

The Qualitative and Quantative Capacity of Assists and Human Based Resources, in Public Sector Educational Institutions of Muslimbagh

Social Sciences and Humanities

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Abstract

As we know that all the Physical facilities as well as human resources, such as teachers, books, boards, notes etc. that can be used for the demonstration of contents and matter. There are some more teaching resources, having a vital role in schooling. The specific aim and objective of researcher in this work is to evaluate the quality and that of quantity of all physical facilities, available in public schools of Tehsil Muslim Bagh. Furthermore, to find out and assess all the related facilities available targeted mission. So, in order to get the result or output, this study drawn upon primary as well as secondary sources. The data was analyzed through SPSS. According to collected results, most of public schools building physical condition was not good. It was concluded that middle and high schools situated in Muslim Bagh were facing shortage of primary based facilities, Shortage of water for drinking water, lackages of washrooms for the use of students, worst standard of given furniture, bad construction arrangement, deficiency and damaged border wall in boy schools were seen. These major difficulties are faced by schools and the available resources in schools were unable to support both the teaching and learning process. Whereas, the given resources cannot support any type of development of learners. So, it was recommended that the education department should facilitate and provide all physical resources to schools.

Key words: Behaviourism, Constructivism, Constitution, Fundamental Right, Competencies, Physical Resources, Human Resources, Facilities Management.

Introduction

The concept of education is being observed not as a word like "red" which shows simple quality and a word such as "horse" which shows object or the

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words like smiling and running which shows the incidence of observance, by expressing in a different way education reflects to a particular process, it summarizes a criteria such as the process of reforms and consequently the process of education can be explored like reading of books and discovering environment through travel and discussion or walking and chalking in classroom. It can be said that the educated person is the one who succeeds in an accomplishment of certain task in which a teacher or a student is engaged with in a time period. It is such as finding of something while looking at something, similarly the achievement of various tasks is called the course of education. In this respect the success or achievement of a teacher is defined as the achievement of a learner. The second thing which differs education from other tasks is the methodology of teaching which has to be based on a legitimized set of procedures. (Colby, A., Ehrlich, T., Sullivan, W. M., & Dolle, J. R). In fact the achievement is the state of a mind that give a subject matter to the idea of being an educated person, what we learnt is called as education and the procedure which is adopted for the process of learning must contain moral legitimacy. we can say that the education is like a process of reform, for example when I say my son is educated but he learnt no value, it would be said as my son is reformed but without having a better change. It is well argued to demonstrate the procedures of evaluating the standard of a coherent person as compare to others. While speaking about education it is important to be familiar with the valuation standards to discover the characteristics through which the situation of mind being applauded, whereas this does not prevent us to speak of poor education when thinking of the worth of people work, at this point a question arise what was the point through which we determined something that is called bad education or no education same as when speaking about the system of education we just talk about the term honorable without the basis of judgments. (Colby, A., Ehrlich, T., Sullivan, W. M., & Dolle, J. R)

Statement of the Problem

MuslimBagh is developing tehsil of District Killasaifullah. According to previous reports majority of its educational institutions faced shortage of resources, especially in materialistic sense. Moreover, it lacks boundary walls or some schools lack wash rooms etc. similarly, the basic thing like furniture is always found nil. Students who needs concentration are always found absent, where as their attendance is necessary. The budget specified by the government for materialistic resources, is neither enough nor utilized properly. Because of the above-mentioned problems, the drop out ratio amongst the children is increasing on daily basis. Moreover, the shortage of necessary facilities have direct implication on learning out comes of the

students. So, it became food necessary to explain and evaluate that the quality and quantitative facilitation of all resources have implication on the learning out comes in state and society.

Foundation of the study

The failure or dropout rate among boys and girls in schools of tehsil Muslim Bagh is increasing with the passage of time. Majority of boys and girls are not interested to join public schools for their learning. Admission in public schools is not a first priority of parents. Shortage of physical facilities can be a major element behind these problems.

Significance & scope of the research

This study has a great importance and this research focused on physical facilities available in public schools of Tehsil Muslim Bagh. The study has find out quantitative as well as qualitative resource, but present in public sector schools. The results, and identified missing physical resources will help the future students and researchers in their works and the collected data and results will provide clear picture of available and missing physical resources to the education department.

