



State of Instructional Educational Facilities of Primary Education at Upazila Level

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ABSTRACT

Primary education is a basic education for all, which depends on different agencies and factors to ensure its quality. The study assessed the state of instructional facilities in primary education at the Upazila level in Bangladesh. An explanatory sequential design and mixed methods have been used in this study. The researcher has collected quantitative data by surveying primary school head teachers and selected schools from two upazilas: Charchat in Rajshahi and Sundargonj in Gaibandha District. The sample for the study was determined by stratified and simple random sampling. The total schools were 12 and 42 in both study areas. Through different interviews, questionnaire surveys, and document reviews, the researcher has explored the scenario of instructional educational facilities and provided suggestions to ensure quality primary education. The study finds that the Upazila Education Office should be at the vanguard of achieving quality primary education by ensuring the excellence of the school environment through instructional facilities with the help of the government, School Management Committee (SMC), Parent-Teacher Association (PTA), and communities. Overall, the government should prioritize investing in the improvement of instructional facilities in primary schools, as it directly impacts the quality of education and the ultimate academic performance of the students.

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1. INTRODUCTION

Education is fundamental to the development of a country. Primary education constructs the foundation of the basic skills of the children; builds founding blocks of their values, codes, and morality; and reduces intra- and inter-generational discriminations. Consequently, the government has placed a high priority on its quality, particularly at the primary level in Bangladesh which is the basic human right for every child. It is not only the state functionaries, but also the parents and households, who should ensure the quality of standard primary education for their children. Afterward, parents consider quality education as a value mainly in a family and view quality as a score uses for finding a job, school regards quality as the achievement of success of graduates; community refers to quality as school performance in countrywide test and achievement of graduates and maintaining a perception of the nation's history, and overall, creating country competitiveness in the global market of the economy. Quality of education relates to the physical educational environment, students' achievement, their continuation in school, and daily attendance. The physical primary school environment presented a contributing independent factor in the cognitive and affective improvement of students. The educational environment has been classified into social, instructional, cosmetic, and physical facilities (Kaushal, 2016). To achieve those components of quality primary education, the government of Bangladesh initiated the mission of reconstruction, the whole education system bestowing the philosophy of a new state and nationalizing all non-government primary schools to introduce a new era in the history of our education. All primary age cluster children are in school and no drop-out at all. Every child who enrolls in class-I passes through all classes and completes class V.

As a result of government and non-government initiatives, enrollment rates in different corridors at the primary level (especially girls) are admirable; it will be impressive if the drop-out rate would decrease. From class one to five students gradually and continuously dropped out of school. At the end of the result, half of the students dropped out of their primary education and it is lugubrious. Because of the poor quality of governance of primary education, guardians are sending their children to kindergarten and other private sector primary schools. Government primary education is free and compulsory for all children; it is run by the state positively though it still stands far apart from the quality primary education for all. If educational objectives are to be met, the primary school must integrate learning with instructional materials. Most of the primary schools' instructional educational facilities are not adequate and useable for quality primary education (Briggs, 2019). Because of these, we have not yet ensured 100% of enrollment and quality primary education for all segments of all pupils and no drop out which is also the biggest challenge for Bangladesh. Bangladesh faces several problems including those low performance, retention, and drop-out of students is a matter of concern at the primary level. Now the cycle of primary school completion rate is 81.4 % of and the dropout rate is 18.6 % of (as shown in the 2018 Annual Report on Primary School Census-2018).

Without obtaining a noteworthy decrease in dropouts and without confirming that all pupils far-reaching the platform in primary education, connecting a reform plan oriented to attain quality and wanted the standard, full expansion of the education sector cannot be confirmed. The state is only responsible to ensure quality primary education for all and solely responsible to manage and establish instructional educational facilities on the property, land, school building, laptop, multimedia classroom, library, laboratories, toilet facilities, playing field and equipment, chalkboard, teaching materials, book corner, and health service in

primary school (Acharya & Maharjan, 2017). These may increase students' interest to learn in many ways in government primary schools (Akomolafe & Adesua, 2016).

