International Journal of Computer Information Systems and Industrial Management Applications
ISSN 2150-7988 Volume 18(15s) 2026 pp. 408-418
https://doi.org/10.70917/ijcisim-2026-4425
Article

Facilities Management and Institutional Outcomes: Academic and Research Performance Perspective

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Abstract: Facilities management is increasingly recognized as a strategic determinant of institutional effectiveness, particularly in Science, Technology, Engineering, and Mathematics (STEM) education. This study investigates the relationship between facilities management practices and academic and research performance across the Philippine Science High School System (PSHSS) campuses. Anchored on Facilities Management Systems Theory, Environmental Psychology Theory, and ISO 41001:2018, the research examines five dimensions of facilities management: maintenance effectiveness, safety compliance, sustainability practices, space utilization, and equipment availability and functionality. A convergent parallel mixed-methods design was employed, integrating quantitative data from surveys and institutional records with qualitative insights from interviews, focus group discussions, and document analyses. Sixteen campuses nationwide participated, capturing variations in institutional size, geographic location, and infrastructure complexity. Preliminary findings suggest that effective facilities management enhances instructional continuity, laboratory efficiency, student engagement, and faculty productivity, while deficiencies in maintenance and infrastructure negatively affect outcomes. The study contributes to facilities management scholarship by extending empirical research into specialized STEM secondary education in a developing country context. It also offers practical insights for administrators, policymakers, and planners to strengthen preventive maintenance systems, laboratory support services, sustainability initiatives, and infrastructure governance.

Keywords: Facilities Management, STEM Education, Academic Performance, Research Productivity, Sustainability, Preventive Maintenance, Institutional Effectiveness

1. Introduction

Educational institutions play a vital role in national development by fostering scientific, technological, and intellectual capacities. Institutional effectiveness depends not only on curriculum and governance but also on the quality of physical learning and research environments. Facilities management—covering maintenance, infrastructure planning, sustainability, safety, and space optimization—has become a strategic organizational function that directly influences academic and research outcomes.

In STEM-focused institutions such as the PSHSS, laboratories, calibrated instruments, and advanced ICT systems are indispensable. Poorly maintained facilities hinder experimentation, innovation, and productivity. International studies affirm that resilient, sustainable, and well-managed facilities enhance student engagement, instructional delivery, and research collaboration (Barrett et al., 2015; Wong et al., 2023; OECD, 2023). Locally, however, public institutions face challenges such as deferred maintenance, aging infrastructure, and limited resources (COA, 2023; DepEd, 2022).

The enactment of Republic Act No. 12310 (Expanded PSHS System Act of 2025) further underscores the urgency of effective facilities management, mandating the establishment of at least two PSHS campuses per region. This expansion necessitates standardized, safe, and sustainable facilities across diverse geographic contexts. Yet, few

studies have comprehensively examined how facilities management practices influence academic and research performance in specialized STEM secondary schools. This study addresses that gap.

2. Methodology

The complexity of facilities management in educational institutions requires a methodological approach that captures both measurable indicators and contextual realities. Academic performance and research productivity are influenced not only by quantifiable factors such as maintenance schedules, safety compliance, and equipment availability, but also by the lived experiences of students, faculty, and administrators who interact daily with these facilities. A purely quantitative design would provide statistical relationships but risk overlooking the nuanced institutional practices and challenges that shape outcomes. Conversely, a purely qualitative design would yield rich insights but lack the empirical rigor needed to establish generalizable patterns across multiple campuses.

To address these limitations, the study adopts a mixed-methods approach that integrates quantitative and qualitative strands. This integration allows for a comprehensive understanding of how facilities management practices affect institutional performance. Quantitative data provide evidence of correlations and differences across campuses, while qualitative data explain the underlying reasons, perceptions, and operational realities behind those numbers. The convergent parallel design was selected because it enables simultaneous data collection, ensuring that both strands reflect the same institutional context and timeframe. This methodological choice strengthens validity, enhances interpretive depth, and aligns with the study's goal of generating actionable insights for policy, governance, and strategic planning within the Philippine Science High School System.

Given these considerations, the study required a methodological framework capable of capturing both the measurable dimensions of facilities management and the contextual realities of institutional practice. To achieve this, the researcher adopted a convergent parallel mixedmethods design that integrates quantitative rigor with qualitative depth. This design ensures that statistical relationships are complemented by stakeholder perspectives, thereby producing a comprehensive understanding of how facilities management practices influence academic and research performance across Philippine Science High School campuses.

