



Achievements and Facilities by Public and Private Secondary Schools in Khyber Pakhtun Khwa, Pakistan

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ABSTRACT

The purpose of this study was about achievements and facilities by public and private secondary schools in Khyber Pakhtun Khwa province (Pakistan). It showed that the current secondary school system in Khyber Pakhtun Khwa does not satisfy the needs of 21st century due to numerous problems. 200 students were selected for the study from 20 schools. Questioners were the basic tools for this study. 23 questioners were prepared for the students. This study investigated that there are two kinds of problems faced by the students in KPK which are: (1) Lack of physical facilities, (2) Lack of instructional facilities. The physical facilities include spacious buildings, adequate playgrounds and class rooms, electricity, safe drinking water, sanitation and lavatories. The facilities affect the whole secondary school system. Instructional facilities include the audio-video aids / material aids, computer and science laboratories, teaching strategies, all print, electronic media, and class-room management. Since, the physical facilities make the teaching – learning environment favorable and are considered as external essentials which indirectly affect the curricular and co-curricular activities, while instructional materials are directly related to the teaching-learning process / classroom management and directly affect the performances / achievements of students and thus affect the quality of education in KPK (Pakistan).

KEYWORDS: (*Facilities, achievement, Public and Private schools, tables, Recommendation, Conclusion*)

1. INTRODUCTION

The prime importance of education can never ever be overlooked by an individual or a magnified individual – the state. Education is becoming the growing need of human beings with each passing day. Quaid-e-Azam has aptly remarked during the all Pakistan education conference in 1947 that “Education is a matter of life and death for Pakistan. The world is progressing so rapidly that without requisite advance in education; not only shall we be left behind others, but may be wiped out altogether”. Education is one of the oldest subjects of this universe. It existed in the pre-historic times also and got institutionalized with the passage of time. Education exists because it has solid philosophies, justifications and usefulness. Philosophy of education changes according to the demands and desires of the people of a society. Paradoxically, Ronald Edmonds (1979) said about that educational progress that has eluded many urban schools by deconstructing the social order responsible for advancing issues of equity in public education [1].

School facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum that “teaching is inseparable from learning but learning is not separable from teaching” is that teachers do the teaching to make the students learn, but students can learn without the teachers.

Studies, news paper reports and other available literature regarding schools in Pakistan indicate that the quality of English, science, and mathematics teaching is up to some extent higher in private schools as compared to public/government schools. This pattern is observed and recorded throughout the country due to which parents always tend to provide their children with admission in private school if they can afford to do so

According to Akande (1985) [2], learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students learning outcome [3,4]. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical’s are arranged.

Pakistan is a developing nation struggling to improve education system since its independence. It is a fact that without popularizing education, a country cannot make progress in various fields.

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The occidental countries have made tremendous progress in all walks of life due to cent percent literacy rate. The developing nations are also giving much importance to education. As per UNESCO standards 4% of GDP must be spent on education sector but Pakistan is spending only 2.5% of its GDP on education.

It is a fact that government alone cannot achieve the aims, goals and objectives of education. So, it was felt strongly to involve the private sector in the expansion of education. The National Education Commission 1959, Education Policy 1979, the seventh and eighth (five-year) plans and vision 2010, etc. strongly advocated the involvement of private sector in the qualitative and quantitative improvement of education. Since then a number of incentives have been given to private sector and as a result, private schools have grown very much but these are mainly located in the busy urban areas as these were established on commercial basis and the owners were guided by profit-motive. The poor rural areas were deprived of the facilities of such private schools. It is estimated that at present, there are more than ten thousand private educational institutions in Pakistan where more than two million children are getting education. Most of these educational institutions are English medium and impart education from primary to higher – secondary level. (ESDP (GIZ). Investment of private sector in the development of education is quite efficient. Developing a viable partnership with the private sector in educational development should be done. (Educational Policy, 1998)

LITERATURE REVIEW

Burner, Maureen M (1993) said in his articles that school building acts as a vital role in students achievement. Students learn well in a well-furnished and good condition of the school [5]. so it's the need to repair and refurbish school buildings because of the impact that the condition of buildings has on the students, rather than just the need to maintain local government's capital investment.

