

Critical Analysis Of Physical Facilities As Contributing Factor During Bise Examinations In Khyber Pakhtunkhwa As Perceived By Students

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Abstract

This paper determines the critical analysis of physical facilities during examinations conducted by boards of intermediate and secondary education working in Khyber-Pakhtunkhwa. The study was quantitative and included a survey methodology. All of the male and female secondary school pupils in Khyber Pakhtunkhwa were the study's target group. The survey was restricted to the secondary schools with male and female students. 768 respondents—384 male students and 384 female students—were included in the sample for this study. They were chosen at random. Data were gathered using a self-created questionnaire that served as the study instrument. Mean and t-test was used for analysis of data. The findings of the study explored that there is lack of physical facilities at many exam centers during examinations conducted by boards of intermediate and secondary education. Also no significant difference in the perception of male and female students was recorded regarding the physical facilities during examinations conducted by boards of intermediate and secondary education working in Khyber- Pakhtunkhwa.

Keywords: BISE, Examinations, Physical Facilities, secondary schools, students

Introduction

Sharan (2008), as well as Glewwe (2002), stated that basic physical facilities in the school are compulsory to learn. Any school system's physical facilities include everything from the school plant, which includes the buildings, classrooms, libraries, labs, restrooms, and learning materials, to other infrastructures that are likely to inspire kids to study. Experience has shown us that most of the physical infrastructure necessary for children to study effectively and do well academically today doesn't seem to be there in our public secondary schools. The ones that are available don't appear to be of standard quality, some lack maintenance practices, and others are in poor shape.

The external examination system in developed states has received significant criticism, although Rind and Malik (2019) claim that it is still well-known and well-liked globally. The SSC and HSSC external examinations in Pakistan are provided by

- i. Various Divisional Boards often referred to as BISE, which are overseen by a local ministry of education.
- ii. one federal board (FBISE), which is under the supervision of the federal minister of education, and
- iii. 02 Exclusive associations govern the private BISE.

According to Suleman et al. (2015) Boards are in charge of managing exams with

appropriate facilities for students in examination halls throughout the country. System management, the learning environment, and the school's physical infrastructure are three crucial elements that Ramli and Zain (2018) identified as having a significant impact on student's academic progress. E-learning and management information systems make up the component of system management, but the learning environment also includes classrooms, instructional materials, and libraries. The student housing, playground, and transportation facilities are all included in the school's infrastructure. About 51.5% of the criteria mentioned above went toward determining student accomplishment.

According to Mahmood and Gondal (2017), the three key elements of the school environment are the physical space, the curriculum, and the classroom services. These elements are crucial to the process of teaching and learning. The success of the scientific students was significantly impacted by these learning-supportive elements. Additionally, both English- and Urdu-medium schools do better because of the supportive environment at the school. The better teaching-learning process is enhanced by better learning and sympathetic components, such as physical facilities, academic facilities, and the school environment.

According to Koroye (2016), the visual appeal of the school has a big impact on how well kids do. The facilities at the schools benefit pupils' academic success. Students from schools with strong infrastructure outperformed those from schools with insufficient infrastructure in terms of academic performance. Both the physical infrastructure of the school and the teaching materials greatly boost pupils' academic achievement in examinations. The annual examination performance of the pupils attending urban schools remained higher than that of the children attending rural schools.

Afework and Asfaw (2014) looked at the physical school facilities that are available and how they affect the educational quality. Twenty-four government elementary schools from the Eastern Hararge zone and twelve from the Hariri regional state made up the sample population for their study. The study's sample was selected at random from school principals, district, and regional heads of education. Effects of physical facilities in public schools on students' achievement in Punjab, Pakistan Vol. III, No. IV (Fall 2018) 105, Arshad, Qamar, and Gulzar (2018) employed a questionnaire, interview procedure, and observations as their tools. They discovered a detrimental impact of the school's inadequate physical facilities and resources on teaching and learning practices and as whole examination process. They came to the conclusion that having physical facilities at school aids in both raising the standard of instruction and achieving educational objectives at the end of academic year.

According to study by Arong and Ogbadu (2010), upkeep and repairs to the school's physical infrastructure have a direct impact on students' academic performance in examinations. The maintenance and repair of school facilities was recommended by stakeholders, administrators, supervisors, educators, and policymakers as a way to improve the quality of schools at the district, provincial, and national levels. Arshad, Qamar, and Gulzar (2018) created a model of mediated facility quality and achievement. The attributes that the school offers affect the motivation and attitude of the school's leaders, including the headmaster, principal, instructors, students, and parents. These factors collectively have an impact on the academic environment, which in turn affects student performance.

