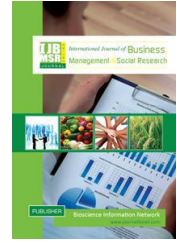


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Teaching-learning environment of private educational institute: A case study on Ispahani Public School and College, Chittagong, Bangladesh

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ABSTRACT

This qualitative/descriptive study aimed to explore the teaching-learning environment of Ispahani Public School and College (IPSC), Chittagong. The study was conducted by using a questionnaire survey and semi structured interviews. The study revealed that the Teacher-Student ratio of IPSC was 1: 32.7. The result of public examination represents that the entire educational environment and performance of students were satisfactory. All of the teachers (100%) opined very likely on regular teaching-learning activities of IPSC. Also, most of the students were satisfied with the educational environment. The responses of teachers-students on strong and weak points of IPSC showed the improvement of the institute. Most of the teachers (80%) followed the lecture method while conducting their classes. The rules of discipline and maintenance were environmentally friendly. The study recommended improving some internal problems (eg. lack of pedagogical knowledge, insufficient supply of teaching aids, lack of positive reinforcement, teacher centered learning etc.) and proper training for teachers. It will also be helpful for the authorities of private educational institute of Bangladesh.

Key Words: Teaching, Learning, Institute, Environment, Private and IPSC.

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I. Introduction

The daily process of an educational institution is teaching and learning. A good teaching learning environment is a well-balanced mix of physical, psychological and service delivery factors such as the quality of school facilities, class size, school infrastructure and other quality dimensions, a nondiscriminatory climate, good teacher behavior and effective school discipline policies. Generations are built on the foundation of quality education and nations are built on quality education (Huda et al., 2009). It is crucial in boosting productivity, innovation and general socio-cultural progress (Miyani, 2008). Without adequate education, it is impossible to survive in the competitive modern world with proper identity, courage and dignity (Hoque et al., 2013). The real progress of a community or country

is mainly affected by the quality of its education, which will lead to a nation's rapid economic growth (Ewell, 1991). Despite the lack of natural resources, several countries (such as Singapore, Japan, and others) have achieved economic progress. This was due to their significant investment in high-quality education and training (Mamun et al., 2008). On the other hand, despite having vast natural resources, countries like Nigeria and Congo, are impoverished and backward due to widespread illiteracy and a lack of qualified labor (Hoque et al., 2013; Hart and Shoolbred, 1993).

In Bangladesh, private educational institutes play a critical role in ensuring high-quality education. Bangladesh has 20849 secondary schools, according to the Bangladesh Bureau of Education Information and Statistics (BANBEIS, 2021), with 679 public (government) and 20170 private schools (non-government). Only 3.25 percent of the secondary institutes are the government. According to Oxford Dictionary (2003), "quality" refers to a thing's level of excellence and is associated with consumers and quality assurance (Murgatroyd and Morgan, 1994). In terms of educational quality, it is difficult to define and measure academic quality (Coombs 1985; World Bank, 1995). An adequate definition must include the outcomes of students. Most educators define that the nature of the educational experiences helps to produce the learning environment outcomes. To survive in the competitive world for a long time, it is crucial to ensure the quality of education. In recent years, quality and its assessment procedures have received a great deal of attention in higher education worldwide (Aminuzzaman, 2007). Quality is one kind of composite variable made of the critical factors of customer demands (Hoque et al., 2013).

To achieve long-term development goals, high-quality education is required. It is contingent not only on government education policies but also on a suitable teaching-learning environment. However, we do not know how convenient our educational setting is for standard education (Asraf et al., 2009). It should research educational institutes' environments to discover problems and opportunities so that educational issues may be addressed and opportunities for the growth of high-quality education can be expanded. That is why we researched to find an answer to this query. In this investigation, the actual state of IPSC will be revealed. This article can provide information about the teaching-learning environment of a Bangladeshi private educational institution to all national and international education stakeholders.

