning. The management of school assets, such as classrooms, technology, libraries, and other educational tools, is integral to ensuring that teachers have access to the resources needed to deliver effective instruction.

Effective asset management aligns with the school's overall effectiveness, as outlined by Edmonds (1979), in which an efficient school environment supports the achievement of educational goals. A well-maintained, adequately resourced physical environment fosters a sense of satisfaction and professionalism among teachers, enhancing their ability to deliver high-quality education. Teachers who are satisfied with their working environment, particularly with the state of educational facilities, are more likely to exhibit higher levels of engagement, motivation, and job satisfaction (Zamir, 2020).

Furthermore, the theory suggests that leadership efficiency is crucial in ensuring that the school's resources are effectively managed. Leadership in educational settings must prioritize the maintenance and development of facilities, creating a school environment that both teachers and students find conducive to learning. According to Scheerens (2016), leadership plays a significant role in establishing a school culture that values the continuous improvement of physical and educational assets, ensuring that these resources are allocated efficiently to support teaching and

learning. When school leaders demonstrate efficiency in asset management, teachers are likely to feel valued and supported, which directly impacts their satisfaction levels.

The environmental factors outlined in the Theory of School Effectiveness, particularly a school environment favorable to learning, are closely linked to asset management. The theory posits that a school's physical environment—its infrastructure, classroom design, availability of teaching aids, and the overall condition of the facilities—has a direct influence on the effectiveness of teaching. When teachers perceive the school's educational facilities as well –

managed, they are more likely to experience higher levels of satisfaction and a greater sense of efficacy in their teaching roles.

In summary, the Theory of School Effectiveness provides a comprehensive lens through which to examine the impact of asset management efficiency on teachers' satisfaction with educational facilities. This framework suggests that schools with efficient asset management practices, characterized by effective leadership and a favorable environment, create conditions that support teacher satisfaction and improve overall school performance. The study thus posits that asset management efficiency directly influences teachers' perceptions of their work environment, which in turn impacts their job satisfaction and engagement.

Conceptual Framework:

Figure 1 shows the research paradigm on the assessing the relationship between the teacher respondents' assessment of the teacher respondents of the asset management efficiency in their school and their self-assessment of their satisfaction with educational facilities in their school in Kunming Media College in Yunnan City, China It will likewise present the correlation between the teacher respondents' assessment of the asset management efficiency and their satisfaction with educational facilities in schools .
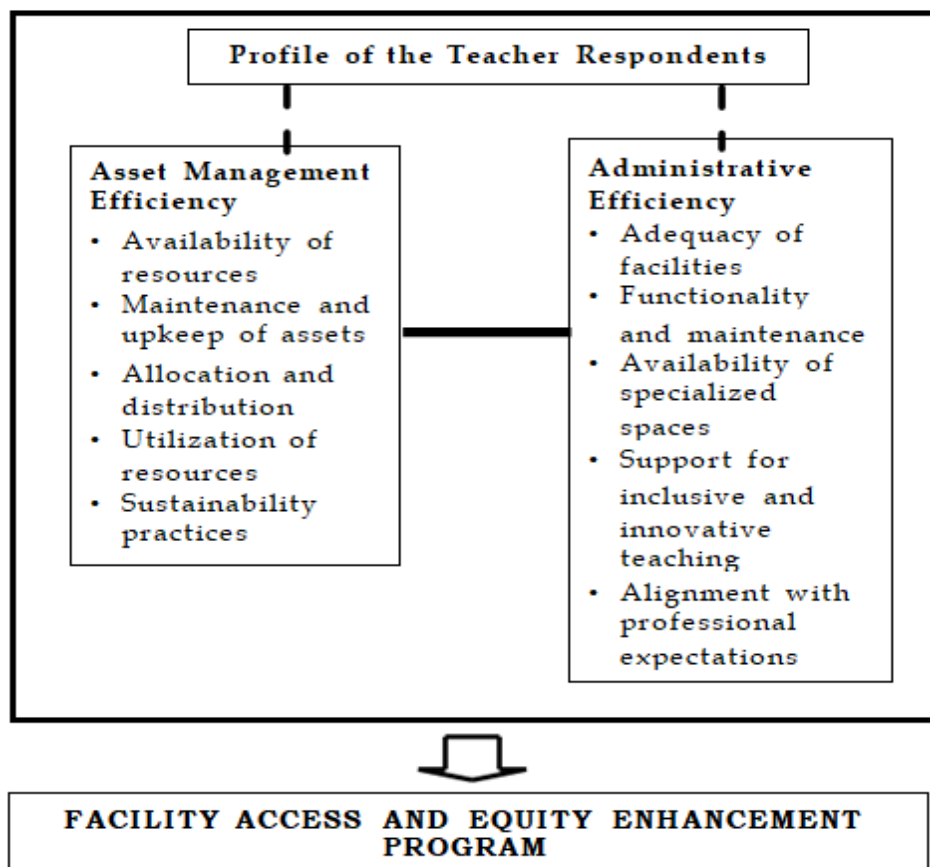

