**Home Economics Classroom Property Preservation and Utilization**

**of Tangible Organizational**

**Assets of Teachers in**

**Public Secondary**

**Schools**

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ABSTRACT

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| This study aimed to determine the significant relationship between home economics classroom property preservation and the utilization of tangible organizational assets among 143 public secondary school home economics teachers in Tarragona, Davao Oriental, Philippines. A descriptive-correlational research design was employed, involving these teachers as respondents. Data were collected using structured questionnaires and analyzed through mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. Results showed that both classroom property preservation and utilization of tangible organizational assets were rated at very high levels. Correlation analysis revealed a significant positive relationship between property preservation and asset utilization. Furthermore, multiple regression indicated that preventive maintenance, sustainable practices, and policy enforcement significantly influenced the utilization of tangible organizational assets, while security measures and community involvement were found to be not significant predictors. Based on these findings, it is recommended that school administrators enhance maintenance programs, promote sustainable practices, and enforce relevant policies while encouraging teachers to actively participate in these efforts. Such initiatives are expected to improve resource management, extend the longevity of school property, and foster efficient, sustainable learning environments. |

*Keywords*: *Home Economics, Classroom Property Preservation, Tangible Organizational Assets, Public Secondary Schools, Descriptive-Correlational*.

1. INTRODUCTION

School property preservation and the availability of tangible organizational assets for Home Economics teachers play a crucial role in providing a well-equipped learning environment. However, several issues hinder the proper maintenance and utilization of these resources. One of the most pressing concerns is the lack of adequate funding for the upkeep of school facilities and the acquisition of essential teaching materials. Many schools, particularly in underfunded areas, struggle with deteriorating classrooms, outdated equipment, and insufficient tools for hands-on learning.

In the global scale, Home Economics requires various resources such as kitchen appliances, sewing machines, and laboratory spaces, suffers greatly from these financial constraints. Without proper funding, teachers are forced to work with limited and sometimes obsolete equipment, affecting the quality of education and students' hands-on experience (Msimango et al., 2024). In New York Universities, another significant issue is poor maintenance and management of school property. Many institutions do not have structured preservation plans, leading to the rapid deterioration of facilities and equipment. In the case of Home Economics classrooms, improper handling of tools and appliances, lack of routine inspections, and delayed repairs result in unsafe and inefficient learning environments. Additionally, the absence of strict policies on equipment use and maintenance exacerbates the problem, making it difficult to sustain the quality and functionality of tangible assets over time (Elsawaf, 2023).

In the Philippines, a gap also exists in the availability and accessibility of modern teaching resources for Home Economics educators. Many schools still rely on traditional methods and outdated materials, failing to integrate newer technologies and innovative teaching aids. In today’s fast-changing world, Home Economics should include digital financial management, sustainable household practices, and advanced cooking and sewing techniques. However, due to limited access to modern tools, teachers struggle to provide students with updated and relevant knowledge. This gap places students at a disadvantage, as they are unable to develop practical skills that align with current industry standards (Collins, 2021).

In Tarragona District, Division of Davao Oriental, the lack of professional development and support for Home Economics teachers further affects the effective use of school properties and tangible assets. Many educators receive little to no training on how to maximize the use of available resources or implement best practices for facility preservation. Without proper guidance, teachers may struggle with maintaining their workspaces, leading to resource mismanagement and inefficient teaching. The absence of ongoing training and workshops also limits teachers’ ability to adapt to new trends and methodologies in Home Economics education.

It is in this context that, the researcher finds the necessity of pursuing this research endeavor to determine the problems of school property preservation and tangible organizational assets of home economics teachers in public secondary schools in Tarragona District Division of Davao Oriental. To address these challenges, schools must prioritize funding for facility maintenance and resource acquisition, implement strict policies on equipment care, integrate modern teaching tools, and provide continuous professional development for Home Economics teachers. By bridging these gaps, schools can ensure a more effective and sustainable learning environment that enhances students’ practical knowledge and skills.

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**Fig. 1. Conceptual Framework of the Study**

**1.1 Statement of the Problem**

The main purpose of this study was to determine the home economics classroom property preservation and utilization tangible organizational assets of teachers in public secondary schools in Tarragona District, Division of Davao Oriental. Specifically, it seeks answers to the following sub-problems.

