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A Study to Investigate the Availability of Educational Facilities at the Secondary School Level in District Karak

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ABSTRACT

Educational facilities play a crucial role in strengthening and improving the quality of education. Therefore, the study in hand was conducted to investigate the availability of educational facilities at the secondary level in District Karak, Khyber Pakhtunkhwa, Pakistan.

The objectives of the study were: (a) to investigate the availability of educational facilities at the secondary school level, (b) to explore the causes of poor availability of educational facilities at the secondary school level and (c) to suggest proper ways and

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means to ensure the availability of educational facilities at the secondary school level. All the heads, teachers and students working and studying at the secondary school level in district Karak, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. The study was delimited to the selected 60 male secondary schools in district Karak. The study was further delimited to the teachers and students teaching and studying in secondary classes. In order to ensure adequate representation of population, only 60 heads, 125 secondary school teachers and 680 secondary school students (@ 100%, 75% and 10% respectively) were selected randomly.

The study was descriptive in nature. A questionnaire was developed as a research instrument for the collection of data. Pilot testing was conducted to remove the weakness, ambiguities and misconceptions of the questions. After pilot testing the questionnaire was revised and its final version was developed and prepared. In order to collect data, the researchers personally visited to the respective participants and distributed questionnaires among them and collected data. Then it was organized, tabulated and analyzed. Percentage was used as a statistical tool for the statistical treatment of the data.

After analysis of the data, the researchers arrived at the conclusion that educational facilities were not available in the schools at the secondary level which is the main obstruction and hindrance in acquiring quality education. The study further revealed that corruption, ineffective educational policies, poor implementation of policies, lack of check and balance system, inadequate budget for education, poor management system, and political inference are the main factors which are responsible for the poor availability of educational facilities at the secondary level in District Karak.

KEYWORDS: Secondary level, educational facilities, availability of educational facilities

INTRODUCTION

Secondary education occupies the most important and critical position in any educational system. The position of secondary education is generally paradoxical in any society. It is expected that secondary education will play a transitional role between basic education and further (higher) education as well as to play a terminal role by providing and supplying required manpower for the development of the country (AIOU, 1998, p.3).

Secondary education plays a vital and crucial role in laying the foundation for the further studies. That is why it is right to say that if a good foundation is laid at this basic stage, then students cope up with the challenges of life and profession quite easily. However,

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different people have pointed out various factors which are responsible for the unsatisfactory performance of the students. These factors include low retention, parental role, association and friendship with wrong peers, low achievement, lack of motivation, and many other similar factors etc. (Aremu & Sokan, 2003).

Secondary education is an important sub-sector of the entire education system. On the one hand, it provides middle level workers of the economy and, on the other, it acts as a feeder for the higher levels of education. The quality of higher education, which is expected to produce high quality professionals in different fields of social, economic and political life of the country, depends upon the quality of secondary education. This level of education, therefore, needs to be organized in such a way that it should prepare young men and women for the pursuit of higher education, as well as make them able to adjust with their practical lives meaningfully and productivity (AIOU, 1998, p.2). Therefore it is imperative to pay proper attention toward this sector of education. Educational facilities play a crucial role in strengthening and improving the quality of education.

There is direct relation between provision of educational facilities and overall school performance i.e. student's performance, teacher's performance and administrative performance, etc. Lyons (2001) suggests that there is a direct relationship between the condition and utility of school facilities and learning. Poor school facilities negatively impact teachers' effectiveness and performance, and therefore have a negative impact on student performance.

But unfortunately, in Pakistan, educational institutions lack educational facilities which results in malfunctioning of these institutions. Poor and inadequate educational facilities affect the overall performance of the institutions. Sufficient facilities promote academic achievement and ensure to strengthen overall institutional performance. Unattractive and old school buildings, cracked classroom walls and floors, lack of toilets, lack of desk and benches, lack of transport facility, lack of proper security system, lack of drinking water, lack of power supply, lack of playgrounds, lack of teaching staff, lack of sufficient classrooms, overcrowded classrooms, lack of educational technology, lack of first aids facility, etc., negatively affect academic achievement of the institutions. Therefore, it is right to say that academic achievement has a close link with the availability of educational facilities.