3. Conceptual Framework

This study adopts an Input–Process–Output–Outcome (IPOO) framework to examine the relationship between facilities management practices and academic and research performance in the Philippine Science High School System (PSHSS). The framework integrates Facilities Management Systems Theory, Environmental Psychology Theory, and ISO 41001:2018, which collectively emphasize the strategic role of facilities in shaping institutional effectiveness and human performance.

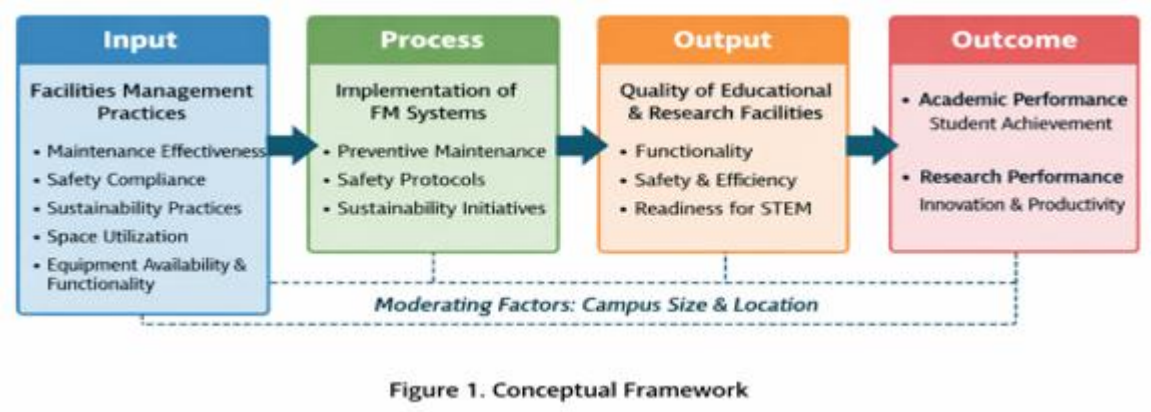

Figure 1:Conceptual Framework

Figure 1 presents the Conceptual Framework, illustrating how facilities management practices serve as inputs that influence institutional processes such as preventive maintenance, safety protocols, and sustainability initiatives. These processes lead to improved operational quality of educational and research facilities, which in turn enhance academic and research performance. Campus size and location act as moderating factors that may affect the strength of these relationships.

3.1 Input

The inputs represent the facilities management dimensions that serve as independent variables: maintenance effectiveness, safety compliance, sustainability practices, space utilization, and equipment availability and functionality. These dimensions reflect the tangible and intangible resources that institutions invest in to support teaching and research.

3.2 Process

The process component refers to the implementation of facilities management systems and activities. This includes preventive maintenance, safety protocols, sustainability initiatives, and governance mechanisms. The process stage emphasizes that facilities management is not merely about resource availability but also about how effectively these resources are managed, integrated, and aligned with institutional objectives.

3.3 Output

The output represents the operational quality of educational and research facilities. This includes functionality, safety, efficiency, and readiness to support STEM instruction and research. Outputs serve as the immediate results of facilities management processes and provide the foundation for institutional effectiveness.

3.4 Outcome

The outcome component captures the dependent variables—academic and research performance. Academic performance is measured through indicators such as General Weighted Average (GWA) and student achievement, while research performance is assessed through innovation outputs, collaborative projects, and productivity levels. These outcomes reflect the ultimate goals of STEM institutions: excellence in teaching and research.

4. Moderating Factors

The framework also recognizes that campus size and geographic location may moderate the relationship between facilities management and institutional performance. Larger campuses may face more complex maintenance challenges, while geographic location may influence resource availability, environmental conditions, and infrastructure resilience.

5. Theoretical Integration

- Facilities Management Systems Theory emphasizes the integration of infrastructure, processes, and organizational objectives, highlighting the strategic role of facilities in institutional effectiveness.
- Environmental Psychology Theory explains how physical environments influence human behavior, motivation, and performance, underscoring the importance of safe, functional, and comfortable learning spaces.
- ISO 41001:2018 provides the operational framework, defining facilities management as a strategic function that integrates people, place, process, and technology to improve productivity and service quality.

