

The impact of Equipped and Un-Equipped Schools on Teaching Learning Process.

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Abstract

The main purpose of the study was to compare institutional facilities provided at public and private schools in Pakistan. The study was quantitative technique used. The researcher developed frequency table for collection of data. The researcher visited 4 randomly selected schools (2public & 2 private) to collect the data. These schools were randomly selected from Karachi. The school teachers were selected as respondents. The results of the study show that private schools provided better facilities as compared to public schools. The researcher recommended that Govt, should provide all the basic facilities for students and teachers.

Key Words:Equipped,Un-equipped,physical facilities,infrastructure,support facilities.

Introduction:

Muhammad iqbal(2016) conducted to compare qualitatively the public and private secondary schools on different variables such as leader's leadership styles, management practices and physical facilities provided in these schools from lahore.It was found that, the public schools have better facilities , spacious buildings, highly qualified staff and people oriented management styles as compared to private schools. The heads and teachers of private schools desired to shift in public schools. It is recommended that Government should bound the private sector to provide infrastructure and facilities to the students similar to the pubic schools.

Muhammad Qasim(2015) investigated the Comparative Study of the Facilities of Co-Curricular Activities Provided by the Government and Private High Schools of Peshawar.Results showed that the private schools were giving more importance to literary activities than physical activities. The government schools had trained teachers, open space and enough equipment for sports as compared to private schools. This study recommends the concerned authorities to ensure registration of the private schools based on the provision of facilities for co-curricular activities

Khan & Parveen(2012) investigated the role of physical facilities in teaching learning process and to highlight the role and importance of physical facilities in improving teaching learning process in secondary schools in Khyber Pukhtunkhwa.This study concluded that there was a strong need for creating an excellent and suitable learning environment where all shorts of physical facilities were available both to teachers and taught. Such environment could be created, among the things, which include plant

facilities. Effective teaching learning would not be possible without adequate physical facilities to the students and teachers.

Education:

Education is an important determinant of economic and social development of a nation. Quality of education in a country indicates the quality of its human resource. Expenditure on education is considered as an investment in human resource enrichment. The developed countries spend a lot of money for the provision of education to their people while developing countries also spend money according to their resources to provide education free or at minimal cost to their citizens. Pakistan is spending only 2 % of its GNP on education (Government. of Pakistan 2009). Across the developing countries public schools enroll approximately 90 percent of all primary and 70 percent of all secondary students. Due to fiscal constraints a trend to rely on private schools is increasing (Jimenez & Lockheed, 1995). The Public sector alone especially in developing countries cannot meet the needs of quality education for rapidly growing population including Pakistan with a 2.7 % population growth rate (Government. of Pakistan 2010-11), highest in the region. Government alone can't fulfill the responsibility to provide education to fast growing population. So private sector has to share this burden. Therefore, both the public and private sectors are engaged in providing education to the masses. Education system in Pakistan is a legacy of British rule in the sub-continent. At the time of independence (1947) both public and private institutions were providing education at primary and secondary levels.

Burki (1986) classified educational institutions at the time of independence into two categories.

- Public schools managed by provincial governments or local bodies.
- Private schools managed by charities/missionaries.

All the types of educational institutions continued functioning after creation of Pakistan in 1947. At that time, private sector had an important role in providing education through schools. Private schools were managed either by societies motivated by the cause of promoting education or by individuals making their living through running education institutions.

“The effective school establishes a well-disciplined, secure, and wholesome learning environment, and maintains clean and orderly school buildings.”

teachers teach as well or students learn as much as they could have in better surroundings. It is simply a fact that the school environment itself has a largely untapped potential as an active contributor to the learning process.

