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.

1. Introduction

The basic responsibility of educational institutions is to provide such conducive environment for learners in which their inborn potential could be maximized. Maximization of potential is for making them useful and productive for other social fellows. Teachers, curriculum/books, facilities, culture of schools and above all the way in which these human and material resources are used are basic ingredients of school's environment. Different head of institutions have different approaches to run an institution to achieve institutional objectives. Consequently, different theories were emerged to be acted upon to produce intended results. Although human nature is same yet other variables, interventions do not allow any single approach/theory of management to be declared as the only one which works in educational institutions. As the more teachers, the more teaching methods, similarly, several models and theories were developed and practiced for educational management. Every model/theory has its story of strengths and weaknesses.

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control (Moskowitz & Hayman, 1976, p. 283)). Also, research from Berliner (1988) and Brophy & Good (1986) shows that the time that teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom (Berliner, 1988, p. 310; Brophy & Good, 1986, p. 335). From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations, as well as a cooperative learning environment (Allen 1986).

Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed, and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where students are successful *as a result of their own efforts* (Pintrich and De Groot 1990).

A Definition of Management

Some would define management as an art, while others would define it as a science. Whether management is an art or a science isn't what is most important. Management is a process that is used to accomplish organizational goals; that is, a process that is used to achieve what an organization wants to achieve. An organization could be a business, a school, a city, a group of volunteers, or any governmental entity. Managers are the people to whom this management task is assigned, and it is generally thought that they achieve the desired goals through the key functions of (1) planning, (2) organizing, (3) directing, and (4) controlling. Some would include leading as a managing function, but for the purposes of this discussion, leading is included as a part of directing.

The four key functions of management are applied throughout an organization regardless of whether it is a business, a government agency, or a church group. In a business, which will be the focus here, many different activities take place. For example, in a retail store there are people who buy merchandise to sell, people to sell the merchandise, people who prepare the merchandise for display, people who are responsible for advertising and promotion, people who do the accounting work, people who hire and train employees, and several other types of workers. There might be one manager for the entire store, but there are other managers at different levels who are more directly responsible for the people who perform all the other jobs. At each level of management, the four key functions of planning, organizing, directing, and controlling are included. The emphasis changes with each different level of manager, as will be explained later.

Planning:

Planning in any organization occurs in different ways and at all levels. A top-level manager, says the manager of a manufacturing plant, plans for different events than does a manager who supervises, say, a group of workers who are responsible for assembling modular homes on an assembly line. The plant manager must be concerned with the overall operations of the plant, while the assembly-line manager or supervisor is only responsible for the line that he or she oversees.

Planning could include setting organizational goals. This is usually done by higher-level managers in an organization. As a part of the planning process, the manager then develops strategies for achieving the goals of the organization. In order to implement the strategies, resources will be needed and must be acquired. The planners must also then determine the standards, or levels of quality, that need to be met in completing the tasks.

In general, planning can be strategic planning, tactical planning, or contingency planning. Strategic planning is long-range planning that is normally completed by top-level managers in an organization. Examples of strategic decisions managers make are who the customer or clientele should be, what products or services should be sold, and where the products and services should be sold.

Short-range or tactical planning is done for the benefit of lower-level managers, since it is the process of developing very detailed strategies about what needs to be done, who should do it, and how it should be done. To return to the previous example of assembling modular homes, as the home is nearing construction on the floor of the plant, plans must be made for the best way to move it through the plant so that each worker can complete assigned tasks in the most efficient manner. These plans can best be developed and implemented by the line managers who oversee the production process rather than managers who sit in an office and plan for the overall operation of the company. The tactical plans fit into the strategic plans and are necessary to implement the strategic plans.

Contingency planning allows for alternative courses of action when the primary plans that have been developed don't achieve the goals of the organization. In today's economic environment, plans may need to be changed very rapidly. Continuing with the example of building modular homes in the plant, what if the plant is using a nearby supplier for all the lumber used in the framing of the homes and the supplier has a major warehouse fire and loses its entire inventory of framing lumber. Contingency plans would make it possible for the modular home builder to continue construction by going to another supplier for the same lumber that it can no longer get from its former supplier.