II. Materials and Methods

Description of the study area

Ispahani Public School and College (IPSC) is situated on Zakir Hossain Road in Chattogram, Bangladesh. It lays on 22.3598° N latitude and 91.8160° E longitude (Figure 01). IPSC, as it is usually known, is a private educational institution. Because there are no residential schools in Chittagong, Ispahani Public School was founded in 1969 and began operations (class I to VIII) in 1971. The institution has been a fully public school since 1989. With the Board's approval, professional and dedicated instructors have been imparting education from class III to class XII under the supervision and teaching activities of this school since the academic year 1989-90. Due to the special interest of parents in the English version of the national curriculum, two portions of the English version were added to the third grade beginning in the 2017 academic year and will be gradually improved to the college level. This educational institution's pupils took the SSC examination for the first time in 1985, and the HSC examination for the first time in 1991. From 1985 to 2016, it remained one of the top institutions on the board merit list regarding SSC and HSC examination scores.

Data collection procedure

From January to March 2018, IPSC's Teaching-Learning Environment research was conducted utilizing a questionnaire survey and semi-structured interviews. This study enrolled a total of 2356 students and 72 teachers from IPSC. Around 100 students and 20 teachers were randomly chosen as examples. The sample consisted of 50 male and 50 female students. Ten male and ten female teachers were selected from the pool of candidates. Ten students from each class were chosen for this assignment. Secondary data were acquired from the IPSC authority via personal communication. MS Excel was used to evaluate the data collected.