This study explored how an emphasis on instructional educational facilities in primary schools at the Upazila level, in the period 2018-2019, produced successes and disappointments in the drive to ensure quality primary education for each child. Hopefully, the lessons learned here will help Bangladesh education policymakers to identify and plan for the next steps forward

2. METHOD

The study used mixed methods and mostly qualitative approaches. The explanatory sequential design has been used for data collection and analysis. We collected quantitative data by surveying primary school head teachers (HT) and selected schools from two Upazila of Charchat in Rajshahi and Sundargonj in Gaibandha. The sample for the study was determined by stratified and simple random sampling. The total schools were (12 and 42) 54 in both study areas. In addition, forum group discussion (FGD) and the use of key informants were applied to collect more in-depth information to supplement the survey data. Simultaneously we went through some secondary data to have content analysis. Conducting a review of the literature and previous research related to this research have used some statistical tools like mean, median, mode, and statistical package of social science (SPSS) software.

3. RESULTS AND DISCUSSION

3.1. The Volume of Land in School

A primary school is a significant tool that facilitates preparing children for living morally, decently, creatively, innovatively, and productively in a democratic society by the development of basic skills of reading, writing, geometry, and arithmetic. Moreover, they can learn about people, places, social values, environment, and nature. Because of this, the constitutional responsibility of the government of Bangladesh is to establish at least one primary school in the village that has none. The land is a very important factor of any educational institution for establishing different educational physical facilities of classrooms, libraries, administrative offices, teacher's lounges, auditoriums, playgrounds, gardens with seasonal fruits and flowers, store room for teaching materials, wash blocks with sanitary facilities and all other innovative structures associated with such school buildings to ensure school attractiveness for children through the development of educational positive environment to ensure quality primary education (Moore, 1998).

A vast volume of land is needed to establish such infrastructure in a school, but a large number of the primary schools in Bangladesh have no necessary land to establish those physical facilities in making the school environment joyful for learners. **Table 1** shows that only 11.96% of schools are capable of establishing different types of physical facilities for ensuring quality education and 17.35% of schools are unable to establish a minimum requirement of classrooms for the teaching-learning process for want of land. About 70% of schools can establish academic buildings with some physical facilities and are unable to establish all types of physical facilities to ensure the quality of primary education (QPE). Most of the HT, assistant teacher (AT), and Upazila Education Officer (UEO)/ Assistant Upazila Education Officer (AUEO) stated that all primary schools should have a volume of land minimum of 40-50 Katha or one acre for establishing different types of physical facilities to ensure quality education and government circular should be changed the requirement of 15 and 18 Katha of land in an urban and rural area for establishing new primary school.

Table 1. The volume of land in school.

Variable	Volume of Land	Frequency (%)
How many volumes of land have the primary school established different types of educational physical facilities for ensuring quality education for all?	15-20 Katha	17.35
	21-25 Katha	23.46
	26-30 Katha	25.71
	31-35 Katha	21.52
	36-Above Katha	11.96

3.2. Condition of Primary School Building

The design of the school building is first and foremost for the demeanor of academic activities and it includes a classroom, library, HT's room, office rooms, teachers' lounge, eating room, wash block with sanitary facilities, cultural room, and all other structures associated with the needs of students for promoting their educational instructions easily to ensure quality education (Kapur, 2019). Besides, the school buildings are of troublesome significance for the teaching-learning process, suggesting an effect of physical circumstances on teachers' morale, their personal safety, and common learning outcomes. Academic performance was confidently related to the situation, quality, and age of the school building. All the same, as a physical educational environment, the school buildings should be attractive and eye-catching for the well-being of students of primary education to ensure education quality at all levels in Bangladesh.

The students of the new school building significantly outperformed the students in the older building in reading, writing, listening, talking, and arithmetic. Moreover, students in the new building reported fewer disciplinary incidents and health conditions than the students in the old buildings. The enrollment, attendance, and retention of primary school children are better with those students in the new building than in the old building. After analyzing field data, **Figure 1** describes that about 55% of school buildings are in good and eye-catching condition to ensure attendance and completion of a primary cycle and about 45% of schools are not able to attract children by their building attractiveness. All students, HT, AT, and concerned officers of PS believe that all school buildings should be multistoried and it would be very much attractive with structural and cosmetic items so that all stakeholders of primary school become more positive and interested in the condition of the school building for sending their children in school.

