

**PERCEPTION OF SECONDARY SCHOOL STUDENTS REGARDING
FACILITIES AND THE RELATIONSHIP WITH ACADEMIC PERFORMANCE**

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ABSTRACT

School facilities are very important in the teaching learning process at secondary school level. The major objective of this study was to determine the school facilities with the perception of the students moreover, relationship between school facilities and academic performance. The population of this research study comprised on secondary school students enrolled in 9th class in district Nankana Sahib. Simple random sampling technique was used to select 813 students as a sample for this study. This research based on cross-sectional and quantitative research design. The data was collected by using self-administered questionnaire through survey method. The data was tabulated and analyzed using Statistical Package for Social Sciences (SPSS). The findings of this research study show that there is no significant difference in the perception of male and female students regarding the school facilities. It was also found that the majority of the schools have proper facilities due to which the performance of the students studying in such schools is better as compared to the schools having fewer facilities. Schools located in rural areas have less school facilities as compared to schools located in urban areas. Findings of this study revealed moderately positive relationship between school facilities and secondary school students' performance. Significantly, this study is beneficial for the development of facilities at secondary school level so that the objectives of the teaching-learning process can be effectively achieved.

KEYWORDS

School Facilities; Students' Performance; Secondary School level.

INTRODUCTION

School can be considered as an organized setting for interpretation of educational curricula. The organization is professionally organized and functions as a transitional stage between family and community. School is a place where children are ready to act as adults and in this transition through teaching and learning process, the goal of which is to make meaningful and successful behavioral improvements in an educated person by analytical

thought in a more conducive and controlled atmosphere to promote learning (Ibrahim, Umar & Clement, 2017). Consequently, ensuring a teacher's efficiency, school places, the arrangement and organization of physical structures and other school plants and institutions are based on achieving a successful and productive education and training (Arshad et al., 2018). It cannot be over emphasized the importance of school facilities in the creation of a successful education system, particularly at secondary level. The use of educational objectives and goals includes the supply, full use and careful management of the schools (Naz, Khan & Khan, 2012). A productive school facility is sensitive to evolving education programs and should at a minimum have a comfortable, healthy, safe, open, well-lit, air-conditioned, and aesthetically pleasing physical environment (Gillani, 2021). The school not only involves the physical design and the number of structures such as mechanical and plumbing systems, electrical and control systems, telecommunications systems, protection systems and fire-resistance systems. The complex also encompasses furnishings, tools and services, machinery and IT, as well as other facets of the facilities, including playing fields, playgrounds, outdoor learning areas, access to and parking of cars (Bhatti & Awan, 2019; Suleman & Hussain, 2014).

The effect of schools on academic success of students has been described in his students' research as having the impacts on the performance of students of lessons, dormitories, libraries, laboratory equipment and education content, such as text bills, blackboards and mobility. The shortage of such facilities also gives stakeholders, parents, pupils and the general population significant doubt as to what sort of instruction and learning in such a situation might take place (Kunlasomboon et al., 2014; Saeed, & Wain, 2011). The presence and state of schools are the striking foundation for the initial appraisal of the standard of what happens at secondary schools by many relatives and associates of any educational institution (Osuji, 2016). The effect of schools on the teaching/learning process was explored by Karim et al (2011). They indicate that the output of the students who taught with all school facilities varied considerably from that of those who taught without the correct classroom and education. Their outcomes corresponded to the view of (Earthman, 2004). He assumes that overcrowding is the worst impact on the academic success of school children. He also points out that chronic noise shows and impedes the emotional processing of readers and students. Thus, a safe and well-established learning environment promotes the growth of student learning ability (Suleman & Hussain, 2014).

