

Impacts of Assorted Model for Educational Management on Students' Learning at SSC level

By

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Abstract

The main objective of the study was to determine the impact of Assorted Model (AM) for educational management on students' learning achievement at secondary school level. The main ingredients of Assorted Model (AM) were culled from different models of educational management. Since the head of an institution plays pivotal role in students' learning, and the model he follows, to achieve institutional objectives. It was conceived that keeping in view the cultural sensitivities and local requirements an assumed effective model AM was developed to enhance students' learning. The study was experimental in nature and delimited to secondary schools. All the secondary schools of Islamabad Capital Territory (ICT) were the population of the study. Four secondary schools from ICT were selected randomly but conveniently through stratified sample technique. The sample schools were true representative of the population. Their head teachers were trained according to AM for two weeks by the researcher. It was ensured that they were not transferred during academic year 2009-2010 so that the validity of the experiment could be maintained. Students' learning achievements were measured thrice and compared through SPSS by applying independent sample t test with the achievements of previous years. It was found that the students' learning achievement was better than previous years and statistically significant. As regarded co-curricular achievements, these were also improved and statistically higher than previous years. It was concluded that AM was more effective than traditional management. One month AM oriented training for head teachers was recommended.