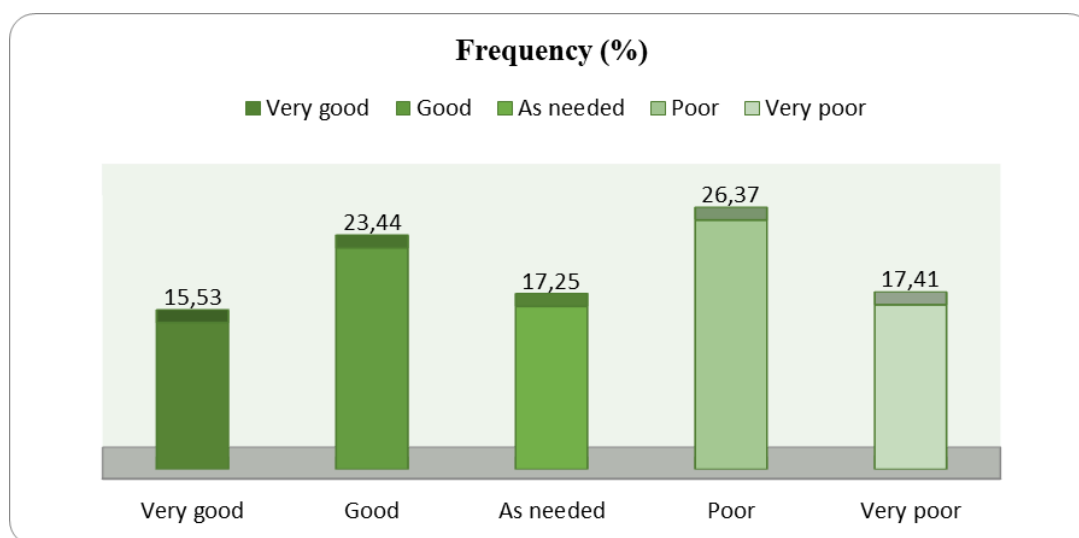


Figure 1. Condition of primary school building.

3.3. Number and Situation of Classroom in School

A classroom is a room in a school where a class is taught which aims to provide a safe and sound space where learning can take place continuously by other distractions and its supportive and positive environmental facilities are the most significant factors that affect children learning effectively to ensure quality education (Lyimo & Kipng'etich, 2017). Thoroughly put, children learn better when they view the learning environment of the classroom as encouraging and sympathetic in their school. Moreover, classroom learning assists learners and teachers to know each other in a better manner. Such a situation allows teachers to know the learner and assess their strengths and weaknesses better, act as mentors, and guide students in their career potential to ensure quality education in Bangladesh (Dorman *et al.*, 2006).

Most of the one-shift schools suffered from classroom problems and their enrolled students are more than classrooms (see **Table 2**). Because of this, students sat in class with a huddle or density. The density of the classroom was not easy to seat and move for the entire student (Owoeye & Yara, 2011). It is found from the survey about the number of classrooms, 68% of schools has 0-6 classrooms in their school to conduct the teaching-learning process only and there is no other room such as a separate head, an AT room, office room, prayer room for teacher and student, cultural room, teaching materials preserving room, honesty shop room, humanity wall room, book corner/library, ICT room, store room, etc. and in the opposite side, 32% of school have 6-13 class and other room to ensure other activities besides teaching-learning process in ensuring QPE. Among these schools of the study area, 17.58% of schools can ensure the teaching-learning process of all students and they have huge children rather than their classrooms which are overcrowded and this is also a hindrance to ensuring QPE for all. In response to this question, all students and teachers mentioned, all GPS should have a minimum of 6 classrooms and 9 other rooms to conduct the teaching-learning process and other educational activities such as cultural and co-curricular to ensure QPE for all children smoothly. Therefore, the government should take proper steps to build at least 15 rooms in each primary school to ensure all educational activities.

Table 2. Availability of classroom in school.

Variable	Number of Classrooms	Frequency (%)
How many classrooms are in a school?	0-4	37.69
	4-6	30.91
	6-8	15.69
	8-10	09.87
	10-above	05.84
Variable	Situation of Classroom	Frequency (%)
How is the seating situation in a classroom?	Overcrowding	17.58
	Not overcrowding	82.42

3.4. Classroom and Seating Arrangement

The importance of furniture in school is undeniable to ensure quality education and student high achievements are associated with less noisy schools, enough graffiti, and where sufficient classroom seating and writing arrangement, and students' lockers in good condition. Both out-of-class circumstances and in-class environments can foster students' learning (Kazuzuru, 2019). The availability and quality of seating and writing arrangement in the classroom, especially benches or desks and chairs are comfortable and students friendly (Ohia, 2019). Moreover, suitable seating and writing arrangements will make it

easier for students to learn. Similarly, books shelved in classrooms, clocks, enough graffiti of bibliography, moral sentences, and a hygienic atmosphere assists child in their learning outcomes properly. However, most of the primary schools did not have the necessary and comfortable equipment for all students to ensure quality education.