Figure 1. Research Paradigm

Figure 1 indicates the research paradigm of the study. It presents the intervening variables, specifically the teacher respondents' demographic data. It also presents the teacher respondents' assessment of the asset management efficiency and their self-assessment of their satisfaction with educational facilities in schools.

It shows the expected output of the study, which is the facility access and equity enhancement program.

Statement of the Problem:

This study will determine the relationship between asset management efficiency and teacher respondents' satisfaction with educational facilities in schools.

The results of the study will be used as a basis for a facility access and equity enhancement program.

Specifically, the study will answer the following questions:

1. What is the demographic profile of the teacher respondents in terms of:

1.1.   sex;
1.2.   age;
1.3.   educational attainment;
1.4.   years of service; and
1.5.   seminars attended related to the topic?
2. What is the assessment of the teacher respondents of the asset

management efficiency in their school in terms of: 2.1.   availability of resources;

2.2.   maintenance and upkeep of assets;
2.3.   allocation and distribution;
2.4.   utilization of resources; and
2.5.   sustainability practices?
3. Is there a significant difference in the assessment of the teacher respondents of the asset management efficiency in their school when they are grouped according to their profile?

4.   What is the self-assessment of the teacher respondents of their satisfaction with educational facilities in their school in terms of:

4.1.   adequacy of facilities;
4.2.   functionality and maintenance;
4.3.   availability of specialized spaces;
4.4.   support for inclusive and innovative teaching; and
4.5.   alignment with professional expectations?
5. Is there a significant difference in the self-assessment of the teacher respondents of their satisfaction with educational facilities in their school when they are grouped according to their profile?

6. Is there is significant relationship between the teacher respondents' assessment of the asset management efficiency and their satisfaction with educational facilities in schools?

7. Based on the results of the study, what facility access and equity enhancement program can be proposed?

Hypothesis

The following hypotheses will be tested:

1. There is no significant difference in the assessment of the teacher respondents of the asset management efficiency in their school when they are grouped according to their profile .

2. There is no significant difference in the self-assessment of the teacher respondents of their satisfaction with educational facilities in their school when they are grouped according to their profile .

3. There is no significant relationship between the teacher respondents' assessment of asset management efficiency and their satisfaction with educational facilities in schools .

Significance of the Study:

The outcomes of this study can be valuable for the following :

Teachers - Teachers will benefit from understanding how efficient asset management enhances their satisfaction with educational facilities. This will empower them to advocate for better resource allocation and maintenance, improving their teaching environment and overall job satisfaction.

Supervisors and School Administration - Supervisors and school administrators will gain insights into the importance of asset management efficiency in meeting teachers' expectations regarding educational facilities. This knowledge will help them implement better practices for resource allocation and infrastructure management.

Policy Makers - Policy makers will receive evidence-based findings on the relationship between asset management efficiency and teacher satisfaction. This study will guide the development of policies that promote effective resource management to improve the quality of educational facilities.

Accreditors and Quality Management Service Providers - Accreditors and quality management service providers will benefit from insights into how asset management impacts the satisfaction of school personnel. This information will help them refine evaluation criteria and provide recommendations for facility improvements in schools.

Professional Development Providers - Professional development providers will gain valuable knowledge on the role of asset management in enhancing teachers' satisfaction. This will enable them to design training programs that focus on effective resource management strategies for school administrators.

Future Researchers - Future researchers will find a solid foundation for further exploration into the interplay between asset management efficiency and teacher satisfaction. The study's findings will inspire more investigations into optimizing educational resources for improved institutional performance.

Scope and Delimitation of the Study

The study will be carried out in Kunming Media College in Yunnan City, China.

The scope of the study will cover the assessment of the teacher respondents of the asset management efficiency and their self-assessment of their satisfaction with educational facilities in their school by teachers from Kunming Media College in Yunnan City, China.