Therefore, this paper is designed specifically to study the availability of educational facilities at the secondary school level in district Karak. The researchers are hopeful that the study on hand will be beneficial for the provision of educational facilities at the secondary school level. The researchers are also hopeful that the government will ensure the provision of educational facilities after the conduct of this study. In this way, these facilities will play a remarkable role in improving and strengthening secondary education.

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It will be beneficial for the overall performance of the institutions at the secondary school level.

REVIEW OF RELATED LITERATURE

Educational facilities are those facilities which are provided to students, so that they can utilize every opportunity to develop full potential. Educational facilities include buildings, fixtures, and equipment necessary for the effective, successful and efficient functioning of program of public education, classrooms, libraries, rooms and space for physical education, space for fine arts, restrooms, specialized laboratories, cafeterias, media centers, building equipment, building fixtures, furnishings, related exterior facilities (<http://definitions.uslegal.com/e/educational-facilities/>).

An educational facility may be supposed as a controlled environment that improves the instruction process while it protects the physical well-being of occupants. School planning begins with the learner, ends with learner and the building of the school should be designed in such a way that it satisfies learner physical and emotional needs and demands. The pattern of activities differs from school to school which depends upon learner's age, local interest, customs and climatic conditions as related to the possibility of out door play. These differences require differences in the plant facilities.

It is unquestionably and indisputably acknowledged that the physical facilities purify and improve the educational process. These educational facilities are useful to promote and enhance children knowledge (Iqbal, 2005). Educational facility is the process of conceiving and selecting the structure, elements, materials, arrangement, and so on for a school building or facility; the plan or layout of the building (Australian Council for Educational Research, 2008).

Schools are essential institutions that require a high quality physical and social atmosphere. Conducive and favorable physical and social atmospheres can affect students' performance positively in education (Lackney, 1999). Lackney (1999) concluded that the standard and quality of the facilities provided has a relationship with learning performance. This issue undoubtedly relates to facilities performance, particularly in classroom facilities. However, the achievement of a high quality of performance for the facilities provided depends on the organization's activities and core business. The provision of effective and efficient facilities will assist the organization to attain its goals and objectives.

School facility factors such as building age and condition, quality of maintenance, temperature, lighting, noise, color, and air quality can have impacts on student health,

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safety, sense of self and psychological state. Research has also revealed that the quality of facilities influences citizen perceptions of schools and can serve as a point of community pride and increased support for public education (Tennessee Advisory Commission on Intergovernmental Relations, 2003). Students really spend most of their school time within classrooms (Stockard & Mayberry, 1992). For that reason, the classroom atmosphere is imperative in influencing students' attitudes toward school as well as their attainment in attending and learning (Lyons & Fung, 2005; Castaldi, 1982).

In addition, recent research studies concerning school facilities performance and student's attendance and learning performance mostly concentrate on classrooms (Lackney, 1999; Leung & Fung, 2005; Tanner & Lackney, 2006). This clearly shows that the facilities which have the greatest influence on students' attendance and learning performance/ outcomes are in the classroom. Leung & Fung (2005) claim that improving facilities in schools will enhance students' learning. Changes in the components of facility management are significantly related to changes in the learning behaviours of students. According to Earthman (2002), school facilities are playing a crucial role in strengthening and improving teacher effectiveness and student performance. Older facilities had problems with noise level and thermal environment. Therefore, the age of school buildings is playing an important and crucial part in students' performance. The quality of the learning atmosphere is known to affect teacher behavior and attitudes toward continuing to teach. It is unreasonable to expect positive results from programs that have to function in negative physical atmosphere (Tennessee Advisory Commission on Intergovernmental Relations, 2003).

Mbakwem and Asiabaka (2007) explained that the cumulative effect of poor facilities results in poor motivation and low morale of teachers, which result in low quality work output. Hallack (1990) stress that though available sufficient and relevant facilities promote academic attainments, unattractive and ugly school buildings, cracked classroom walls and floors, lack of or insufficient playgrounds and surroundings reduce and slow down academic attainment. Learners are not passive objects but they are active, interested and inquisitive persons. Acquisition and attainment of knowledge is a constructive or generative process and each learner's knowledge is personal and unique. Ajayi (1995) also observed that the education system has failed to inculcate the spirit of self-reliance in the recipients because there were no equipment and tools in schools and where they were found available, they were not being utilized during teaching learning process.