Organizing:
Organizing refers to the way the organization allocates resources, assigns tasks, and goes about accomplishing its goals. In the process of organizing, managers arrange a framework that links all workers, tasks, and resources together so the organizational goals can be achieved. The framework is called organizational structure, which is discussed extensively in another article. Organizational structure is shown by an organizational chart, also discussed extensively in another article. The organizational chart that depicts the structure of the organization shows positions in the organization, usually beginning with the top-level manager (normally the president) at the top of the chart. Other managers are shown below the president.

There are many ways to structure an organization, which are discussed extensively in the articles referred to previously. It is important to note that the choice of structure is important for the type of organization, its clientele, and the products or services it provides—all which influence the goals of the organization.
Directing: Directing is the process that many people would most relate to managing. It is supervising, or leading workers to accomplish the goals of the organization. In many organizations, directing involves making assignments, assisting workers to carry out assignments, interpreting organizational policies, and informing workers of how well they are performing. To effectively carry out this function, managers must have leadership skills in order to get workers to perform effectively.

Some managers direct by empowering workers. This means that the manager doesn't stand like a taskmaster over the workers barking out orders and correcting mistakes. Empowered workers usually work in teams and are given the authority to make decisions about what plans will be carried out and how. Empowered workers have the support of managers who will assist them to make sure the goals of the organization are being met. It is generally thought that workers who are involved with the decision-making process feel more of a sense of ownership in their work, take more pride in their work, and are better performers on the job.

By the very nature of directing, it should be obvious that the manager must find a way to get workers to perform their jobs. There are many different ways managers can do this in addition to empowerment, and there are many theories about the best way to get workers to perform effectively and efficiently. Management theories and motivation are important topics and are discussed in detail in other articles.

Controlling:
The controlling function involves the evaluation activities that managers must perform. It is the process of determining if the company's goals and objectives are being met. This process also includes correcting

situations in which the goals and objectives are not being met. There are several activities that are a part of the controlling function.

Managers must first set standards of performance for workers. These standards are levels of performance that should be met. For example, in the modular home assembly process, the standard might be to have a home completed in eight working days as it moves through the construction line. This is a standard that must then be communicated to managers who are supervising workers, and then to the workers so they know what is expected of them.

After the standards have been set and communicated, it is the manager's responsibility to monitor performance to see that the standards are being met. If the manager watches the homes move through the construction process and sees that it takes ten days, something must be done about it. The standards that have been set are not being met. In this example, it should be relatively easy for managers to determine where the delays are occurring. Once the problems are analyzed and compared to expectations, then something must be done to correct the results. Normally, the managers would take corrective action by working with the employees who were causing the delays. There could be many reasons for the delays. Perhaps it isn't the fault of the workers but instead is due to inadequate equipment or an insufficient number of workers. Whatever the problem, corrective action should be taken.

Management:
Management can be defined as working with people to determine, interpret, and achieve organizational objectives by performing the function of planning, organizing, staffing, leading and controlling(Megginson,et al.1992).
The following approaches/theories of management have been greatly in practice:
   a) Classical Management
   b) Behavioral Management
   c) Contemporary Management
   d) Supportive Management
   e) Participatory Management
   f) Quantitative Management
   g) The system Management
   h) Situational Management.

Willower (1980) asserted that practitioners always find difficult to implement a theory as it is because of real world's situations. He is of the view that there is a gap between theory and practice which needed to be bridged. Willower (1980) rightly suggests alignment between academics and mangers. Assorted Model was conceived from the same scenario.

Educational management is a field of study and practice concerned with the operation of educational organizations. The present author has argued consistently (Bush, 1986; Bush, 1995; Bush, 1999; Bush, 2003) that educational management has to be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin the management of educational institutions. Unless this link between purpose and management is clear and close, there is a danger of "managerialism . . . a stress on procedures at the expense of educational purpose and values" (Bush, 1999, p. 240). "Management possesses no super-ordinate goals or values of its own. The pursuit of efficiency may be the mission statement of management – but this is efficiency in the achievement of objectives which others define" (Newman & Clarke, 1994, p. 29).

