

Investigate Quality of Physical Facilities in Teacher Education as a Teachers Perspective in Rawalpindi and Islamabad Regions

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Abstract

This study examined the quality of physical facilities in teacher education institutions of Rawalpindi and Islamabad regions. Study was descriptive in nature. All the teachers who were teaching in teacher education programs were selected as a population. The sample consisted of forty teachers in which twenty belongs to M.A education and twenty belongs to B.Ed. Hons programs were selected randomly. In this way sample consisted of forty teachers. Five universities were selected randomly which were offering teacher education programs in Rawalpindi and Islamabad regions. Government sector universities which were included as Fatima Jinnah Women University, Aired Agriculture Rawalpindi, International Islamic University, Islamabad NUML University, Islamabad and University of Education Attock campus. A self develops questionnaire were made which consisted of twenty items of physical facilities for data collect. Data was analyzed by using Mean and SD. The results reveal that the basic facilities like furniture, A.V aids, water, toilet, boundary walls, furnished and enough classrooms, and institution building, were available. Most of the respondents commonly stated that enough multimedia, books, latest journals, transport, computer facilities, hostel, medical and sports facilities were not available. It is recommended that this issue of physical facilities, computer facilities, books' availability and especial allocated funds may be provided to institutions.

Key words quality, A.V aids, physical facilities, computer, teacher education,

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Introduction

Quality means the level of excellence that is a term used as curriculum, facilities, instructional material and training material that teacher used for enhance students learning. Teacher capabilities and skills are developed through teacher education programs that allow the teacher to accumulate tasks and face the professional challenges. Teacher education is condemned in Pakistan by the concerned constitutions. In quality teacher education a standard education offers to all. With passing the time content, syllabus and main physical facilities need to provide to all students. Developing country like Pakistan main focus must be on fulfills the basic mental, physical, ethical and ideological training (Mirza, khan & Hussain, 2015). Sufficient physical facilities shapes attitude of the teachers as well as learners educational achievement. The basic factor that is accountable for the problem of physical facilities includes inadequate financial support, inadequate provision of facility, insufficient condition of physical facilities, and their preservation (Babatopa, 2010). In general education and teacher education in special is crucial of all nations for building their economy, knowledge, and society. Physical facilities include water, toilet, boundary walls, enough airy A.V aids, cafeteria, furnished classrooms, building, furniture, sports, hostel, medical, and transportation facilities. Computer facilities include multimedia, internet, and computer. Books facilities include new books and latest research journals. The condition of teacher education in developing countries is frequently frustrated because it contain venerable problems of equity, efficiency, governess, financial, and quality. Just as, large number of troubles facing by institutions of higher education, such as insufficient funding, deficiency of equipment's, and services which have adversely affected the students' educational performance. For the progress of all nations higher education is the entry achievement. Facilities offered in higher education must be suited to the objectives of the education program. Physical facilities and Instructional material are essential factors for achieving the students' achievement (Ndirangu, & Udoto, 2011).

In Asian and African countries maximum teacher education program basically depends upon government agencies that have no or

slight contribution to teacher education program. They only focus on overcoming the problems of teachers and shortage of teachers, but the main problem is associated with quality that is called trained teacher they do not perturbed with this problem. Deficiency of physical facilities and teacher quality coupled with pitiable quality of teacher education program. Proper physical facilities are the source of quality enhancement in teacher education institutions.

Literature Review

Quality is a relative worth or degree that related with good or excellence. Excellence prescribes as student performance and satisfaction in the assessment (Mortimore & Stone, 1991). Physical facilities include buildings, grounds, utilities, and equipment's. Facilities are usually designed and elected on the bases of operational process of organization. Land, buildings, tools, compound, space, and equipment's are comprised of physical facilities. Security, supply, catering, event, consultancy, recollection, and consultancies are comprised nonphysical facilities, both are requisite to plan and design (Ndirangu, & Udoto, 2011).

Pre-service teacher education did not provide understanding about students learning in depth. Their understanding needs to reinforce through instructional practice and facilities confidence (Mool&Mohsin, 2014). Teacher education is a crucial task in strengthening and reforming the educational system of a nation. The new education policy (2009) plan as modifying the current education system with essential construction on refining education quality that related to economic requests (Government of Pakistan, 2009).

Report of National Education Policy (1998-2010) suggests that teacher education programs do not meet the criteria of quality and standard education. Hasbullah, Yusoff& Ismail, (2010) say that physical facilities includes buildings, equipment's and grounds, typically represent the majority of asset. Facilities typically include the specific needs of the organization. Facilities are organizational resources like finance, time and human resources. Physical facilities effect the teacher performance. As physical facilities and quality teacher education had the impact on moral and academic development of students. It is observed that physical and

academic facilities in Nigerian universities in 1999 were in debatable condition with significant laboratories, halls, theater, lectures, and so on (Isa, &Yusoff, 2015).