The study will evolve around the selected profile variables of the teacher respondents such as sex, age, educational attainment, years of service, and seminars attended related to the topic.

To be specific, the teacher respondents' assessment of the teacher respondents of the asset management efficiency in their school will be based on the following: availability of resources, maintenance and upkeep of assets, allocation and distribution, utilization of resources, and sustainability practices. This variable will be correlated with the self-assessment of the teacher respondents of their satisfaction with educational facilities in their school in terms of adequacy of facilities, functionality and maintenance, availability of specialized spaces, support for inclusive and innovative teaching, and alignment with professional expectations.

In data gathering and utilizing more complex statistical treatment, the study included descriptive statistics and correlational analysis with one-way ANOVA and post hoc analysis to interpret further and investigate the teacher respondents' demographic data and the significant relationship between their assessment of the asset management efficiency in their school and their self-assessment of their satisfaction with educational facilities in their school.

Definition of Terms

Active Learning. Active learning is an instructional method that encourages students to actively engage in the learning process through activities like discussions, problem-solving, case studies, and hands-on experiences, rather than passively receiving information.

Allocation of Assets. Allocation of assets involves the process of distributing financial or physical resources, such as funds, equipment, or personnel, across various projects, departments, or areas of an organization based on priority, need, and goals.

Assessment for Learning. Assessment for learning is an approach in which assessments are used to inform instruction and provide feedback to students, helping them understand their progress and areas for improvement during the learning process.

Asset Management. Asset management refers to the process of planning, organizing, maintaining, and optimizing the use of physical and financial assets to maximize their value over time. This includes tracking asset condition, performance, and lifecycle, ensuring their proper maintenance and timely replacement.

Blended Learning. Blended learning is an instructional approach that combines traditional face-to-face teaching with online or digital learning activities, providing students with a more flexible and personalized learning experience.

Classroom Management. Classroom management refers to the strategies and practices used by teachers to create an organized, productive, and positive learning environment.

It involves setting expectations, managing behavior, and ensuring effective use of time and resources.

Collaborative Learning. Collaborative learning is an instructional method that encourages students to work together in small groups or teams to solve problems, share knowledge, and develop critical thinking skills through peer interactions.

Community Involvement. Community involvement in education refers to the active participation of families, local organizations, and other stakeholders in the educational process, enhancing learning opportunities and outcomes for students.

Constructivist Learning. Constructivist learning theory emphasizes the importance of active engagement in the learning process, where students construct their own understanding and knowledge through experiences and reflection.

Cultural Competency. Cultural competency refers to the ability to understand, communicate with, and effectively interact with people from diverse cultural backgrounds. In education, it involves adapting teaching practices to meet the needs of diverse student populations.

Curriculum Development. Curriculum development involves designing, organizing, and revising educational content and instructional methods to meet the learning needs of students and align with educational standards and objectives.

Differentiated Instruction. Differentiated instruction is an educational method that involves tailoring teaching strategies and content to meet the diverse needs and abilities of students. It aims to ensure that all students can access and succeed in learning, regardless of their background or learning style.

Distribution of Assets. Distribution of assets refers to the process of assigning or reallocating physical and financial assets to different parties, locations, or functions within an organization to meet operational needs and ensure efficiency.

Educational Equity. Educational equity involves providing all students with equal access to high-quality education, resources, and opportunities, while addressing and eliminating disparities that may arise from socioeconomic, racial, or other factors.

Educational Facilities. Educational facilities refer to the buildings, classrooms, equipment, and resources used for teaching and learning purposes in educational institutions. These facilities are designed to provide a safe and conducive environment for students, teachers, and staff.

Educational Innovation. Educational innovation involves the introduction of new ideas, methods, or technologies to improve teaching, learning, and educational outcomes, driving progress and adaptation to contemporary challenges.

Formative Assessment. Formative assessment is an ongoing process of collecting feedback during the learning process to monitor students' progress and adjust instruction accordingly. It is used to inform learning, not for grading purposes.

Inclusive Curriculum. Inclusive curriculum refers to a curriculum that reflects and respects the diversity of students' backgrounds, cultures, identities, and learning needs. It ensures that all students can see themselves represented and included in the learning materials.

Inclusive Teaching. Inclusive teaching is an educational approach that aims to accommodate the diverse needs, learning styles, and backgrounds of all students. It involves providing equal opportunities for participation, support, and access to learning for students of all abilities and backgrounds.