Research question

Basically the main title is the research question, whereas we can summarise as;

What are the quality and quantity of all physical facilities and human resources in public schools in tehsil Muslim Bagh?

Objectives of the Study

- To evaluate both the quality and quantity of all physical facilities available in public schools of Muslim Bagh.
- The study find out the quality of physical facilities available in public girls and boys Schools of Muslim Bagh.

Limitation

This research was limited to Girls and Boys public high schools of Tehsil Muslim Bagh.

Delimitation

The objectives selected for this thesis has great importance for future planning. It was a first thesis regarding available facilities in schools of

Tehsil Muslim Bagh. Physical resources have direct impact on learning and teaching process. Curriculum 2006 suggests constructivism approach of teaching in schools; it focuses on learning by doing. Such type of teaching and learning must need teaching Aavid and other types of physical and human resources. So, it was important to find out the schools facilities in tehsil Muslim Bagh. The education department and NGOs having no data regarding physical resources in schools. This situation makes necessary to conduct a research work and to fulfil the selected objectives. The education department faces weak procurement process and this process affects the supply of facilities for government schools. **(Ahmed.I. & Mujahid.A)**

Literature Review

The broader aim of providing education is the completion of requirement and need for a purpose pertaining to knowledge, abilities, thoughts and competencies to enable them to deliver constructive and valuable services for themselves as well as to the society in large. In this regard, the countries prioritize the improvement in quality enhancement of schools and student's achievements since the outcomes of learning largely depends on the quality of education that is being offered. The quality of education improves the economic development growth; therefore, it depends on the supervision of teachers as they play a key role in provision of education. It is believed by many researchers that the process of supervision is having in itself the potential to enhance the practices in classroom and depends on the success and achievement of students and learners through their professional growth. Supervision is a process of joint venture of both teachers and supervisors as to engage in a mutual dialogue for the reason relates to improvement of institution that logically contribute towards the success of students and learners.

There is a growing concern over the literature from the side of researchers as well as educationists who made the research to examine the association and link among management of education and the academic performance of students. The conclusion reveals quite unauthentic connection or association; however it is clear that the management in secondary schools occupies the relevance of management philosophy in the field of designing, developing and effectiveness of resources towards the achievement of educational aims and objectives. As per UNESCO the effectiveness can be judged at the level of which schools usually congregate the prospect or vision of society inside which it is established (Adkison, J). The text associated to school based approaches employed by the managers of schools for the improvement of academic performance of students has exposed mixed and divergent sort of

results. Croninger & Lee in the year 2001 stated that the level of teacher concerning and interacting with students is having a significant impression on the performance as reported by teachers as well as parents. Founding evident by reviewing the effective schooling system in US as stated by Croninger & Lee in 2001 that the schools with having a general sense of reasoning and solid communal organization relating mutually respectful association and relationship with staff and having positive relationship with students are effective in encouraging the academic as well as social outcomes. The main factors that researchers found in pointing out the quality of schools included assurance towards success, suppleness and responsiveness, challenging environment and motivating teachers, solid and true disciplinary atmosphere.

Scholars used various terminologies to define or mention weak authority towards to the policy of government in the practice of school as well as classroom. The institutional consistency can be prioritized over the technical competence as schools struggles for authority and resources. The administrators of schools may have to respond against the environmental pressures through constructing emblematic change in the structure while protecting the legitimacy of the organization through meeting the requirements and avoiding close coordination.¹ The school official composition can lessen the effect of its core technicalities as a sort of external inspection that may expose the uncertainties and disparity and thereby weaken the legitimacy of school. At the end classroom teaching would become weaken both from the environment of institution as well as the administrative structure of schools.