Infrastructure facilities:

The quality of school infrastructure play significant role in providing quality education. Excellent infrastructure creates an environment which affects the mood and behavior of learners. The size and shape of classrooms, laborites, playgrounds and fresh water is the prerequisite of schools. Experts have different opinions regarding the size of school. Generally there is the requirement of five acres of land for an elementary school (Hardth, 1971). Ali (1982) stated that there are few different opinions about

school size: thirty to forty acres of land for a secondary school, twenty five Acres for 500 students and fifteen acres for 1500 students (Ali, 1982). The supply of pure water for drinking purpose is very necessary for the health of children. The provision of neat and clean water keeps students healthy and active. Water should be stored in covered tanks instead of open pins. In the same way, the availability of neat and clean toilets for easiness is also needed as well as paly grounds for recreational activities. In this modern age science laboratories are the necessary elements of schools with needful equipment. A good science laboratory is the necessary element of school which has the following features, viz. it has quite wide area for experiment, the students have freedom movement during experiments, availability of necessary things like water supply, air, light, fan, gas and supply of distilled water and it must have fire extinguisher and storage facility.

Technological Facilities:

Modern technology is the backbone of effective schooling. The instruction technology is comprised of multimedia media, projector, radio, television, films and devices. Modern instructional technology is now being used for the improvement of both formal and non-formal education (GOP, 1960). Such aids have become very famous, useful and helpful in teaching and learning process. These aids always create the interest and are effective and meaningful. A famous Chinese proverb is that if we hear we forget, if we see we remember. Experts of education prove that by hearing we learn or remember 10 percent, by seeing we learn or remember 80 percent and by practice we learn or remember 90 percent. A V aids includes flannel boards, flash cards, pictures, charts and maps (Farooq, 1993; Aggarwal, 1997).

Support facilities:

During the academic activities students are needed the support of their teachers as well as helping material from libraries. The importance of library can be judged from the remarks of Viswanthan (1962) long time ago when he said that Library works as a media in the school. Similarly, National Education Commission (1959) endorsed the importance of library and reported that the leading schools with good student achievement have big library and a rich collection of books. The importance of science and math kits cannot be denied in the present day world. The science kit comprised of those items which are planned to explain scientific principles linked with published curriculum material and tools box regarding items used in the classroom (Krasilchik,1990). Thus the provision of science and math kits at secondary schools is mandatory to help students learning science at secondary level. Moreover, the provision of first aid facilities, sickroom and PTCL phone at secondary schools is also hourly needed.

Physical facilities of Schools That Directly or Indirectly Affect Learning process.

1. Ambient environmental health—air circulation/ventilation, indoor air quality, radon, asbestos and lead paint, cleanliness, material safety (lab chemicals, cleaning supplies).
2. External physical—building foundation and structure, exterior walls, roof, windows, age of building, maintenance, school grounds.

3. Internal physical—doors, floors, interior walls, ceiling, HVAC system, electrical and plumbing, lighting, maintenance, lockers, storage space.
4. Instructional—teacher, principal, science lab, computers, access to library, curriculum, class size, time in learning.
5. Security and safety—security guards, weapons screening, ingress and egress, fire control/alarms/resistance, emergency lighting, school order and discipline.
6. Physical classroom—lighting, acoustical quality, internal/external noise, temperature control, design/arrangement.
7. Psychological—color schemes, graffiti, peeling paint, crumbling plaster, condition of restrooms, broken windows, privacy, size of school, sense of emotional wellbeing.

Statement of the Problem:

The impact of Equipped and Un-Equipped Schools on Teaching Learning Process.

Scope of the Study:

The purpose of this quantitative study is to investigate the equipped and un equipped schools on teaching learning process. The main focus of this study that the institutional facilities in private and public schools. physical learning environment affects their overall levels of achievement, conduct and motivation on teaching learning process. The research study could provide information about institutional facilities in private and public schools in Karachi. Further, this study would also be a review on the private and public schools facilities. This study would be beneficial to the teachers because it enhanced the knowledge of institutional facilities.

Objectives of the study:

- To identify the external & internal facilities in schools.
- To study the ambient environmental health facilities in schools.
- To examine the better implementation of institutional facilities in schools.
- To explore the impact of instructional facilities on schools.

Assumption of the study:

- The institutional facilities will be more affect in private schools.
- The lack of resources will be reason of ambient environmental health facilities in schools.
- The institutional facilities will be better implementation in private schools.
- The instructional facilities will be impact on private & public schools.

Definition of Technical terms:

1. Equipped

To furnish or provide with whatever is needed for use or for any undertaking.

