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## A Comparative Study on the Availability of Physical Facilities in Public and Private Sector Schools of Islamabad

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### Abstract

This study was designed to compare the availability of physical facilities in public and private sector secondary schools of Islamabad. All the heads of institutions and teachers of secondary schools in Islamabad constituted the population of the study. Sixty heads of institutions, one from each institution (30 public and 30 private sector schools) and 300 teachers, five from each secondary school (150 public sector and 150 private sector) from sixty institutions (30 public and 30 private sector) were selected as a sample of the study. Two questionnaires (one each for heads of institutions and other for teachers) were developed and validated through pilot testing and administered to the sample for collection of data. Researcher personally visited respondents and thus 100% data were collected. Collected data were tabulated and analyzed by using chi square.

### Introduction

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A Comparative Study on the Availability of Physical Facilities in Public and Private Sector  
Schools of Islamabad

Both public and private secondary schools are imparting education. Now the ratio of private sector in education is increasing day by day. The government is also encouraging private sector to lessen its responsibilities due to limited resources. Government provides resources and facilities to public sector secondary schools while private sector institutions generate resources themselves. The present study is aimed to provide a comparison of resources and facilities in both public and private secondary schools.

Private sector plays an important role in the development of education in a country. It helps both in qualitative improvement and quantitative expansion. Private sector bears a good deal of burden of expenditure on this important social cause even in the most advanced countries.

### **The Need for Private Sector Schools**

In a country like Pakistan where the population growth rate is 3% annually and only about 50% of the existing primary group children are in schools, the support of private sector is most needed to share this huge burden. Government alone cannot build and run all schools required for this purpose (Govt. of Pakistan, 1979 p.23).

Shami and Hussain (2005) observed in their study that availability of physical facilities in a school had a significant impact on student performance. The availability of drinking water, electricity, boundary wall, toilets, furniture, playground and dispensary were determining factors and had positive impact on student's performance.

### **Importance of Physical Facilities for Effective Instruction**

The quality of education and research assumes the existence of an adequate physical infrastructure that fulfills the needs. It also assumes, however, that such infrastructure is maintained and managed in the best possible way in the institution, and not mainly for the convenience of the managers (UNESCO, 1998 and Rehman, 2007).

In any society the position of secondary education is generally paradoxical. It is expected to play a transitional role between basic education and further education as well as to play a terminal role by providing necessary manpower for the development of the country. (Quddus, 1990)

### **Types of Institutions**

In Pakistan the institutions are of various styles which can broadly be classified into government institutions, semi-government institutions, institutions of broad trust or anjuman and registered private educational institutions (Raja, 2000).

Private schools are defined as formal schools that are not public and may be founded, managed and financed by actors, other than the state even in cases when the state provides most of the funding and has considerable control over these schools (UNESCO, 1998).

As contrast with public sector schools, private schools are characterized by their decentralized management, better facilities and teaching and learning aids, lower pupil teacher ratio and generally more conducive learning environment. Private schools have also the advantages of accessibility of nearness to the homes of students minimizing the social security and transportation problems of school attendance (Govt. of Pakistan, 1998).

Being community based the private schools are much more closely accountable to the immediate clientele. Private schools offered a superior standard of education but were inaccessible to the poor sections of the society. The government spent much more money on public schools than on the other typical schools (Shami, 2007).

### **Inadequate Facilities in Private Schools**

The financial position of some of the private sector schools is not good. A private school had some endowments and few donations, had unfortunately either to charge high tuition fees or to keep its expenses down, the teachers received less salaries, and the libraries bought fewer books. Undeniably, the large majority of new private schools are housed in buildings which were originally designed as private houses, with all the disadvantages of inappropriate design and lack of surrounding space (Yasmeen, 2003).

Private sector plays vital role in the development of education. According to National Education Census (2005) out of a 245,682 institutions, 81,103(33 percent) were found to be in the private sector. It was stated in National Education Policy (1998-2010) that the effort would be made to increase the ratio of private sector upto 50:50. However, at present this ratio is 33% (Shami and Hussain, 2007).