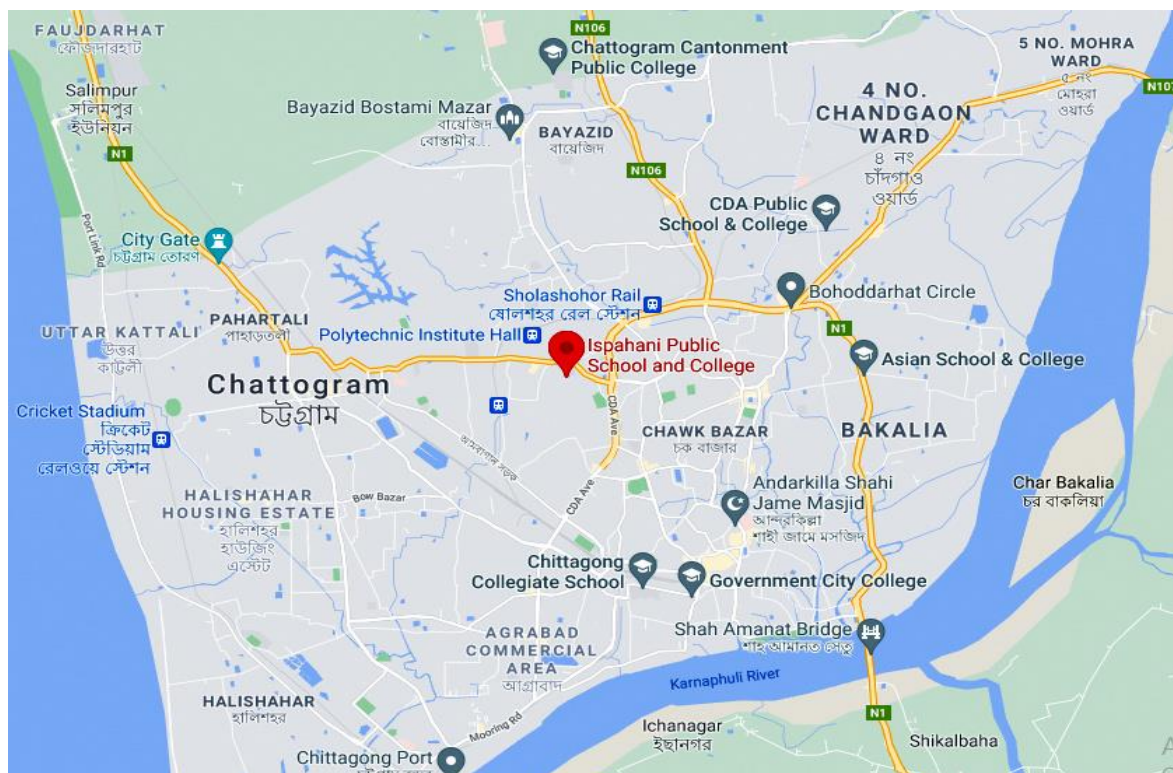


Figure 01. Study area

III. Results and Discussion

Student's and Teacher's profile of IPSC

According to the survey, the overall number of IPSC students was 2356, with 1498 at the school level and 858 at the college level. Inside the school level (Bangla medium), the most significant number of students was in class four and the comparatively lowest in class eight; and around 95, 94, and 27 pupils were studied in classes three, four, and five, respectively, within the English medium (Figure 02). In contrast, the number of students in Science, Business Studies and Humanities in the HSC 1st year was 214, 176 and 85, respectively; in the HSC 2nd year, the number of students in Science, Business Studies and Humanities was 202, 120 and 61, respectively. According to the survey, the total number of teachers in IPSC was 72, with 46 (22 male and 24 female) at the school level and 26 (17 male and 9 female) at the college level (Figure 02). The IPSC teacher-student ratio was 1: 32.7, which appeared to be adequate. A classroom with suitable furniture, small class size and the use of educational resources improves performance (Adamu, 2015),

Public examination results

The study revealed four levels in the institute, such as primary, junior, secondary and higher secondary. The result of four levels was collected for understanding the condition of student performance, teaching-learning and overall environment. The study found that about 141 students appeared in Primary Education Completion Examination (PECE) examination in 2016. All the students were passed successfully, where 127 got Grade Point Average (GPA) 5 and 14 students got GPA 4 as well. On the other hand, about 148 students appeared in PECE examination in 2015. All the students passed successfully along with getting less GPA 5 than 2016 that was followed by 2014. The study also depicted that all the students passed successfully in 2014 where the number of GPA 5 and GPA 4 students were 120 and 26, respectively (Table 01). The consequence result of PECE from 2014-2016 represents the improvement of students' performance, which indicates that student educational attainment is determined by the idealness of the learning environment (Shamaki, 2015).

Table 01. Result analysis of PECE from 2014-2016

Year	Appeared	GPA 5	4.00 < 5.00	Grade F	Total passed	% of pass
2016	141	127	14	Nil	141	100
2015	148	117	31	Nil	148	100
2014	146	120	26	Nil	146	100

On the other hand, all the appeared Junior School Certificate (JSC) students were passed successfully in JSC examination from 2014-2016. About 140 students got GPA 5 from 144 appeared students that were more than 2014 except 2015. On the other hand, the number of GPA 5 students was 157, which was a little more than in 2014 (Table 02). The statistics represent that the educational environment of IPSC and the performance of students were satisfactory.