Innovative Teaching. Innovative teaching refers to the use of new and creative teaching methods, technologies, and strategies to engage students, enhance learning experiences, and improve educational outcomes. It includes the adoption of cutting-edge tools and techniques in the classroom.

Inquiry-Based Learning. Inquiry-based learning is a student-centered approach in which students explore questions, problems, or scenarios and develop their own conclusions or solutions through research and critical thinking.

Learning Management System (LMS). A Learning Management System (LMS) is a software application used to plan, deliver, and manage educational courses or training programs. It allows instructors to track student progress, administer tests, and provide resources.

Learning Outcomes. Learning outcomes are the specific skills, knowledge, attitudes, and competencies that students are expected to demonstrate after completing an educational program or course.

Learning Styles. Learning styles refer to the different ways in which individuals prefer to learn, such as visual, auditory, kinesthetic, or reading/writing preferences. Recognizing learning styles helps educators tailor instruction to meet students' needs.

Multimodal Learning. Multimodal learning refers to the use of various teaching methods and media (such as visual, auditory, and kinesthetic) to address different learning styles and enhance student understanding.

Pedagogical Strategies. Pedagogical strategies are the methods and approaches that educators use to facilitate learning, such as lectures, group work, discussions, projects, and hands-on activities, designed to foster student understanding and skill development.

Peer Feedback. Peer feedback involves students providing constructive criticism and feedback to their peers regarding their work or performance. This collaborative process encourages reflection and improvement among both the giver and receiver of feedback.

Problem-Based Learning (PBL). Problem-based learning is a pedagogical method where students work in groups to solve complex, real-world problems. The process encourages critical thinking, teamwork, and practical application of knowledge.

Professional Development. Professional development refers to the continuous learning and growth activities that educators engage in to improve their teaching practices, stay up to date with new trends, and enhance their professional knowledge and skills.

Resource Allocation. Resource allocation is the process of distributing available resources (such as time, materials, and human capital) to maximize efficiency, productivity, and the achievement of organizational goals.

Scaffolded Learning. Scaffolded learning refers to the process of providing temporary support to students as they acquire new skills or knowledge, gradually reducing assistance as learners become more independent.

School Leadership. School leadership refers to the actions, decisions, and management of school leaders, such as principals, to promote a positive school culture, improve teaching and learning, and achieve organizational goals.

Student Engagement. Student engagement refers to the level of interest, motivation, and active participation that students exhibit in the learning process. High engagement is associated with better learning outcomes and a more positive educational experience.

Student-Centered Learning. Student-centered learning is an approach that focuses on the needs, interests, and learning styles of students. It encourages active participation, critical thinking, and personalized learning experiences to foster deeper understanding and skill development.

Summative Assessment. Summative assessment is a method of evaluating students' learning at the end of an instructional period, typically through exams, projects, or final papers, to assess the overall achievement of learning outcomes.

Sustainability Practices. Sustainability practices refer to actions and strategies implemented to reduce environmental impact, conserve resources, and promote long-term ecological balance. In educational settings, this includes eco-friendly initiatives like energy conservation, waste management, and sustainable building designs.

Technology Integration. Technology integration involves incorporating digital tools, resources, and technologies into teaching and learning processes to enhance educational outcomes, engage students, and improve instruction.

Methodology:
Research Design:

The research adopts a descriptive, comparative, and correlational methodology, characterized by its clear definitions, meticulous documentation, comprehensive analysis, and nuanced understanding of contextual interactions. According to Alvarez and Pereira (2024), descriptive research is designed to systematically identify and examine the fundamental characteristics, behaviors, and attributes of phenomena within their natural settings. Its main objective is to develop detailed profiles of specific entities or to gain a deeper understanding of the current situation, thus establishing a strong foundation for future investigations.

Building on the work of Alvarez and Pereira (2024), descriptive research is critical in the social sciences and psychology as it provides an in-depth understanding of natural patterns and behaviors. This approach facilitates the collection of accurate, unbiased data on the beliefs, actions, and characteristics of target populations, offering valuable perspectives on societal dynamics.

Moreover, Delgado and Santos (2023) stress the significance of comparative methods in identifying the key variables that influence outcomes across various groups or contexts. They argue that correlational analysis is essential in revealing potential causal links

between variables, thus enhancing the explanatory power of research designs. In this study, correlational analysis will be applied to explore the relationships between specific demographic traits and relevant attitudes or behaviors related to the research topic, contributing to the development of theoretical frameworks and practical intervention strategies.