The female and male learners sat in separate columns in their seats (**Figure 2**). The students in some of the PS classes were found sitting congested in their seats, hardly able to move and some students had to stand up to complete the class. They were gossiping, rampaging, making clamors, pinching each other, and normally not engaged in purposeful activity for want of necessary seating and classroom arrangement of all learners. Mostly, the lack of seating, writing and classroom arrangement, and education-related equipment for teachers and students affect child learning at the primary level in Bangladesh (Suleman, 2015). The result of the field survey demonstrated that there are 43.57% of schools have to confront the trouble of seating and classroom arrangement for all students and they have to perform their class with the teacher by standing because of these reasons, most of the time the children did not come to their school regularly and finally they become dropout from school. All teachers, officers, and students felt that the government should ensure a separate and comfortable classroom, seating, and writing arrangement for all students which will encourage them to come to school regularly in ensuring QPE in Bangladesh.

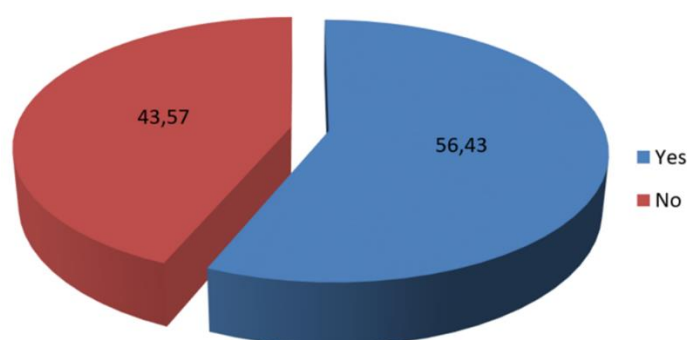


Figure 2. Classroom and seating arrangement of school.

3.5. Laptop and Multimedia Facilities

The multimedia classroom offers the advantage to conduct teaching-learning strategies through ICT-based mediums which are very effective for learners who learn through observing the teaching and learning process, as well as those who learn through listening (Arshad et al., 2019). This is also more capable of meeting the educational requirements for all learners and is very significant for the learner of special needs too (Zainuddin & Subri, 2017). In the activities of the classroom, the learner is also affluent in information technology and quality education can be ensured by using this properly in the classroom because of this, GOB has provided laptop and multimedia types of educational equipment in all GPS for receiving excellent benefits through the multimedia-based classroom in the teaching-learning process but most of the primary schools in Bangladesh did not use this multimedia and laptop in their classroom to ensure quality education for all in Bangladesh (2018 Annual Report on Primary School Census-2018) (see **Table 3**).

Creating a positive atmosphere for teaching and learning is one of the significant stimulating features of the learning process and also one of the most complicated tasks for teachers. By multimedia teaching-learning process, teachers can play the role of facilitator, mentor, problem setter, and guide as opposed to the role of controller in a class (Singh & Singh, 2014). The supply and use of multimedia in schools and classroom by the government

and teachers are not remarkable and satisfactory. The reflection of survey results shows, 74.52 and 25.09% of schools have received laptops with multimedia to ensure the teaching-learning process in the classroom for all students and government did not provide laptops and multimedia in 25.48 and 74.91% of schools which is a great hindrance to ensure multimedia base class at a primary level all over Bangladesh. Similarly, only 7.31% of school teachers used their laptops and multimedia in their classrooms. In response to this question, HT blamed that, the government did not provide laptops and multimedia in all primary schools and did not provide enough computer training for all teachers to maintain multimedia in the classroom. Besides providing laptops and multimedia in all GPS, the government should provide necessary ICT/computer training to all teachers of all GPS and make them more capable of using multimedia-based teaching-learning processes in the classroom for ensuring quality primary education.

Table 3. Laptop and multimedia facilities.