UNESCO (2000) described that the obligation of teaching and learning materials, especially books is a valuable way of improving results. Manninen (2007, p. 27) categorized learning into five categories as technological, local, physical, social, and didactic. UNICEF (2000) prescribes a key model of quality education which consists of five dimensions, i.e. learners, learning environments, content, learning processes and outcomes. The detail of these dimensions of quality education is as under:

1. Learner's: Student's good nutrition, and health, psychological development regular attendance, experience of early childhood, and support of family for learning.

2. Learning environment: Physical elements, like class size, and facilities of the school, psychological elements, like secure setting, teachers' behavior, discipline strategy, service relief, and health services.

3. Content: Student centered, standard based curriculum, uniqueness of local and national content, focus on literacy, and life skills.

4. Processes: Indicator related to teacher and teaching, like teacher's competence, support for student learning, and support for content. Participation based teaching technique and method, working conductions of teacher's, and student centered learning. Supervision and administrative support, leadership facilities, adequate use of technology, and variety of processes etc.

5. Outcomes: Students' achievement, health outcomes, outcomes sought by parents, learner's confidence, life skills, and community participant (UNICEF, 2000).

The UNICEF framework may possibly use to explore the quality of teacher education programmers. Researches on the quality of teacher education assumes that the continuation of sufficient physical infrastructure requires external and internal environment that are directly

associated with the quality of teacher education. Investment for improving quality of teacher education in the growth of the physical facilities of the institutions plays a fundamental role. Key facilities such as water, building, and laboratories are essential requirement of education. Inadequate physical facilities are one of the challenges in teacher education (UNICEF, 2000).

Research Objectives

The objectives of the present study were:

- To assess the availability of physical facilities in teacher education institutions in teachers perceptive.
- To find out the availability of reference books and other instructional material at teacher education institutions in teachers perceptive.
- To examine the availability of computer at teacher education institutions in teachers perceptive.

Research Questions

Following question was tested in the presented study:

- Are there physical facilities available at teacher education institutions?
- Are there reference books and other material available at teacher education institutions?
- Are there computer facilities available at teacher education institutions?

Research Methodology

This study utilized to investigate the quality of physical facilities in teacher education institutions of Rawalpindi and Islamabad regions. In present study survey method was applied. Five universities which were offering teacher education programs in Rawalpindi and Islamabad regions were selected randomly. These universities were government sector universities as Fatima Jinnah Women University, International Islamic University, Aired Agriculture Rawalpindi University of Education Attock Campus, Islamabad and NUML University, Islamabad. All the teachers of teacher education programs of B.Ed. Hons and M.A education were

selected as a population. The sample consisted eight M.A education and B.Ed. Hons teachers from every five universities/ campus of Rawalpindi and Islamabad regions were selected ramondly. In this way sample consisted of forty teachers. A self develops questionnaire consisted of twenty items of physical facilities was made to collect the data. The questionnaire was validated through a committee of five experts. Pilot testing was also conducted on fifteen teachers of M.A Education and B.Ed. Hons programs. Reliability was checked through Cronbach alpha, which was 0.84. In the light of objectives collected data was analyzed, tabulated and interpretation through Mean score and Standard Deviation by using SPSS version 20.

The results of the present study are as under:

Table1

Aspects of physical facilities accessible in teacher education institutions

SR.No	Statements	SA	A	UD	DA	SDA	M	SD
1	Water facility is available in the institution.	18	16	3	1	2	4.17	1.03
2	Sports facilities are available.	5	9	3	6	17	2.47	1.53
3	The institution is protected by Enough boundary walls.	17	8	0	3	12	3.37	1.76
4	Enough computer facility is available.	6	2	1	8	23	2.00	1.48
5	Toilet facility is available in the institution.	7	17	2	3	11	3.15	1.52
6	A.V aids are available in the institution.	9	13	0	6	12	3.02	1.62

7	Multimedia is available in the institution.	3	5	5	13	14	2.25	1.27
8	Furnished and airy classrooms are available.	5	10	2	10	13	2.60	1.48
9	The proper institution building is available.	8	13	2	6	11	3.02	1.56
10	Sufficient books are available in the library.	4	4	2	10	20	2.05	1.37
11	The medical facility is available in the institution.	3	7	1	9	20	2.10	1.39
12	New books are added in the library every year.	2	6	1	10	21	1.95	1.28
13	Internet facility is available in the institution.	11	5	2	8	14	2.77	1.68
14	Latest journals are available in the library.	1	4	0	8	27	1.60	1.08
15	The institution has well organized library.	4	6	0	8	22	2.05	1.44
16	Furniture is available in the classroom for students.	13	6	0	6	15	2.90	1.78

17	Enough classrooms are available.	4	14	2	2	18	2.60	1.58
18	The institution has well established hostel facilities.	3	6	2	12	17	2.15	1.33
19	Well establish cafeteria is available in the institution.	4	10	0	3	23	2.22	1.57
20	Transport facilities are sufficient for students.	4	9	1	4	22	2.22	1.54

- The mean score and SD of sample students on the statement that the accessibility of the water facility were 4.17 and 1.03 correspondingly, therefore, a large number of the students seem to strongly agree with the statement.
- The mean score and SD of sample students on the statement that availability of the sports facilities were 2.47 and 1.53 correspondingly, therefore, a large number of the students seem to strongly disagree with the statement.
- The mean score and SD of sample students on the statement that institutions are protected by boundary walls were 3.37 and 1.76 correspondingly, therefore, a large number of the students seem strongly agree with the statement.
- The mean score and SD of sample students on the statement that availability of the computer facility were 2.00 and 1.48 correspondingly, therefore, a large number of the students seem to strongly disagree with the statement.
- The mean score and SD of sample students on the statement that availability of the toilet facility were 3.15 and 1.52 correspondingly, therefore, a large number of the students seem to strongly agree with the statement.