According to specialists in the field of education, school and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of school and classroom management. Classroom management focuses on three

major components: content management, conduct management, and covenant management. Each of these concepts is defined and presented with details in a list of observable elements in effective teaching practices. Research shows that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. In this respect, it has been found that teachers facing such issues fail to plan and design appropriate instructional tasks. They also tend to neglect variety in lesson plans and rarely prompt students to discuss or evaluate the materials that they are learning. In addition, student comprehension or seat work is not monitored on a regular basis.

In contrast, strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems. In this light, content management "does not refer to skills peculiar to teaching a particular subject but rather to those skills that cut across subjects and activities" (Froyen & Iverson, 1999, p. 128). Doyle stressed that the core of instructional management is gaining and maintaining student cooperation in learning activities (as cited in Froyen & Iverson, 1999, p. 128).

Related to content management, Kounin (as cited in Froyen & Iverson, 1999, p. 129) places a special emphasis on instructional management skills, sequencing and integrating additional instructional activities, and dealing with instruction-related discipline problems.

Conduct management is centered on one's beliefs about the nature of people. By integrating knowledge about human diversity (and individuality, at the same time) into a particular instructional philosophy, teachers could manage their classrooms in a better, more effective way.

Researchers have pointed out the importance of assisting students in positive behaviors. In planning classroom management, teachers should consider using an assertive communication style and behavior. In addition, they should always know what they want their students to do and involve them in the respective learning activities, under the general conditions of clearly and explicitly stated school wide and classroom rules.

Although there is no agreed-upon definition of classroom management, the framework offered by Evertson and Weinstein (2006) represents a current and widely accepted view. According to Everts on and Weinstein, classroom management has two distinct purposes: "*It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth*" (p. 4). The authors identify five specific tasks that show classroom management is a multi-faceted activity. It extends beyond some of the more traditional behavior management techniques frequently recommended to deal with students with disruptive behavior. Specifically, they note that teachers should do the following:

- Develop caring, supportive relationships with and among students;
- Organize and implement instruction in ways that optimize students' access to learning;
- Use group management methods that encourage student engagement with academic tasks;
- promote the development of student social skills and self-regulation; and
- Use appropriate interventions to assist students who have behavior problems.
  Common mistakes in classroom behavior management
- In an effort to maintain order in the classroom, sometimes teachers can actually make the problems worse. Therefore, it is important to consider some of the basic mistakes commonly made when implementing classroom behavior management strategies. For example, a common mistake made by teachers is to define the problem behavior by how it looks without considering its function.Barbetta, P., Norona, K. & Bicard, D. (2005). Classroom behavior management: A dozen common mistakes and what to do instead. Preventing School Failures. Vol. 49, Issue 3, p 11-19.
- Interventions are more likely to be effective when they are individualized to address the specific function of the problem behavior. Two students with similar looking misbehavior may require entirely different intervention strategies if the behaviors are serving different functions. Teachers

need to understand that they need to be able to change the ways they do things from year to year, as the children change. Not every approach works for every child. Teachers need to learn to be flexible. Another common mistake is for the teacher to become increasingly frustrated and negative when an approach is not working.Barbetta, P., Norona, K. & Bicard, D. (2005). Classroom behavior management: A dozen common mistakes and what to do instead. Preventing School Failures. Vol. 49, Issue 3, p 11-19.

- The teacher may raise his or her voice or increase adverse consequences in an effort to make the approach work. This type of interaction may impair the teacher-student relationship. Instead of allowing this to happen, it is often better to simply try a new approach.

- Inconsistency in expectations and consequences is an additional mistake that can lead to dysfunction in the classroom Barbetta, P., Norona, K. & Bicard, D. (2005). Classroom behavior management: A dozen common mistakes and what to do instead. Preventing School Failures. Vol. 49, Issue 3, p 11-19. Teachers must be consistent in their expectations and consequences to help ensure that students understand that rules will be enforced. To avoid this, teachers should communicate expectations to students clearly and be sufficiently committed to the classroom management procedures to enforce them consistently.

Classroom Management as Time Management

Kauchak and Eggen (2008) explain classroom management in terms of time management. The goal of classroom management, to Kauchak and Eggen, is to not only maintain order but to optimize student learning. They divide class time into four overlapping categories, namely allocated time, instructional time, engaged time, and academic learning time.

