| P-ISSN: 2709-6254 | Journal of Development and Social Sciences | October-Dec 2024, Vol. 5, No. 4 |
|---|---|---|
| O-ISSN:2709-6262 | https://doi.org/10.47205/jdss.2024(5-IV)33 | [368-385] |

Journal of Development and Social Sciences
www.jdss.org.pk

RESEARCH PAPER

# Impact of School Led-Factors about Provision of Educational Facilities on Students' Academic Performance: Gender, Locality and Sector Analysis

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**ABSTRACT**

The objectives of the present study were to find out the impact of school-led factors on students' academic performance and to compare the impact of school-led factors on gender, locality and sector. The study was survey and descriptive in nature. The mixed approach quantitative and qualitative (QUAN-qual.) was adopted. The explanatory sequential approach was used. Population of the study were comprised of school heads, teachers and students of secondary classes. Randomly the sample of 560 respondents including 40 school heads, 120 teachers and 400 students was selected. The questionnaire contained on closed-ended and open-ended items was used for data collection and collected data was analyzed through SPSS-24. Findings, SF.15 presents that mean value of urban is 3.521 and rural are 3.635 that reflect that urban performed better than rural. The SD 1.090, t value 0-1.258, DF 558 and Sig. 0.061 also supported. The results revealed that majority of respondents viewed that school facilities may be provided on priority basis for quality of education. The study recommended that basic facilities may be provided in the schools.

**KEYWORDS** Academic Performance, Educational Facilities, Gender, Locality, School Led-Factors, Sector Analysis

## Introduction

The general definition of "education" is the transfer of knowledge, skills, and information from instructors to learners. "After all, isn't education just the process through which someone starts learning how to learn?" (Ullah et al., 2020 Rasheed et al., 2024). In its broadest definition, education refers to any action or encounter that shapes a person's character, mentality, or physical capabilities. Technically speaking, education is the process by which society consciously passes along its values, knowledge, and skill set to succeeding generations (Sadaf et al., 2024). Research has demonstrated that a child's education begins even before birth, depending on the experiences it has while still inside the mother (Lone et al., 2011; Zafar et al., 2020; Mazhar et al., 2024).

A key component of human development, education is one of the most effective ways to combat poverty and promote gender equality, health, peace, and stability, according to the World Bank. It gives people the power to make well-informed decisions, expand their perspectives and opportunities, and participate in public decision-making. One of the most significant things that act as a counterbalance to the social and economic mobility that is imposed by historical and cultural prejudices is this (Yousaf et al.,2021; Mughal et al., 2023; Hassan et al., 2024).

The school education system that was developed by the British during their colonial control serves as the foundation for mass education in Pakistan. Primary, secondary, and postsecondary/higher education make up this level of education. Within this system, the school serves as the primary institution, offering a clearly defined, definite, and controlled learning environment in which teachers instruct pupils in pre-planned, pre-programmed, approved, and standardized information the curriculum (Akram et al., 2022; Hina et al., 2023; Mumtaz et al., 2024). The most widespread social process for fostering knowledge and skills, forming attitudes, instilling values, and giving people the capacity to comprehend, analyze, appreciate, and make decisions is education in schools. This is true for both developed and developing nations. The primary goal of education is to shape a person into a responsible citizen who will contribute to the development of a thriving society (Shakir et al.,2011; Zafar & Akhtar, 2023; Naz et al., 2024).

Secondary education plays a major role in this formal educational system. A youngster can be accepted as early as age 11 and is involved until they are between 15 and 16 years old. During these years, the kid experiences several physiological and psychological transformations (Arshad et al., 2024). At this age, the child starts to recognize himself as an individual and gets ready to take part in making decisions that will affect his future. At this point, good education strengthens the learning process and encourages academic success, but poor education negatively impacts a child's capacity to learn, leading to underachievement, a loss of opportunity for additional education, a decline in self-confidence, and ultimately, the loss of that individual (Crocker, 2004).

These school dropouts offer antisocial organizations, criminals, and terrorists a rich reservoir of potential recruits (Shahabuddin & Zafar, 2024). To become productive and valuable contributors to society at large, students at this level must realize their full academic potential, develop positive social skills and values, and achieve optimal personal growth. Secondary education plays a critical preparatory role in a nation's current and future socioeconomic growth (Mumtaz et al., 2024). These are the same people who, upon finishing their secondary education, go on to further their studies or start careers in the workforce. These secondary school graduates go on to work as laborers, but they also become scientists, engineers, doctors, politicians, managers, and managing directors, as well as clerks, supervisors, storekeepers, salespeople, data input operators, designers, and other professionals. Thus, a friendly, cooperative, progressive, moderate, and wise society must be built through effective, positive secondary education (Bhutto et al., 2023; Shafqat et al., 2024).

A multitude of factors impact students' academic performance in schools. These comprise socioeconomic concerns, elements belonging to school administration, elements about teachers, and elements about students. Much research has been conducted to find out how children's academic performance and learning are impacted by their socioeconomic situation. Research by Hair et al. (2015); Benner, Boyle, and Sadler (2016); and Berkowitz et al. (2017) has shown that socioeconomic variables have significant effects on kids' academic achievement and learning.