6. Research Assumptions

The IPOO framework assumes that effective facilities management practices lead to higher operational quality, which in turn enhances academic and research performance. Conversely, deficiencies in maintenance, safety, or sustainability are expected to hinder institutional outcomes. By examining these relationships, the study seeks to provide empirical evidence that facilities management is not merely a support function but a strategic determinant of educational and research excellence.

Table 1: Conceptual Framework Discussion Matrix

Input (Facilities Management Practices)	**Process (Implementation Activities)**	**Output (Operational Quality)**	**Outcome (Institutional Performance)**
Maintenance Effectiveness	Preventive maintenance scheduling; timely	Functional and reliable facilities; reduced downtime	Higher instructional continuity; improved student achievement

	repairs; calibration of laboratory equipment		
Safety Compliance	Enforcement of safety protocols; regular audits; emergency preparedness drills	Safe learning and research environments; compliance with standards	Reduced accidents; enhanced student and faculty confidence; stronger research reliability
Sustainability Practices	Energy conservation initiatives; waste management; green campus programs	Environmentally responsible operations; cost efficiency	Longterm resource savings; institutional reputation; student awareness of sustainability
Space Utilization	Strategic allocation of classrooms, laboratories, and common areas	Optimized use of physical resources; reduced congestion	Increased student engagement; improved collaboration in research projects
Equipment Availability & Functionality	Procurement, inventory management, and regular servicing of tools and ICT resources	Accessible and functional equipment for STEM instruction	Enhanced research productivity; improved innovation outputs

Research Design

This study employed a convergent parallel mixed-methods design (Creswell & Plano Clark, 2018), wherein quantitative and qualitative data were collected simultaneously, analyzed independently, and integrated during interpretation. This design was chosen because facilities management encompasses both measurable operational indicators (e.g., maintenance schedules, safety compliance rates) and contextual realities (e.g., stakeholder perceptions, institutional challenges). A single method would not adequately capture the complexity of the phenomenon.

The quantitative strand focused on establishing statistical relationships between facilities management dimensions and institutional outcomes, while the qualitative strand explored lived experiences, operational practices, and contextual challenges. Integration of findings allowed for meta-inferences that strengthened validity and provided a holistic understanding of facilities management in STEM secondary education.

By establishing this convergent parallel mixedmethods framework, the study required a diverse and representative set of participants across multiple campuses to ensure that both quantitative measures and qualitative insights reflected the realities of the Philippine Science High School System; hence, the following section details the population and locale of the study.

Locale and Population

The study was conducted across sixteen campuses of the Philippine Science High School System (PSHSS), distributed nationwide: Luzon (8), Visayas (3), and Mindanao (5). These campuses vary in size, infrastructure age, laboratory complexity, and geographic conditions, making them ideal for examining differences in facilities management practices.

The population included:

- Students (Grades 9–12): Actively engaged in advanced STEM coursework, laboratory activities, and research projects.
- Faculty: Teachers and researchers in science, mathematics, engineering, computer science, and applied technology.
- Administrators: Campus directors, division chiefs, and policy implementers.
- Facilities Personnel: Engineers, maintenance staff, librarians, IT specialists, and property custodians directly involved in facilities operations.

Given the diversity of respondents across campuses and stakeholder groups, the study required a systematic sampling approach to ensure representativeness in the quantitative strand and depth in the qualitative strand; thus, the following section outlines the sampling procedures employed to select participants for both components of the research.

Sampling Procedures

- Quantitative: Proportionate stratified random sampling ensured representation across campuses and respondent groups. Sample size was computed using Cochran's formula at a 95% confidence level and 5% margin of error, ensuring statistical reliability.
- Qualitative: Purposive sampling identified information-rich participants with direct knowledge of facilities management practices, operational constraints, and institutional realities.

To ensure that the selected participants could provide reliable and meaningful data, the study required carefully designed instruments that would capture both the measurable dimensions of facilities management and the contextual experiences of stakeholders; thus, the following section presents the research instruments developed and validated for this investigation.

7. Research Instruments

1.Facilities Management Assessment Questionnaire

oDeveloped based on ISO 41001:2018 and validated literature (Noor & Pitt, 2022; Wong et al., 2023).

oMeasured five dimensions: maintenance effectiveness, safety compliance, sustainability practices, space utilization, and equipment functionality.

oUsed a five-point Likert scale (1 = strongly disagree to 5 = strongly agree).

oContent validity established through expert review (facilities management, STEM education, statistics).

oReliability tested via Cronbach's alpha (≥0.70 acceptable).