Writing in the same vein, Naz et al (2012) founds from their study that physical and infrastructural facilities increase positivity in students' behavior, create a sense of love and affection, promote positive self-esteem, reduces behavioral aggression, develop emotional stability, encourage compromising behavior, reduce frustration, anxiety and tension, and further enhances the capacity to absorb and bring flexibility in behavior and personality of the students. In the nutshell, students' academic, behavioral and personality outcome are dependent upon school physical as well infrastructural environment. Omer et al., (2015) performed research to examine students' experiences with healthcare management, particularly first aid practices, in private and public schools in Lahore, Pakistan. Their research found that school-based health services should be more comprehensive and targeted. The existing school health program should be applied in both public and private institutions also in schools where all type of health facilities were available and utilize the students feel secure and perform better. Similarly, students study better and perform better

where the overall school condition were comfort and satisfied. Further they found from their research that availability of spaces and proper design considering functionally, aesthetics, thermal, visual, acoustic comfort, indoor air quality, landscaping etc. all effect the students' academic performance (Gujjar et al., 2010; Malik, Elahi, & Shah, 2020).

REVIEW OF LITERATURE

Academic learning facilities are those that are made available to students and teachers in order to facilitate the teaching and learning process. As a result, both teachers and students can take advantage of every opportunity to reach their full potential in the teaching-learning process. Academic learning facilities for teachers include staffrooms, parent-teacher meeting rooms, various A.V. aids required for effective teaching, and sufficient space in classrooms to store teaching materials, among other things. School buildings, fixtures, adequate classrooms, classroom space, and space for physical education, space for fine arts, restrooms, adequate furniture, books, media centers, building equipment, building fixtures, furnishings, and related exterior facilities are examples of academic learning facilities for students (Osuji, 2016). The teaching-learning process relies heavily on school facilities. It is impossible for the school administration to achieve better results in the teaching-learning process without proper provision of school facilities. It is the primary responsibility of a school's principal to provide a variety of physical facilities to teachers and students so that they can work efficiently in their fields. There are many different facilities of school facilities, and each one is important in different aspects of the teaching and learning process. Academic facilities, such as a HealthCare facility, are examples of school facilities. A better learning process is not possible for students in the 6th edition. Similarly, some students are admitted to school during recess, putting them in a vulnerable position. It is critical to provide a first aid box to treat such students. Similarly, during Covid-19, it is critical to provide students with belts with health facilities so that they are not exposed to a pandemic situation. Condition is also an important aspect of good school management in order to eliminate various bacterial diseases from the school. There are some other facilities that should be provided to teachers, such as school furniture, diaries, and adequate seating for teachers so that they can effectively perform their duties. It is critical to provide students with basic materials related to physical activities in order to keep them healthy. Students should be given sports equipment so that they can play during recess and stay healthy. Because students get hungry during long school hours, it's also important to provide tuck shops for them, which are part of the school's facilities (Adegeb et al., 2017).

One of the most important conditions for education, safety, and efficiency is the availability of school facilities. When it comes to selecting schools, parents frequently consider school resources to be the most important factor. Changes in school curriculum and learning are aided by the condition of school buildings and materials (Earthman, 2004; Mc Koy et al., 2008). The results are used to assess the school group's efficiency and satisfaction. People exchange knowledge and facts at school, which is linked to the philosophy of learning (Kunlasomboon et al., 2014). The world that has been built has an impact on the structure. The physical, instructional, and financial foundations of school organizations are all impacted by the planning and construction of school facilities (Mc Koy et al., 2008). The supply of school facilities should not only fulfill their functions, but

also be safe and user-friendly. It helps students increase their enthusiasm for learning by providing physical resources, according to Akomolafe and Adesua (2016). Physical facilities such as a lab, a book, a toilet, a canteen, classrooms, a field, and computers will pique students' interest in learning in a variety of ways. The quality of the facility has no direct impact on teaching and instruction; however, according to Urick (2011), facility maintenance is necessary to ensure the comfort and productive learning of students and teachers because it can create a clean and healthy environment. Every educational system revolves around the classroom. There is no program or education plan that is complete without a staggered construction of a structure that will strengthen the delivery process. Most learning events take place in classrooms, which are usually part of the building's layout, though sitting is often required, and execution begins when students are properly seated in the classroom. In order to achieve a more efficient teaching and learning process, caution is exercised in the classroom (Omer et al., 2015).

OBJECTIVES OF THE STUDY

1. To analyze the students' perception about school facilities at secondary school level.
2. To investigate the significance difference between male and females regarding facilities.
3. To find out the significance difference between urban and rural secondary schools about facilities.
4. To determine the association between school facilities and academic performance of the students.