1. What is the level of home economics classroom property preservation in public secondary schools in terms of:

1.1 preventive maintenance;

1.2 security measures;

1.3 sustainable practices;

1.4 policy enforcement; and

1.5 community involvement?

2. What is the level of utilization tangible organizational assets of teachers in public secondary schools in terms of:

2.1 kitchen equipment and appliances;

2.2 sewing and textile equipment;

2.3 furniture and workstations;

2.4 storage and organizational tools;

2.5 cleaning and safety equipment; and

2.6 storage and organizational tools?

3. Is there significant relationship between the extent of school property preservation and Utilization tangible organizational assets of home economics teachers?

4. Which of the domains of home economics classroom property preservation, significantly influence to tangible organizational assets of teachers in public secondary schools?

**1.2 Hypotheses**

Ho1. There is no significant relationship between the extent of school property preservation and tangible organizational assets of home economics teachers in public secondary schools.

Ho2. None of the domains of home economics classroom property preservation is significantly influence to tangible organizational assets of teachers in public secondary schools.

2. methodology

**2.1 Research Design**

This study used the non-experimental quantitative research design utilizing correlational method. This method is used when the objective is to describe the status of the situation as it exists at the time of the study to explore the causes of a particular phenomenon. In correlation research, it involves collecting data in order to determine whether the degree of a relationship exists between two of more quantifiable variables (Mohajan, 2020).

Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, questionnaires and others. The results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly. An example of quantitative research is the survey conducted to understand the amount of time a doctor takes to tend to a patient when the patient walks into the hospital.

Quantitative outcome research was mostly conducted in the social sciences using the statistical methods used above to collect quantitative data from the research study. In this research method, researchers and statisticians deploy mathematical frameworks and theories that pertain to the quantity under question. Data collection happens using an organized method and conducted on larger samples that represent the entire population.

This descriptive survey dealt with quantitative data about the said phenomenon. The quantitative aspect involved designing an appropriate schedule for gathering data, which was answered by the target respondents. The process of gathering the data was carried out through the use of questionnaires. The focus of the study was to determine the relationship between school property preservation and tangible organizational assets of Home Economics teachers in public secondary schools.

**2.2 Research Respondents**

The instrument in this study was composed of two parts and they were as follows: Part 1 of the instrument assessed the extent of Home Economics classroom property preservation in public secondary schools, measured across five indicators and demonstrating high internal consistency with a Cronbach’s alpha of 0.977. Part 2 evaluated the level of tangible organizational assets utilized by teachers in public secondary schools, encompassing six indicators and likewise showing strong reliability with a Cronbach’s alpha of 0.976. Part 2 of the questionnaire is the Tangible Organizational Assets. The Five-point Likert Scale was used for Tangible Organizational Assets of Teachers.

**2.3 Research Instrument**

The instrument in this study was composed of two parts and they were as follows: Part 1 of the instrument assessed the extent of Home Economics classroom property preservation in public secondary schools, measured across five indicators and demonstrating high internal consistency with a Cronbach’s alpha of 0.977. Part 2 evaluated the level of tangible organizational assets utilized by teachers in public secondary schools, encompassing six indicators and likewise showing strong reliability with a Cronbach’s alpha of 0.976.

Part 2 of the questionnaire is the Tangible Organizational Assets.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# The data collection procedure for this study was carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School’s Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

# The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study’s objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study’s purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, and correlation analysis.

# 2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the extent of school property preservation and tangible organizational assets of home economics teachers in public secondary schools.

Pearson Product Moment Correlation or Pearson r. This was used to measure the significant relationship between the extent of school property preservation and tangible organizational assets of home economics teachers.

Regression Analysis. This was used to measure the significant influence of school property preservation and tangible organizational assets of home economics teachers.