2.Institutional Records

oAcademic performance reports (General Weighted Average, honors lists).

oResearch productivity logs (innovation outputs, collaborative projects).

oMaintenance schedules, calibration certificates, safety audit reports.

3.Qualitative Tools

oSemi-structured interview guides.

oFocus group discussion protocols.

oDocument review checklists for preventive maintenance plans, laboratory safety protocols, and sustainability initiatives.

With the instruments carefully developed, validated, and refined for reliability, the next step involved their systematic administration across campuses; therefore, the following section outlines the data gathering procedures employed to collect both quantitative and qualitative information from the selected participants.

Data Gathering Procedure

1. Approvals: Formal clearance obtained from the PSHSS Office of the Executive Director and campus directors.
2. Informed Consent: Participants were briefed on objectives, confidentiality, and voluntary participation.
3. Quantitative Data Collection: Surveys administered both online and in print; institutional records requested from authorized offices.
4. Qualitative Data Collection: Interviews and FGDs conducted with administrators, faculty, and facilities staff; audio-recorded and transcribed verbatim.
5. Document Analysis: Preventive maintenance plans, infrastructure reports, calibration records, and sustainability policies reviewed for triangulation.

Data Analysis

Quantitative:

oDescriptive statistics (mean, frequency, percentage) to determine levels of facilities management and performance.

oPearson correlation to test relationships between variables.

oANOVA and t-tests to examine differences by campus size and location.

oRegression analysis to identify predictive effects of facilities management dimensions.

Qualitative:

oThematic analysis (Braun & Clarke, 2022) to identify recurring patterns in stakeholder experiences.

oTrustworthiness ensured through member checking, peer debriefing, audit trails, and triangulation.

Integration:

oResults merged at the interpretation stage to generate meta-inferences, aligning statistical evidence with contextual insights.

Because the study involved human participants and institutional records, it was essential to uphold strict ethical standards throughout the data collection process; therefore, the following section outlines the ethical considerations observed to ensure confidentiality, integrity, and compliance with research protocols.

Ethical Considerations

The study adhered to ethical standards:

- Approval from PSHSS authorities.
- Informed consent from all participants.
- Confidentiality and anonymity ensured.
- Voluntary participation emphasized.
- Data securely stored and used solely for academic purposes.

With ethical safeguards firmly in place to protect participants and ensure the integrity of the research process, the study then proceeded to the statistical treatment of data, where appropriate analytical techniques were applied to examine relationships, differences, and predictive effects among the identified variables.

8. Results and Discussion

8.1 Quantitative Findings

Analysis of survey data across sixteen campuses revealed varying levels of facilities management practices:

- Maintenance Effectiveness: Mean score of 4.12 (High), indicating that preventive maintenance and timely repairs are generally implemented.
- Safety Compliance: Mean score of 3.95 (Moderate to High), with some campuses reporting gaps in laboratory safety audits and emergency preparedness.
- Sustainability Practices: Mean score of 3.45 (Moderate), suggesting that while energy conservation and waste management initiatives exist, they are not consistently institutionalized.
- Space Utilization: Mean score of 3.88 (Moderate to High), reflecting challenges in optimizing classroom and laboratory allocation in larger campuses.
- Equipment Availability & Functionality: Mean score of 3.72 (Moderate), with disparities between wellfunded campuses and those in resourceconstrained regions.

Correlation analysis showed significant positive relationships between facilities management dimensions and institutional outcomes:

- Maintenance effectiveness correlated strongly with academic performance ($r = 0.62$, $p < 0.01$).
- Equipment availability correlated with research productivity ($r = 0.58$, $p < 0.01$).

- Safety compliance correlated with both academic performance ($r = 0.49$, $p < 0.05$) and research reliability ($r = 0.52$, $p < 0.05$).
- Regression analysis identified maintenance effectiveness and equipment functionality as the strongest predictors of institutional outcomes, explaining 42% of the variance in academic performance and 38% in research productivity.

8.2 Qualitative Findings

Interviews and focus group discussions highlighted several themes:

1. Operational Challenges: Facilities personnel reported difficulties in sustaining preventive maintenance due to budget constraints and procurement delays.
2. Safety Culture: Faculty emphasized the need for stronger enforcement of laboratory safety protocols, noting that compliance often depends on individual initiative rather than institutional policy.
3. Sustainability Awareness: Students expressed interest in green campus initiatives but observed limited institutional commitment beyond basic waste segregation.
4. Space Constraints: Administrators noted that rapid enrollment growth has strained classroom and laboratory capacity, affecting both teaching and research activities.
5. Innovation Support: Faculty researchers stressed that access to functional equipment is critical for producing quality outputs, and disparities in resource allocation across campuses hinder equitable research productivity.