Variables		Frequency (%)
Did the school have laptops for use in the classroom by their teachers?	Yes	74.52
	No	25.48
Did the school have multimedia for use in the classroom by their teachers?	Yes	25.09
	No	74.91
Did teachers use multimedia and laptops in their classrooms?	Yes	07.31
	No	92.69

3.6. Museum, Book Corner, Library, and Landscaping

In Greek form, museum, it meant “seat of the muses” which nominated a philosophical institution of contemplation which played an integral role in preserving the historical evaluation of our country. Exhibits tell us stories about how our nation, countries, and cultures came to be and without them, those stories could be forgotten. Besides, as a part of innovative activities of book corner is a place, where the school authority will be stored some books of refreshment history of independent related to Bangladesh, biographies books of famous persons as like as Bangabandhu Sheikh Mujibur Rahman, and memoirist books for reading and exhibition for all students and a library is a place in where reading materials, such as books, periodicals, newspapers, and many other resources are kept for make use of or lending for the learners at primary level which are also the part of education quality (Holmberg *et al.*, 2009). The poor achievement of learners in examinations can be associated with insufficient amenities in primary school including textbooks and libraries (Olubor, 1998). The Ministry of Primary and Mass Education (MOPME) declared that all GPS authorities will establish book corners, mini museums, landscaping, and libraries in their schools to ensure quality primary education for all in Bangladesh. But, most HTs are very much negligent to establish such types of innovative swooshing in their school. **Figure 3** shows that 98.75 primary schools have no mini museum for want of extra room, government facilities, and HT’s reluctant attitude and only 2.47% of school has a library by own arrangement of school authority, and 65.39% of school has book corner but decoration and number of books is very poor.

On the other hand, 63.29% of school has landscaping that encourages children to come to school and 29.89% of school has nothing of this. All the teachers, officers, and students of class VI also mentioned, these can represent physically Bangladesh and children will learn easily by its history which affect student learning. It is very regrettable that, besides the government, school authorities are also indifferent about libraries, mini museums, book

corners, and landscaping. However, government and its agencies of UE office should be more careful to establish these in all primary schools.

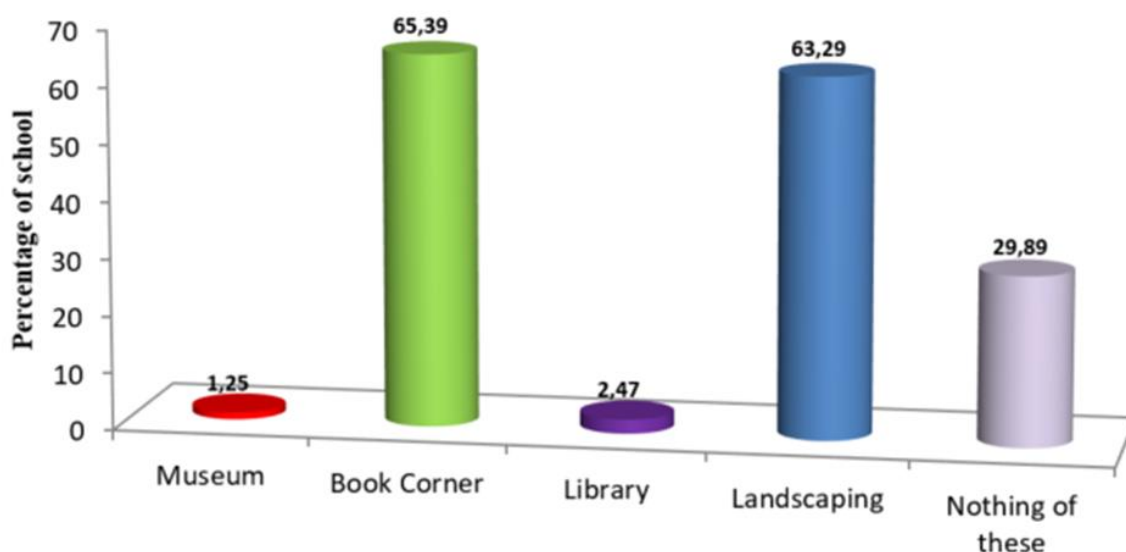


Figure 3. Presence of museum, book corner, library, and landscaping.