Allocated time

Allocated time is the total time allotted for teaching, learning, and routine classroom procedures like attendance and announcements. Allocated time is also what appears on a student's schedule, for example "Introductory Algebra: 9:50-10:30 a.m." or "Fine Arts 1:15-2:00 p.m."

Instructional time

Instructional time is what remains after routine classroom procedures are completed. That is to say, instructional time is the time wherein teaching and learning actually takes place. Teachers may spend two or three minutes taking attendance, for example, before their instruction begins.

Engaged time

Engaged time is also called time on task. During engaged time, students participating actively in learning activities—asking and responding to questions, completing worksheets and exercises, preparing skits and presentations, etc.

Academic learning time

Academic learning time occurs when students
1) Participate actively and
2) are successful in learning activities.

Effective classroom management maximizes academic learning time.

Model:

A model Is a representation of a system that allows for investigation of the properties of the system and, in some cases, prediction of future outcomes. Models are often used in quantitative analysis and technical analysis, and sometimes also used in fundamental analysis.

Assorted Model:
Assorted Model was developed by the researchers in the light of needs, interests, and overall culture of Pakistan. The basic ingredients of Assorted Model were taken from different theories of educational management. However, some were conceived by the researcher to make it more useful and enhance its utility in the field.

Different Models of Education Management:
There are six major models of educational management, which are as following:-
1. Formal Model
2. Collegial Model
3. Political Model
4. Subjective Model
5. Ambiguity Model
6. Cultural Model

Formal Model:
They assume that organizations are hierarchical systems in which managers use rational means to pursue agreed goals. They treat organization as a system. Hierarchy represents s means of control for leaders over their staff.

Weaknesses:
Unrealistic to characterize school and colleges as goal oriented organization. They focus on organization and ignore individuals. The followers of this model give due importance to organization considering it, that It will remain stable. All these weaknesses are serious limitations.

Collegial Model:
It is based on all the theories which emphasize on power and decision making. This model is based on sharing of power.

Weaknesses:
This model is time consuming and decision is based on consensus. Effectiveness of model is dependent on attitude of staff and active participation. It is also more dependent on attitude of the principal than the support of the staff.

Political Model:
These are derived from those theories where decision making is a bargaining process between interest groups. This model is focused on group activity rather than institution as a whole. This model is concerned with interests and interests groups. This model presumed that organizational goals are unstable, ambiguous and contested. There are six significant forms of powers. 1. Position Power 2. Authority of Expertise 3. Personal Power 4. Control of rewards 5. Coercive Power. 6. Control of resources.

Weaknesses:
It stresses the influence of interest groups on decision making. It emphasizes on conflict and neglect the possibility of professional collaboration leading to agreed outcomes.

Subjective Model:
This model focuses on individuals within the organization rather than the total institution or its subunits. Organizations have different meaning for each of their members and exist only in the experience of those members. This model focus on believes and perception of individual members of the organization rather than the institutional level or interest groups. This model focuses on individual interpretation of behavior

rather than the situation and actions themselves. It emphasizes the significance of individual purposes and deny the existence of organizational goals.

Weaknesses:
Subjective model comprise a series of principles rather than coherent body of theory. In this model there is no clear indication of the nature of the organization. Organizations are perceived to be nothing more than a product of the meaning of their participants.

Ambiguity Model:
Ambiguity model stress uncertainty and unpredictability in organization. This model considers that organizational objectives are problematic and there is difficulty for institution in ordering priority. According to this model unpredictability and turbulence are dominant features of organization. Ambiguity is a major feature of decision making in most public and educational organizations.

Weaknesses:
It exaggerates the degree of uncertainty in educational institutions. The time table regulates the location and movement of all participants. This model is less appropriate for stable organization or for any institution during the periods of stability. The degree of predictability in schools depends on nature of relationship with external environment. It provides little practical guidance to teachers in educational institutions.

Cultural Model:
Cultural model emphasizes the informal aspects of organization rather than their official elements. They focus on values, believes and norms of individuals in the organization. Cultural models are manifested by symbols and rituals rather than through the formal structure of the organization. Cultural model emphasizes the informal aspects of organization rather than their official elements.

