

## **Plight of Fundamental Facilities in Government schools of Faisalabad**

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### Abstract

The present study was designed to investigate the plight of the basic facilities in Government schools situated in district Faisalabad. The study was delimited to the schools of sub division Jaranwala. The purpose of this study was to find out the present status of basic facilities in schools along with difference of basic facilities in locality, gender, and level wise schools of Jaranwala. A total of 60 schools were selected as sample through stratified sampling technique. The research study was survey type as research method. Self-constructed Likert scale was used as research instrument to collect data. The data were analyzed by using Chi square test. The study concluded that majority of the schools faced same issues regarding shortage of basic facilities such as shortage of sufficient facility of toilets, drinking water, classrooms, furniture, staff, labs etc. The condition of schools in cities are much better than schools in rural areas.

**Keywords:** Facilities, Missing, Public, Schools

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## **Introduction**

This study is about an identification of missing the basic facilities in Government schools and their implications in the Faisalabad district of the Punjab Province. With the creation of the universe, human being has strived to improve the living standards by providing better education. The learning and learning environment has always been the main concern and primary need of human beings. Total academic environment provides and preserves safe, hygienic, and inspired learning environment which is foremost need to the elevated learning achievement of the learners. Communications and essential facilities strive to give learners calm and peaceful impression as well as attraction for the teachers, in which they fulfill their duties whole heartedly as well as learners can achieve their academic objectives. In poor countries, the core stages of educational facilities accompanied by the learners may somewhat be occupied to deprive or deficient environment of the institutions. Basic resources and total environment of the school are the basic factors in efficient educational activities and learning outcomes of the learners. It is very necessary to provide learning facilities to the schools for efficient academic climate and impressive atmosphere. The total environment of the schools seriously affects the student's presence in schools, teacher's job contentment and reduces the drop out of students. A group of researchers throw light in the belief that the total environment of the school and infrastructure, influences learner's outcomes turnout, performance, approach and instructor's confidence. (O, Neill & Oates, 2001).

Kowalski, (2006) predetermined that school buildings added up to considerable speculation of public resources, and their improvement and repairs were cogent administrative tasks. One of the most fundamental tasks for administrators was to provide sufficient facilities Kowalski, (2006). Much concentration had been given to facility management and organization for the reason that no less than 25% of the nation's school buildings in the 1980s were in deplorable physical condition and delivered inappropriate teaching atmosphere and in the 1990s, percentage improved by only 33% (USGAO, 1996). This unbalanced raise of enrollment in most of the schools created need of many newer classrooms and other facilities. In a lot of school districts, lessen of enrollment had reasons for consolidation and school merging initiate technology in the educational atmosphere had caused problems or challenge for administrators. Supervisors had to plan ways of insertion or infusing computers in schools that were not designed for computers Kowalski, (2002; 2006). Equity problem in school economics had been challenged in courts. Theses court

case dealt with in commission funds, and funding resources expenditures. In other words administrators had to provide more services for not as much of money. .

Johnson (2006) investigated that when teachers were satisfied and constant in their job, they were likely to continue in teaching. On the other hand, schools must be supplied a collection of prop up features that provided to the workplaces where teachers expect to get achievement with their students integrated. If teachers feel that their job places had futile them, there was a maximum possibility that these teachers would change their school and join to another school or just get rid of the teaching profession in general. Keller (2003) found that teachers were impacted by the physical situation in their work place just as students' activities and mind-set were influenced by their physical environment.. A study specially made by the National Clearinghouse on school Facilities concluded that instructors felt that lack of fine arts adjustment small classrooms, and insufficient lab space were curbs to their job of cultivating students and job contentment (Schneider, 2003). When concentrating on teacher self-esteem and job liking, the work atmosphere played a vital role. Teacher self-confidence, job satisfaction, and the work place surroundings could not be estranged Keller (2003). Neill (2000) study in selected Texas elementary schools had pointed out that educator's contentment in the company of substantial functioning situations was absolutely interconnected with student educational achievement. The facilities in operational setting enhanced teacher job contentment and openly influenced school efficacy Neill (2000).

Bishop (2009) examined three new high schools which are well-known in the commonwealth of Virginia during the period 2006-2007. He investigated the relation between the newly established high schools and learners performance and the teacher's feelings and conduct .He told that the new design Of building magnetize the students and teachers more than an old one.

Brendle-corum (2010) conducted a study to identify the facial appearance of the Government school total environment linking with the teacher retention. He concluded that a school which has sufficient amenities, assets and communications for instruction and education offers excellent reactions in shape of educator's preservation and learner educational achievements. In recent era information tools and the learning facility resources are the essential requirements of academic instructional practice.