Some scholars stated the possibilities through recognizing the fact that the institutional segments are not fixed or unchallengeable. With regard to the sector of education scholars argued that the atmosphere of schools could become more secure as the rules become more specific and emotionally involved to outcomes or the system of inspection. This will be having a solid effect on school activities. Particularly focusing the emerging knowledge it is suggested that the school leaders should respond to their regulatory atmosphere, it is suggested that the administration of school usually principal are observing the policy of state in various ways. Study also indicates that the leaders of schools have adopted different academic curricula to demonstrate the efforts made for the improvement of schools. (Adkison, J.)

¹Trginova, L. (2015). Towards the Duty-Based Approach Developing the Concept and Methodology of Anti-Discrimination Compliance Monitoring-A View from the Civil Society in Slovakia.p,18-19

The capability of learning and teaching refers to good quality and quantity of facilities like human and physical resources. According to DFID 2007, the capability of physical material related to instruction like textbooks, which is the main facility and cost effective and it has great importance for all the level of schooling and the government is trying to provide this facility. For better and efficient teaching and learning the textbooks are the basic material for teaching and learning and the absence of textbook can affect the learning and teaching process. **(Amjad, R)**

Methodology

The primary data was collected from 10 schools of Tehsil Muslim Bagh. Two type of questionnaire were prepared. Which were specified for teachers and Head Teachers both qualitative and quantitative data were collected. All the information got from primary and secondary data was analyzed through the medium of SPSS. Moreover all the collected data was processed and converted in graphical and tubular forms.

Instrument

Two types of questionnaires and one checklist was used as an instrument for this study. Basically, 260 respondents were consulted, amongst which, 200 were students, 50 were teachers and remaining 10 were head teachers.

S. No	Name of Schools
1	GBHS- KilliSaamKhail
2	GBHS- KanMahtarzai
3	GBHS- RaghaBakalzai
4	GBHS- Muslim Bagh
5	GBHS- KilliMurgus
6	GGMS- loiKaraiz
7	GGHS- Muslim Bagh
8	GGMS- BabuKhair Muhammad
9	GGMS- KilliRerhi
10	GGHS- KilliOrgas

Statistical based analysis:

For the cause of statistical analysis, all the data was analyzed through SPSS, while taking help of statistics department, in university of Balochistan. All results of analyzed data are discussed in tables given as under.

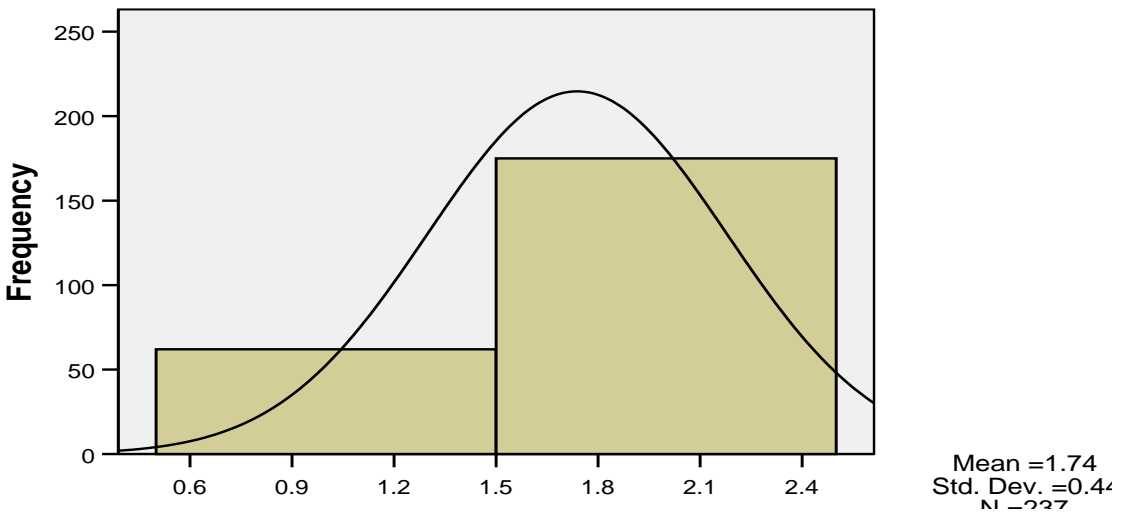
RESULT

This Table shows the physical condition of buildings of educational institutions (Schools)

S.NO	Description	Frequency	Percentage
01	Valid	62	26.1
02	Non Valid	175	73.5
03	Missing System	1	4
04	Total	238	100.