The students from high socioeconomic backgrounds perform better academically and, in their studies, then students from low socioeconomic backgrounds. Higher socioeconomic background kids outperform lower socioeconomic background students intellectually, according to research. Research on socioeconomic background also indicates that children from low-income families do better (Kerawalla., et al 2008).

For children to succeed academically, factors about school leadership are also essential. Research has shown that effective head teachers and principals have a significant impact on teachers' professional development, student learning, and the school environment. According to Supovitz et al, (2010), principals and head teachers can have

different impacts on schools in different areas of school reform, such as creating a school's vision and mission.

- Improving the way that information is taught and acquired.
- Encouraging pupils to participate in extracurricular activities;
- Supervising community members, including prospective students.

Establishing morals and maintaining school rules. Students are the main players in education. Students' interactions with one another are also essential to their learning. Riaz et al. (2024) assert that students contribute to both their teachers' professional development and the learning of their peers. According to Kang and Keinonen (2018), a student's attitude, confidence, self-motivation, engagement in the teaching and learning process, and time management abilities as they participate in different activities are only a few of the variables that affect their academic achievement. The role of instructors in the educational system is essential. They form the cornerstone of any educational framework. For children to succeed and feel accomplished, teachers are essential. Numerous research findings demonstrated a favorable correlation between student success and teacher impact (Vizeshfar and Torabizadeh, 2018).

Economic growth is significantly influenced by academic achievement, and society at large is aware of how well its children are performing in schools and colleges. By identifying the factors that both encourage and impede students' academic progress, resources can be used more wisely (Jayanthi et al., 2014). These factors differ throughout schools as well as between situations. Several of these traits are related to the student demographics. While some factors are environmental, others are related to the socioeconomic level of the students.

A child's social, emotional, intellectual, moral, artistic, and academic growth are all influenced by their education. A child's intellectual development is influenced by a variety of stakeholders, including peers, parents, head teachers, teachers, and community members. Students' academic achievement is also influenced by their school's atmosphere and resources, including the availability of books and instructional materials. Both positive and negative variables might impact pupils' performance. A teacher's qualifications, experience, personality, strong subject knowledge, teaching methods, ability to inspire and involve students in the teaching-learning process, use of student-centered assessment techniques, communication skills, and integration of ICTs into the classroom are all considered positive or supportive factors (Ramzan et al., 2023; Mohamin et al., 2024). The function of head teachers is beneficial in raising pupils' academic achievement as well. The visionary leadership styles, affective monitoring abilities, communication skills, and pedagogical knowledge of a head teacher or principal can all be valuable assets. In a similar vein, the educational setting helps pupils learn. However, some elements have a detrimental effect on how well pupils succeed. These are a plethora of different factors. Educators with low motivation, inadequate content understanding, and inadequate pedagogical skills are among them. Additional impediments are associated with the principal, the educational setting, and the pupils.

## Material and Methods

"Methodical study of process is known as the research methodology" (Ahmad et al., 2021). A descriptive research design was used in this study. This approach facilitates data collection by researchers employing various methods, such as conducting interviews or distributing questionnaires to a larger population (Cheema et al., 2023; Jalbani., 2023). The beliefs, ideas, points of view, attitudes, professional practices, and knowledge of respondents can be extracted with the help of this design. According to Maitlo et al. (2023) this architecture facilitates our investigation of the what, why, how, and which of a phenomenon. The chosen research strategy for this study help the researchers determine

the association between school-related characteristics and the academic performance and motivation of secondary school students in the schools in the district of Jacobabad.

**Population**

The cluster of peoples or set of objects or collection of documents from which research sample is selected is known as research population (Younus et al., 2023). The target-population is contained on an individual case or multiple cases having the same features like age, level, and context (Ahmad et al., 2024). The same characteristics help researchers to generalize the findings of the study. The target population of the study includes secondary school teachers, X-grade students, and principals/head teachers. In this study, all secondary schools, all principals of these schools, and students in tenth grade as the target population.

**Sampling Techniques and Sample Size**

A sample is taken and drawn from the target population; it helps us to determine the features of the population and facilitates researchers to choose individuals from a larger population (Ahmad et al., 2023; Rao et al., 2023). The study was conducted in District Jacobabad Sindh. The district is administratively subdivided into the following Taluka

- GhariKhairo Tehsil
- Jacobabad Tehsil
- Thul Tehsil

The stratified random techniques was adopted giving equal participation to all Taluka of Jacobabad. Head teachers, teachers and students were selected using purposive random techniques. While head teachers, teachers and students both male and female ratio be ensured. From the district Jacobabad has 39 secondary schools in total, according to Graphical Representation of Schools Enrolment (Census 2014–2015).

**Research Instruments**

The research questionnaires were used for data collection:

Focus Group Discussion Protocol From secondary school students' data was collected using a questionnaire. Data from the Instrument or tool of the study used to collect data from the sample of the study. A questionnaire is a technique for collecting quantitative data in a structured manner. Findings presented as questionnaires can serve as essential confirmation tools in conjunction with another study that has the means to analyze additional data (Abbas et al, 2024). Data from secondary school teachers and head teachers were collected through a focus group discussion technique. For this purpose, a focus group discussion protocol was developed. The pilot study was conducted to certify the reliability and validity of the questionnaire. For this purpose, a questionnaire was distributed to various experts, and after some revisions, the questionnaire was distributed to 40 respondents.