Parents and society are demanding more accountability and uniform standards in evaluating student achievement. Parents in particular want to be able to evaluate their child's learning achievements and academic standing among other students. Lyons, John B(2001): 2010, page 4) [6]

Government educational institutions cannot fulfill the demands of expanding population. So the role of private sector is the need of the hour. Siddiqi 2011described that “Historically, our fields of humanities were negatively influenced due to the predominance of national security and the subservience of education to the security discourse.” [7]. This damaging over-emphasis on a security doctrine has been due to the successive military regimes and lack of political succession. It has had its effects on the way history was depicted in the curricula of Pakistan Studies until 2006, which increasingly portrayed what Rubina Saigol termed as 'glorification of military'[8].

Bande (2003) noted that the importance of physical facilities cannot be relegated. Facilities like modern laboratories, libraries and classrooms are to be put in place in all our schools[9]. Adesola (2005) found out that the level of available resources is indeed a plus to the teachers and goes to show the level of ingenuity and commitment of the teachers toward effective delivery of lesson[10]. There is the need for renovation of old buildings, chairs, desks, cabinets and acquisition of modern classrooms as earlier recommended by Alimi (2007) [11].

There is so many government as well as private educational institutions in the Khyber Pakhtunkhwa where thousands of students are studying and make their future bright and successful. The private sector has helped the public sector to overcome most of educational problems in the Khyber Pakhtunkhwa. We can say that private institutions are the backbone of our education, our economy, and social sector.

1.3 Objective of the Study:

1. To compare the achievements of science students of public and private secondary schools appeared in secondary school (Annual) examination 2012 and 2013 by BISE (Peshawar).
2. To compare the facilities provided to science students by public and private secondary schools.
3. To compare the fee-structure of public and private secondary schools.
4. To compare the co-curricular activities including study tours.
5. To assess the enrollment capacity of each sector.

RESEARCH METHODOLOGY.

Generally, methodology refers to principles or guidelines in order to provide a solution to a problem. It includes many components such as phases, tasks, methods, techniques and tools. It is a systematic way to conduct a study under some specific guidelines which makes it scientific [12]. The current study is also conducted in a systematic way including many steps, methods, techniques and tools.

Nature of the Study

This research is descriptive and quantitative in nature. Descriptive research is a type of research which relies on observation as a means of collecting specific information or data. It attempts to examine situations in order to establish what the norm is, i.e. what can be predicted to happen again under the same circumstances [13]. Further, descriptive research is interested in a careful observation along with detailed documentation of a phenomenon of interest.

Observations and information collected through descriptive research must be scientific, for example, it must be replicable, precise and must be reliable. Some notable examples of descriptive research includes tabulation of demographic statistics by the United States Census Bureau or employment statistics by the Bureau of Labor, who use the same or similar instruments for estimating employment by sector or population growth by ethnicity over multiple employment surveys or censuses (in this regard see Bhattacharjee, 2012 as well). In this connection, the current study is descriptive in nature whereby a careful and detailed description of the issue has been done. For instance, this study describes various facilities provided in public and private schools in the study area along with achievements of public and private schools. Descriptive research is a type of research which relies on observation as a means of collecting specific information of data. 200 students were selected for the study from 20 schools. Questioners were the basic tools for this study. 23 questioners were prepared for the students. A questionnaire was prepared for the science students of selected 20 schools of both private and government sector for the collection of data. Comparative approach will be adopted. Moreover, the comparison of results of science students of both sectors for the year 2012 and 2013 will be carried out in a scientific manner by using percentage method. Besides the researcher utilized the tool of personal observation for the collection of accurate data.

RESULTS AND DISCUSSION

To analyze the opinions of science students, a questionnaire was developed. The opinions of the science students received from both the sectors have been tabulated and analyzed as under:

Table-2.1. 1: Science Students' Opinion about Entry-Test for Admission

Q #	Statement	Sector	Levels	Frequency	Percentage
1.	Is entry-test for admission in the school taken?	Public	Yes	140	70%
			No	60	30%
		Private	Yes	180	90%
			No	20	10%

Table/Graph-4.1.1 indicates that 70% science students of public & 90% of private sector have the opinion that they have entry test for admission in the school. While 30% science students of public & 10% of private sector disagree with the statement.