Effective science education programme is directly linked with the establishment of infrastructure for research in science education, training of science teachers and science educators, mobilization of local resources for the production of indigenous equipment, and strengthening of the science laboratories and libraries (Govt. of Pakistan, 1979 p.35).

Recently, there has been a mushroom emergence of private institutions. Private entrepreneurs have done well in providing high quality education to high income groups in urban areas, but there is an urgent need to extend these facilities to the poor and disadvantaged population (Govt. of Pakistan, 1998 pp. 107-108).

### **Method of the Study**

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All the heads of institutions and science teachers of secondary schools in Islamabad constituted the population of the study. Sixty heads of institutions (30 public and 30 private sector schools) and 300 science teachers (150 public sector and 150 private sector schools) from sixty institutions (30 public and 30 private sector schools) were selected as a sample of the study. Two questionnaires were used at three points rating scale in order to collect the views of heads of institutions and science teachers. These questionnaires were validated through pilot testing and administered to the sample for collection of data. Researcher personally visited respondents and thus 100% data were collected. Collected data were tabulated and analyzed by using chi square.

## Results

In Table 1, opinions of science teachers are analyzed while in table 2 the opinions of heads of institutions are analyzed.

**Table 1. Comparison of physical facilities in public and private schools in Islamabad as viewed by the teachers of institutions**

Statement		Sector	Yes	No	To some extent	Total	$\chi^2$
1.	Playground is available for co-curricular activities	Public	150	-	-	150	<b>24.45*</b>
		Private	15	125	10	150	
2.	Drinking water is available in the school	Public	126	13	11	150	<b>9.12*</b>
		Private	105	19	26	150	
3.	Electricity is available in the school	Public	128	12	10	150	<b>6.98*</b>
		Private	112	14	24	150	
4.	Furniture is available in the school	Public	139	5	6	150	<b>4.64</b>
		Private	128	7	15	150	
5.	Classrooms are available for each class	Public	142	3	5	150	<b>59.92*</b>
		Private	85	44	21	150	
6.	Your school have any library	Public	150	-	-	150	<b>145.54*</b>
		Private	50	80	20	150	
7.	Your school provide a student first Aid facilities	Public	100	25	25	150	<b>9.74*</b>
		Private	75	45	30	150	
8.	The Audio visual aids are available in your school	Public	105	17	28	150	<b>34.82*</b>
		Private	54	35	61	150	
9.	Individual runs the school	Public	-	150	-	150	<b>248.78*</b>
		Private	98	14	38	150	

10.	Community participate to provide facilities in the school	Public	16	98	36	150	<b>3.96</b>
		Private	13	84	51	150	
11.	Government Finances the school	Public	122	11	17	150	<b>115.02*</b>
		Private	35	95	20	150	
12.	NGO Finances the school	Public	-	118	32	150	<b>52.76*</b>
		Private	46	89	20	150	

\* Significant                      df = 2                                      Table value at 0.05 = 5.991

Table 1 indicates that the obtained  $\chi^2$  values of statement No.1 to 12 are significantly differed except statements 4 and 10 which are non-significant at 0.05 level. Private sector teachers perceived that availability of play grounds for co-curricular activities was negligible. Both public and private sector teachers perceived that water, electricity, furniture, classrooms were available in the schools.

As far as provision of first Aid facility for students was concerned, private sector teachers perceived that this facility was not available for the majority of the students. There was a great difference between the opinions of public and private sector teachers about the management of the school run by individual. Private sector teachers intended that majority of individuals run the private schools. About the availability of A.V. aids private teachers intentions showed that A.V. aids were not available up to the mark comparatively public sector institutions were better as far as A.V. aids were concerned. Intentions of the both public and private sector teachers showed that community participation to provide facilities in the school was minor.

As far as financial position in the school is concerned, government fully financed the public sector schools while private schools were also financed by the government on small scale. On the other hand, NGOs finances private schools rather than public sector schools.