2. Unequipped

Not furnished with the necessary supplies, abilities, etc.

3. Teaching Learning process

Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.

Research Methodology:

Research Design: This research was quantitative in nature and research was completely educational and descriptive according to purpose and type respectively, in nature.

Population: The population of this study was teachers of Private & Public schools in Karachi.

Sample: The researcher sample size was 20 so researcher selected from 2 private schools were selected 10 teachers and from 2 public schools were selected 10 teachers for data collection.

Sampling Method: Through simple random sampling researcher selected 20 respondents for data collection

Instrument of the study: In this present study “The impact of Equipped & Un Equipped schools on teaching learning process” the researcher selected the closed typed of questionnaire, as it called for restricted checked responses. 16 questions were prepared which required answers only in “Yes” & “No”. It was easy to fill, take less time, was objective and was easy to tabulated and make analysis. For this purpose, a questionnaire was prepared which covered the aspects of the problem under study.

Data collection and Analysis: There were different methods for data analysis in educational research. In this research as hypothesis is descriptive, therefore frequency table was use for data analysis and chart representation was used to elaborate respondents’ answers.

The formula used for frequency percentage:

$$\text{Frequency in \%} = \frac{\text{Calculated Value}}{\text{Total Value}} \times 100$$

Analysis and Interpretation:

Table 1: Ambient enviromental health in school.

S.No	Statements	Yes	No	Total
1	Classrooms are well ventilated.	95%	5%	100%
2	Classrooms are equipped with ceiling fan.	25%	75%	100%
3	School has safe drinking water facilities.	20%	80%	100%
4	Classes are overcrowded hampering proper attention.	90%	10%	100%

Interpretation: According to above information 95% respondents were agree on classrooms are well ventilated and 5% respondents were disagree on classrooms do not well ventilated.25% respondents were agree classrooms are equipped with ceiling fan and 75% respondents were disagree the classrooms do not equipped with ceiling fan.20% respondents were agree the school has safe drinking water facilities & 80% respondents were disagree the school has not safe drinking water facilities.90% respondents were agree the classes are overcrowded hampering proper attention & 10 % respondents were disagree the classes are overcrowded hampering proper attention.

Table 2.External facilities in schools.

S.No	Statements	Yes	No	Total
1	Classrooms have adequate seating arrangements.	90%	10%	100%
2	Classroom are provided with good black board.	20%	80%	100%
3	Placing of dusters & chalks near the black board.	15%	85%	100%
4	Provision of special toilet for handicapped children's & others.	5%	95%	100%

Interpretation: According to above information 90% respondents were agree that the classrooms have adequate seating arrangements and 10% respondents were disagree the classrooms have not adequate seating arrangements.20% respondents were agree that the classroom are provided with good black board and 80% respondents were disagree the classroom are not provided with good black board.15% respondnts were agree the proper Placing of dusters & chalks near the black board and 85% respondnts were disagree the do not proper Placing of dusters & chalks near the black board.5% respondnts were agree that the provision of special toilet for handicapped children's & others and 95% respondnts were disagree there is no provision of special toilet for handicapped children's & others.

Table 3.Internal facilities in schools.

S.No	Statements	Yes	No	Total
1	Proper electicity is available in all class rooms.	10%	90%	100%
2	There is adequated library in school.	15%	85%	100%
3	The library remains open during whole school hours.	15%	85%	100%
4	The library has separate reading room facility for the students.	20%	80%	100%

Interpretation: According to above information 10% respondnts were agree that the proper electicity is available in all class rooms and 90% respondnts were disagree the proper electicity is not available in all class rooms.15% respondents were agree that there is adequated library in schooland 85% respondnts were disagree there is no adequated library in school. 15% respondents were agree that the library remains open during whole school hours and 85% respondnts were disagree the library do not

remains open during whole school hours.20% respondents were agree the library has separate reading room facility for the students and 80% respondents were disagree the library has not separate reading room facility for the students.

Table 4.Instructional facilities in schools.