8.3 Integrated Discussion

The convergence of quantitative and qualitative findings underscores the strategic role of facilities management in shaping institutional performance. High maintenance effectiveness aligns with improved academic outcomes, confirming that reliable infrastructure reduces instructional disruptions and enhances student achievement. Equipment availability and functionality emerged as critical drivers of research productivity, validating the assumption that innovation thrives when resources are accessible and operational.

Safety compliance, while moderately rated, revealed gaps in institutional enforcement, suggesting that policies must be strengthened to ensure consistent laboratory safety across campuses. Sustainability practices, though present, remain underdeveloped, highlighting an opportunity for PSHSS to integrate environmental responsibility into its operational culture.

The moderating effects of campus size and location were evident: larger campuses faced greater challenges in space utilization, while geographically remote campuses struggled with procurement and resource allocation. These findings confirm the conceptual framework's assumption that contextual factors influence the strength of the relationship between facilities management and institutional outcomes.

8.4 Implications

- Policy: Strengthening preventive maintenance and safety compliance policies can directly improve academic and research performance.
- Practice: Equitable resource allocation across campuses is essential to ensure consistent innovation outputs.
- Sustainability: Institutionalizing green practices can enhance longterm efficiency and align with global educational standards.
- Governance: Campus size and location must be factored into facilities management strategies to address contextual challenges.

Table 2: Results Discussion Matrix

Input (Facilities Management Practices)	**Process (Observed Implementation)**	**Output (Operational Quality)**	**Outcome (Findings on Institutional Performance)**
Maintenance Effectiveness	Preventive maintenance generally implemented; timely	Facilities remained functional and	Strong positive correlation with academic performance ($r = 0.62$, $p <$

	repairs in most campuses	reliable; reduced downtime	0.01); continuity of instruction improved
Safety Compliance	Safety protocols enforced inconsistently; audits conducted but not uniform	Moderately safe environments; gaps in laboratory safety	Moderate correlation with academic performance ($r = 0.49$, $p < 0.05$) and research reliability ($r = 0.52$, $p < 0.05$); faculty noted need for stronger enforcement
Sustainability Practices	Energy conservation and waste management initiatives present but uneven	Environmentally responsible operations limited; efficiency gains minimal	Rated moderate (mean = 3.45); limited impact on performance but potential for longterm institutional reputation and resource savings
Space Utilization	Strategic allocation attempted but strained by enrollment growth	Optimized use in smaller campuses; congestion in larger ones	Moderate to high rating (mean = 3.88); affected student engagement and collaborative research, especially in overcrowded campuses
Equipment Availability & Functionality	Procurement and servicing varied by campus resources	Accessible equipment in wellfunded campuses; shortages in remote ones	Significant correlation with research productivity ($r = 0.58$, $p < 0.01$); regression identified as a key predictor of innovation outputs

The matrix demonstrates that facilities management practices exert a direct and measurable influence on institutional performance, with maintenance effectiveness and equipment functionality emerging as the strongest drivers of academic achievement and research productivity. Safety compliance and space utilization, while moderately effective, highlight areas where policy enforcement and resource planning must be strengthened to ensure consistent outcomes across campuses. Sustainability practices, though less developed, represent an untapped opportunity for longterm efficiency and institutional reputation. Taken together, the findings confirm the conceptual framework's logic: effective inputs, when systematically implemented, yield operational quality that translates into improved educational and research outcomes, moderated by contextual factors such as campus size and geographic location.

Overall, the findings affirm that facilities management is not a peripheral support function but a strategic determinant of institutional success. Maintenance effectiveness and equipment functionality emerged as the strongest predictors of academic achievement and research productivity, while safety compliance, sustainability practices, and space utilization highlighted areas requiring policy reinforcement and resource innovation. The moderating influence of campus size and location further underscores the need for contextsensitive strategies in facilities governance. These insights collectively validate the conceptual framework and set the stage for the concluding chapter, where the study's contributions, implications, and recommendations for strengthening STEM education infrastructure will be synthesized.