RESEARCH METHODOLOGY

Main objective of the study is to determine the relationship between school facilities available in secondary school and students' academic performance of that secondary schools therefore the research design for this study is quantitative and co-relational research design. Co-relational research is a type of non-experimental research approach where in two variables are associated, interpreted and analyzed by a researcher without any external variable affecting the statistical relationship between them. Correlation of studies in social sciences consists to interactions and the association of variables. Data was collected from the students of public secondary schools enrolled in 9th and 10th class. It was selected 813 respondents for this study as sample through simple random sampling technique. The self-administered questionnaire was used for data collection through survey method. The face and content validity were ensured with the help of some experts while reliability of the tool was also assessed by using Cronbach'S Alpha coefficient that was .88. Statistical Package for Social Science (SPSS) was computed to analyze the objective of the study by applying descriptive and inferential statistics.

Table 1
Descriptive Analysis of Students' Perception about Academic Learning Facilities

Statement	Agree %	Neutral %	Disagree %	Mean	SD
This school is clean and well-maintained	99.4	0.4	0.2	4.86	0.39
This school has enough classrooms according to number of students	87.7	1.5	10.8	4.30	1.21
Size of every classroom is appropriate according to the number of students.	93.7	4.4	1.9	4.58	0.70
Location of classrooms is away from disruptive noises.	89.2	6.5	4.3	4.51	0.88
Classrooms are properly maintained and cleaned daily in this school	93.9	3.1	3	4.60	0.75
Classroom space permits the small group activities	78	16.6	5.4	4.16	0.98
Classrooms can be arranged to meet the teaching-learning objectives.	94.1	4.1	1.7	4.65	0.68
Adequate space for storage of teaching materials is available in the classroom.	88.2	3.8	8	4.39	1.10
Adequate space for storage of student materials is available in the classroom.	89	6.4	4.7	4.51	0.94
Adequate instructional materials (Black board\white board, chalk, marker, duster, A. V. Aids etc.) are provided for teaching-learning activities.	92.2	3.1	4.7	4.53	0.86
Text books are timely provided to students-	91.4	3.9	4.7	4.51	0.89
Students in class have need to share books with each other.	37	29.8	33.2	3.05	1.41
Classrooms in this school are well-lighted.	92.7	3.6	3.7	4.58	0.83
Classroom in this school is well-ventilated.	93.8	4.1	2.1	4.65	0.71
The temperature of this school is quite reasonable.	82.5	12.4	5	4.31	0.98
This school has enough furniture (desks\chairs) for students' use	92	3.8	4.2	4.57	0.87
The furniture in this school is appropriate according to students' age and size.	88.7	4.8	6.5	4.40	1.01
Furniture is maintained and cleaned daily in this school	80.5	11.9	7.5	4.23	1.09
Electricity connection is available in all the classrooms	91.8	6.0	2.2	4.61	0.76
The number of electric fans is adequate in all the classrooms.	90.9	6.6	2.5	4.60	0.76
UPS/generator facility is available in case of electricity failure	23.9	27.1	49.1	2.58	1.45
A notice board is used to deliver essential information to students	66.5	18.5	15	3.91	1.32

Overall M= 4.32, SD= 0.94

Table 1 displays analysis of data about students' perception of academic learning facilities available in schools at secondary level. Table 4.3 further shows mean score for each statement is between 4.86 to 3.05 (except statement 21). Findings of the above table shows that various academic learning facilities like clean environment (mean score 4.86), the number of classrooms(mean score 4.30), size of classroom(mean score 4.58), the location of the classroom from disruptive noises (mean score 4.51), cleanliness of classrooms(mean score 4.6), space for small group activities in the classroom(mean score 4.16), space for storage of teaching materials in the classroom(mean score 4.39), availability of different instructional materials like blackboard white board duster audio video aids(mean score 4.53),the availability of textbooks by the schools to the students(mean score 4.51), proper electricity set up and the proper temperature according to the demand of the weather (mean score 4.31) are available for the students as the mean score for above mentioned statements is between 4.16 to 4.86 (except statement no 12 whose mean score is 3.05 which is about the sharing facility of books among students). In the same way according to the statement number 16 to 22 it is found that there is enough furniture like desks chairs in the classroom (Mean score 4.57). Furthermore, findings show that the furniture is according to the demands and needs of the students according to their age and size (Mean score 4.40). This table also shows that furniture is maintained and cleaned on a daily basis by the school servant (mean score 4.23). Availability of electricity is according to the demands of the classroom (Mean score 4.61). Statement 21 describes that there is no availability of UPS and generators in the schools which causes trouble for the students and teachers sometimes and the Mean score for statement 21 is 2.58.