Vandiver (2011) investigated in his study about the collision of the school facilities and on the educational atmosphere .He observed the collision of the facilities in High schools in northeast Texas. He

established that school facilities' and the school educational situation are associated with each other .Efficient school blueprint and atmosphere are the dire factors excellent outcome in the form of student concert as well as guarantee for job contentment of the educators .Missing facilities of the schools had a great impact on the performance of students and teacher turnover

Owoey 2011 examined that the without organization of required facilities it is very difficult to get good results from the teachers and students in the rural and urban schools of Nigeria .The study has also investigated that the total environment of the school and school facilities were the most important factor for the achievement of predetermined objectives.

Saeed and wain (2011) investigated in their survey a present status of missing facilities and definite requirements of the government schools in the province of Punjab .He concluded that for the improvement of education it is ominous need to provide facilities and actual needs to the schools.

Xaba (2012) investigated the school facility preservation and school discipline regarding facilities and resources in South Africa .The stipulation administration, preservation and functionality of facilities must be managed according to the actual needs and appropriate scheduling. Need base assessment should be carried out for the provision of missing facilities to the schools without favoritism

To investigate the influence of the facilities and total environment on academic performance of the student; various studies have been conducted. Some of these have been conducted for specific limits in extent; others have discusses on only one or two schools. Some have investigated dozens of feasible variables whereas others have concentrated on single factors such as lighting or noise. A few have looked at the status of school buildings, while others have analyzed more on the design of individual classrooms. These research studies pointed out that adequate student aptitude and appropriate acoustical conditions are basic aspects in a school atmosphere (Earthman, 2004 ; Fisher, 2001; Schneider, 2002)

The study was based on the following research Questions.

1. What is the present status of fundamental facilities in tehsil Jaranwala schools?
2. Is there any difference of fundamental facilities in rural and urban schools?
3. Is there any difference of facilities in male and female schools?

4. Is there any difference of facilities in primary, elementary and secondary schools?

### Methodology

This research study was survey type. The study was delimited to tehsil Jaranwala. It was conducted in tehsil Jaranwala government schools of district Faisalabad. A total of 60 schools were drawn at random. Stratified sampling technique was used to select schools for sample and due representation to all categories was given to male, female, rural, urban primary, elementary and secondary schools of targeted tehsil.

The table 1

#### *Sample selection*

Tehsil	Gender		Locality		Level			Total
Jaranwala	Male	Female	Rural	Urban	Primary	Elementary	Secondary	
	30	30	30	30	20	20	20	60

Table 1 describes the sample of existing study which consists of 60 schools comprising 30 males, 30 females, 30 from rural areas and 30 from urban areas. Among these schools 20 schools were primary, 20 were elementary and 20 were secondary schools.

### Research Instrument:

Questionnaires for this study was constructed by the research themselves based on survey reports the basis of education department Government of Punjab and school census of missing facilities survey was designed and applied as research instrument for this research work. The instrument was validated through opinion of the experts in the field of education and pilot test of the instrument from the twenty head teachers of different schools. The feedback of the experts was helpful in improving the language and face validity of the research instrument. The questions were asked about the condition and availability of basic facilities like school classrooms, furniture for the students, toilets, computer lab, science lab, drinking water, Cleanliness, outlet drainage points, , first aid box, teaching and non-teaching staff.

The validity of the research tool was ensured through the opinion of panel of experts comprising the faculty members of education department

GC. University Faisalabad. Reliability was ensured after pilot testing from 20 heads of different schools and by using Cranach Alpha test. Reliability value of .815 is reflective of a coherent and internally consistent research instrument. During the process of validation few grammatical and spelling mistakes were pointed out by the experts and those were corrected accordingly.

### Data Analysis

The primary data were collected through self-constructed questionnaire validated by the faculty members and from the head teachers of the schools. Questionnaires were distributed and collected for data collection from the Head teachers by personal visit. First, collected data were compiled in proper sequence. The data were analyzed by using the simple descriptive statistical methods through SPSS software latest version 19. Chi square test was applied to find out significant differences according to the nature of research questions.

Table 2  
*Present Status of Basic Facilities in Public Schools*

Facilities	Yes%	No %	Facilities	Yes%	No %
Sufficient facility of toilets	14.3	85.7	Chowkidar	64.3	35.7
Sewerage system	61.1	33.9	Furniture for students	62.5	37.5
Cleaned drinking water	23.2	76.8	Furniture for teachers	69.6	30.4
Boundary wall	91.1	8.9	Sufficient classrooms	50	50
Main gate	98.2	1.8	Science lab	16.1	83.9
Electricity	100	0	Computer lab	30.9	69.1
Fans according to the classrooms	89.3	10.7	Computer teacher	28.6	71.4
Circuit Breaker	25	75	A.V. aid facilities	20	80
Student teacher ratio	50	50	Library room	35.7	64.3
Sweeper	43	57	Play ground	64.3	35.7