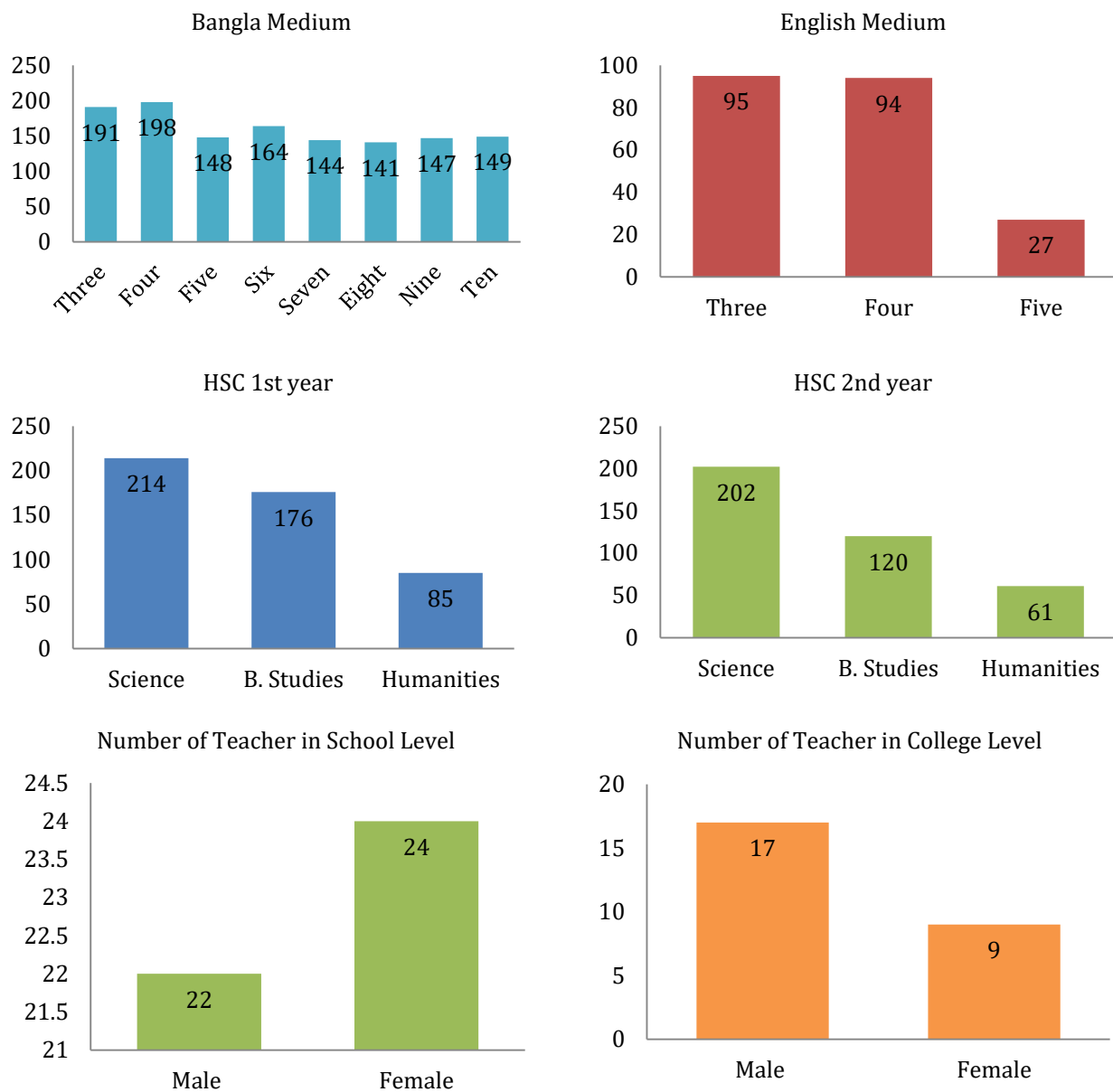


Figure 02. Student's and Teacher's profile of IPSC

Table 02. Result analysis of JSC Examination from 2014-2016

Year	Appeared	GPA 5	4.5 < 5	Grade F	Total passed	% of pass
2016	144	140	04	Nil	144	100
2015	163	157	06	Nil	163	100
2014	118	115	03	Nil	118	100

The study also found that all the appeared candidates were passed (100%) successfully in the Secondary School Certificate (SSC) examination from 2014-2016. In 2016, about 112 science group students got GPA 5 from 127 students, which was more than 2015 followed by 2014. On the other hand, the trend was different in the business studies group. Though there were no students got GPA 3 < 4 in 2014, 2015 but except in 2016. The trend of getting GPA 4 < 5 of two groups (Science and Business studies) were also satisfied concerning total appeared students in SSC Examination from 2014-2016 (Table 03, Table 04 and Table 05). By considering the statistics of SSC results, it can be concluded that the educational environment of IPSC and the performance of students were also

satisfactory. The more enriched the learning environments are, the greater and more widespread are the benefits for academic performance and other student outcomes (Eimuhi and Ogedegbe, 2016).