S.No	Statements	Yes	No	Total
1	There is provision of computer laboratory in the school.	15%	85%	100%
2	There is equipped science laboratory in the school.	20%	80%	100%
3	School has qualified teachers to teaches subject.	90%	10%	100%
4	Administration provides basic facilities of teachers & students.	20%	80%	100%

Interpretation: According to above information 15% respondents were agree there is provision of computer laboratory in the school and 85% respondents were disagree there is no provision of computer laboratory in the school.20% respondents were agree there is equipped science laboratory in the school and 80% respondents were disagree there is no is equipped science laboratory in the school.90% respondents were agree that the school have qualified teachers to teaches subject and 10% respondents were disagree the school have not qualified teachers to teaches subject.20% respondents were agree that the administration provides basic facilities of teachers & students and 80% respondents were disagree the administration do not provides basic facilities of teachers & students.

Discussion/Summary:

The analysis of the study reveals that private sector schools provided more physical facilities as compared to public sector schools.The private sector schools provided infrastructural facilities better than the public sector schools. the school teachers of the public schools were more qualified and had also attained professional training certificates as compared to the private schools. In addition, on average, private schools have a climate that would appear to be more conducive to learning, including greater safety and fewer problems caused by students having poor attitudes toward learning or negative interactions with teachers.

An effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking.

According to Vandiver, (2011) conducive learning environment is blended of physical facilities provided to schools. Moreover, physical facilities are the fundamental things which lead students towards their destination. School is made for the purpose of teaching and learning. The existence of the building of the school does not stand for teaching and learning but there is the use of material resources.

Bruce (2006) stated that environment works as the teacher but it also has the meanings that environment has no limits in itself. Space is considered very necessary and proper element for rich environment because it provides suitable climate for learning. Researches reveal that proper environment provides proper resources to children. This also gives them chance to practice and give them power to show what they have learned. Other thing is room which should be on the ground floor, so it can be easily superintend. Shami and Hussain (2005) describe that the possibility of physical easiness have a significant impact on students working. Environment has its own importance in students study and without suitable environment nothing can be done.

Conclusion/Recommandations:

School facilities affect learning external, internal, instructional and ambient health environment facilities affect on learning process, such as spatial configurations, noise, heat, cold, light, and air quality obviously bear on students' and teachers' ability to perform. We already know what is needed: clean air, good light, and a quiet, comfortable, and safe learning environment. This can be and generally has been achieved within the limits of existing knowledge, technology, and materials. It simply requires adequate funding and competent design, construction, and maintenance.

The government of Education should be provided useful policy for the concerned authorities to ensure provision of institutional facilities in public sector in Karachi. The government of Education should require all school districts to prepare a long range Educational Facilities Master Plan (EFMP), with annual revisions and/or updates that follow an established format or outline. These plans should be reviewed, commented upon, and/or approved by the schools.

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Institutional Facilities

Instruction:

The present questionnaire consists of 18 statements aimed to study the institutional facilities available in the schools where you are presently pursuing education. Please read each statement carefully and decide how to feel about it. To do this, you must put a tick (✓) mark on any one of the options given in the right side of each statement. Please respond each statement. All the information provided by you, are not be used other than research purpose and will be considered as confidential.

Please fill up the following information: -

Name:

Gender: Male/ Female

Class:

Name of the School:

Date:

Questionnaire for School Facilities

S.No	Statements	Yes	No
1	Classrooms are well ventilated.		
2	Classrooms are equipped with ceiling fan.		
3	School has safe drinking water facilities.		
4	Classes are overcrowded hampering proper attention.		
5	The classrooms of your school have adequate seating arrangements.		
6	Classrooms are provided with good blackboard.		
7	Provisions are there for placing of dusters and chinks near the black board.		
8	There is provision of Special Toilet for handicapped children's and others.		
9	Proper electricity is available in all classrooms.		
10	There is adequate library in your school.		
11	The school library remains open during whole school hours.		
12	School library has separate reading room facility for the students.		
13	There is provision of Computer Laboratory in the school for the students.		
14	There is equipped Science Laboratory in your School.		
15	School has qualified teachers to teach subjects.		
16	Administration provides basic facilities of students and teachers.		