3.7. Playground with Playing Equipment

The primary education years were in the early and middle of the early childhood period and laid the foundation for accomplishment in school and outside. Even though this brief is focused on the pre-primary years, we note that learning through play is relevant throughout the whole early childhood period and beyond. The play may be indoors and outdoors which is related to the playground. Nowadays, playgrounds often have recreational equipment such as the jump rope, seesaw, carom, chess and many others which help children develop physical coordination, motor skills, cognitive abilities, strength, and flexibility, as well as providing common in modern playgrounds play structures that link many different pieces of materials. Moreover, playgrounds are a vital part of human life for children, their social interactions, play, health, and well-being. This also is the perfect place for children to engage in free play (Sandberg & Heden, 2011). When a child is on a playground, they can explore their natural tendencies, interact with a broader range of age groups and awaken their creative instinct. Because of this, the MOPME enacted a law towards all authorities of GPS to ensure a neat and clean playground with necessary playing equipment for achieving SDG-4 by ensuring QPE for all (see www.mopme.gov.bd (37.008.031.00.00.023.2014-40)). Nevertheless, most of the GPS playgrounds scenario are lugubrious.

When a child's school has a playground, these short breaks allow kids freedom, and fun which affects children's attendance in school. Moreover, when a child knows there will be opportunities to let loose, they often find it easier to listen and learn in the classroom environment which decreases dropout and increases enrollment. **Table 4** reported that 62.41% of primary schools have no playground and this school has no outdoor playing material for playing. Among these schools, some schools had very few playgrounds where all students did not play at a time. If boys played cricket, the girls did not play on the field. The playgrounds are also full of dust, brick, iron, and straw, cow dung which is very harmful and a hindrance to children's mental and physical health when playing. On the other hand, 69.27% of primary school has no necessary playing equipment for playing and 30.73% of school has some playing materials for football, ludo, carom, and chess but this equipment is not enough

usable for all students for want of storage system and physical teachers. All teachers, students, and officers said, government should take necessary steps to ensure a playable field with necessary playing equipment to ensure playing and government should recruit a physical teacher in all government primary school.

Table 4. Existence of playground with playing equipment.

Variables		Frequency (%)
Did the school have a playable playground for all students?	Yes	37.59
	No	62.41
Did the school have the necessary playing equipment for all students?	Yes	30.73
	No	69.27

3.8. Nutritional and Health Service for Students

In Bangladesh, both malnutrition and micronutrient deficiencies remain major problems that limit children's potential to succeed in school. Among school-age students, 32% are stunted, 70% are underweight, 13% are wasted, 55% are anemic, and 34% have iodine deficiency. In many cases, school children don't know they have a health problem, and their undernutrition, fatigue, and inability to concentrate are considered normal. Although, this mild chronic infection may have a substantial effect on their school attendance and ability to learn. Schoolchildren who lack certain nutrients in their diet, particularly iron and iodine, or who suffer from protein-energy malnutrition, hunger, or parasitic infections, are more likely to be absent from school than healthy children. Malnourished children are also more likely to repeat grades and drop out of school which is a barrier to ensuring basic education for all at the primary level in Bangladesh. However, there are no activities to keep learners healthy through the supply of iron, folic acid tablets, and the arrangement of students' health check-up programs besides, vitamin A capsules and worm tablets in all primary schools in Bangladesh.

School health and nutrition program aims to prevent and treat the causes of ill health that affect children's ability to learn while creating a safe supportive school environment that promotes healthy behaviors. Simple interventions such as regular deworming and micronutrient supplementation can prevent children from becoming anemic and can have a substantial effect on their school performance. This type of activity has to perform by small/pin-sized doctors with the help of Upazila Health Complex/Community Clinic to make sure primary school students are healthy (DOH, 2014). The result of the survey shows in **Table 5** that a deworming and vitamin A capsule campaign program is activated in 85.78% of schools and it is satisfactory but 14.22% of schools are not maintaining such a program in more remote areas where children's dropout rate is high rather than normal areas. 11.53% of schools supplied iron, and folic acid tablets for children, and 88.47% did not supply these types of medicine for children to make free from protein-energy related diseases of malnutrition, hunger, or parasitic infection which also increase dropout at the primary level. 05.46% of schools maintain health check or class base awareness programs by health assistants/providers in their schools and 94.54% of schools do not maintain such programs which affect children's learning. During the interview, the student teacher mentioned, the government should supply iron, and folic acid tablets, besides worm tablets and vitamin A capsules, and should arrange monthly health awareness classes or check-up programs for children by health assistants (CHCP) of community clinics. UEO/AUEO said the government should establish "Primary School Health Care Unit " (PSHCU) for primary school-age children at Ward/ Union level in Bangladesh.