Table 03. Result analysis of SSC Examination-2016

Group	Appeared	GPA 5	4 < 5	3 < 4	Grade F	Total passed	% of pass
Science	127	112	15	Nil	Nil	127	100
Business Studies	21	04	16	01	Nil	21	100
Total	148	116	31	01	Nil	148	100

Table 04. Result analysis of SSC Examination-2015

Group	Appeared	GPA 5	4 < 5	3 < 4	Grade F	Total passed	% of pass
Science	87	79	08	Nil	Nil	87	100
Business Studies	19	14	05	Nil	Nil	19	100
Total	106	93	13	Nil	Nil	106	100

Table 05. Result analysis of SSC Examination-2014

Group	Appeared	GPA 5	4 < 5	3 < 4	Grade F	Total passed	% of pass
Science	105	97	08	Nil	Nil	105	100
Business Studies	16	08	08	Nil	Nil	16	100
Total	121	105	16	Nil	Nil	121	100

The study depicted that all the appeared candidates (234) of three groups (Science, Business Studies and Humanities) were passed successfully in HSC Examination-2014 but a little bit except in 2015 and 2016. The trend of getting GPA 5 students of all groups was down consistently from 2014-2016. On the other hand, the number of getting GPA 4<5 students of two groups (Science and Business studies) were more consistent than GPA 3<4 but except in Humanities. About 02 and 03 appeared students of Humanities were failed in HSC Examination-2015 and 2016 respectively but except in 2014. Though no students were absent in 2014 and 2015, only 01 students could not be present in HSC Exam-2016 (Table 06, Table 07 and Table 08). By considering the statistics of HSC result, it can be concluded that the teaching-learning environment of IPSC and the performance of students were also satisfactory. According to Basque and Dare (1998), higher-achieving students are likely exposed to curriculum content under an ideal learning environment. Frenzel et al. (2007) attributed underachievement in academics as a result of poor learning conditions. This also affirmed that most scholars think that educational attainment/achievement is likely to be determined by the idealness of the learning environment.

Table 06. Result analysis of HSC Examination-2016

Group	Appeared	GPA 5	4<5	3<4	Absent	Grade F	Total passed	% of Pass
Science	123	31	87	05	Nil	Nil	123	100
Business Studies	106	06	70	29	01	Nil	105	100
Humanities	38	00	11	24	Nil	03	35	92.17
Total	267	37	168	58	01	03	263	98.88

Table 07. Result analysis of HSC Examination-2015

Group	Appeared	GPA 5	4<5	3<4	2<3	Grade F	Total passed	% of Pass
Science	119	40	77	02	Nil	Nil	119	100
Business Studies	100	12	72	16	Nil	Nil	100	100
Humanities	52	01	25	20	04	02	50	96.15
Total	271	53	174	38	04	02	269	99.26

Table 08. Result analysis of HSC Examination-2014

Result/Group	Appeared	GPA 5	4<5	3<4	2<3	Grade F	Total passed	% of Pass
Science	112	50	61	01	Nil	Nil	112	100
Business Studies	66	21	42	03	Nil	Nil	66	100
Humanities	56	02	28	22	04	Nil	56	100
Total	234	73	131	26	04	Nil	234	100

Perception on teaching-learning environment of IPSC

It was found that all of the teachers opined very likely on the teaching-learning activities of IPSC. About 90% of teachers supported that the environment of this institute was perfect for quality teaching-learning along with the existence of adequate teachers and classrooms (Table 09). About 95% of teachers seemed that the teacher-student ratio was excellent and 60% thought teaching aids and different teaching methods were supposed to be used regularly. On the other hand, about 50% and 40% of teachers opined very likely on the practices or integration of technology and sufficient space for teacher collaboration. The study also found that about 80% of teachers opined on the appropriate class size and air quality of the institute and about 70% of teachers were supported on the proper training and motivation (Abdullah et al., 2019) (Table 09). By considering the statistics, the teaching-learning environment of IPSC was satisfied with little bit except. Students of a school with adequate facilities, good teachers and a favorable environment perform better than schools with fewer facilities, unqualified teachers and unfavorable environments (Mudassir and Norsuhaily, 2015).