According to Suleman and Hussain (2014) and Owoeye and Yara (2011), the school's physical services are still the most

important element in students' academic success. For greater academic accomplishment, facilities like labs, libraries, school buildings, and whiteboards are crucial. Success is the effective use of all the tools at the students' disposal. According to Akhihero (2011), the school's physical facilities represent the actual tools used to support and advance the teaching-learning process there. The physical facilities that affect academic attainment include classroom furniture, instructional resources, and laboratory tools.

According to Earthman (2002), a school's facilities have a real impact on student's academic performance and learning efficiency. Enhanced school facilities improve the environment for teaching and learning. The learning of the kids is hampered by overcrowding in the classrooms and school structures. By optimizing teacher-student contact, small class sizes also improve student performance. Classroom noise has no positive effect on student performance. Poor school facilities have a detrimental impact on the school's culture, which has an impact on student's academic success and teachers' effectiveness.

Research Objectives

1. To determine the role of BISEs in Khyber Pakhtunkhwa as perceived by students.
2. To ascertain respondents' opinions on the various physical amenities that supports Khyber Pakhtunkhwa's BISE from a gender perspective.
3. To learn what respondents thought of the physical examination facilities offered by BISE?

Research hypotheses

H01: There is no significant role of BISEs in Khyber Pakhtunkhwa as perceived by students.

H02: There is no significant difference in the views of male and female students regarding the role of BISEs in Khyber Pakhtunkhwa

H03: There is no significant difference in the views of male and female students regarding Physical facilities during BISE exam in Khyber Pakhtunkhwa.

Delimitations

This specific study was delimited to Government Secondary Schools within the controlling authority of Board of Intermediate and secondary education Dera Ismail Khan.

LITERATURE REVIEW

According to Khattak (2012) at present in our country, 29 assessment bodies named as "Board of Intermediate and Secondary Education (BISEs)" are allow arranging examinations, and 03 technical boards contribute to technical education as well as according to Carroll et al., (2008) described that besides these 32 inland examining bodies, some foreign examining bodies like Cambridge International Examination, Pearson Edexcel, etc. are also contributing equivalent education in Pakistan since 1959. Saddiqi (2012) as well as Saleem (2012) reported the purpose of BISE examinations for students at school level is just to pass the examination while this examination is closely related to the teaching and learning process which is correlated with physical facilities available in Examination centers during examinations.

According to Akomolafe and Adesua (2016) as well as Abdullahi, Bello, and Bauchi(2019), the availability of resources are crucial for improving the quality of instruction and supervision in the educational system. The lack of fundamental amenities like classrooms, office space, workshops, athletic facilities, labs and libraries etc. at secondary schools effect

badly on performance of students in examinations.

Akhtar (2015) examined the condition of the facilities and infrastructure as well as the degree of success of the secondary school pupils. The majority of schools have insufficient amounts of furniture and classroom space, and many lack even the most basic infrastructure which is a problem in conducting examinations. Many schools lack science equipment and libraries. Most schools lack multimedia equipment and don't have enough computers to use contemporary teaching and learning methods. The majority of schools lack tuck shops and have inadequate restrooms and playgrounds.

In his study, Ademilua (2000) found that low access to educational resources in Ekiti State was a significant contributor to pupils' subpar academic performance. He also said that the academic performance of kids will continuously deteriorate in the absence of proper physical resources and facilities.

Okunamiri (2003) examined the availability and use of educational facilities in a sample of Nigerian secondary schools and found that while some of the facilities were appropriately provided, they were not always well utilized. He also underlined the need of ensuring that the educational system's aims and objectives be realized effectively and efficiently.

A research study by Arshad, Qamar, and Gulzar (2018) enables administrators to allocate funds for the upkeep of facilities that are in need of repair for the benefit of educational institutions. They developed a suggested mediated facility quality and achievement model. The characteristics offered by the school have an impact on the motivation and attitude of school leaders such as headmasters, principals, instructors, pupils, and parents. All of these factors have an impact on the general academic

environment, which in turn affects student success in examinations.

Ullah (2021) and Eyarefe (2011) underlined that supervisors of these test centers and directors of schools and colleges should report to set up exam centers in locations with access to the most basic physical services. For a calm examination procedure, they should be in charge of the fundamental infrastructure and surrounding environment. Fayomi et al. (2016) noted that for a good examination procedure, furniture and soft drinking water must be provided in big examination halls where student strength is high.

Christenson and Reschly (2010) stated that during board examinations basic facilities are essential for students because these effects students' results and as these results are stepping stones for their bright future as well as Petters & Okon (2013) stressed that basic facilities at examination centers are mandatory to facilitate students. Jimoh (2009) noted that the schools, families, and society only stress students to prepare well themselves for their examinations but don't care about the environment and basic facilities during these examinations which is a reasonable question for all stakeholders.