**Data Analysis**

After data collection, the data cleaning process was done manually. After that final data was entered in the data sheet prepared by using SPSS. The descriptive statistics, Spearman, and Pearson correlation tests were performed to draw results from the data.

The qualitative data acquired from the discussions of focus-group and was examined by using thematic method.

**Table 1**
**Factor-1 School Facilities**

| RSP | Stat. | Responses | | | | | | SD | Mean |
|---|---|---|---|---|---|---|---|---|---|
| | | SDA | DA | UD | A | SA | Total | | |
| SF.1 | F | 33 | 40 | 101 | 247 | 139 | 560 | 1.087 | 3.748 |
| | % | 6% | 7% | 18% | 44% | 24% | 100% | | |
| SF.2 | F | 47 | 44 | 39 | 246 | 184 | 560 | 1.203 | 3.850 |
| | % | 8% | 8% | 7% | 44% | 33% | 100% | | |
| SF.3 | F | 24 | 63 | 71 | 228 | 174 | 560 | 1.116 | 3.830 |
| | % | 4% | 11% | 13% | 41% | 31% | 100 | | |
| SF.4 | F | 31 | 75 | 36 | 190 | 228 | 560 | 1.224 | 3.908 |
| | % | 6% | 13% | 6% | 34% | 41% | 100 | | |
| SF.5 | F | 23 | 71 | 32 | 115 | 319 | 560 | 1.219 | 4.135 |
| | % | 4% | 13% | 6% | 21% | 57% | 100 | | |
| SF.6 | F | 37 | 84 | 24 | 198 | 217 | 560 | 1.266 | 3.846 |
| | % | 7% | 15% | 4% | 35% | 39% | 100 | | |
| SF.7 | F | 37 | 97 | 47 | 156 | 223 | 560 | 1.311 | 3.769 |
| | % | 7% | !7% | 8% | 28% | 40% | 100 | | |
| SF.8 | F | 14 | 45 | 82 | 278 | 141 | 560 | 0.964 | 3.869 |
| | % | 2% | 8% | 15% | 50% | 25% | 100 | | |
| SF.9 | F | 12 | 20 | 56 | 299 | 173 | 560 | 0.860 | 4.073 |
| | % | 2% | 4% | 10% | 53% | 31% | 100 | | |
| SF.10 | F | 48 | 41 | 60 | 300 | 111 | 560 | 1.128 | 3.687 |
| | % | 9% | 7% | 11% | 54% | 20% | 100 | | |
| SF.11 | F | 27 | 52 | 78 | 277 | 126 | 560 | 1.054 | 3.755 |
| | % | 5% | 9% | 14% | 49% | 22% | 100 | | |
| SF.12 | F | 52 | 57 | 74 | 249 | 128 | 560 | 1.207 | 3.614 |
| | % | 9% | 10% | 13% | 44% | 23% | 100 | | |
| SF.13 | F | 40 | 105 | 16 | 209 | 190 | 560 | 1.298 | 3.721 |
| | % | 7% | 19% | 3% | 37% | 34% | 100 | | |
| SF.14 | F | 39 | 43 | 40 | 318 | 120 | 560 | 1.083 | 3.780 |
| | % | 7% | 8% | 7% | 57% | 21% | 100 | | |
| SF.15 | F | 31 | 64 | 113 | 254 | 98 | 560 | 1.075 | 3.578 |
| | % | 5% | 11% | 20% | 45% | 17% | 100 | | |
| Total | F | 495 | 901 | 869 | 3310 | 2571 | 560 | 1.079 | 3.678 |
| | % | 33% | 60% | 57% | 220% | 171% | 100 | | |

Table.1: Factor.1 presents the opinions of head teachers, class in-charges and secondary school teachers about school facilities;

- SF.1 presents lack of facilities in school demotivate students. According to data 44% of respondents' agreed while 24% respondents strongly agreed with the statement and 7% respondents disagreed while 6% were strongly disagreed whereas 18% respondents were undecided with the statement. Mean value 3.748 and standard deviation 1.087 supported.

- SF 2 presents long distance from home to school distract students' attention towards studies. According to data 44%of respondents' agreed while 33% respondents strongly agreed with the statement and 8%respondents disagreed while 8% were strongly disagreed whereas 7% respondents were undecided with the statement. Mean value 3.748 and standard deviation 1.087 supported.

- SF.3 presents School where there are electricity issues students unable to concentrate on their studies. According to data 40% of respondents' agreed while 31% respondents strongly agreed with the statement and 11% respondents disagreed while 4% were strongly disagreed whereas 13% respondents were undecided with the statement. Mean value 3.830 and standard deviation 1.1165 supported.

- SF. 4 presents Well-furnished school building attracts students' attention. According to data 34% of respondents' agreed while 41% respondents strongly agreed with the statement and 13% respondents disagreed while 5% were strongly disagreed whereas 6% respondents were undecided with the statement. Mean value 3.908 and standard deviation 1.224 supported.