Table-2.1. 2: Science Students' Opinion about School's Discipline.

Q #	Statement	Sector	Levels	Frequency	%Age
2.	Are you satisfied with the school's discipline?	Public	Yes	80	40%
			No	120	60%
		Private	Yes	160	80%
			No	40	20%

Table-2.1.2 indicates that 40% science students of public & 80% of private sector have the opinion that they are satisfied with the school's discipline. While 60% science students of public & 20% of private sector disagree with the statement.

Table-2.1.3: Science Students' Opinion about Location of School.

Q #	Statement	Sector	Levels	Frequency	%Age
3.	Is the school building located at proper place?	Public	Yes	140	70%
			No	60	30%
		Private	Yes	100	50%
			No	100	50%

Table-2.1.3 indicates that 70% science students of public & 50% of private sector have the opinion that the school building is located at proper place. While 30% science students of public & 50% of private sector disagree with the statement.

Table-2.1.4: Science Students' Opinion about Classrooms' Environment.

Q #	Statement	Sector	Levels	Frequency	%Age
4.	Is the environment of classrooms conducive for teaching learning process?	Public	Yes	100	50%
			No	100	50%
		Private	Yes	160	80%
			No	40	20%

Table-2.1.4 indicates that 50% science students of public & 80% of private sector have the opinion that they have conducive classrooms environment for teaching learning process. While 50% science students of public & 20% of private sector disagree with the statement.

Table-2.1.5: Science Students' Opinion about Over-Crowded Classrooms.

Q #	Statement	Sector	Levels	Frequency	%Age
5.	Are the classrooms in the school over-crowded?	Public	Yes	80	40%
			No	120	60%
		Private	Yes	40	20%
			No	160	80%

Table-2.1.5 indicates that 40% science students of public & 20% of private sector have the opinion that they have over-crowded classrooms in the school. While 60% science students of public & 80% of private sector disagree with the statement.

Table-2.1.6: Science Students' Opinion about furniture in the School.

Q #	Statement	Sector	Levels	Frequency	%Age
6.	Is there sufficient furniture in the school?	Public	Yes	140	70%
			No	60	30%
		Private	Yes	160	80%
			No	40	20%

Table-2.1.6 indicates that 70% science students of public & 80% of private sector have the opinion that they have sufficient furniture in the school. While 30% science students of public & 20% of private sector disagree with the statement.

Table-2.1.7: Science Students' Opinion about Play-ground in the School?

Q #	Statement	Sector	Levels	Frequency	%Age
7.	Is there a play-ground in the school?	Public	Yes	160	80%
			No	40	20%
		Private	Yes	100	50%
			No	100	50%

Table-2.1.7 indicates that 70% science students of public & 50% of private sector have the opinion that they have play-ground in the school. While 30% science students of public & 50% of private sector disagree with the statement.

Table-2.1.8: Science Students' Opinion about Library in the School.

Q #	Statement	Sector	Levels	Frequency	%Age
8.	Is there a library in the school?	Public	Yes	140	70%
			No	60	30%
		Private	Yes	140	70%
			No	60	30%

Table-2.1.8 indicates that 70% science students of public & 70% of private sector have the opinion that they have library in the school. While 30% science students of public & 30% of private sector disagree with the statement.

Table-2.1.9: Science Students' Opinion about help from the Library.

Q #	Statement	Sector	Levels	Frequency	%Age
9.	If yes, do you get help from the library?	Public	Yes	40	20%
			No	160	80%
		Private	Yes	140	70%
			No	60	30%

Table-2.1.9 indicates that 20% science students of public & 70% of private sector have the opinion that they get help from the library. While 80% science students of public & 30% of private sector disagree with the statement.

Table-2.1.10: Science Students' Opinion about Relevance of Books in Library.