**Table 2. Comparison of physical facilities in public and private schools in Islamabad as viewed by the Heads of institutions**

Statement		Sector	Yes	No	To some extent	Total	$\chi^2$
1.	Playground is available for co-curricular activities	Public	30	-	-	30	<b>42.85*</b>
		Private	5	21	4	30	
2.	Drinking water is available in the school	Public	24	3	3	30	<b>0.84</b>
		Private	21	4	5	30	
3.	Electricity is available in the school	Public	30	-	-	30	<b>0.00</b>
		Private	30	-	-	30	
4.	Furniture is available in the school	Public	26	-	4	30	<b>2.15</b>
		Private	23	-	7	30	
5.	Classrooms are available for each class	Public	30	-	-	30	<b>6.66*</b>
		Private	24	3	3	30	
6.	Your school have any library	Public	27	-	3	30	<b>13.89*</b>
		Private	14	6	10	30	
7.	Your school provide a student first Aid facilities	Public	5	23	2	30	<b>0.58</b>
		Private	3	25	2	30	
8.	The Audio visual aids are available in your school	Public	23	2	5	30	<b>8.33*</b>
		Private	12	6	12	30	
9.	Individual runs the school	Public	-	30	-	30	<b>42.86*</b>
		Private	21	5	4	30	
10.	Community participate to provide facilities in the school	Public	3	21	6	30	<b>4.23</b>
		Private	9	18	3	30	
11.	Government Finances the school	Public	30	-	-	30	<b>42.85*</b>
		Private	5	23	2	30	
12.	NGO Finances the school	Public	-	30	-	30	<b>13.47*</b>
		Private	4	19	7	30	

\* Significant

df = 2

Table value at 0.05 = 5.991

Table 2 indicates that the obtained  $\chi^2$  values of statement No.1 to 12 are significantly differed except statements 2, 3, 4, 7 and 10 which are non-significant at 0.05 level. Private sector heads of institutions perceived that availability of play grounds for co-curricular activities was negligible. Both public and private sector heads of institutions perceived that water, electricity, furniture, classrooms were available in the schools.

As far as provision of First Aid facility for students was concerned, private sector heads of institutions perceived that this facility was not available for the majority of the students. There

was a great difference between the opinions of public and private sector heads of institutions about the management of the school run by individual. Private sector heads of institutions intended that majority of individuals run the private schools. About the availability of A.V. aids private heads of institutions intentions showed that A.V. aids were not available up to the mark comparatively public sector institutions were better as far as A.V. aids were concerned. Intentions of the both public and private sector heads of institutions showed that community participation to provide facilities in the school was minor. As far as finances in the school are concerned, government fully financed the public sector schools while private schools were also financed by the government on small scale. On the other hand, NGOs finances private schools rather than public sector schools.

## **Conclusions**

Majority of teachers and heads of private sector secondary schools perceived that playgrounds for co-curricular activities were not available in private schools while public sector teachers and heads of institutions confirmed the availability of playgrounds in public schools.

Respondents of both public and private schools held that water, electricity, furniture and classrooms were available in the schools.

On the other hand, respondents of private sector schools intended that first aid facility was not present for the majority of the students while public sector respondents intended that first aid facility for students was present in the public sector schools. Respondents of both public and private sector schools perceived that availability of A/V aid was better in public sector schools than in private sector schools. Majority of teachers and heads of institutions of both public and private sector schools viewed that a large number of private sector schools were financed and managed by individual and some schools were financed by NGOs while all the public sector school's management and financier were government.

## **Recommendations**

The study indicated that playgrounds were not available for co-curricular activities in private schools. These schools were not providing facilities like A/V aids and First aid to their students adequately. It is, therefore, recommended that the physical facilities like A/V aids, playground and First aid be provided in private schools. The study also indicated that the financial aid to private schools was non-existence; only the public sector schools were fully financed and managed by government. It is, therefore, recommended that private sector schools be provided finance so that this sector be able to increase the quality of education. Moreover, public sector school's management be made answerable for the improvement of education in public schools.

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