- SF.5 presents properly built boundary wall ensures students safety and security. According to data 21% of respondents' agreed while 57% respondents strongly agreed with the statement and 13% respondents disagreed while 4% were strongly disagreed whereas 6% respondents were undecided with the statement. Mean value 4.135 and standard deviation 1.219supported.

- SF.6 presents Shortage of books in library which affect negatively students' performance in Examination According to data 35% of respondents' agreed while 38% respondents strongly agreed with the statement and 15% respondents disagreed while 7% were strongly disagreed whereas 4% respondents were undecided with the statement. Mean value 3.846 and standard deviation 1.266 supported.

- SF.7 presents Shortage of furniture in school divert students' attention during teaching According to data 28% of respondents' agreed while 40% respondents strongly agreed with the statement and 17% respondents disagreed while 7% were strongly disagreed whereas 8% respondents were undecided with the statement. Mean value 3.769 and standard deviation 1.311 supported.

- SF.8 presents Playing games students fit and improve their academic performance. According to data 50% of respondents' agreed while 25% respondents strongly agreed with the statement and 8% respondents disagreed while 2% were strongly disagreed whereas 15% respondents were undecided with the statement. Mean value 3.869 and standard deviation 0.096 supported.

- SF.9 presents Sanitation and cleanliness in school have impact on student's motivation to learn According to data 53% of respondents' agreed while 31% respondents strongly agreed with the statement and 4% respondents disagreed while 2% were strongly disagreed whereas 10% respondents were undecided with the statement. Mean value 4.073 and standard deviation 0.860 supported.

- SF.10 presents Separate washrooms for girls minimize chances of their drop out from school According to data 54% of respondents' agreed while 20% respondents strongly agreed with the statement and 7% respondents disagreed while 9% were strongly disagreed whereas 11% respondents were undecided with the statement. Mean value 3.687 and standard deviation 1.128 supported.

- SF.11 presents Students perform poor in Science subjects when teachers teach Science without conducting practical According to data 49% of respondents' agreed while 22% respondents strongly agreed with the statement and 9% respondents disagreed while 5% were strongly disagreed whereas 13% respondents were undecided with the statement. Mean value 3.755 and standard deviation 1.054 supported.

- SF.12 presents properly maintained science labs motivate students to learn science According to data 44% of respondents' agreed while 23% respondents strongly agreed

with the statement and 10% respondents disagreed while 9% were strongly disagreed whereas 13% respondents were undecided with the statement. Mean value 3.614 and standard deviation 1.207 supported.

- SF.13 presents Due to lack of Science material in laboratory students lose their performance in science subjects According to data 37% of respondents' agreed while 34% respondents strongly agreed with the statement and 19% respondents disagreed while 7% were strongly disagreed whereas 3% respondents were undecided with the statement. Mean value 3.721 and standard deviation 1.298 supported.

- SF.14 presents due to non-availability of science teachers students perform poor in examination According to data 57% of respondents' agreed while 21% respondents strongly agreed with the statement and 8% respondents disagreed while 7% were strongly disagreed whereas 7% respondents were undecided with the statement. Mean value 3.780 and standard deviation 1.083 supported.

- SF.15 presents overcrowded classroom de-motivates students as well teachers According to data 45% of respondents' agreed while 17% respondents strongly agreed with the statement and 11% respondents disagreed while 5% were strongly disagreed whereas 20% respondents were undecided with the statement. Mean value 3.578 and standard deviation 1.075 supported.

**Table 2**
**Gender-based Analysis: Indicator-1 School Facilities**

| Items | Gender | N | Statistics | | | | |
|---|---|---|---|---|---|---|---|
| | | | Mean | SD | T-vale | df | Sig. |
| SF.1 | Male | 300 | 3.790 | 1.087 | .976 | 558 | .895 |
| | Female | 260 | 3.700 | 1.088 | .976 | 546.7 | |
| SF.2 | Male | 300 | 3.826 | 1.214 | -.493 | 558 | .608 |
| | Female | 260 | 3.876 | 1.192 | -.493 | 549.4 | |
| SF.3 | Male | 300 | 3.796 | 1.134 | -.767 | 558 | .201 |
| | Female | 260 | 3.869 | 1.096 | -.769 | 551.3 | |
| SF.4 | Male | 300 | 3.926 | 1.213 | .368 | 558 | .776 |
| | Female | 260 | 3.888 | 1.239 | .367 | 543.3 | |
| SF.5 | Male | 300 | 4.090 | 1.238 | -.953 | 558 | .806 |
| | Female | 260 | 4.188 | 1.198 | -.955 | 551.2 | |
| SF.6 | Male | 300 | 3.836 | 1.284 | -.196 | 558 | .317 |
| | Female | 260 | 3.857 | 1.248 | -.196 | 550.6 | |
| SF.7 | Male | 300 | 3.810 | 1.293 | .782 | 558 | .131 |
| | Female | 260 | 3.723 | 1.332 | .780 | 541.7 | |
| SF.8 | Male | 300 | 3.916 | .912 | 1.241 | 558 | .011 |
| | Female | 260 | 3.815 | 1.019 | 1.231 | 524.4 | |
| SF.9 | Male | 300 | 4.063 | .829 | -.292 | 558 | .165 |
| | Female | 260 | 4.084 | .896 | -.290 | 532.2 | |
| SF.10 | Male | 300 | 3.666 | 1.166 | -.469 | 558 | .100 |
| | Female | 260 | 3.711 | 1.085 | -.471 | 555.1 | |
| SF.11 | Male | 300 | 3.773 | 1.054 | .433 | 558 | .645 |
| | Female | 260 | 3.734 | 1.055 | .433 | 546.5 | |
| SF.12 | Male | 300 | 3.610 | 1.209 | -.090 | 558 | .826 |
| | Female | 260 | 3.619 | 1.206 | -.090 | 547.0 | |
| SF.13 | Male | 300 | 3.726 | 1.302 | .102 | 558 | .766 |
| | Female | 260 | 3.715 | 1.295 | .102 | 547.5 | |
| SF.14 | Male | 300 | 3.796 | 1.085 | .382 | 558 | .935 |
| | Female | 260 | 3.761 | 1.082 | .383 | 547.2 | |
| SF.15 | Male | 300 | 3.526 | 1.119 | -1.22 | 558 | .038 |
| | Female | 260 | 3.638 | 1.021 | .-1.23 | 556.5 | |
| Total | Male | 300 | 3.593 | 1.216 | -1.15 | 558 | .437 |
| | Female | 260 | 3.711 | 1.207 | -1.15 | 547.8 | |