According to Mirza (2005) and Gipps (2006) role of boards is active, as an effective assessment scheme is a key to the excellence of education throughout the world. But there should be suitable facilities for students as well as supervisory staff for supporting good environment for flourishing conduction of examinations at different levels.

Alcalay et al., (2005) and Cowan et al., (2012) explained various methods by which parents can give assistance to their children during board examinations regarding physical facilities:

- Arrange soft water bottles for their children.
- Provide chewable soft material which may be used by children during the paper to release the pressure of examinations.
- Especially mothers can prepare a neat and clean dress for their children.
- Always support your child with rich love and hope to facilitate during examinations.
- Advice your children frequently to wipe out the phobia of board exams from their thoughts.

Rasul and Bukhsh (2011) assert that a student's success on the board assessment may be influenced by extrinsic, intrinsic, and personal variables.

This list can be expanded to include the factors in the following areas.

- i. Soft drinking water
- ii. Temperature(hot and cool according to session)
- iii. Proper Light system in hall/rooms
- iv. Sufficient furniture for students and supervisory staff
- v. The distance separating the student rows and lines
- vi. Examination rooms/hall sound system is accessible.
- vii. Suffocation
- viii. outer examination hall/rooms audio system
- ix. Supervisory team behavior
- x. placements of suitable candidates in seats

Research Methodology

Research Design

With the use of a self-developed questionnaire, a survey was conducted as part of a quantitative research study design.

Population

The target population for the research study includes all secondary school students (male and female) enrolled in public schools in Khyber Pakhtunkhwa, Pakistan, who fall under the authority of the Boards of Intermediate and Secondary Education Dera Ismail Khan. In the district D.I.Khan's urban and rural secondary schools, there are a total of 28596 secondary-level pupils, 16080 of them are male and 12516 of whom are female (Source ASC 2020-21 p#116).

Sample & Sampling Technique

The stratified sampling technique was used for the selection of male and female students. The Krejcie & Morgan (1970) table was used for the selection of sample size. According to this table a sample of 348 male and 384 female was selected.

Research Instrumentation

A questionnaire was created to collect data in order to meet the study's objectives. Strongly agree, agree, neutral, disagree, and strongly disagree were the five possible responses on the scale. The survey was divided into two parts: the first portion asked for demographic details like as gender, locality, and class; the second section asked for remarks concerning the availability of physical facilities during BISE exams in Khyber Pakhtunkhwa.

Validity and Reliability of the Research instrument

Downing (2003) stated that "the accuracy of research tool is known as validity". For the validation of questionnaire different educational experts and subject specialists were consulted. For the purposes of face and content validity, item agreement, and instrument reliability, the questionnaire was sent to 40 specialists with PhDs in social sciences. Cronbach's Alpha was

used to determine the instrument's internal consistency. The overall reliability of the questionnaire was 0.801 this was seen as adequate.

Data Collection and Analysis procedure

For data collection purpose investigator gone to different schools to meeting with male and

female students and Data were gathered using a specially created questionnaire. After data collection the data was put to data matrix form on SPSS for analysis. The data was analyzed using the mean and t-test.