The table 2 indicates the present status of facilities in sampled schools; sufficient toilet facility is available only in 14.3 % schools while 85.7% schools faced the issue of shortage of toilets. In response to the question sewerage system 61.1 % schools have this facility and in 33.9 % schools have no sewerage system along with the toilets. Cleaned drinking water is available only in 23.2% schools while 76.8% schools are deprived this basic facility. There are 91.1 % schools which are covered with the boundary wall while in 8.9 % schools boundary wall is required. Main gate is available in 98.2% schools and only 1.8% schools have no main gate for school .Electricity is available in 100% schools .Fans according to the classrooms in 89.3% schools are available while 10.7% schools are deprived the sufficient facility of fans in the class rooms. To avoid the short circuit DB with required circuit breakers is exist in 25% schools and in 75% schools this facility is not available . Teaching staff according to the student teacher ratio is available in 50% schools and in 50% schools more teachers are required. For cleanliness of schools sweepers are available in 43% schools and in 57% percent schools student do this job. Chowkidar is available in 43%schools; in 57 %schools Chowkidar is not available, Furniture for students is available in 62.5% schools while students of 37.5% schools are deprived from this Facility .Furniture for teachers is available in 69.6% schools while this facility is not available in 30.4% schools .The facility of sufficient classrooms is exist among 50% schools while in 50% schools more classrooms are required. Well equipped science lab is available only in 16.1% schools and the students of 83.9% schools are deprived from the facility of science lab. Computer Lab is available only in 30.9% schools; this facility is required in 71.4% schools. Computer teacher is available in 28.6 %schools while in 71.4 % schools this facility is required. A.V aid facilities are available in 20% schools and in 80 percent schools there is no A.V aids corner. The facility of Library is available in 35.7% schools while in 64.3 percent schools this facility is required. Play ground is available in 64.3% schools and in 35.7% schools no play ground is available .First aid facility is available among 44.5%schools while in 55.4% schools no such facility is available.

Table 3  
*Level wise difference of basic facilities*

Facilities	Sig. value	Facilities	Sig. value
ufficient facility of toilets	0.082	Chowkidar	0.02*
Sewerage system	0.934	Furniture for students	0.04*

Cleaned drinking water	0.822	Furniture for teachers	0.06
Boundary wall	0.777	Sufficient classrooms	0.03*
Main gate	0.28	Science lab	0.01*
Electricity	0.347	Computer lab	0.01*
Fans according to the classrooms	0.04*	Computer teacher	0.01*
Circuit Breaker	0.03*	A.V. aid facilities	0.09
student teacher ratio	0.04*	Library room	0.01*
Sweeper	0.03*	Play ground	0.04*

Sig=significant \*shows significant difference at the level of 0.05

The table 3 shows that there is a significant difference among the following facilities with respect to level wise schools with the witness of chi square test results , fans according to the classrooms (0.04\*) circuit breaker (0.03\*), student teacher ratio (0.04\*),sweeper (0.03\*), Chowkidar (0,02\*) , Furniture for students(0,04\*), Sufficient classrooms (0,03\*), Science lab(0,01\*) , Computer lab (0,01\*), Computer teacher(0,01\*) , Library room(0,01\*),Playground(0,04\*) On the other hand ,the other facilities which are not marked with the stars , in the table 3 have no significance difference among level wise school .In short ,Most of the secondary schools are enjoying better facilities than elementary and primary schools .

Table 4

*Difference of basic facilities according to the gender wise situation*

Facilities	Sig.value	Facilities	Sig.value
Sufficient facility of toilets	0.512	Chowkidar	0.449
Sewerage system	0.074	Furniture for students	0.945
Cleaned drinking water	0.056	Furniture for teachers	0.063
Boundary wall	0.926	Sufficient classrooms	0.181
Main gate	0.28	Science lab	0.015*
Electricity	0.347	Computer lab	0.036*



Fans according to the classrooms	0.926	Computer teacher	0.028*
Circuit Breaker	0.165	A.V. aid facilities	0.575
Student teacher ratio	0.061	Library room	0.042*
Sweeper	0.615	Play ground	0.015*

Sig=significant \*shows significant difference at the level of 0.05

The table 4 chi square test results depicts that only 5 basic facilities have significant difference with in gender wise; Science lab(0.015\*), Computer lab (0.036\*), Computer teacher (0.028\*), Library room (0.042\*), Playground (0.015\*).all other facilities except these which are marked with the star ,in the table 4 have no significant difference . The male schools are enjoying better facilities than female schools.