Table.2: Gender-based Analysis: Indicator-1: School Facilities:

- SF.1 result reveals that M-value of male participants was 3.790 and female participants were 3.7000 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.088, T-value 0.976, DF 558 and Sig. 0.895.

- SF.2 result reveals that M-value of male participants was 3.826 and female participants were 3.876 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.192, T-value 0.976, DF 546 and Sig. 0.608.

- SF.3 result reveals that M-value of male participants was 3.796 and female participants were 3.869 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.096, T-value .493, DF 558 and Sig. 0.895.

- SF.4 result reveals that M-value of male participants was 3.926 and female participants were 3.888 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.239, T-value -.767, DF 558 and Sig. 0.201.

- SF.5 result reveals that M-value of male participants was 4.090 female participants were 4.188 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.198, T-value 0.368, DF 558 and Sig. 0.776.

- SF.6 result reveals that M-value of male participants was 3.836 and female participants were 3.857 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.248, T-value -.953, DF 558 and Sig. 0.060.

- SF.7 result reveals that M-value of male participants was 3.810 and female participants were 3.723 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.332, T-value -.196, DF 558 and Sig. 0.317.

- SF.8 result reveals that M-value of male participants was 3.967 and female participants were 3.8154 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.248, T-value -.953, DF 558 and Sig. 0.060.

- SF.9 result reveals that M-value of male participants was 4.063 and female participants were 4.084 which are showing that male participants' performance was better than female participants. This was also supported by the SD 0.896, T-value -.12.41, DF 558 and Sig. 0.011.

- SF.10 result reveals that M-value of male participants was 3.666 and female participants were 3.711 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.085, T-value -.292, DF 558 and Sig. 0.165.

- SF.11 result reveals that M-value of male participants was 3.773 and female participants were 3.734 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.055, T-value -.469, DF 558 and Sig. 0.100.

- SF.12 result reveals that M-value of male participants was 3.610 and female participants were 3.619 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.206, T-value -0.433, DF 0.558 and Sig. 0.645.

- SF.13 result reveals that M-value of male participants was 3.726 and female participants were 3.715 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.295, T-value -0.090, DF 558 and Sig. 0.826.

- SF.14 result reveals that M-value of male participants was 3.796 and female participants were 3.761 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.082, T-value -0.102, DF 558 and Sig. 0.766.

- SF.15 result reveals that M-value of male participants was 3.526 and female participants were 3.638 which are showing that male participants' performance was better than female participants. This was also supported by the SD 1.021, T-value -0.382, DF 558 and Sig. 0.935.