- The mean score and SD of sample students on the statement that availability of the A.V aids were 3.02 and 1.62 correspondingly, therefore, a large number of the students seem to strongly agree with the statement.
- The mean score and SD of sample students on the statement that availability of the multimedia were 2.25 and 1.27 correspondingly, therefore, a large number of the students seem to strongly disagree with the statement.
- The mean score and SD of sample students on the statement that availability of the furnished classroom were 2.60 and 1.48 correspondingly, therefore, a large number of the students seem to strongly agree with the statement.
- The mean score and SD of sample students on the statement that availability of the proper institution building were 3.02 and 1.56 correspondingly, therefore, a large number of the students seem to strongly agree with the statement.
- The mean score and SD of sample students on the statement that availability of the sufficient books were 2.05 and 1.37 correspondingly, therefore, a large number of the students seem to strongly disagree with the statement.
- The mean score and SD of sample students on the statement that availability of the medical facilities were 2.10 and 1.39 correspondingly, therefore, a large number of the students seem to strongly disagree with the statement.
- The mean score and SD of sample students on the statement that new book are added in the library every year for students were 1.95 and 1.28 correspondingly, therefore, a large number of the students seem to strongly disagree with the statement.
- The mean score and SD of sample students on the statement that internet facilities are available for students were 2.77 and 1.68 correspondingly, therefore, a large number of the students seem to agree with the statement.
- The mean score and SD of sample students on the statement that latest journals are available in the library for students were 1.60 and 1.08 correspondingly, therefore, a large number of the students seem strongly disagree with the statement.

- The mean score and SD of sample students on the statement that the institution has well organized library for students were 2.05 and 1.44 correspondingly, therefore, a large number of the students seem strongly disagree with the statement.
- The mean score and SD of sample students on the statement that furniture is available in the classroom for students were 2.90 and 1.78 correspondingly, therefore, a large number of the students seem to agree with the statement.
- The mean score and SD of sample students on the statement that enough classrooms are available for the students were 2.60 and 1.58 correspondingly, therefore, a large number of the students seem agree with the statement.
- The mean score and SD of sample students on the statement that availability of the establish hostel facilities were 2.15 and 1.33 correspondingly, therefore, a large number of the respondents seem to strongly disagree with the statement.
- The mean score and SD of sample students on the statement that availability of the establish cafeteria were 2.22 and 1.57 correspondingly, therefore, a large number of the students seem to strongly disagree with the statement.
- The mean score and SD of sample students on the statement that transport facilities are sufficient for students were 2.22 and 1.54 correspondingly, therefore, a large number of the students seem strongly disagree with the statement.

Discussion

The availability of physical facilities has a great impact on student performance. Lacking of suitable environment, successful learning cannot assess. Policy maker provide a guide line that will enhance awareness about provision of physical facilities and instructional materials (Sephania, Too & Kipng'etich, 2017). The teacher education institution has inadequate physical facilities such as, multimedia, books, latest journals, hostel, enough computer facilities, medical, sports and transports facilities. Therefore, the deficiency of these physical facilities is connected to low student achievement. Similar results found by (JE & Willitter, 2014).

The present result shows that health facilities were not available may be it based on lack of management concern in health matters. Books and Libraries, play a crucial role in confronting the challenge of existing time. The results showed that in the libraries books and latest journals were not available. Similar results mentioned by (Owoyeye&Yara, 2011). Computer and multimedia were not available in the teacher education institution. It may be due to lack of financial resources. Similar findings were found by (Dilshad, 2010). Improving the teacher education, matter of physical infrastructure taken as a seriously issue because it precisely affects the teachers as well as students. By provision of adequate quantities of books, A.V aids, chairs, toilets, fans, drinkingwater, libraries,computer facilities, and arranging essential health services in the form of sickroom or dispensaries the goal of quality of teacher education can be obtained

Recommendations

In the light of finding following recommendations are recommended:

- It is recommended that special funds may be provided to institutions so every student can obtain the necessary skills. In this regards local community, donating agencies, and HEC can be mobilized for donating purpose.
- Findings show that books were not available in the library. It is recommended that additional funds may be provided to institutions for purchase the new books and latest research journals. For developing reading habits among students a library period under the supervision of teachers may be provided to students.
- The results show that health facilities were not available. It is recommended that a sick room and first aids treatment may be provided to students in the universities with specially trained doctors.
- Results revealed that availability of basic physical facilities were not offered in the institutions. Special funds may be provided to universities for getting better facilities and resources for students.

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