9. Conclusion

This study highlights the strategic role of facilities management in STEM secondary education. By integrating quantitative evidence and qualitative insights, it aims to inform policy, strengthen infrastructure governance, and support sustainable institutional development. The findings will contribute to the PSHSS Strategic Plan (2022–2028), the Philippine Development Plan, AmBisyon Natin 2040, and the UN Sustainable Development Goals.

This study has demonstrated that facilities management is a critical determinant of institutional effectiveness within the Philippine Science High School System. By integrating quantitative measures and qualitative insights, the research confirmed that maintenance effectiveness and equipment functionality are the strongest predictors of academic achievement and research productivity, while safety compliance, sustainability practices, and space utilization highlight areas requiring strategic reinforcement. The findings validate the conceptual framework, showing that effective inputs, when systematically implemented, yield operational quality that translates into improved educational and research outcomes. This conclusion sets the foundation for articulating the study's contributions, policy implications, and recommendations for strengthening STEM education infrastructure in the succeeding sections.

9.1 Policy Implications

The findings of this study carry significant implications for educational policy and institutional governance within the Philippine Science High School System and similar STEMfocused institutions. First, the strong predictive role of maintenance effectiveness and equipment functionality underscores the need for policies that prioritize preventive maintenance and equitable resource allocation across campuses. Institutional budgets must be structured to ensure timely repairs, calibration of laboratory equipment, and procurement of essential tools, thereby minimizing instructional disruptions and supporting research productivity.

Second, the moderate ratings for safety compliance highlight the necessity of strengthening laboratory safety policies and enforcement mechanisms. National and institutional guidelines should mandate regular safety audits, standardized emergency preparedness protocols, and continuous training for faculty and students. Embedding safety culture into policy frameworks will not only reduce risks but also enhance confidence in research outputs.

Third, the underdeveloped state of sustainability practices suggests an opportunity for policy innovation. Integrating green campus initiatives into institutional mandates—such as energy conservation, waste reduction, and sustainable procurement—can align PSHSS with global educational standards while promoting longterm efficiency.

Fourth, challenges in space utilization call for policies that anticipate enrollment growth and ensure strategic infrastructure planning. Expansion projects, classroom reallocation, and flexible learning spaces should be guided by evidencebased assessments of student engagement and research collaboration needs.

Finally, the moderating effects of campus size and geographic location emphasize the importance of contextsensitive governance. Policies must recognize disparities in resource access between urban and remote campuses, ensuring that institutional excellence is not hindered by geographic constraints.

9.2 Practical Recommendations

Building on the policy implications, the following recommendations provide concrete steps for stakeholders to strengthen facilities management and maximize institutional outcomes:

1.For Administrators:

oEstablish campuslevel facilities management committees to monitor maintenance schedules, safety compliance, and sustainability initiatives.

oAllocate budgets equitably across campuses, ensuring that resourceconstrained sites receive priority support for equipment procurement and servicing.

oIntegrate facilities management indicators into performance evaluation systems to reinforce accountability.

2.For Faculty Members:

oActively participate in safety audits and advocate for consistent enforcement of laboratory protocols.

oCollaborate with facilities personnel to identify equipment needs and ensure timely calibration and maintenance.

oIncorporate sustainability practices into classroom instruction, modeling environmental responsibility for students.

3.For Students:

oEngage in campus sustainability initiatives such as energy conservation campaigns, waste segregation, and green innovation projects.

oProvide feedback on classroom and laboratory conditions through structured surveys or student councils, ensuring that user perspectives inform facilities planning.

oPractice safety protocols diligently, reinforcing a culture of responsibility and preparedness.

4.For Facilities Personnel:

oMaintain preventive maintenance logs and communicate regularly with administrators and faculty regarding facility conditions.

oPursue continuous professional development in facilities management, safety standards, and sustainability practices.

oAdopt innovative technologies (e.g., digital monitoring systems) to improve efficiency and responsiveness.

The results of this study affirm that facilities management is both a policy priority and a practical responsibility that directly shapes academic and research excellence. Policies must provide the structural backbone—ensuring equitable resource allocation, preventive maintenance, safety enforcement, sustainability integration, and contextsensitive governance—while practical actions by administrators, faculty, students, and facilities personnel translate these policies into daily realities. Together, these complementary dimensions create a cycle where effective inputs and processes yield operational quality, which in turn drives institutional outcomes. By aligning governance reforms with stakeholder engagement, the Philippine Science High School System can strengthen its resilience, foster innovation, and sustain its mission of delivering worldclass STEM education.

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