**Table 3**
**Locality based Analysis: Indicator-1: School Facilities**

| Items | Locality | N | Statistics | | | | |
|---|---|---|---|---|---|---|---|
| | | | Mean | SD | t-vale | Df | Sig. |
| SF.1 | Urban | 280 | 3.732 | 1.124 | .349 | 558 | .603 |
| | Rural | 280 | 3.764 | 1.051 | -.349 | 555.4 | |
| SF.2 | Urban | 280 | 4.035 | 1.135 | 3.693 | 558 | |
| | Rural | 280 | 3.664 | 1.242 | 3.693 | 555.3 | .004 |
| SF.3 | Urban | 280 | 3.850 | 1.109 | .416 | 558 | |
| | Rural | 280 | 3.810 | 1.124 | .416 | 557.9 | .255 |
| SF.4 | Urban | 280 | 3.992 | 1.154 | 1.624 | 558 | .066 |
| | Rural | 280 | 3.825 | 1.287 | 1.624 | 551.5 | |
| SF.5 | Urban | 280 | 4.221 | 1.283 | 1.666 | 558 | .021 |
| | Rural | 280 | 4.050 | 1.273 | 1.666 | 551.3 | |
| SF.6 | Urban | 280 | 3.814 | 1.261 | -.600 | 558 | .949 |
| | Rural | 280 | 3.878 | 1.296 | -.600 | 557.9 | |
| SF.7 | Urban | 280 | 3.700 | 1.324 | -1.25 | 558 | .690 |
| | Rural | 280 | 3.839 | .875 | -1.25 | 557.7 | |
| SF.8 | Urban | 280 | 3.985 | 1.033 | 2.868 | 558 | .000 |
| | Rural | 280 | 3.753 | .815 | 2.868 | 543.3 | |
| SF.9 | Urban | 280 | 4.160 | .895 | 2.416 | 558 | .497 |
| | Rural | 280 | 3.985 | 1.138 | 2.416 | 553.1 | |
| SF.10 | Urban | 280 | 3.757 | 1.117 | 1.461 | 558 | .904 |
| | Rural | 280 | 3.617 | 1.025 | 1.461 | 557.8 | |
| SF.11 | Urban | 280 | 3.757 | 1.084 | .040 | 558 | .540 |
| | Rural | 280 | 3.753 | 1.144 | .040 | 556.2 | |
| SF.12 | Urban | 280 | 3.696 | 1.263 | 1.612 | 558 | .004 |
| | Rural | 280 | 3.532 | 1.246 | 1.612 | 552.5 | |
| SF.13 | Urban | 280 | 3.871 | 1.334 | 2.750 | 558 | .000 |
| | Rural | 280 | 3.571 | 1.101 | 2.750 | 555.4 | |
| SF.14 | Urban | 280 | 3.846 | 1.062 | 1.445 | 558 | .598 |
| | Rural | 280 | 3.714 | 1.090 | 1.445 | 557.2 | |
| SF.15 | Urban | 280 | 3.521 | 1.058 | -1.25 | 558 | .120 |
| | Rural | 280 | 3.635 | 1.234 | -1.25 | 557.5 | |
| Total | Urban | 280 | 3.553 | 1.184 | -1.85 | 558 | .061 |
| | Rural | 280 | 3.742 | 1.190 | -1.85 | 557.0 | |

Table.3: Locality-based Analysis: IndiCAtor-1: School Facilities:

- SF.1 result reveals that M-value of urban participants was 3.732 and rural participants were 3.764 which are showing that urban participants' performance was better than

rural participants. This was also supported by the SD 1.124, T-value 0.349, DF 558 and Sig. 0.603.

- SF.2 result reveals that M-value of urban participants was 4.035 and rural participants were 3.664 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 1.135, T-value 3.693, DF 558 and Sig. 8.225.

- SF.3 result reveals that M-value of urban participants was 3.850 and rural participants were 3.810 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 1.109, T-value 0.416, DF 558 and Sig. 0.255.

- SF.4 result reveals that M-value of urban participants was 3.992 and rural participants were 3.825 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 1.154, T-value 1.624, DF 558 and Sig. 0.066.

- SF.5 result reveals that M-value of urban participants was 4.221 and rural participants were 4.050 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 1.148, T-value 1.666, DF 558 and Sig. 0.021.

- SF.6 result reveals that M-value of urban participants was 3.814 and rural participants were 3.878 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 1.273, T-value 0.600, DF 558 and Sig. 0.949.

- SF.7 result reveals that M-value of urban participants was 3.700 and rural participants were 3.839 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 1.296, T-value 0.125, DF 558 and Sig. 0.690.

- SF.8 result reveals that M-value of urban participants was 3.985 and rural participants were 3.753 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 0.875, T-value 2.416, DF 558 and Sig. 0.000.

- SF.9 result reveals that M-value of urban participants was 4.160 and rural participants were 3.985 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 0.815, T-value 2.416, DF 558 and Sig. 497.

- SF.10 result reveals that M-value of urban participants was 3.757 and rural participants were 3.617 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 1.138, T-value 1.461, DF 558 and Sig. 0.904.

- SF.11 result reveals that M-value of urban participants was 3.757 and rural participants were 3.753 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 1.025, T-value 0.040, DF 558 and Sig. 0.540.

- SF.12 result reveals that M-value of urban participants was 3.696 and rural participants were 3.532 which are showing that urban participants' performance was

better than rural participants. This was also supported by the SD 1.144, T-value 1.612, DF 558 and Sig. 0.004.

- SF.13 result reveals that M-value of urban participants was 3.871 and rural participants were 3.571 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 1.246, T-value 2.750, DF 558 and Sig. 0.000.

- SF.14 result reveals that M-value of urban participants was 3.846 and rural participants were 3.714 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 1.101, T-value 1.445, DF 558 and Sig. 0.598.

- SF.15 result reveals that M-value of urban participants was 3.521 and rural participants were 3.635 which are showing that urban participants' performance was better than rural participants. This was also supported by the SD 1.090, T-value 1.258, DF 558 and Sig. 0.061.