The descriptive-comparative-correlational approach employed in this investigation provides a solid framework for analyzing complex relationships between variables and their contexts. By integrating the methodological perspectives of Delgado and Santos (202 3) with the foundational principles outlined by Alvarez and Pereira (2024), this approach strengthens the depth and validity of the findings, offering a reliable basis for further research and practical applications in related fields.

This study aims to investigate the teachers' assessment of asset management efficiency and their self-assessment of their satisfaction with educational facilities in schools .

This research approach allows the researcher to numerically analyze, compare, and correlate the relationships amongst the dependent variables included in the study.

By utilizing this approach, the researcher will be able to find any significant difference or relationship in the teacher respondents' assessment of the asset management efficiency in their school and their demographic data such as sex, age, educational attainment, years of service, and seminars attended related to the topic . Also, the researcher will be able to find any significant difference or relationship in the teachers' self-assessment of their satisfaction with educational facilities in their school and their demographic data such as sex, age, educational attainment, years of service, and seminars attended related to the topic . The teachers' assessment of the asset management efficiency and their self-assessment of their satisfaction with educational facilities in schools will then be correlated .

All the above discussions on the descriptive research method will suit the nature of research that this present study would do; hence this method will be adopted.

Research Locale:

The study 's location will be at Kunming Media College in Yunnan City, China . Kunming Media College (formerly Yunnan Arts College Wenhua College) is a general college approved by the Ministry of Education to implement undergraduate education. The following is some of its background information:

- In January 2002, with the approval of the Yunnan Provincial Department of Education, Yunnan Arts College Wenhua College was established.

- In 2004, it was confirmed as an independent college by the Ministry of Education.

- In 2012, it obtained the right to confer bachelor's degrees.

- In October 2023, with the approval of the Ministry of Education, it was renamed Kunming Media College.

Located in Kunming City, Yunnan Province, adjacent to Yangzonghai, one of the nine plateau lakes in Yunnan. As of December 2023, the school has obtained a

land use certificate area of 344,616.91 square meters, and the total construction area has reached 154,963.08 square meters.

There are 9 teaching units including the School of Marxism, the School of Music and Dance, the School of Fine Arts and Design, the School of Drama, the School of Film and Television Media, the School of Education, and the School of International Education. There are 4 disciplines, including art, literature, management, and education, with a total of 33 majors, and 7 provincial first-class professional construction points, such as music performance, recording art, dance performance, environmental design, sculpture, digital media art, painting and other majors.

There are 12,148 students and 650 teachers in the college, including 602 full-time teachers and 48 external teachers.

The school focuses on connotation development and characteristic development, and has formed a discipline and professional structure with art as the characteristic, and literature, management, and education coordinated development. Based on the local and open school, it comprehensively promotes the education and teaching reform of the cultivation of applied and innovative undergraduate talents, actively builds a practical platform for the cultivation of students' application and innovation capabilities, and forms a new talent training model of "field + classroom + stage + dual innovation education".

For 8 consecutive years, it has been ranked in the top three in the national independent college art A-level subject rankings, and won the first prize of the sixth Yunnan Provincial Government Teaching Achievement Award, and the second prize of the seventh and eighth Yunnan Provincial Government Teaching Achievement Award.

- In 2024, the school held the "Aesthetic Education + Ideological and Political Education" Ideological and Political Integration of Primary, Secondary and High Schools and the First Aesthetic Education "Immersion Action Plan" Teaching Achievement Exhibition, and also carried out teaching activities, such as the "Huimin Elderly and Young Care Practice Group" and the Huimin League County Committee to carry out the "Binbin Academy" children's care public welfare classroom teaching activities to enrich the aesthetic education content of poor rural students.

- On May 20, 2024, a graduate promotion meeting with artistic characteristics was held, which organically integrated the graduation exhibition with the promotion meeting to promote high-quality employment for students.

Sampling Technique

The 242 teacher respondents of the study will be taken from the 650 teachers from Kunming Media College in Yunnan City, China. In selecting the teacher respondents, stratified random sampling technique will be used among the teacher respondents.

Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified purposive sampling, or stratification, the strata are formed based on members' shared attributes or characteristics. For the computed needed respondents, of the 650 teachers from Kunming Media College

in Yunnan City, China , using 5% of margin of error, at least 242 teachers will be randomly selected as the respondents.

Research Instrument:

In gathering the needed data, the researcher will make researcher-made questionnaires on the teacher respondents' assessment of the asset management efficiency and their self- assessment of their satisfaction with educational facilities in schools .