Source: Survey reports of the researcher 2015-2016

IS CONDITION OF SCHOOL BUILDING GOOD?



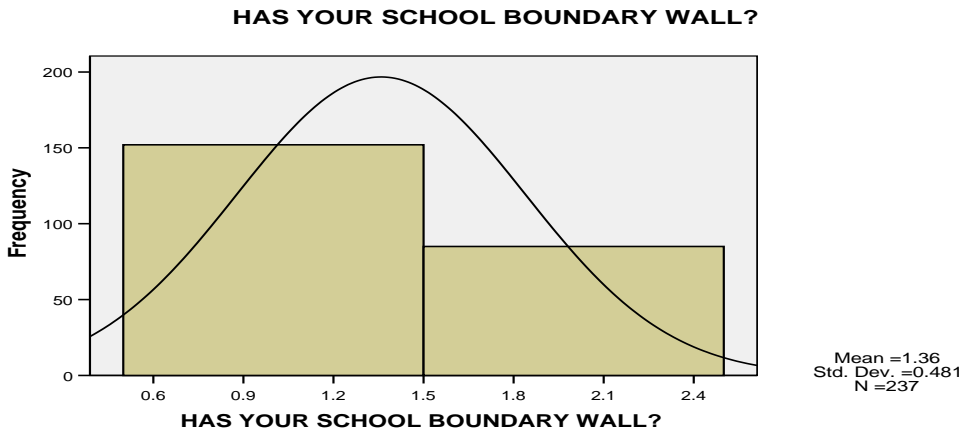
This graph shows physical condition of school buildings

According to graph, sixty two respondents were replied in YES with twenty six percent and one hundred and seventy five respondents were replied in NO with seventy three percent.

This table shows presence of schools boundary walls

S.NO	Description	Frequency	Percentage
01	Valid	152	63.9
02	Non Valid	85	35.7
03	Missing System	1	4
04	Total system	237	99.6
05	Total	238	100.0

Source: Survey reports of the researcher 2015-2016



The above graph shows presence of schools boundary wall

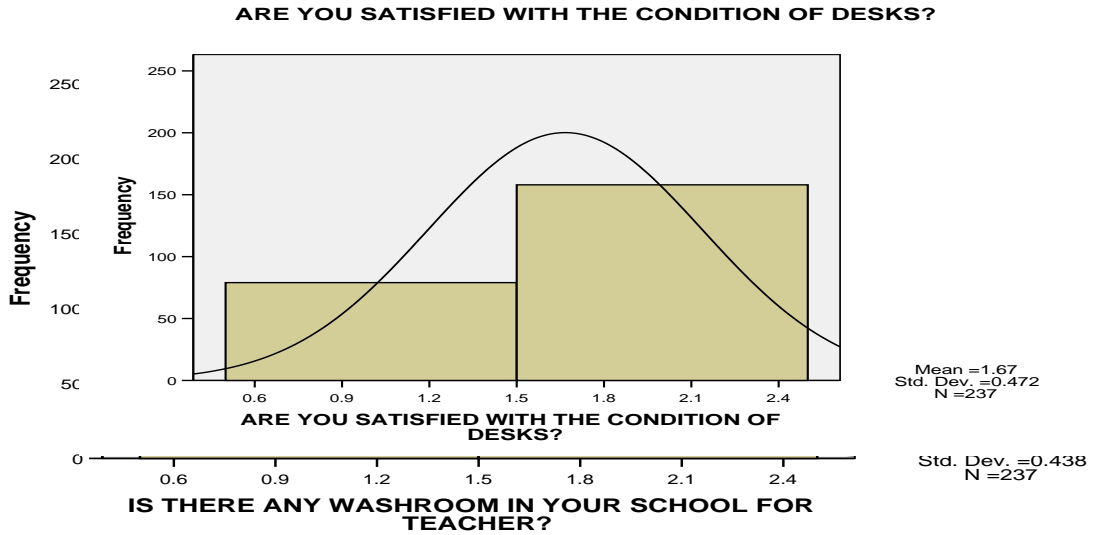
According to this graph, one hundred and fifty two respondents replied that their school has a boundary wall. And eighty five respondents replied that their school has no boundary wall.