Weaknesses:
By stressing the values and beliefs of participants, cultural model reinforce the human aspects of management rather than their structural elements. It may unduly mechanistic, assuming that leaders can determine the culture of the organization. Cultural model mainly focus on symbols such as rituals and ceremonies which may mean that other elements of organizations are under estimated and neglected to some extent. The symbols may misrepresent the reality of the school or college. We can say that schools may go through the appearance of change but reality continues as before.

The six management models provide different ways of looking at educational institutions. Each model offers valuable insight into the nature of management in education from its own perspective but none provides a complete picture. All the above discussed approaches provide valid analysis but as far as their relevance is concerned it varies according to the context. No organization can adopt a single model/approach as all these models focus on some single trait or combination of two or more. There is not a single approach which can represent the total frame work for our understanding of educational institutions.

Main Ingredients of Assorted Model:
The assorted model was basically conceived by the researchers keeping in view their experiences, observations and the literature study. The main point of that model was as under;
1. Head of the institutions were given briefing to act as team leader not as a boss.
2. It was also managed that staff meetings were continuously held twice a month to address the current issues/problems faced by teachers.
3. Staff members were motivated professionally to create school spirits among them.
4. It was made compulsory that every child was bound to take part in any co-curricular activity of their interest.

5. Every faculty member was also bound to be In-charge of co-curricular event.
6. During the period short leaves and casual leaves were not the issue, the faculty members were facilitated according to their needs.
7. Faculty members were assigned the task to study a book during the period and supposed to present a brief presentation on an educational book studied by them within the month.
8. Co-curricular activities were also planned during the period so that all the staff members must be aware of the schedule and make arrangements accordingly.
9. Best teacher award was also given to the best teacher to keep their motivation level and interest high.
10. The whole textual materials were divided into chunks to be delivered within a month and it was obligatory upon all the faculty members.
11. Quizzes got prepared based on the curriculum and the same were thrice administered to all the students of experimental group.

Objectives:

1. To measure the learning achievements of secondary school students taught under the atmosphere of AM.
2. To compare the learning achievements of the secondary school students taught under the atmosphere of AM with those who were taught under the umbrella of traditional management.
3. To ascertain the impact of AM on teachers performance.
4. To compare the performance of teachers who worked under AM model with those who work under traditional model.

2. Methodology:

Two persons were trained according to the assorted model. Since the study was experimental in nature therefore two schools were taken as convenient sample of the study from sector Baharakahu located in Islamabad Capital Territory (ICT). Similarly two institutions were selected as control group. In control group institutions traditional model of educational management was carried out. It was ensured through the Federal Directorate of Education that the heads of experimental and control group institution may not be transferred during the study. Off and on the four institutions were observed that the management was being carried out in accordance with training. At the end of the academic session results were taken on the basis of SSC examination held by FBISE. Collected data were compared statistically by using T-test on the SPSS software v.16.

Data Collection:

Data was collected from the SSC part I and II for both experimental and control group students from Federal Board of Intermediate and Secondary Education, Islamabad. Collected data was analyzed and tabulated using the SPSS 16 software.

Data Analysis:

Collected data was analyzed and tabulated using SPSS 16 with the help of t-test for analysis of experimental and control group students. Results clearly reveal that after implication of Assorted Model student's result were much better than those from the traditional system. Result also shows that teachers, students and administration of experimental group enjoyed their working atmosphere and also feel happy to take part in co-curricular activities than those of the control group. That's why results of experimental group are better than the control group. Motivational level of the experimental group was significantly high than those of traditional system. In annual tournament organized by FDE, the experimental group took part in that tournament and earned medals along with the prominent positions in different competitions.

Table 1: Group Statistics

|	Groups	N	Mean	Std. Deviation
SSCI	Experimental	67	**372.01**	53.813
	Control	68	331.54	49.612
SSCII	Experimental	67	**382.28**	50.966
	Control	69	323.62	60.080

The above table shows the mean differences between the two groups. As above table clearly reveals that significant difference is found between the means of experimental and control group. As table shows means of experimental group are higher than the control group in SSC part I and SSC part II. It also shows that AM model have positive impact on students performance than the traditional system of education. As table shows that in SSC Part I and Part II students of experimental group have the higher mean than those of control group. So this mean difference clearly shows that assorted Model have positive impact on the students performance.