**Table 4**
**Sector based Analysis: Indicator-1: School Facilities**

| Items | Sector | N | Statistics | | | | |
|---|---|---|---|---|---|---|---|
| | | | Mean | SD | t-vale | df | Sig. |
| SF.1 | Public | 280 | 3.749 | 1.122 | .029 | 557 | .696 |
| | Private | 280 | 3.746 | 1.055 | .029 | 554.6 | |
| SF.2 | Public | 280 | 3.831 | 1.201 | -.321 | 557 | .723 |
| | Private | 280 | 3.864 | 1.207 | -.321 | 556.9 | |
| SF.3 | Public | 280 | 3.860 | 1.114 | .637 | 557 | .594 |
| | Private | 280 | 3.800 | 1.121 | .637 | 556.9 | |
| SF.4 | Public | 280 | 3.935 | 1.242 | .480 | 557 | .791 |
| | Private | 280 | 3.885 | 1.209 | .871 | 556.5 | |
| SF.5 | Public | 280 | 4.179 | 1.136 | .871 | 557 | .004 |
| | Private | 280 | 4.089 | 1.298 | .762 | 547.8 | |
| SF.6 | Public | 280 | 3.888 | 1.263 | .762 | 557 | .608 |
| | Private | 280 | 3.807 | 1.272 | -.588 | 556.9 | |
| SF.7 | Public | 280 | 3.734 | 1.328 | -.588 | 557 | .329 |
| | Private | 280 | 3.800 | 1.296 | .213 | 556.5 | |
| SF.8 | Public | 280 | 3.878 | .921 | .213 | 557 | .056 |
| | Private | 280 | 3.860 | 1.008 | -.045 | 552.8 | |
| SF.9 | Public | 280 | 4.071 | .866 | -.045 | 557 | .772 |
| | Private | 280 | 4.075 | .858 | .588 | 556,9 | |
| SF.10 | Public | 280 | 3.713 | 1.133 | .588 | 557 | .778 |
| | Private | 280 | 3.657 | 1.124 | .471 | 556.9 | |
| SF.11 | Public | 280 | 3.774 | 1.029 | .471 | 557 | .708 |
| | Private | 280 | 3.732 | 1.079 | -1.24 | 555.9 | |
| SF.12 | Public | 280 | 3.548 | 1.245 | -1.24 | 557 | .066 |
| | Private | 280 | 3.675 | 1.166 | .088 | 554.3 | |
| SF.13 | Public | 280 | 3.724 | 1.310 | .088 | 557 | .802 |
| | Private | 280 | 3.714 | 1.288 | .460 | 556.7 | |
| SF.14 | Public | 280 | 3.799 | 1.094 | .460 | 557 | .937 |
| | Private | 280 | 3.757 | 1.073 | -2.34 | 556.7 | |
| SF.15 | Public | 280 | 3.469 | 1.108 | -2.34 | 557 | .050 |
| | Private | 280 | 3.682 | 1.031 | -.152 | 553.8 | |
| Total | Public | 280 | 3.638 | 1.229 | -.152 | 557 | .679 |
| | Private | 280 | 3.653 | 1.196 | -.393 | 556.4 | |

Table.4: Sector-based Analysis: Indicator-1: School Facilities:

- SF.1 Analysis of data reveals that M-value public was 3.749 and private 3.746 is that reflects that public performed well than private. That was supported by SD 1.122, T-value 0.29, DF 557 and Sig. 0.696.

- SF.2 Analysis of data reveals that M-value of public was 3.831 while private 3.864 reflecting the public perform well than private. The standard deviation 1.201, t-value 0-.321, df 557 and Sig. 0.723 also supported.

- SF.3 data analysis reflects that mean value of public is 3.860 and private 3.800 is that reflects that public perform well than private. The standard deviation 1.114, t-value 0.637, df 557 and Sig. 0.594 also supported.

- SF.4 data analysis reflects that mean value of public is 3.935 and private 3.885 is that reflects that public perform well than private. The standard deviation 1.242, t-value 0.480, df 557 and Sig. 0.791 also supported.

- SF.5 data analysis reflects that mean value of public is 4.179 and private 4.089 is that reflects that public perform well than private. That was supported by SD 1.136, T-value 0.871, DF 557 and Sig. 0.004.

- SF.6 Analysis of data reveals that M-value of public is 3.888 and private 3.807 reflecting that public performed well than private. That was supported by SD 1.263, T-value 0.762, DF 557 and Sig. 0.608.

- SF.7 Analysis of data reveals that M-value of public is 3.734 and private 3.800 reflecting that public performed well than private. That was supported by SD 1.328, T-value 0-.558, DF 557 and Sig. 0.329.

- SF.8 Analysis of data reveals that M-value of public is 3.878 and private 3.860 reflecting that public performed well than private. That was supported by SD 0.921, T-value 0.213, DF 557 and Sig. 0.056.

- SF.9 Analysis of data reveals that M-value of public is 4.071 and private 4.075 reflecting that public performed well than private. That was supported by SD 0.866, T-value 0-.045, DF 557 and Sig. 0.772.

- SF.10 Analysis of data reveals that M-value of public is 3.713 and private 3.657 reflecting that public performed well than private. That was supported by SD 1.133, T-value 0.588, DF 557 and Sig. 0.778.

- SF.11 Analysis of data reveals that M-value of public is 3.774 and private 3.732 reflecting that public performed well than private. That was supported by SD 1.029, T-value 0.471, DF 557 and Sig. 0.708.