3. results and discussion

**3.1 Level of Home Economics Classroom Property Preservation in Public Secondary Schools**

**Table 1. Level of Home Economics Classroom Property Preservation in Public Secondary Schools**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **SD** | **Mean** | **Descriptive Level** |
| Preventive Maintenance | 0.51 | 4.29 | Very High |
| Security Measures | 0.49 | 4.24 | Very High |
| Sustainable Practices | 0.38 | 4.35 | Very High |
| Policy Enforcement | 0.39 | 4.20 | Very High |
| Community Involvement | 0.49 | 4.28 | Very High |
| **Overall** | **0.27** | **4.27** | **Very High** |

Presented in Table 1 is the summary of domains in the level of home economics classroom property preservation among public secondary schools, based on the mean scores and standard deviations. The domain "sustainable practices" received the highest mean score of 4.35, categorized as very high, followed closely by "preventive maintenance" with a mean of 4.29 and "community involvement" with a mean of 4.28, both also categorized as very high. The domains "security measures" and "policy enforcement" obtained mean scores of 4.24 and 4.20, respectively, and were likewise categorized as very high. The overall mean score of 4.27 suggests that teachers demonstrate a very high level of commitment to preserving classroom property through various approaches. The overall standard deviation of 0.27 indicates that responses were consistently clustered near the mean.

This implies that teachers actively engage in practices that maintain, protect, and sustainably manage classroom property. Their dedication to policy enforcement and community involvement enhances the security and longevity of resources, fostering a safe and collaborative learning environment. Furthermore, their comprehensive approach to property preservation supports effective teaching and contributes to the overall quality of education in public secondary schools.

This finding aligns with the research of Nwuke and Nwanguma (2024), who emphasized that strong home economics classroom property preservation is essential for maintaining the functionality and longevity of learning environments. They further explained that effective preservation practices ensure that educational resources and facilities remain in good condition, supporting consistent and quality instruction. Similarly, Adelakun et al. (2024) highlighted that diligent property preservation reduces repair costs, minimizes disruptions, and promotes a safe and conducive atmosphere for practical learning. Furthermore, Altassan (2023) argued that strong property preservation fosters a sense of responsibility among teachers and students, encouraging sustainable use of resources and enhancing overall school effectiveness.

**3.2 Level of Utilization of Tangible Organizational Assets by Teachers in Public Secondary Schools**

**Table 2. Level of Utilization of Tangible Organizational Assets by Teachers in Public Secondary Schools**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **SD** | **Mean** | **Descriptive Level** |
| Kitchen Equipment and Appliances | 0.39 | 4.31 | Very High |
| Sewing and Textile Equipment | 0.53 | 4.12 | High |
| Furniture and Workstations | 0.55 | 4.00 | High |
| Storage and Organizational Tools | 0.56 | 4.27 | Very High |
| Cleaning and Safety Equipment | 0.41 | 4.26 | Very High |
| Food and Consumable Supplies | 0.34 | 4.37 | Very High |
| **Overall** | **0.24** | **4.21** | **Very High** |

Presented in Table 2 is the summary of indicators in the level of utilization of tangible organizational assets by teachers in public secondary schools, based on the mean scores and standard deviations. The domain "food and consumable supplies" has the highest mean of 4.37, categorized as very high, followed by "kitchen equipment and appliances" with a mean of 4.31, and "storage and organizational tools" with a mean of 4.27, both also categorized as very high. Meanwhile, "furniture and workstations" and "sewing and textile equipment" obtained mean scores of 4.00 and 4.12, respectively, categorized as high. The overall mean score of 4.21 suggests that teachers exhibit a very high level of utilization of tangible organizational assets in their teaching practices.

The overall standard deviation of 0.24 indicates that responses were closely clustered around the mean.

This implies that teachers consistently maximize the use of available resources to enhance the learning environment and support practical skill development. Their effective utilization of equipment, tools, and supplies promotes efficient and safe teaching practices. Furthermore, this commitment fosters a well-organized and resourceful setting that contributes to student engagement and learning success in public secondary schools.

This finding corresponds with the research of Nwuke and Nwanguma (2024), who emphasized that strong utilization of tangible organizational assets significantly enhances the effectiveness and sustainability of educational environments. They further explained that proper management and use of resources such as equipment, materials, and supplies support hands-on learning, improve workflow efficiency, and promote safety. Similarly, Aiguobarueghian et al. (2024) highlighted that maximizing the use of tangible assets contributes to better preservation of school property and fosters responsible resource stewardship. Furthermore, Imolong et al. (2025) argued that effective utilization of organizational assets encourages sustainable practices and supports a well-structured, conducive learning atmosphere, ultimately leading to improved teaching quality and student outcomes.