Table 2: Independent Sample t-test

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
SSCI	.035	.853	4.544	133	.000	40.471
SSCII	4.944	.028	6.132	134	.000	58.660

Table 2 shows that in SSC Part I examination there is a difference in results but in SSC part II this difference becomes more as compare to SSC part I. It shows that significant difference is found in the results of control and experimental group which reveals that assorted model have great impact on the students educational performance and they also enjoyed their studies more than those of studying under the traditional system.

Table 3: Graphical Representation
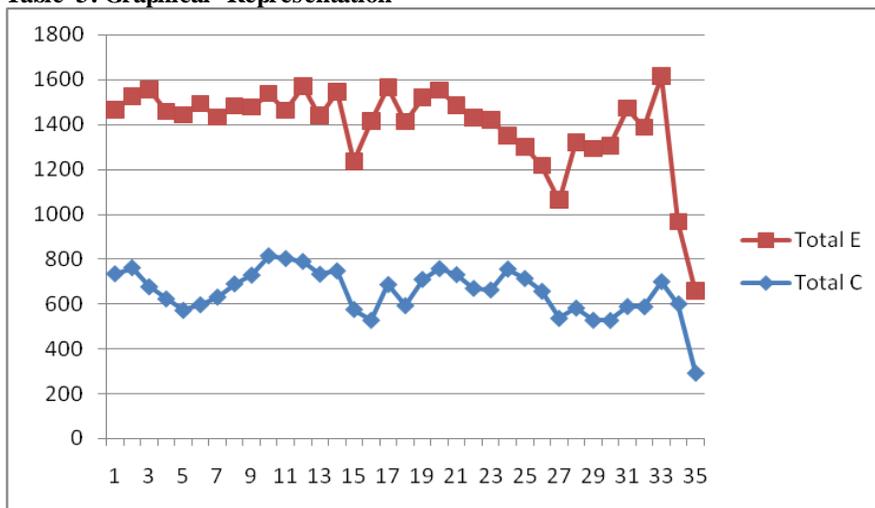
Graphical representation also shows that results of Experimental group (E) are higher than those of control group (C). This table also shows that after the implication of assorted model students have shown remarkable performance as compare to students studying under the traditional educational system.

4. Discussion:

The assorted model was basically conceived by the researchers keeping in view their experiences, observations and the literature study. The model is different from traditional style of teaching and administration as the head of the institutions were given briefing to act as team leader not as a boss. It was also managed that staff meetings were continuously held twice a month to address the current issues/problems faced by teachers. Staff members were motivated professionally to create school spirits among them. It was made compulsory that every child was bound to take part in any co-curricular activity of their interest. Every faculty member was also bound to be In-charge of co-curricular event. During the period short leaves and casual leaves were not the issue, the faculty members were facilitated according to their needs. Faculty members were assigned the task to study a book during the period and supposed to present a brief presentation on an educational book studied by them within the month. Co-curricular activities were also planned during the period so that all the staff members must be aware of the schedule and make arrangements accordingly. Best teacher award was also given to the best teacher to keep their motivation level and interest high. The whole textual materials were divided into chunks to be delivered within a month and it was obligatory upon all the faculty members. Quizzes got prepared based on the curriculum and the same were thrice administered to all the students of experimental group. All these efforts were made to implement assorted model to know the impact of this model and it is great source of pleasure for researchers to know that this model is very effective as compare to traditional style of teaching as students and teacher were both involves in educational and co-curricular activities under the supervision of the administration which also plays very important role in provision of all resources to teachers and students.

5. Conclusion:

It is concluded that assorted model have positive impacts on the performance of teachers and students as compare to traditional method of teaching. This model has provided the chance of grooming to teachers and students. In traditional system teachers and students have to work under some set standard rules which are being followed by years. Researchers tried to make such model which can cover draw backs and weaknesses of the traditional system as well as to change administrative style.

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