Table 09. Opinion of teachers on teaching-learning environment of IPSC

Sl No.	Statements	Response in percentage (%)			
		Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
1	Teaching learning activities occurs regularly	100	0	0	0
2	Environment of this institute is perfect for quality teaching learning	90	7	3	0
3	Teacher- student ratio is suitable	95	4	1	0
4	Teaching aids and different teaching methods are used regularly	60	25	5	10
5	Adequate teachers and classrooms exist in this institute	90	5	5	0
6	More integration of technology to support learning	50	10	10	30
7	More open spaces to support teacher collaboration	40	10	30	20
8	Class size and air quality of institute is appropriate	80	5	5	10
9	Proper training and motivation are provided regularly	70	5	10	15

The study found that most students showed positive responses to their educational institute with a little bit except. About 70% of students opined positively on the perfection of the institute, adequate toilets and the regular arrangement of co-curricular activities; and about 85% students were satisfied with the availability of classrooms, 75% on adequate library facilities and 77% on the adequate class size for learning. School climate, discipline and physical facilities have a significant influence on the academic achievement of students (Odeh et al., 2015).

Table 10. Opinion of students on teaching-learning environment of IPSC

Sl No.	Statements	Response (%)	
		Yes	No
1	This institute is favorite for students	70	30
2	Available classrooms exist	85	15
3	Adequate toilets exist for students	70	30
4	Have safe drinking water system	20	80
5	Adequate library facilities	75	25
6	Arranged co-curricular activities regularly	70	30
7	Playground is enough for learners	50	50
8	Class size is adequate for learning	77	23
9	Arrangement of debate and cultural club	40	60
10	Teaching-learning activities occurs regularly	100	0
11	Have wall clock, desk and dustbin in each classroom	95	5

On the other hand, most of the students were expressed their negative responses on safe drinking water and the arrangement of debate and cultural club (Table 10). The study also found that all (100%) the students answered firmly that teaching-learning activities occurred regularly and about 95% of students disclosed that each classroom was enriched with a wall clock, desk and dustbin. Based on their responses, it can be concluded that they were almost satisfied with the educational environment of IPSC. These findings are consistent with Whittle et al. (2007).

Strong and weak points of IPSC

Some points were selected based on the entire school environment to collect data from teachers. After analyzing the collected data, it was divided into two categories (Strong points and Weak points). The study found that each institute's teachers agreed on the satisfaction of school environment and availability of playground along with a flower garden (Table 11). About 95% of teachers were opined positive responses on the availability of wall clock, desk and dustbin in each classroom; and about 90% of teachers agreed that teacher-pupil relation and ratio were appropriate, evaluation method of this institute was satisfactory and manpower of this institute was sufficient. The study also revealed that about 85% of teachers positively responded to learners' interest-based education and co-curricular activities (Table 11). On the other hand, some of the teachers were expressed their negative reactions to practicing club work and the availability of computer lab. It can be concluded that the responses of teachers on the weak point of the institute were satisfactory.

Table 11. Perception of teachers on strong points of IPSC

Sl no.	Statements	Response (%)	
		Agree	Disagree
1.	School environment is satisfying to students.	100	0
2.	Teacher-pupil relation and ratio appropriate.	90	10
3.	Education provides based on learner's interest.	85	15
4.	Evaluation system of this institute gives students motivation for learning.	90	10
5.	Co-curricular activities are arranged regularly.	85	15
6.	Different cultural clubs work for practicing culture.	75	25
7.	There is a vast playground and a flower garden in the institute.	100	0
8.	Manpower of this institute is adequate.	90	10
9.	Lab is set with many computers.	75	25
10.	There are wall clock, desk and dustbin in each classroom.	95	5

According to the study, approximately 50% of teachers agreed that their class was incomplete on just time, that comparatively difficult subject periods were conducted after Tiffin, that the Canteen area was small scale and the price of Tiffin was high, that Tiffin time was short and that the classroom environment did not support the use of teaching aids. Around 70% of teachers also agreed that the use of teaching aids was low and that there was no maintenance system, while 55% of teachers agreed that there was no Parent-Teacher Association (PTA) meeting, no teacher coordination, a lack of drinking water, technology was not set up for each class and classroom size was insufficient (Table 12). By examining the ratio of instructor responses to weak areas or claims, it is possible to determine that the IPSC teaching-learning environment was adequate.