FINDINGS AND DISCUSSIONS

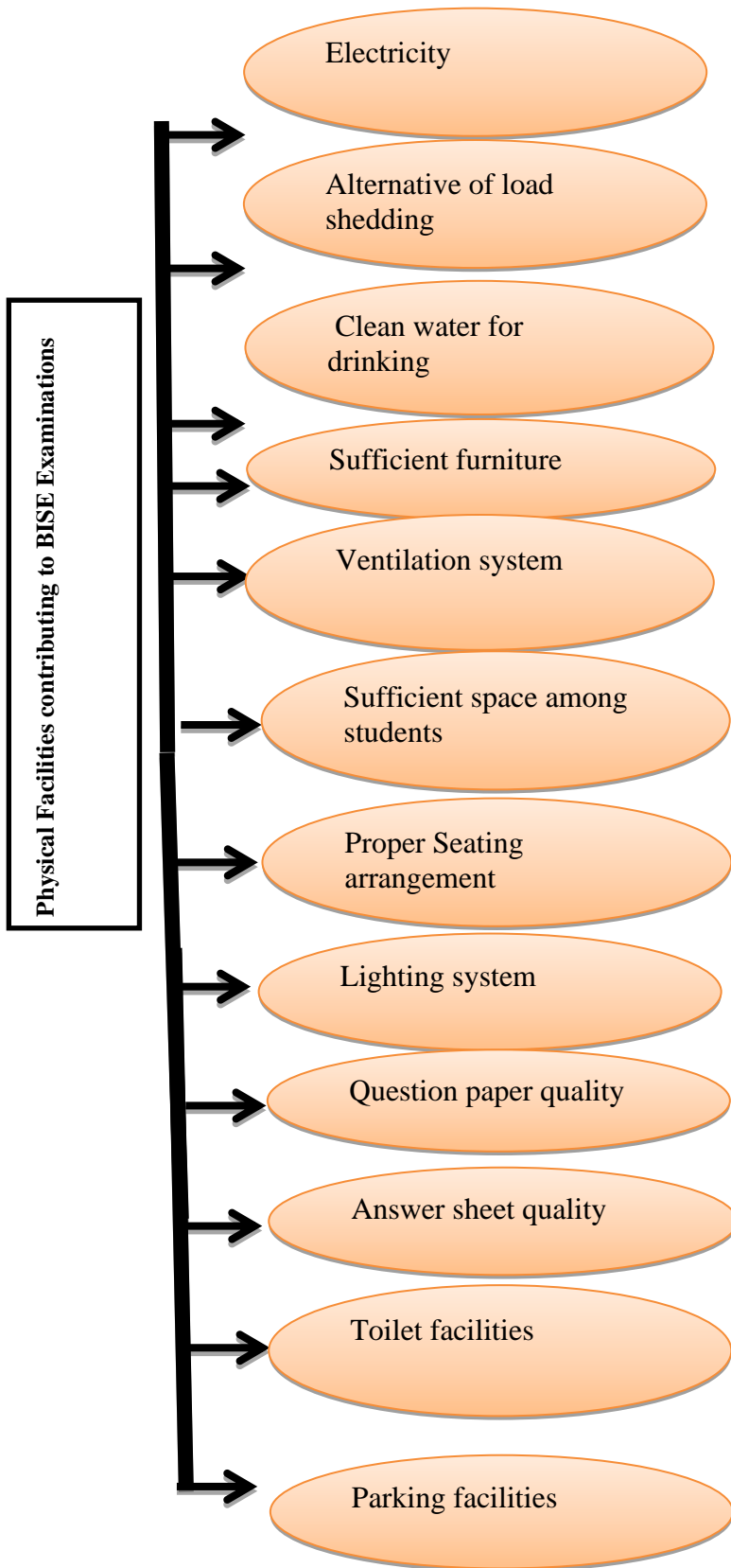


Table 1 Showing the frequency distribution of different items on the questionnaire

S.No.	Statements	Mean
1	Electricity available in Exam Hall/Rooms during examinations	2.28
2	Due to load shedding, alternate source of electricity available during BIISE Examinations	1.70
3	Clean water available for students and supervisory staff in examination halls	2.78
4	Adequate furniture accessible for students and supervisory staff during BISE examination	2.33
5	Ventilated Exam Hall/rooms are available in centers	1.83
6	There is sufficient space among the students during BISE exam in halls/rooms.	3.04
7	There is proper Seating arrangement in Exam hall/rooms.	1.89
8	There is appropriate lighting system in examination hall/rooms.	2.44
9	Question paper quality is up to the mark.	2.25
10	Answer sheet quality is up to the mark.	2.78
11	There is well-maintained toilet facilities are available during BISE examinations.	3.07
12	There is proper parking facilities are available during BISE examinations.	1.77

The above analysis revealed the load shedding was noted which effects badly on students' whole examination. The results indicated that proper parking facilities are not available during BISE examinations and most of students feel problem for parking. Seating arrangement in hall/rooms during examination was not good.

Well-maintained toilet facilities were available during BISE examinations at most exam centers. There was sufficient space among the students during BISE exam in halls/rooms. The Ventilated Exam Hall/rooms were available in most of centers.

Table 2 Showing the gender (Male & Female) mean differences on the questionnaire

Group Statistics

Gender	N	Mean	Std. Deviation	t	p
Male	384	2.3676	.84842	0.636	0.525
Female	384	2.3286	.85433		

The analysis of male and female data shows that there was no significant difference in the views of male and female. The t value is 0.63 with $p = 0.52 > 0.05$, this suggests there are no differences between the groups. Thus, it was determined that both genders share the same opinions about the physical accommodations made for students taking examinations administered by boards.

Conclusions

There is need for proper physical facilities for the improvement of overall efficiency of various boards leading to better academic achievement.

Recommendations

- 1- As there is lack of physical facilities during examination, therefore it is recommended to give special attention towards physical facilities during examination in Khyber-Pakhtunkhwa.
- 2- All stakeholders of the boards, like heads of schools, teachers and board's staff should come forward to ensure physical facilities during examination for students as well as supervisory staff.

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