Cash (1993) examined the relationship between building condition and student attainment in small, rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement level was also found to be more directly related to decorative factors than to structural ones. Poorer achievement was associated with

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specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments. McGuffey (1982) arrived at the result that heating and air conditioning systems were found to be very imperative, along with particular instructional facilities (i.e., science laboratories or equipment) and color and interior painting, in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study.

According to Iqbal (2005), classroom and other common facilities can be classified as below:

- Non Classroom Facilities
- Administrative office and staff rooms
- Custodial and service facilities
- Facilities for public use
- Non Classroom Facilities

Non-classroom facilities for pupils include library, lounges, gymnasium, lunch room, activities room, lockers, and showers, out door faculties, dressing rooms, clothing storage facilities, rest rooms, health services rooms and other recreational facilities. These facilities are non classroom facilities which are required for the enhancement of instructional and overall performance of the schools.

Lalit (1989) and Iqbal (2005) stated that the arrangement of classroom educational facilities and instructional spaces should be chosen for learning rather teaching. In addition, it should facilitate teacher in providing an atmosphere which promote the right kind of learning. Along with classrooms atmosphere, instructional aids (A.V. Aids) come under the following headings., Maps, charts, globes, and graphs; instructional motion pictures; radio and recording; mock up; computers; multimedia; overhead projectors; internet. Phillips (1992) noted that one of the most important and critical physical characteristics of the classroom is lighting. The importance of proper visual environment for learning tasks deserves careful consideration. The visual environment affects the ability of learner to perceive visual stimuli and affects his/her mental attitude, and thus, performance.

Dunn et al, (1985) claimed that the lightning of a school should be regarded as an active factor of the entire educational atmosphere. He concluded that good lighting contributes considerably to the aesthetics and psychological character of the learning space. Taylor and Gousie (1980) noted the side effects of poor lighting on nerve functions, hyperactivity, health, and on task behavior. Blackwell (1963) noted that the eyeball is not damaged structurally by bad lighting, either inadequate quantity or poor quality. He also noted that the effectiveness of information collection badly effected in bad light and the

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process of collecting information is reduced in bad and poor light. Seeing in poor lighting can lead to the development of ineffective and unproductive programming of the information collection process which may become habitual. Due to bad lighting, the atmosphere becomes discomfort.

Co-curricular activities play an important and crucial role in the development of balance personality of the child. That is why it is imperative to provide students with physical facilities for this purpose. Iqbal (2005) stated that the games are designed and planned for both instruction and enjoyment. Children, youth and adults who play, they may develop skills. Most of the games can be played in the gymnasium or on the school grounds by the available equipments and facilities. Indoor games are carrom-board, cards, billiard, chess, table tennis, draught, badminton, ludo. These games are played in a big common room and each game has a need of various equipments. Outdoor games which are generally played in Pakistani schools are basketball, tennis, football, cricket, hockey, volleyball and kabbadi.

Zaki (1988) and Iqbal (2005) suggested the following facilities in a school building. The number of rooms depends on the facilities provided in the school. Normally each section of the class should have a separate room. School rooms can be divided into the following:

- Instruction Rooms, the classrooms and laboratories
- Non-instruction rooms as headmaster's office, clerk's office, staffroom, and library rooms etc.

All these buildings should have proper system of ventilation, water supply facilities, and specially designed rooms for scientific equipments. Classroom should have sufficient number of desks or benches for the students. Similarly geography rooms should have stands; maps; cupboards and drawing rooms tables; model stand; sidings board etc. Toilets are the basic requirement of all because children spend most of their time in the school. Playgrounds are necessary for outdoor activities. In Pakistan most of the public schools have playground facilities.

STATEMENT OF THE PROBLEM

Educational facilities play a crucial role in strengthening and improving the quality of education therefore the study in hand was conducted to investigate the availability of educational facilities at secondary level in District Karak, Khyber Pakhtunkhwa (Pakistan).

OBJECTIVES OF THE RESEARCH STUDY

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The objectives of the study were:

- a) to investigate the availability of educational facilities at secondary school level
- b) to explore the causes of poor availability of educational facilities at secondary school level and
- c) to suggest proper ways and means to ensure the availability of educational facilities at secondary school level.