The researcher will use face to face or onsite in administering this questionnaire.

The questionnaire will be composed of the following parts.

Part 1 – This section determines the demographic profile of the teacher respondents.

Part 2 – This section determines the teacher respondents ' assessment of the asset management efficiency in their school .

Part 3 – This section identifies the teacher respondents' satisfaction with educational facilities in their school .

The adapted questionnaire and the researcher-made questionnaire will be subjected to content validation of the experts who are knowledgeable in the field of research. The suggestions of the experts will be made integral in the instrument.

The same instrument will be submitted for face validation with at least five experts. The questionnaires will be pilot tested to measure reliability. The pilot testing will be computed using Cronbach's Alpha through the Statistical Package of Social Science (SPSS) . The researcher welcomes the suggestions of the experts and will make necessary revisions to construct the said instruments valid.

Data Gathering Procedure

The researcher will get permission from the office of the principal of Kunming Media College in Yunnan City, China .

When the permission is approved, the researcher will ask permission from the school heads by distributing a letter of consent form to the teacher respondents, which will be signed by them and will be returned to the researcher.

After, the purpose of the study and instructions on how the items on the survey should be answered will be explained to the teacher respondents. Then, the survey will be administered using the face to face and they will be given enough time to answer the survey.

After completing the survey, the researcher will collect the questionnaires from the teacher respondents.

The data will be gathered, tallied, and processed with Statistical Package for Social Science (SPSS) . The processed data will be interpreted and analyzed, and the results will be used to propose a sustainability and revenue diversification program .

Finally, the interpretation and analysis of data will be done. Summary of findings, conclusions, and recommendations will be formulated.

Statistical Treatment of the Data:

The responses to the survey questionnaire will be tallied using the SPSS, and then they will be tabulated and organized accordingly. The data will be presented, analyzed, and interpreted using frequency, percentage, mean, standard deviation, independent samples t-test, one-way ANOVA, and Pearson's r correlation.

1. For research question no. 1, descriptive statistics such as frequency counts and percentages will be used to treat responses in the demographic profile of the teacher respondents.

2. For research question nos. 2 and 4, weighted means will be utilized to treat the assessment of the teacher respondents of the asset management efficiency in their school in terms of availability of resources, maintenance and upkeep of assets, allocation and distribution, utilization of resources, and sustainability practices.

Weighted means will also be used to compute for the self-assessment of the teacher respondents of their satisfaction with educational facilities in their school in terms of adequacy of facilities, functionality and maintenance, availability of specialized spaces, support for inclusive and innovative teaching, and alignment with professional expectations.

The following will be used to interpret the WM of the teacher respondents' responses:

Mean Range	Verbal Description
3.51 - 4.00	Very True of My School/ Very True of Me
2.51 - 3.50	True of My School/ True of Me
1.51 - 2.50	Somewhat True of My School/ Somewhat True of Me
1.00 - 1.50	Not True of My School/ Not True of Me

3. For research question nos. 3 and 5, one way ANOVA with post-hoc analysis (Scheffe) will be used to find out the significant difference in the assessment of the asset management efficiency and their self-assessment of their satisfaction with educational facilities in schools.

4. For research question no. 6, Pearson's r correlation analysis will be utilized to determine the significant relationship between the teacher respondents' assessment of the asset management efficiency and their satisfaction with educational facilities in schools.

Ethical Considerations:

The researcher will constructively consider and carefully follow the ethical considerations that must be met to protect the rights of all the respondents. The following are the ethical considerations:

1. Conflict of Interest

The researcher of this study ensured that there would be no conflict of interest. The researcher needed to elaborate and clearly state the purpose of this research and

study to the chosen respondents. It is also a must that the researcher must stick to the purpose of gathering personal information and data. All gathered data must not be used for any form of exploitation against the respondents. The researcher must stick to the objective of the research and its purpose.

2. Privacy and Confidentiality

Before conducting this research, the respondents will be assured that whatever information would be gathered would be confidential, and the survey results cannot be given to anyone aside from the researcher himself and the person who answered the survey – questionnaire. The researcher must not mention the respondents' names in presenting the data gathered to protect their privacy. The identity of the respondents would remain anonymous or free from any clues and suggestions that would lead others to connect or relate with the respondents.