Table 2
Independent Sample t-test

Variable	Category	M	SD	t	Sig.
School Facilities	Male	3.56	.71	.82	.21
	Female	3.71	.77	.73	

Significance Level <0.05

Independent sample t-test was applied for assessing the significance difference between gender group. It found that there was a significance difference not found regarding school facilities with sig. .21, but found the Mean difference which show that the males score 3.56 was less than female score 3.71.

Table 3. Independent Sample t-test

Variable	Category	M	SD	t	Sig.
School Facilities	Urban	3.98	.76	.67	.00*
	Rural	3.37	.92	.78	

Significance Level <0.05

Independent sample t-test was applied for assessing the significance difference between area wise group. It found that there was a significance difference found in school facilities with sig. .00 while the Mean score of the urban school 3.98 was greater than rural schools 3.37.

Table 4
Correlate Matrix

Exogenous Variables	School Facilities	Academic Performance
School Facilities	1	
Academic Performance	.389(**)	1

*** Correlation is significant at the 0.01 level (2-tailed)*

In order to investigate the relationship among the variables of the study. It found that there was a moderate level of relationship between school facilities and academic performance of the secondary school students with $r = .389$. This means that the school facilities are positively associated with students' academic performance.

CONCLUSION

It was concluded that the students of secondary school are moderately satisfied with the facilities providing by the schools. Moreover, there was not significance difference found between gender group but there was a significance difference was found between the urban and rural areas schools. The facilities provided to the urban schools were better than rural areas. Additionally, there was a positive association between the school facilities and academic performance of the secondary school students' in Nankana Sahib, Punjab, Pakistan.

DISCUSSION AND RECOMMENDATIONS

Based on the findings of this study, it can be inferred that urban schools have more school facilities than rural schools. The fundamental reason for this is because Due to a lack of educational facilities in rural regions, residents in these areas have a lower level of awareness. Students between the ages of 12 and 14 believe that secondary schools offer enough academic facilities. Secondary schools, on the other hand, provide less academic learning facilities for kids aged 15 to 17. Because this research was conducted not only in male schools but also in female schools, the findings demonstrate that female schools have a deficiency of school facilities when compared to male schools. In female high schools, poor construction, a lack of boundary walls, restrooms, and other facilities are all lacking. The research also shows that male staff members at female high schools do not have their own sitting place. There are adequate classrooms for pupils in both male and female schools, according to the findings of this research study. The fundamental needs were also determined by the student-teacher ratio. The mean score for several comments on school facilities was more than 4, indicating that the majority of respondents feel that they are supplied with the bare minimum of school facilities. During the planning process, development experts and facility managers must consider the preferences of end-users. The size of staff quarters, the number of people who sit in staff rooms, the location of common

areas, the availability of natural lighting and ventilation, the air conditioning system, and the installation of CCTV cameras in personnel rooms are all important considerations. Successful management facilities should be maintained throughout its operational duration, according to facility managers. The findings of this investigation revealed variable impacts. For example, despite the fact that school facilities are insufficient to fully offer education, school facilities have a critical influence on both urban and rural schools. We also discovered that there is a substantial association between school facilities and kids' academic achievement based on our findings. Kids who attend schools that offer all types of facilities do better than students who attend schools that do not give enough facilities.

It was recommended that the further studies should be conducted in order to investigate the academic achievement of the students with other constructs. This study should be conducted in other regions of the country.

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