RESEARCH METHODOLOGY

1. Population

All the heads, teachers and students working and studying at secondary school level in district Karak, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. In order to ensure adequate representation of the population, only 60 heads, 125 secondary school teachers and 680 secondary school students (at ratio of 100%, 75% and 10% of population respectively) were selected randomly. The total number of the sample was 865.

2. Delimitation of the study

The study was delimited to the selected male 60 secondary schools in district Karak. The study was further delimited to the teachers and students teaching and studying at secondary classes.

3. Instrumentation

Research instrument occupies the most important position in the entire research study. As the study was descriptive in nature therefore a single questionnaire was developed for the whole participants of the research study. The instrument was composed of forty three (43) closed ended questions and one open ended question. The closed ended questions were developed to investigate the availability and extent of availability of educational facilities. The open ended question was designed to explore the causes of poor availability of educational facilities.

4. Pilot Testing

Validation and authentication of the research instruments is imperative to obtain exact and precise results. Therefore it is very important to remove the ambiguities, misconceptions and weakness of the research instrument. For this purpose, pilot testing was conducted to know the weakness and ambiguities of the questionnaire. So after pilot testing, questionnaire was revised and then its final version was developed in the light of suggestions given by the experts.

5. Collection of Data

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The researchers personally visited to the respective heads, teachers and students for the collection of data. The researchers distributed questionnaires among the participants of the research study and data was collected.

6. Data Analysis

After the collection of data, the data was organized, tabulated, analyzed and interpreted. The researchers considered suitable to apply percentage for the statistical treatment of the data. Therefore, percentage was applied in order to draw the results.

RESULTS AND DISCUSSIONS

The present study was conducted to investigate the availability of educational facilities at secondary school in District Karak. Data was collected through personal visits and after collection of data; it was organized, tabulated, analyzed and interpreted. Percentage was used for the statistical treatment of the data in order to draw the results. The whole process is explained as below:

Table 01: Reponses of the Respondents about the Availability of Educational Facilities in their Institutions

S. No.	Items	Available		Not Available		TOTAL
		Freq:	% age	Freq:	% age	
1.	School Office	839	97.0%	026	03.0%	865
2.	Science Laboratory	778	93.4%	087	06.6%	865
3.	Staffroom for teachers	746	89.5%	119	10.5%	865
4.	Clerical Staff	627	75.2%	238	24.8%	865
5.	Computer for office	024	02.9%	841	97.1%	865
6.	Computer laboratory	003	00.4%	862	99.6%	865
7.	Facility of drinkable Water in side the school	231	23.9%	634	76.1%	865
8.	Electricity facility	609	73.1%	256	30.7%	865
9.	Air conditioned classrooms	000	00.0%	865	100.0%	865
10.	Room heaters	026	03.0%	839	97.0%	865
11.	Gas facility	009	01.0%	856	99.0%	865
12.	Transport facility	014	01.7%	851	98.3%	865
13.	Toilets for teachers	596	71.5%	269	28.5%	865
14.	Toilets for students	216	25.9%	649	74.1%	865

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15.	Telephone Facility	032	03.8%	833	96.2%	865
16.	Internet Facility	006	00.7%	859	99.3%	865
17.	Playground	235	28.2%	633	71.8%	865
18.	Library	726	87.1%	139	12.9%	865
19.	Specially designed room for Library	126	15.1%	739	84.9%	865
20.	Stock room	359	43.1%	506	56.9%	865
21.	Science room	526	60.8%	339	39.2%	865
22.	Sport room	186	22.3%	679	77.7%	865
23.	Room for Technologies	008	01.0%	857	99.0%	865
24.	Staff for Laboratory	129	15.1%	736	84.9%	865
25.	Assembly Ground	754	90.5%	111	09.5%	865
26.	Examination Hall	214	25.7%	651	78.1%	865
27.	Proper security arrangement	016	01.9%	849	98.1%	865
28.	Power generators facility	009	01.1%	856	98.9%	865
29.	First Aid Facility	126	15.1%	739	84.9%	865
30.	Dispensary	002	00.2%	863	99.8%	865
31.	Mosque	196	23.5%	669	76.5%	865
32.	Canteen	016	01.9%	849	98.1%	865
33.	Rest rooms	039	04.7%	826	95.3%	865
34.	Gymnasium	012	01.4%	853	98.6%	865