Q #	Statement	Sector	Levels	Frequency	%Age
10.	Are the books in library relevant to the needs of the students?	Public	Yes	60	30%
			No	140	70%
		Private	Yes	140	70%
			No	60	30%

Table-2.1.10 indicates that 30% science students of public & 70% of private sector have the opinion that they have books in library relevant to the needs of the students. While 70% science students of public & 30% of private sector disagree with the statement.

Table-2.1.11: Science Students' Opinion about Science Laboratory.

Q #	Statement	Sector	Levels	Frequency	%Age
11.	Is there science laboratory in your school?	Public	Yes	200	100%
			No	00	0%
		Private	Yes	200	100%
			No	00	0%

Table-2.1.11 indicates that 100% science students of public & 100% of private sector have the opinion that they have science laboratory in the school. While 0% science students of public & 0% of private sector disagree with the statement.

Table-2.1.12: Science Students' Opinion about Science Practical's.

Q #	Statement	Sector	Levels	Frequency	%Age
12.	Do the science teachers conduct practical's in time?	Public	Yes	160	80%
			No	40	20%
		Private	Yes	160	80%
			No	40	20%

Table-2.1.12 indicates that 80% science students of public & 80% of private sector have the opinion that the science teachers conduct practical in time. While 20% science students of public & 20% of private sector disagree with the statement.

Table-2.1.13: Science Students' Opinion about usage of Material Aids.

Q #	Statement	Sector	Levels	Frequency	%Age
13.	Are material aids used by teachers in the teaching learning process?	Public	Yes	60	30%
			No	140	70%
		Private	Yes	120	60%
			No	80	40%

Table-2.1.13 indicates that 30% science students of public & 60% of private sector have the opinion that the material aids are used by teachers in the teaching learning process. While 70% science students of public & 40% of private sector disagree with the statement.

Table-2.1.14: Science Students' Opinion about Home Work.

Q #	Statement	Sector	Levels	Frequency	%Age
14.	Do the teachers assign you homework? If yes did they check it..	Public	Yes	140	70%
			No	60	30%
		Private	Yes	200	100%
			No	00	0%

Table-2.1.14 indicates that 70% science students of public & 100% of private sector have the opinion that teachers assign us home work. While 30% science students of public & 0% of private sector disagree with the statement.

Table-2.1.15: Science Students' Opinion about Classroom Discussion.

Q #	Statement	Sector	Levels	Frequency	%Age
15.	Do your teachers encourage classroom discussion?	Public	Yes	100	50%
			No	100	50%
		Private	Yes	180	90%
			No	20	10%

Table-2.1.15 indicates that 50% science students of public & 90% of private sector have the opinion that the teachers encourage classroom discussion. While 50% science students of public & 10% of private sector disagree with the statement.

Table-2.1.16: Science Students' Opinion about Completion of the Course.

Q #	Statement	Sector	Levels	Frequency	%Age
16.	Do your teachers complete the course in time?	Public	Yes	180	90%
			No	20	10%
		Private	Yes	200	100%
			No	00	0%

Table-2.1.16 indicates that 90% science students of public & 100% of private sector have the opinion that the teachers complete the course in time. While 10% science students of public & 0% of private sector disagree with the statement.

Table-2.1.17: Science Students' Opinion about Scientific Exhibitions.

Q #	Statement	Sector	Levels	Frequency	%Age
17.	Are scientific exhibitions arranged in your school?	Public	Yes	20	10%
			No	180	90%
		Private	Yes	120	60%
			No	80	40%

Table-2.1.17 indicates that 10% science students of public & 60% of private sector have the opinion that scientific exhibitions are arranged in the school. While 90% science students of public & 40% of private sector disagree with the statement.

Table-2.1.18: Science Students' Opinion about Enrollment of Science Students.

Q #	Statement	Sector	Levels	Frequency	%Age
18.	Is there gradual increase in the enrollment of science students in your school?	Public	Yes	200	100%
			No	00	0%
		Private	Yes	200	100%
			No	00	0%

Table-2.1.18 indicates that 100% science students of public & 100% of private sector have the opinion that there is gradual increase in the enrollment of science students in the school. While 0% science students of public & 0% of private sector disagree with the statement.