The Table given under shows the presence of washrooms for teachers

S.NO	Description	Frequency	Percentage
01	Valid	176	73.9
02	Non Valid	61	25.6

03	Missing System	1	4
04	Total	237	99.6
05	Total	238	100.0

Source: Survey reports of the researcher 2015-2016



The graph given above, shows presence of washrooms for teachers. Whereas, 73% respondents said that there were washrooms for teachers in their schools and 25% replied with no.

Table given below shows physical condition of desks

S.NO	Description	Frequency	Percentage
01	Valid	88	37.0
02	Non Valid	149	62.6
03	Total Missing System	1	4
04	Total	238	100.

Source: Survey reports of the researcher 2015-2016

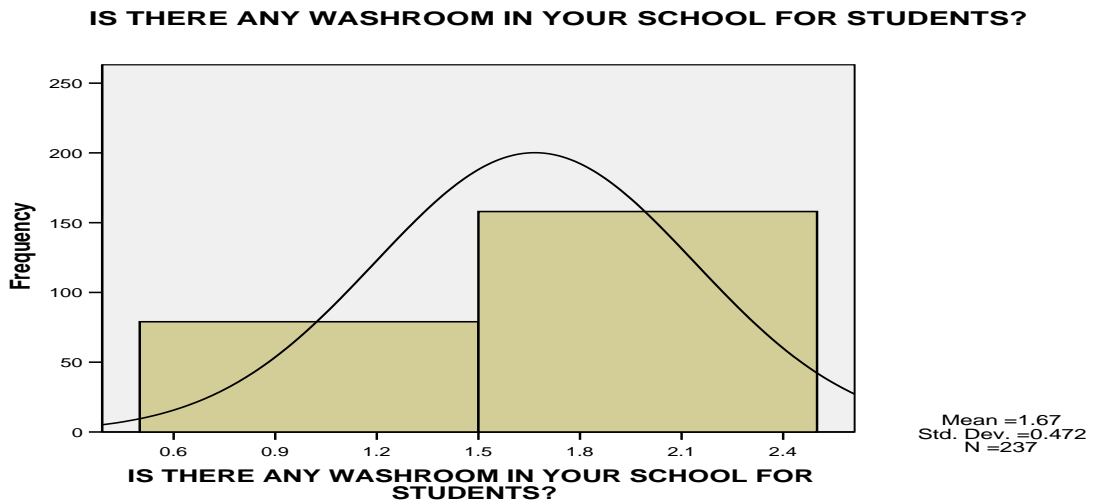
This graph represents the physical situation of Desks According to figure 4.4, 37% respondent replied with yes, and 62% replied with no.

This Table shows condition of washrooms for students in schools.

S.NO	Description	Frequency	Percentage
01	Valid	79	33.2
02	Non Valid	158	66.4
03	Missing System	1	4
04	Total	238	100.

Source: Survey reports of the researcher 2015-2016

According to graph given above, 33% respondents replied that washrooms



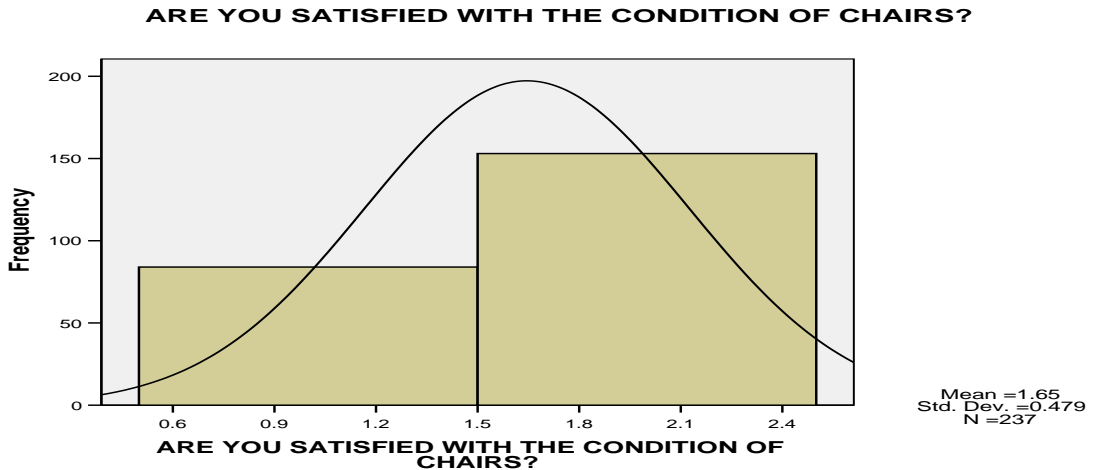
were available for students, 66% replied that washrooms were not available for students