Table 5. Initiatives in malnutrition and health service.

Variables		Frequency (%)
Did the school provide warm tablets and vitamin A capsules for all children?	Yes	85.78
	No	14.22
Did the school supply iron and folic acid tablets to remove malnutrition in children?	Yes	11.53
	No	88.47
Did the school have an arrangement for a health check-up program for Children by health assistant (CHCP)?	Yes	05.46
	No	94.54

3.9. Teaching Materials

Teaching-learning is a fine art that includes knowledge, management, and a talent for spreading and above all each aspect of paralinguistic. A teacher is a teaching aid and the activities which are used by them are the teaching materials in the classroom. The existence of teaching materials completely depends on the creative and ground-breaking ways of use by the teachers (Kumar, 2017). Teaching resources are any collected works of equipment together with living and non-living goals and individual and non-individual materials which an educator can make use of in teaching-learning procedures in her/his class to achieve desired learning goals and objectives at the primary level in Bangladesh to ensure education quality. Most of the teachers in primary school used chalk, duster, blackboards, and textbook, but they should use supplementary books, maps, charts, posters, and own created content-related materials in their classes. Therefore, most of the teachers are indifferent to using teaching-learning materials in their classes. Moreover, blackboards in several of the classes were not in usable shape. UEO and HT will ensure the supply and use of teaching materials by AT in the classroom to ensure quality primary education in Bangladesh.

Teachers are the driver and facilitators of the classroom who drive and facilitate the classroom according to her/his pace and aspiration (see Table 6). They make an atmosphere in which all the learners delve themselves into the ocean of knowledge which happens due to the usage of the teaching materials and aids used by the teacher in the classroom (Kumar, 2017). The teachers will make classroom knowledge of the ocean for his/her students by using different types of teaching materials but survey results report that 62.44% of schools have no/very little facilities and the rest of the school has necessary facilities of teaching materials. On the other hand, 75.61% of schools' teaching materials are not usable for want of preservation. The entire student claimed that most of the teachers did not use teaching materials in the teaching-learning process and they used chalk with blackboard which is outdated and it should be a marker and whiteboard. In this situation, teachers admit, we are very much reluctant to make, create and use teaching materials in classroom teaching. Moreover, there are not enough budgets to buy necessary teaching materials and no extra room to preserve those materials in school. During the interview, students, and teachers, mentioned, the government should ensure to buy and supply education objective-based teaching-learning materials, preserve and use in the classroom by teachers with the assistance of UEO/AUEO in all primary schools for ensuring QPE in Bangladesh.

Table 6. Teaching-learning materials in school.

Variables		Frequency (%)
Did the school have necessary teaching-learning materials for use in class?	Yes	37.56
	No	62.44
Are the teaching-learning materials (map, chart, blackboard, etc.) usable in school?	Yes	24.39
	No	75.61

3.10. Discussion

This study shows that primary school instructional facilities enhance children's academic performance. From the analysis data of 54 HT, primary schools, and 322 assistant teachers from two Upazila. School facilities appeared to have a significant influence on student's academic achievement. Based on the FGD and interview, the Department of primary education office (DPEO), UEO, AUEO, and other respondents agreed that school facilities can give an impact on student achievement. Then, analyzing the survey questionnaire there also has a significant influence on student improvement when the result of the analysis is compared to academic performance.

The results of the data prove that the availability of primary school facilities with good condition and modern equipment such as volume of land, school building, classroom, seating arrangements, laptop and multimedia facilities, book corner, library, playground and playing equipment, teaching materials, nutrition and health service of children may make students more interested and motivated for learning.

4. CONCLUSION

The findings of this study indicate that school instructional facilities may increase children's academic achievement. From the observation, interview, and survey of this research, students from adequate physical facilities in good condition may influence students to perform well in the learning process and examination. Therefore, the scarcity of these instructional facilities is attributed to the low academic achievement of students in primary school.

- (i) The government of Bangladesh to ensure that, the increase of students in primary schools should be commensurate with the number of instructional materials allocated in each school. This will pave the ways for students to reach their highest possible academic achievement at every step.
- (ii) The government of Bangladesh should come up with a policy on the provision of physical facilities in primary schools to allow the teaching-learning process to take place easily.
- (iii) The Ministry of Primary and Mass Education and Upazila Education Office should handle more courses related to school facilities like how to preserve or upkeep and maintenance of the facilities provided.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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