Table 1 shows that majority of the educational facilities are not available in the institutions at secondary school level. It clearly shows that educational facilities i.e., office computer; computer laboratory; facility of drinkable water inside the school; room heaters; gas facility; air conditioned classrooms; transport facility; toilet for students; telephone facility; internet facility; playground; specially designed room for library; stock room; sports room; room for technologies; proper security arrangement facility; power generators facility; examination hall; first aid facility; staff for laboratory; dispensary; mosque; canteen; rest rooms and gymnasium are not available in educational institutions at secondary school level.

Table 02: Reponses of the Respondents about the Extent of Available Educational Facilities in their Institutions

S. No.	Items	Sufficient		To some extent		Not at all		Total
		Freq:	% age	Freq:	% age	Freq:	% age	
1.	Class Rooms	206	24.7%	636	76.3%	023	02.8%	865

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2.	Furniture for students	237	28.4%	582	69.8%	046	05.5%	865
3.	Furniture for teachers	529	63.5%	318	38.2%	018	02.2%	865
4.	Trained teaching staff	286	34.3%	343	41.2%	236	28.3%	865
5.	Educational Technologies	012	01.4%	026	03.1%	827	99.2%	865
6.	Audio-visual Aids	286	33.1%	485	56.1%	094	10.9%	865
7.	Scientific Apparatus	262	31.4%	368	44.2%	235	28.2%	865
8.	Books in library	216	26.0%	524	62.9%	125	15.0%	865
9.	Fans in rooms	279	33.5%	493	59.2%	093	11.2%	865
10	Computers in lab.	012	01.4%	022	02.6%	831	99.7%	865

Table 02 illustrates that the size of some facilities was found satisfactory to some extent. Respondents responded that class rooms; furniture for students; trained teaching staff; scientific apparatus; audio visual aids; books in library and fans in rooms were available to some extent. In addition, they responded that furniture for teachers was sufficient. They also pointed out that educational technologies and computers in laboratory were not available at all.

Table 03: Reasons Explained by the Respondents of Poor Availability of Educational Facilities in their Institutions

S. No	Reasons of Poor Availability of Educational Facilities Explained by the Respondents	Freq:	%age	Total
1.	Corruption	793	91.7%	865
2.	Less budget for education	782	90.4%	865
3.	Ineffective educational policies	453	54.4%	865
4.	Poor implementation of educational policies	664	79.7%	865
5.	Poor management and administration system	698	83.8%	865
6.	Excess of Political Interference	612	74.6%	865
7.	No proper check and balance system	776	93.1%	865
8.	Political instability	327	39.2%	865

Table 3 illustrates that corruption; no check and balance system; and lacks of sufficient budget for education are the main factors of poor availability of educational facilities. In addition, other factors which are responsible for the poor availability of educational facilities in educational institutions. These factors are; ineffective educational policies;

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poor implementation of educational policies; poor management and administration system; excess political interference and political instability.

CONCLUSIONS

After analysis of the data, the researchers arrived at the following conclusions:

It was found that

1. Majority of the educational facilities are not available in the institutions at secondary school level. These educational facilities include; office computer; computer laboratory; facility of drinkable water inside the school; air conditioned classrooms; room heaters; gas facility; transport facility; toilet for students; telephone facility; internet facility; playground; specially designed room for library; sports room; room for technologies; proper security arrangement facility; power generators facility; examination hall; first aid facility; staff for laboratory; dispensary; mosque; canteen; rest rooms and gymnasium.
2. Availability of some educational facilities was found satisfactory. These educational facilities include; science laboratory; staffroom for teachers; school office; clerical staff; electricity facility; toilets for teachers; library and assembly ground.
3. The size of some educational facilities was found satisfactory to some extent. Respondents responded that class rooms; furniture for students; trained teaching staff; scientific apparatus; audio-visual aids; books in library and fans in rooms were available to some extent. In addition, furniture for teachers was found sufficient but educational technologies and computers in laboratory were not available at all.
4. Some factors were investigated which are responsible for poor availability of educational facilities. These factors include; no check and balance system; corruption; ineffective educational policies; poor implementation of educational policies; poor management and administration system and excess political interference.