Table shows physical condition of chairs

S.NO	Description	Frequency	Percentage
01	Valid	84	35.3
02	Non Valid	153	64.3

03	Missing System	1	4
04	Total	238	100.

Source: Survey reports of the researcher 2015-2016



According to graph given above, totally, about 84 people responded with yes answer, whereas it counts 35.3%. And 153 respondents answered with No, which counts about 64.3%.

Discussion

For this research work, researcher identified ten (10) secondary and 10 primary schools in Muslim Bagh. Five schools stood specified to boys and five were public girls' schools. Two questioners which were consisted of 20 question each and one checklist was formulated. The data was collected from to hundred students, forty teachers and ten Head teacher and reply from checklist was only get from Head teachers.

According to collected results, most of public schools building physical condition were not good, in this regard 62 respondents were replied that the buildings for schools are satisfactory. Similarly, about 73.5 % people responded that their school's buildings are not in good condition. Moreover, the boundary walls, which we can say the most important element for the school's security. in this regard only 63% middle and high schools found with its boundary walls, the remaining have not any boundary walls. This situation was worst in boy's schools.

Regarding WASH facilities, 73.9% schools had WASH facilities for teachers 25.6% schools had no washroom facilities. The physical condition of washrooms in girls' middle and high schools were more satisfactory than boy's schools. 25.6% schools teachers and principle used open defecation. Most of the middle boy's schools were in semi urban and rural area and they used open defecation. Washrooms for female head teachers and teachers were available in both urban and country side (Rural Area).

As we know that, furniture is said to be the basic or primary necessity for any institution. So, the worse condition is found here, about 37% were facillated with desks, and remaining were not facillated.

Conclusion

Tehsil MuslimBagh is far behind in education. The collected data and results revealed that there was a shortage of educational resources in majority schools of Tehsil MuslimBagh. The educational resources and facilities had indirect and direct impact on learning and teaching activities. The curriculum requires and demands the introduction and implementation of new teaching methods with the use of teaching resources. Constructivism approach of teaching is recommended by curriculum and this approach can only be used by the teacher through the available resources in schools. A child requires mental, physical, and emotional development in their schools. The basic purpose of all level of schools is to develop a child emotionally and physically. All curriculum and co-curriculum activities in schools need resources.

All middle and high schools of Tehsil MuslimBagh were facing shortage of primary based facilities. Shortage water for drinking purpose, lack of washrooms for students facility, worst standard given furniture and its lack, bad and unsatisfactory conditions of its buildings etc. These major difficulties remained in schools and the available resources in schools were unable to support the process of education, especially, in aspects of teaching and learning. Last but not the least all the existing resources, can not give support to the mental, somatic and demonstrative growth of learners.

Recommendation

1. Facilities administration can be a fundamental piece of center and optional school administration. There is an essential need to prepare the educators and head instructors with respect to asset administration. The instruction division ought to encourage and give preparing to educators and head instructors with respect to asset administration.
2. Facilities supports need extraordinary consideration in schools, upkeep of furniture's, repairing of school building and restroom needs consideration. The standards and head instructors ought to request spending plan for the support the essential offices.
3. Head educator and standard ought to frame a board of trustees of instructors. The work of these advisory groups would be to take care of and keep up the instructive assets in all center and auxiliary schools.

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