**3.3 Significant Relationship Between School Property Preservation and the Utilization of Tangible Organizational Assets by Home Economics Teachers**

**Table 3. Significant Relationship Between School Property Preservation and the Utilization of Tangible Organizational Assets by Home Economics Teachers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| School Property Preservation | 4.27 | 0.27 |  |  |  |  |  |
|  |  |  | 0.250 | 0.63 | Low | 0.003 | Reject Ho1 |
| Utilization of Tangible Organizational Assets | 4.21 | 0.24 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between school property preservation and the utilization of tangible organizational assets by home economics teachers. The relationship between these two variables shows a correlation coefficient (R) of 0.250 with a p-value of 0.003, which is less than the 0.05 significance level. This indicates a low but statistically significant positive relationship between school property preservation and the utilization of tangible organizational assets. The R² value of 0.63 suggests that approximately 63% of the variation in school property preservation can be explained by the utilization of tangible organizational assets. Given that the p-value is less than 0.05, the null hypothesis (Ho₁) is rejected, confirming that the utilization of tangible organizational assets is significantly related to school property preservation.

This finding suggests that school property preservation is significantly related to the utilization of tangible organizational assets by home economics teachers. Teachers who actively preserve school property tend to use equipment, materials, and resources mindfully, which contributes to the effective utilization and longevity of tangible organizational assets. Furthermore, the positive relationship highlights how proper maintenance and care of school property support more efficient and sustainable use of resources in the classroom. Encouraging responsible preservation practices among teachers can therefore lead to better management and maximization of tangible organizational assets. Ultimately, this connection underscores the importance of school property preservation in fostering the effective utilization and stewardship of school resources.

This finding corresponds with the research conducted by Adamu et al. (2022), who explored the significant relationship between school property preservation and the utilization of tangible organizational assets by teachers. They emphasized that effective management and use of physical resources positively impact the maintenance and longevity of school facilities. When teachers actively apply proper organizational practices, including the careful handling and storage of equipment and materials, they contribute to sustaining a safe and functional learning environment. Similarly, Kariuki (2024) highlighted that responsible utilization of tangible assets fosters a culture of stewardship among educators, which supports school property preservation and efficient resource use. Moreover, Kiyosov et al. (2023) found that the strong connection between resource utilization and property preservation leads to enhanced sustainability in school settings, promoting better educational outcomes and more resilient learning environments.

**3.4. Influence of the Domains of School Property Preservation on the Utilization of Tangible Organizational Assets by Home Economics Teachers**

**Table 4. Influence of the Domains of School Property Preservation on the Utilization of Tangible Organizational Assets by Home Economics Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 2.157 | 0.247 |  | 8.718 | 0.000 | Significant |
| Preventive Maintenance | -0.115 | 0.046 | -0.241 | -2.493 | 0.014 | Significant |
| Security Measures | -0.019 | 0.029 | -0.038 | -0.645 | 0.520 | Not Significant |
| Sustainable Practices | 0.148 | 0.042 | 0.233 | 3.495 | 0.001 | Significant |
| Policy Enforcement | 0.397 | 0.041 | 0.635 | 9.643 | 0.000 | Significant |
| Community Involvement | 0.073 | 0.048 | 0.148 | 1.524 | 0.130 | Not Significant |
| **Regression Model** |
| Utilization of Tangible Organizational Assets =2.157 - 0.115 (Preventive Maintenance) + 0.148 (Sustainable Practices) + 0.397 (Policy Enforcement) |
| R=0.750; R²=0.562; F=35.132; p-value=0.000 |

Presented in Table 4 is the regression analysis examining the significant influence of the domains of school property preservation—preventive maintenance, security measures, sustainable practices, policy enforcement, and community involvement, on the utilization of tangible organizational assets by home economics teachers. The regression model reveals that preventive maintenance, sustainable practices, and policy enforcement significantly affect the utilization of tangible organizational assets, while security measures and community involvement do not show a significant influence.