3. Informed Consent Process

Before conducting the survey questionnaire, the researcher will secure a consent form that gives confirmation and consent from the respondents that they understand the purpose and objective of this study and agreed that the data gathered would strengthen the researcher's study. The researcher will make sure that she explains thoroughly and clearly everything to the respondents without any deception. The process and the possible risks in participating in this study will also be discussed.

4. Recruitment

The respondents of this study will be the physical education teachers. The respondents will be free to exercise their rights to disagree and agree in participating in this study. The respondents will not be forced to participate and will be given the freedom to refuse at any point in time.

5. Risk

The researcher of this study will ensure that there would be no risk in participating in this study. The respondents will ensure that whatever data and information would be gathered would not harm respondents' life and name. The respondents had all the rights to freely stop the conduct of questions at any given time if they felt harassed, questions were too personal and or violated.

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**ASSET MANAGEMENT EFFICIENCY AND TEACHERS'
SATISFACTION WITH EDUCATIONAL FACILITIES IN SCHOOLS**

TEACHERS' QUESTIONNAIRE

Part I. Profile of the teacher respondents in terms of:

1.1 Name _____

1.2 Sex: (   ) Male   (   ) Female

1.3. Age : (   ) less than 15 yrs. old   (   ) 18 yrs. old
                (   ) 16 yrs. old   (   ) more than 18 yrs. old
                (   ) 17 yrs. old

1.4. Educational Attainment : (   ) Bachelor's Degree Holder
                                       (   ) With MA/MAEd Units
                                       (   ) With MA/MAEd Degree
                                       (   ) With PhD Units
                                       (   ) With PhD Degree

1.5 Years of Service : (   ) Less than 5 Years
                              (   ) 5-10 Years
                              (   ) 11-15 Years
                              (   ) 16-20 Years
                              (   ) More than 20 Years

1.4 Seminars Attended Related to the Topic : (   ) Less than 3
                                                       (   ) 3-5
                                                       (   ) More than 5

Part II. Asset Management Efficiency

Direction: For each statement below, please assess the asset management efficiency in your school in the following areas by indicating the extent to which each statement is true of you. Rate the asset management efficiency in your school on a scale from 1 to 4 , where:

Rate	Verbal Interpretation
4	Very True of My School
3	True of My School
2	Slightly True of My School
1	Not True of My School

Indicators	(4)	(3)	(2)	(1)
A. Availability of Resources				
1. The school provides sufficient resources for teaching and learning activities.				
2. Classroom materials and equipment are readily available when needed.				
3. The school ensures that teaching resources are available for all subject areas.				
4. Teachers can easily access the resources they need to implement lessons.				
5. There is an adequate supply of textbooks, technology, and other learning materials.				
6. Resources required for extracurricular activities are readily available.				
7. The school regularly reviews its resource inventory to ensure adequate availability.				
8. The school provides resources to address both student and teacher needs.				
9. Teachers can rely on the availability of essential classroom tools and equipment.				
10. The school ensures that resources for special education and diverse learning needs are available.				
B. Maintenance and Upkeep of Assets				
11. The school ensures that teaching equipment is well-maintained and functional.				
12. There is a regular schedule for the maintenance of school facilities.				

13. The school promptly addresses repairs to damaged or worn-out resources.				
14. Classrooms and teaching spaces are properly maintained and conducive to learning.				
15. The school has a system in place for tracking and maintaining assets.				
16. Technology and digital equipment are regularly updated and serviced.				
17. The school ensures that outdoor and recreational areas are properly maintained.				
18. All school assets are regularly inspected for safety and functionality.				
19. There is an efficient process for reporting and addressing asset maintenance issues.				
20. Maintenance of school assets is done proactively rather than reactively.				

C. Allocation and Distribution

21. Resources are distributed equitably among different departments and classrooms.				
22. Teachers receive the resources they request in a timely manner.				
23. The allocation of resources is done based on the needs of the school community.				
24. The administration ensures that all teachers have the resources they need to teach effectively.				
25. The distribution of resources is transparent and fair.				
26. The allocation of resources prioritizes areas with the greatest need.				
27. The school ensures that resources are equally distributed among all grade levels.				
28. Teachers are consulted on the allocation of resources relevant to their subjects.				

Indicators			
44. Sustainability is a key factor in the school's decisions regarding resource use.				
45. The school uses energy-efficient equipment and resources where possible.				
46. The school encourages the use of digital resources to minimize paper waste.				
47. The administration promotes sustainable practices in the school community.				
48. The school integrates sustainability education into its curriculum and activities.				
49. The school has a clear policy regarding the sustainable management of resources.				
50. Sustainability is considered in the long-term planning for resource allocation and management.				