Table 5  
*Locality wise difference of facilities*

Facilities	Sig. value	Facilities	Sig. value
Sufficient facility of toilets	0.82	Chowkidar	0.0258
Sewerage system	0.029*	Furniture for students	0.058
Cleaned drinking water	.087	Furniture for teachers	0.60
Boundary wall	.316	Sufficient classrooms	0.04*
Main gate	.4	Science lab	0.03*
Electricity	.945	Computer lab	0.056
Fans according to the classrooms	0.06	Computer teacher	.04*
Circuit Breaker	0.08	A.V. aid facilities	0.09
student teacher ratio	.415	Library room	0.03*
Sweeper	0.04*	Play ground	0.06

Sig=significant \*shows significant difference at the level of 0.05

The table 5 indicates the results gained through chi square test that the facilities with respect to locality wise schools i.e.; Sewerage system(0.029\*), sweeper (0.04\*), Sufficient classrooms (0.04\*) ,Science lab (0.03\*), Computer teacher (.04\*) and facility of Library room (0.03\*) It has significant difference among rural and urban schools .All other

facilities which are not marked with \* have no significant difference among rural and urban schools . The urban schools are enjoying better facilities than rural area schools.

## **Discussions**

1. In consideration of the findings and conclusions of the study, it is evident that the school facilities in Government sector schools of district Faisalabad is unsatisfactory. All schools face almost same problems in terms of lack of physical Facilities even the basic requirements such as pure filtered drinking water, toilets sufficiency for students , adequate building and classrooms facility, well equipped science labs, facilities relating to library , staff according to the student teacher ratio ,provision of sufficient facilities for the students as well as teachers which Bruce (2006)declared as ‘third teacher’.
2. In most of the primary and elementary schools students do not have adequate access to co-curricular activities. The government could hardly meet the provision of computers and computer teacher for the secondary schools while it is a dire need of elementary schools in this era as well.
3. The shortage of teachers has become one of the severe problems in most of the schools; this results in comparatively less preference of parents to send their children in government schools. There is no sweeper in half of the government schools so teachers make students to do dusting and cleaning in schools. In view of this scenario, teaching learning process in the government schools has been negatively disturbed (Saeed & Wain, 2011).
4. It is necessary to describe that against most of the basic facilities, no significant differences across the different variables have been investigated, which shows that same type of problems exist in all the government schools irrespective of gender. Significant differences have been found in regard to (school location i.e. rural/urban-wise analysis). Better facilities are available in urban schools as compared to rural schools.

Similarly secondary schools have comparatively better infrastructure and facilities as compared to primary or elementary schools of public sector. These findings clearly depict that current situation in not conducive for healthy learning environment. The prior research study has clearly concluded that encouraging learning environment is necessary for schools for better product. The provision of better total learning environment in schools has a remarkable collision on students’ attainments (Bruce, 2006;

Earthman, 2004 ; Fisher, 2001; Hussain, 2003; Shami and Hussain, 2005;). and Other studies investigated that adequate facilities and appropriate environment are important aspect in a school to go faster in the total teaching learning atmosphere.

### **Recommendations**

The existing research study has developed several findings and conclusions based upon the data collection and analysis of this study. Following recommendations are based upon the results of this research to improve the situation of schools in regard to missing facilities. It will be helpful for other investigations on this important topic.

1. The schools are facing shortage of filtered, cleaned and pure drinking water to solve this problem, it may be allowed to get test of drinking water from the water purification department and its all physio-chemical parameters should be compared with standard level as described by WHO (World Health Organization). and filtered plants may be installed where it seems necessary. This problem may be temporarily overcome by encouraging students to bring water bottles from their homes.
2. The head teachers may be directed to appoint sweeper in schools to ensure cleanliness of school premises and toilets on daily wages from FTF.
3. The head teachers may be directed to generate funds from the donors of the locality. Funds may be allocated to ensure sufficient facility of toilets to schools.
4. If well equipped science lab is not available then this problem may be solved by allocating any class room for this purpose and essential equipment may be purchased from FTF of school.
5. Teachers' shortage problem can be overcome to a large extent by proper rationalization of teaching staff in schools and consolidation of low enrolment schools into high enrolment schools located in the same locality The School Education Department has already taken up some steps to overcome this issue.
6. Directions may be given to the head teachers for the auction of useless furniture with the approval of school councils and general repair of repairable furniture .Rationalization of furniture on the enrolment basis may also be practiced to overcome the issue of furniture shortage.
7. Designated head teachers of grade 17 should be appointed in all

the government primary and elementary schools of Punjab for the improvement of quality education. This problem may be solved to give administrative control of the primary schools to the head teachers of nearby located male and female secondary schools..

8. Basic facilities may also be provided to the schools with the auction of useless trees and buildings after depositing the income in FTF in the supervision of auction committees formed by the EDO education with collaboration of school councils after adopting all official formalities.
9. Government should take the initiative to settle down the problem of shortage of class rooms and teaching staff especially for the provision of each primary school 6 class rooms and 6 teachers to overcome dropout rate at primary level and improvement of overall quality education. Community may also be motivated and involved to overcome these problems.

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