Among the significant predictors, policy enforcement has the strongest positive influence (B=0.397, Beta=0.635, t=9.643, p=0.000), indicating that teachers who strictly implement school policies are more likely to utilize tangible organizational assets effectively. Sustainable practices also positively influence asset utilization (B=0.148, Beta=0.233, t=3.495, p=0.001), highlighting the role of environmentally and economically sustainable behaviors in resource management. Conversely, preventive maintenance shows a significant negative influence (B=-0.115, Beta=-0.241, t=-2.493, p=0.014), suggesting that certain maintenance approaches may be associated with reduced utilization, possibly reflecting a more cautious or conservative use of resources. Security measures (B=-0.019, Beta=-0.038, t=-0.645, p=0.520) and community involvement (B=0.073, Beta=0.148, t=1.524, p=0.130) were found to have no significant impact on the utilization of tangible organizational assets. The regression equation is as follows: Utilization of Tangible Organizational Assets = 2.157 - 0.115 (preventive maintenance) + 0.148 (sustainable practices) + 0.397 (policy enforcement). The model explains 56.2% of the variance in utilization (R² = 0.562), with an F-value of 35.132 and a p-value of 0.000, confirming the overall statistical significance of the model.

This finding suggests that specific domains of school property preservation play crucial roles in influencing how home economics teachers utilize tangible organizational assets. Teachers who actively enforce policies and adopt sustainable practices tend to maximize the use of resources, thereby supporting effective classroom management and resource longevity. However, the negative influence of preventive maintenance implies a need to balance maintenance activities with practical utilization strategies. The non-significant effects of security measures and community involvement indicate that these domains may not directly impact how teachers utilize organizational assets. Overall, these insights emphasize the importance of targeted preservation efforts to enhance the efficient and responsible use of organizational assets, ultimately contributing to sustainable and well-managed learning environments.

This finding aligns with the research of Ebom-Jebose (2025), who emphasized that preventive maintenance, sustainable practices, and policy enforcement are critical in optimizing the use of school resources. Their study found that when teachers and school administrators consistently implement proactive maintenance schedules, enforce clear policies, and adopt sustainable practices, the longevity and functionality of organizational assets are significantly enhanced. Similarly, Altassan (2023) noted that integrating sustainability in classroom routines encourages more efficient use of resources and fosters a culture of responsibility. Moreover, Efunniyi et al. (2024) affirmed that consistent policy enforcement strengthens accountability and supports long-term asset preservation in educational settings.

On the other hand, security measures and community involvement were found not to significantly influence the utilization of tangible organizational assets. This result is supported by Wood and Hampton (2021), who pointed out that while school security and external community engagement are important, their direct impact on how teachers use and maintain educational resources may be limited. Additionally, Abisoye and Akerele (2022) argued that security initiatives often serve as background safeguards rather than active tools for resource utilization, and community involvement may vary in strength and consistency across schools, thus reducing its measurable effect.

**4. CONCLUSIONS**

Based on the findings of the study, the following conclusions were drawn:

Firstly, the level of home economics classroom property preservation among public secondary school teachers is always observed. Teachers consistently demonstrate strong preventive maintenance, security measures, sustainable practices, policy enforcement, and community involvement, reflecting their commitment to maintaining a safe, sustainable, and well-managed learning environment. This indicates that teachers actively implement strategies that preserve school property and create conducive spaces for effective teaching and learning.

Secondly, the level of utilization of tangible organizational assets by public secondary school teachers is highly observed. Educators effectively use kitchen equipment and appliances, sewing and textile equipment, furniture and workstations, storage and organizational tools, cleaning and safety equipment, and food and consumable supplies. This suggests that teachers maximize available resources to support hands-on learning and maintain the functionality and longevity of classroom assets.

Thirdly, a significant relationship between home economics classroom property preservation and the utilization of tangible organizational assets is observed. This implies that teachers who effectively preserve classroom property tend to utilize tangible assets more efficiently, leading to better management and sustainability of resources. Their responsible stewardship supports both the quality of the learning environment and the durability of school facilities.

Finally, among the domains of classroom property preservation, preventive maintenance, sustainable practices, and policy enforcement significantly influenced the utilization of tangible organizational assets, whereas security measures and community involvement did not show a significant impact. These findings underscored the importance of consistent maintenance, environmental sustainability, and the enforcement of institutional policies in maximizing the use of classroom resources, thereby fostering a more efficient and sustainable learning environment in Home Economics.