- SF.12 Analysis of data reveals that M-value of public is 3.548 and private 3.675 reflecting that public performed well than private. That was supported by SD 1.245, T-value 0-1.241, DF 557 and Sig. 0.066.

- SF.13 Analysis of data reveals that M-value of public is 3.724 and private 3.714 reflecting that public performed well than private. That was supported by SD 1.310, T-value 0.088, DF 557 and Sig. 0.802.

- SF.14 Analysis of data reveals that M-value of public is 3.799 and private 3.757 reflecting that public performed well than private. That was supported by SD 1.094, T-value 0.460, DF 557 and Sig. 0.937.

- SF.15 Analysis of data reveals that M-value of public is 3.469 and private 3.682 reflecting that public performed well than private. That was supported by SD 1.108, T-value 0-2.34, DF 557 and Sig. 0.050.

**Part-II: Qualitative Data Analysis: Graphs of Open-ended Questions of Questionnaire**

Figure 1 in your opinion, what is the role of physical facilities in school for students learning?

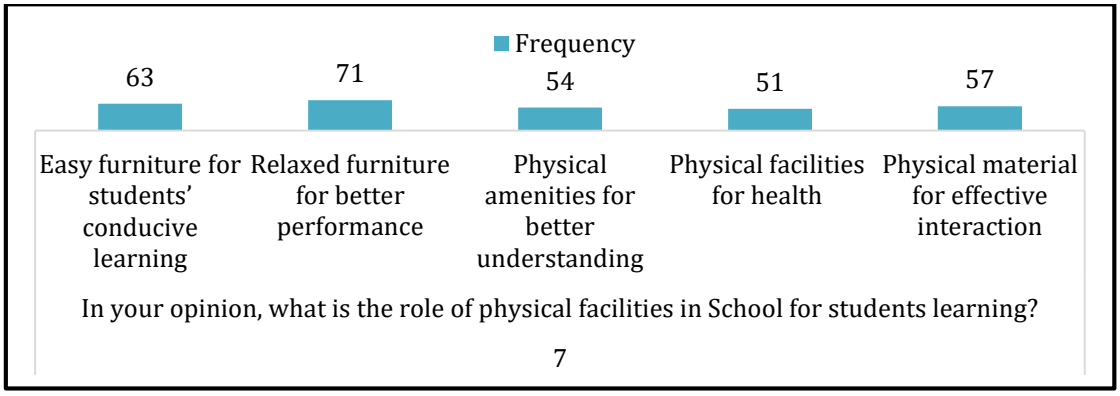


Figure 1 presents the role of physical facilities in school for students learning. According to data 63 respondents opined that easy furniture for students' conducive learning, 71 respondents viewed that the relaxed furniture for better performance, 54 respondents viewed that the physical amenities for better understanding, 51 respondents opined that the physical facilities for health, 57 respondents opined that the physical material for effective interaction.

**Discussion**

First indicator of the study was related to school facilities. The study showed that the majority of respondents' lack of facilities in school demotivate students, long distance from home to school distract students' attention towards studies, schools in which electricity issues students unable to concentrate on their studies, well-furnished school building attracts students' attention, properly built boundary wall ensures students safety and security, shortage of books in library which affect negatively students' performance in Examination shortage of furniture in school divert students' attention during teaching, playing games students fit and improve their academic performance, sanitation and cleanliness in school have impact on student's motivation to learn, separate washrooms for girls minimize chances of their drop out from school, students perform poor in Science subjects when teachers teach Science without conducting practical, Properly maintained science labs motivate students to learn science, due to lack of Science material in laboratory students lose their performance in science subjects, due to non-availability of science teachers students perform poor in examination, and overcrowded classroom de-motivates students as well teachers. As research has shown that effective head teachers and principals have a significant impact on teachers' professional development, student learning, and the school environment.

**Conclusion**

The first indicator of the present research work was linked to school facilities. The results showed that mainstream of the respondents' lack of facilities in school demotivate students, long distance from home to school distract students' attention towards studies, schools in which electricity issues students unable to concentrate on their studies, well-furnished school building attracts students' attention, properly built boundary wall ensures students safety and security, shortage of books in library which affect negatively students' performance in Examination shortage of furniture in school divert students' attention during teaching, playing games students fit and improve their academic performance, sanitation and cleanliness in school have impact on student's motivation to

learn, separate washrooms for girls minimize chances of their drop out from school, students perform poor in Science subjects when teachers teach Science without conducting practical, Properly maintained science labs motivate students to learn science, due to lack of Science material in laboratory students lose their performance in science subjects, due to non-availability of science teachers students perform poor in examination, and overcrowded classroom de-motivates students as well teachers. The study concluded that majority of respondents viewed that school facilities may be provided on priority basis for quality of education.

**Recommendations**

- The study recommended that school facilities may be provided on priority basis in public sector school. The school facilities are essential for effective learning of students. The lack of facilities

Demotivate students towards learning, distract student's attention, unable to concentrate.

- The study recommended that co-curricular activity may be provided on priority basis in public sector school. The co-curricular activity is essential for effective learning of students.

- The study recommended that teacher related factors may be provided on priority basis in public sector school. Teacher related factors are essential for effective learning of students.

- The study recommended that school culture may be provided on priority basis in public sector school. School culture are essential for effective learning of students.

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