RECOMMENDATIONS

Keeping in view the above conclusions, the researchers made some workable recommendations which are explained as under:

1. It was investigated in the study that majority of the educational facilities were not properly available in the institutions at secondary level. As researches show that educational facilities play a crucial role in strengthening and enhancing overall educational achievement therefore it is strongly recommended that these facilities should be provided to each school on emergency basis.

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2. It was revealed in the study that there were not available specially designed rooms for library, scientific equipments and educational technologies. Therefore it is recommended that specially designed rooms should be built for library, scientific equipments and educational technologies.
3. It was investigated that computer laboratories were not available in these institutions. Therefore it is strongly recommended that computer laboratories should be built in each school on emergency basis. In addition, computers should be provided to each school immediately. For this purpose NGOs can play their role in providing computers to schools.
4. As it was found that the room heating and air conditioning facilities were not available in the schools which are obstacles in effective teaching learning process in winter and summer. That is why it is strongly recommended that room heaters and air conditions should be installed so that effective teaching learning process may be ensured. In addition, where gas facility is available, should be provided to schools.
5. It was found that transport facility was not available both for students and teachers. Therefore it is recommended that transport facility should be provided for students as well as for teachers.
6. It was investigated in the study that alternative power supply system was not available in the schools. Keeping in view extraordinary and long duration of load shedding in this area of Pakistan, it is strongly recommended that power generators should be provided to each school on emergency basis.
7. It was revealed in the study that there was no proper security system in these schools. Therefore, it is strongly recommended that proper security system should be established in these schools. For this purpose, special security guards or retired army official should be appointed to each school in order to maintain peace and security.
8. It was investigated in the research study that facility of drinkable water inside the schools was not available. Therefore, it is recommended that fund should be allocated to each school so that they may be able to provide drinkable water easily.
9. It was found that toilets for students were not available in these institutions. Therefore it is strongly recommended that toilet for students should be made immediately. For this purpose, heads of the institutions can utilize PTA (Parent Teacher Association) fund. In addition, government should be ensured the availability of toilets in each school on emergency basis. For this purpose special fund should be given to each school for the construction of toilets as it is the basic need of students in school.
10. It was revealed in the study that telephone and internet facilities were not available in schools at secondary level. As in this modern world, telephone and

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- internet facilities play a crucial role in any organization. Therefore it is strongly recommended that these facilities should be provided to each school.
11. It was found that first aid facility and dispensary was not available in these schools. As it is one of the basic needs of the schools, therefore it is recommended that dispensary should be made in each school.
 12. The study also revealed that mosque and canteen were not available in these schools. Therefore, it is strongly recommended that canteen should be established in each school. In addition, mosque for each school should be built.
 13. It was revealed in study that majority of the school lack of playgrounds and gymnasium but these things are very imperative for the physical and mental development of the students. Therefore it is strongly recommended that each school should be provided with playground and gymnasium so that the students may develop themselves physically and mentally.
 14. It was also investigated in this research study that majority of the schools lack of examination hall. Therefore it is strongly recommended that in each school, examination hall should be constructed immediately.
 15. It was found that sufficient books were not available in the library. Therefore, it is recommended that more funds should be provided to the secondary schools for purchasing books for library. School management committees be convinced to provide and allocate funds for the purchase of library books and other materials facilitating the teaching learning process.
 16. It was also revealed that educational technologies were not available in these institutions therefore it is strongly recommended that educational technologies should be provided to each school. For this purpose, special funds should be provided by the government for purchasing educational technologies.
 17. It was also investigated that furniture for students were found unsatisfactory which do not satisfy the needs of the students. Therefore, it is strongly recommended that furniture should be provided on emergency basis to each school.
 18. It was found that computers and computer laboratories were not available in these institutions. Therefore it is recommended that computer laboratory should be constructed in each school. Computer laboratory should be fully equipped with computers and other necessary equipments.
 19. It is recommended that budget allocation for education should be increased from 2 percent of GNP to at least 5 percent of GNP.
 20. Check and balance system should be made more effective to reduce corruption in education.
 21. It is also recommended that educational policies should be implemented practically and effectively.

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