The results of the study validated and contextualized several key theories. Resource Management Theory by DeShon et al. (1996) emphasized the systematic use of available resources to achieve desired goals. In this study, teachers who engaged in proactive maintenance and resource-conscious behavior demonstrated a higher level of asset utilization, aligning with the theory’s principle of managing time, energy, and materials efficiently.

The findings also supported the Facility Management Theory (Vischer, 1995), which highlighted the strategic planning and operational management of physical spaces and resources. Schools that enforced policies and engaged in long-term sustainable practices showed improved use and longevity of equipment and facilities, echoing this theory's emphasis on integrated maintenance and facility optimization.

Additionally, Maintenance Theory (Truman et al., 2000) was affirmed by the study's results, as it advocates for the upkeep and functionality of resources through regular and preventive measures. Classrooms that practiced preventive maintenance reported better functionality and longer lifespan of tangible assets like kitchen appliances, sewing equipment, and furniture, critical tools in home economics education.

Lastly, the study’s framework, informed by Lackney (1994), stressed the interconnectedness of school facilities, resource management, and instructional quality. The findings reinforced their position that a well-maintained and resource-rich learning environment directly enhances teaching effectiveness and student engagement. In the context of Home Economics, these theories collectively highlight that a systematic approach to managing, maintaining, and utilizing classroom resources not only preserves the physical assets but also improves the overall educational experience. Schools that integrate these theoretical principles into practice can expect more sustainable, functional, and impactful learning environments.

**5. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, considering the very high level of home economics classroom property preservation among public secondary school teachers, it is recommended that school administrators sustain and strengthen programs focused on preventive maintenance, sustainable practices, and policy enforcement. This can be done by conducting regular training sessions and workshops that emphasize the importance of maintaining equipment and facilities, promoting sustainability, and strictly adhering to school policies. Additionally, school management may establish clear maintenance schedules and monitoring systems to ensure continued preservation efforts. Teachers, on their part, should actively participate in these programs, consistently follow maintenance protocols, report issues promptly, and promote sustainable habits in their daily classroom activities to help preserve school property effectively.

Secondly, given the very high utilization of tangible organizational assets, school leaders should encourage teachers to continue maximizing the use of available resources such as kitchen and sewing equipment, furniture, storage tools, cleaning, safety equipment, and consumables. Providing additional support through resource management training, budgeting workshops, and access to updated teaching materials can further enhance resource utilization. Teachers, on their part, should engage in responsible use and timely reporting of damaged assets to ensure resource longevity.

Thirdly, since a significant relationship exists between classroom property preservation and the utilization of tangible organizational assets, it is advisable for schools to integrate asset management strategies with property preservation initiatives. This could include collaborative planning between maintenance teams and teaching staff to optimize resource use while safeguarding classroom property. Encouraging a culture of shared responsibility will promote efficient resource management and sustainable learning environments.

Finally, as preventive maintenance, sustainable practices, and policy enforcement significantly influence the utilization of tangible organizational assets, these areas should be prioritized in policy formulation and professional development programs. Meanwhile, the not significant domains—security measures and community involvement—should not be overlooked; schools may explore ways to increase awareness and participation in these areas through community engagement activities and enhanced security protocols tailored to classroom settings. Additionally, schools may consider involving teachers more actively in decision-making related to property management and resource allocation. Future researchers are encouraged to investigate additional factors affecting property preservation and asset utilization, such as institutional support, funding availability, and technological integration, to provide comprehensive strategies for sustainable home economics education.

ETHICAL APPROVAL AND Consent (where ever applicable)

This study was carried out in full compliance with established ethical guidelines to safeguard the protection, dignity, and well-being of all participants. Prior to beginning data collection, the researcher obtained the required approvals, including authorization from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical procedures followed were based on the framework outlined by Pregoner et al. (2025), ensuring adherence to the latest standards for research involving human participants in educational contexts. Participation was voluntary, and all participants were thoroughly informed about the study’s objectives, scope, and their right to withdraw or refuse participation at any time without penalty. Informed consent was obtained to confirm participants’ understanding and agreement to participate. To protect confidentiality, no personally identifiable information was collected, and all responses were handled with the utmost care. The data gathered were used exclusively for academic purposes. These procedures ensured that the study was conducted with full transparency, ethical rigor, and professional accountability.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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