Table 12. Perception of teachers on weak points of IPSC

Sl No.	Statements	Response (%)	
		Agree	Disagree
1	Some teachers cannot complete class in just time.	50	50
2	Use of teaching aids is low and do not have maintenance system	70	30
3	Comparatively difficult subject periods are conducted after Tiffin.	50	50
4	Canteen area is small scale and price of Tiffin high and Tiffin time is short.	50	50
5	Lack of PTA meetings, lack of teacher coordination and shortage of drinking water.	55	45
6	No separate room for practicing debate and literature.	60	40
7	Technology is not set up for each class and classroom size is not enough.	55	45
8	Classroom environment does not support to use of teaching aids.	50	50

Teaching methods of IPSC

It is necessary to analyze how and what learners should learn in class or out of class, either freely or with others, as well as how to conduct in-class and out-of-class activities that correctly employ more active learning strategies. Classroom activities become fruitful with the modern and psychological methods by teacher training. The study depicted that most of the teachers (80%) used the lecture method followed by the lecture method and group work (65%), lecture method and display method (60%) and participatory method (50%) as well. On the other hand, only 5% Teachers were responded positively on problem-solving and field trips (Table 13). Teachers also used short lesson plan to fruitful classroom activities with these methods. Besides, unit plan was used according to the school syllabus so that classroom activities might be effective.

Table 13. Teaching methods followed by teacher

Sl No.	Different teaching methods	Response (%)
1	Lecture Method	80
2	Audio-Visual	30
3	Group Work	30
4	Learning by doing	35
5	Problem solving	5
6	Field Trip	5
7	Display method	30
8	Participatory Method	50
9	Lecture Method and Group Work	65
10	Lecture Method and Display Method	60
11	Others	10

Discipline and maintenance of IPSC

The study also revealed the discipline and maintenance of IPSC by interviewing the principal and vice-principal of the institute. The authority, along with teachers of IPSC was aware of maintaining discipline properly. The entire school campus was controlled by a close circuit camera for maintaining outer discipline. The situation was observed regularly by the principal and control room. Punishment was given to the learners who broke the discipline, such as parents calling, expelled (without physical punishment). Digital attendance devices were set up on school campuses for classes nine to twelve. It is concluded that the rules of discipline and maintenance of IPSC was environmental friendly.

Future plan for the entire development of IPSC

The study was come to know about the future plan of the entire development of IPSC by interviewing principal and vice-principal. As there were no separate teachers for conducting two shifts (Morning and Day), both will be taught/conducted by separate teachers as possible in the future. The number of students will be turned into 40 from the existing 50 students for practical classroom activities. Education will be provided with playing. Teaching will be a common method in all types of classes. Students will be trained to build a knowledge-based society. Separate lab will be established for each subject. All necessary materials will be managed in lab and all teaching aids will be kept up in discrete rooms. Locker will be set up in classroom to keep teaching aids so that teacher-student can use quickly needed time.

IV. Conclusion

There is a strong correlation between IPSC's teaching-learning environment and its overall statistics, including the teacher-students ratio, student performance in the public examinations, student-teachers' perception, and discipline. Furthermore, it has been shown that most teachers and students have a good outlook on the school's overall atmosphere. All of the institute's operations, including its infrastructure, school administration system and learning area, are conducive to education. We have discovered an internal problem (eg, lack of knowledge about teaching, insufficient supply of teaching aids, etc.) and that IPSC is a vital tool for development (eg, teacher-centered learning, etc.). The study recommends C-in-Ed, DPED, Bachelor's and Master's degrees in education for all teachers to ensure proper training and education. The study could not study the effect of environment on student's learning and explore the relationship between job satisfaction of teachers and learning satisfaction of learners.

Conflict of interest

The authors declared that they do not have any potential conflict of interest.

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