Part III. Satisfaction with Educational Facilities

Direction: For each statement below, please assess your satisfaction with the educational facilities in your school in the following areas by indicating the extent to which each statement is true of you. Rate your satisfaction with the educational facilities in your school on a scale from 1 to 4, where:

Rate	Verbal Interpretation
4	Very True of Me
3	True of Me
2	Slightly True of Me
1	Not True of Me

Indicators	(4)	(3)	(2)	(1)
A. Adequacy of Facilities				
1. I am satisfied with the size of the classrooms for teaching.				
2. I am satisfied with the availability of learning resources for my students.				

3. I am satisfied with the amount of space provided for extracurricular activities.				
4. I am satisfied with the number of classrooms available in my school.				
5. I am satisfied with the availability of resources to support my teaching.				
6. I am satisfied with the classroom space for group work and flexible teaching arrangements.				
7. I am satisfied with the availability of common areas for both students and staff.				
8. I am satisfied with the general layout and design of the school's learning spaces.				
9. I am satisfied with the school's efforts to accommodate the current number of students in terms of facility availability.				
10. I am satisfied with the balance between teaching and social spaces in the school.				

B. Functionality and Maintenance

11. I am satisfied with the timeliness of the maintenance and repair of school facilities.				
12. I am satisfied with the condition of the classroom furniture and equipment.				
13. I am satisfied with the condition and functionality of classroom electrical equipment.				
14. I am satisfied with the climate control systems (air conditioning/heating) in classrooms.				
15. I am satisfied with the cleanliness and upkeep of classrooms and common areas.				
16. I am satisfied with the frequency of cleaning and maintenance in my classrooms.				
17. I am satisfied with how quickly maintenance issues are addressed.				
18. I am satisfied with the overall safety of the school's physical environment.				

19. I am satisfied with the condition of the library and media center facilities.				
20. I am satisfied with the upkeep of outdoor and recreational facilities.				

C. Availability of Specialized Spaces

21. I am satisfied with the availability of specialized spaces such as science labs, art rooms, or music rooms.				
22. I am satisfied with the availability of physical education facilities (gymnasium, sports fields).				
23. I am satisfied with the availability of quiet spaces for individual work or small group activities.				
24. I am satisfied with the availability of technology labs and computer rooms for teaching.				
25. I am satisfied with the accessibility of classrooms and spaces for students with special needs.				
26. I am satisfied with the availability of collaborative spaces for group work and team teaching.				
27. I am satisfied with the amount of classroom space available for hands-on or practical activities.				
28. I am satisfied with the resources provided in specialized classrooms.				
29. I am satisfied with the condition of the spaces dedicated to creative or project-based learning.				
30. I am satisfied with the overall availability of specialized spaces in the school.				

D. Support for Inclusive and Innovative Teaching

31. I am satisfied with the resources provided to support inclusive teaching practices.				
32. I am satisfied with the availability of technologies that enhance inclusive learning.				

33. I am satisfied with the school's support for implementing innovative teaching methods.				
34. I am satisfied with the resources available to assist in differentiated instruction.				
35. I am satisfied with the school's efforts to create an inclusive learning environment.				
36. I am satisfied with the availability of professional development on inclusive teaching practices.				
37. I am satisfied with the school's provision of assistive technologies for students with special needs.				
38. I am satisfied with the availability of materials that support diverse learning styles.				
39. I am satisfied with the support the school provides for my efforts in implementing innovative teaching strategies.				
40. I am satisfied with the inclusive practices promoted by the school's facilities.				
E. Alignment with Professional Expectations				
41. I am satisfied with the school's facilities in terms of supporting my professional teaching needs.				
42. I am satisfied with how the school's resources help me meet curriculum standards.				
43. I am satisfied with the school's ability to meet my expectations for an effective learning environment.				
44. I am satisfied with the facilities provided for my continuous professional development.				
45. I am satisfied with the learning environment in terms of supporting my professional goals.				

46. I am satisfied with the alignment of school facilities with the expectations of my role as an educator.				
47. I am satisfied with the resources that allow me to create a productive and engaging learning environment.				
48. I am satisfied with the adequacy of the school's facilities to meet both my personal and professional teaching requirements.				
49. I am satisfied with the support the school provides in helping me enhance my teaching practices.				
50. I am satisfied with the overall alignment of the school's facilities with my expectations as an educator.				