Table-2.1.19: Science Students' Opinion about Teachers' Kindness.

Q #	Statement	Sector	Levels	Frequency	%Age
19.	Are the teachers of your school kind / cooperative?	Public	Yes	140	70%
			No	60	30%
		Private	Yes	160	80%
			No	40	20%

Table-2.1.20 indicates that 70% science students of public & 80% of private sector have the opinion that the teachers of our school are kind / cooperative. While 30% science students of public & 20% of private sector disagree with the statement.

Table-2.1.20: Science Students' Opinion about Co-curricular Activities by the School.

Q #	Statement	Sector	Levels	Frequency	%Age
20.	Are co-curricular activities arranged by the school?	Public	Yes	200	100%
			No	00	0%
		Private	Yes	200	100%
			No	00	0%

Table-2.1.21 indicates that 100% science students of public & 100% of private sector have the opinion that co-curricular activities are arranged by the school. While 0% science students of public & 0% of private sector disagree with the statement.

Table-2.1.21: Science Students' Opinion about Fee-Structure of the School.

Q #	Statement	Sector	Levels	Frequency	%Age
21.	Are you satisfied with the fee-structure of the school?	Public	Yes	200	100%
			No	00	0%
		Private	Yes	60	30%
			No	140	70%

Table-2.1.21 indicates that 100% science students of public & 30% of private sector have the opinion that they are satisfied with the fee-structure of the school. While 0% science students of public & 70% of private sector disagree with the statement.

Table-2.1.22: Science Students' Opinion about Educational Trips/ Study Tours.

Q #	Statement	Sector	Levels	Frequency	% Age
22.	Are educational trips / study tours arranged by the school?	Public	Yes	80	40%
			No	120	60%
		Private	Yes	140	70%
			No	60	30%

Table-2.1.22 indicates that 40% science students of public & 70% of private sector have the opinion that educational trips / study tours are arranged by the school. While 60% science students of public & 30% of private sector disagree with the statement.

Table-2.1.23: Science Students' Opinion about Teachers' Computer Literacy.

Q #	Statement	Sector	Levels	Frequency	%Age
23.	Are your science teachers computer literate?	Public	Yes	100	50%
			No	100	50%
		Private	Yes	140	70%
			No	60	30%

Table-2.1.23 indicates that 50% science students of public & 70% of private sector have the opinion that their science teachers are computer literate. While 50% science students of public & 30% of private sector disagree with the statement.

Conclusion

This study concludes that most privately run schools are doing better than the government run schools in KPK .for example; most private schools are equipped with modern day facilities like building, spacious classrooms, laboratory and furniture. The study also highlight that these private schools also achieve their targets by providing conducive learning environment. The study also shows that private schools are doing better job in terms of up-to-date libraries, materials aids, scientific exhibitions and regular conduction of entry test, monthly test and home works. While state runs schools lack some basic facilities like building, furniture. The libraries and laboratories are out dated. These schools are unable to provide students with conducive classroom environment.as a result, most government schools lack for behind private schools in their target achievement. This study can be of help to people who wants to do research in varies areas like fee structure of private schools and the influx of people to government schools.

Recommendation:

- In future we can extend this work for whole country.
- It will helpful for education department to mitigate the mention problems that faced by the students and teacher at secondary school level.
- All the public schools need spacious class rooms so that students are not over crowded. It in key factor for learning process.
- Although there are libraries in the schools but students do not benefits from it. Therefore measures should be taken to make libraries more and more beneficial for students.
- Most of the books in public schools libraries are out dated. Efforts should be made to update them accordingly.
- There is a need to encourage classroom's discussions in public schools so that students become inquisition.
- There is a need to arrange science exhibitions in public schools. It will encourage competitions among science students.
- The public schools management should regularly arrange study tours/trips as part of their curriculum. It will enhance students learning process.
- Government should arrange training workshops for science teachers, so that they become computer literate.
- All the teachers should be trained to conduct regular monthly tests as well as to assign and assess proper home work of the students.

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