www.irbas.academyirmbr.com July 2023
International Review of Basic and Applied Sciences Vol. 11 Issue.3

# Evaluating the Obstacles Faced by Educational Managers at Secondary Level in AJ&K

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## *Abstract*

*The purpose of this article was to explore the obstacles faced by Educational Management at Secondary level in Azad Jammu and Kashmir. This comprehensive article delves into the intricate landscape of educational management, identifying key challenges faced by education managers and offering a set of strategic recommendations for addressing them. The article underscores the critical role of education managers in shaping the educational landscape and emphasizes the need for their active involvement in curriculum development, teacher recruitment and retention, infrastructure enhancement, and various other facets of educational administration. One of the primary challenges highlighted in the article is the disconnect between education managers and curriculum alteration. To remedy this, the article recommends the establishment of a structured system for regular curriculum reviews and updates, with collaboration between education managers and experienced educators. This approach seeks to strike a balance between innovation and adherence to disciplinary norms. Teacher recruitment and retention emerge as critical concerns, and the article suggests comprehensive strategies aimed at attracting qualified educators and creating a supportive work environment. Partnerships with universities and teacher training institutions are recommended to cultivate a pipeline of fresh talent. Infrastructure limitations, including classroom space and reading materials, are addressed through resource allocation and community partnerships. The article also advocates for embracing digital resources to overcome physical constraints, ensuring broader access to educational materials. To enhance teacher adaptability and proficiency, ongoing professional development programs are proposed, along with a continuous learning platform for educators. The article emphasizes the importance of addressing student misconduct by establishing clear discipline policies and hiring additional support staff. Teacher transfers are tackled through streamlined processes and transparent communication channels, ensuring that transfers are driven by educational needs rather than administrative factors. Extracurricular activities are prioritized, with recommendations to allocate resources and collaborate with external organizations. The integration of audio-visual aids and technology into teaching methods is underscored, with an emphasis on investments in educational technology and teacher proficiency in its use. Overall, this article offers a holistic and multi-dimensional approach to educational management, recognizing the intricate interplay between pedagogy, administration, and*

*resources. The recommendations put forth are aimed at fostering a dynamic and effective educational environment that benefits both educators and students.*

***Keywords:*** *Education, Manager, Obstacles, AJK.*

## Introduction

Management is basically defined as the process of controlling things or people. Management includes all the activities to achieve the strategic goals of the management. The available resources are utilized to attain the set objectives. According to Webster's dictionary, the conducting or supervising of something is known as management. The basic functions of the management include; Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCROB).

Education management is the vision and practice of an organization and managing existing educational institutions and programs. Education management is a series of actions and functions relevant to the efficient and effective use of resources within an organization to achieve the goals of the organization (Sapre, 2002) and education management can be regarded as a discipline in relation to the management of educational institutions. (Bush, 2010). In another view, Bolam (2004) believed that education management was the task of implementing prescribed policies and made a distinction between education management and education leadership. However, there must be a key link between the goals and objectives of education and the actions of education management and thus, the process of determining organizational goals is essential to education management. Education management is seen as a process of requiring knowledge and knowledge (Pierce & Rowell, 2005).

The role of education managers, both at the school level and at higher levels, has changed dramatically, partly due to the growth and development of technology worldwide, and partly due to the diversity expected of parents and other stakeholders in school management. Due to the diversity of education, Until recently the high school principals and their administrative officers supported their duties and administrative decisions especially over the sixth administration and did not have the slightest concern for what was happening globally and what the real needs of society came from education. Now education experts in our country cannot separate their concerns from the rest of the world. Highlights of international literature are the vision, purpose, relationships of the home school and the number of management skills required of school teachers, headmasters, DEOs, Section Directors and DPIs and their regulatory officers in order to effectively manage. On top of the school improvement activities in view of the importance of all these considerations, it will be considered appropriate to develop a system development strategy and effective management of secondary school teachers to the executive council after receiving feedback from education administrators and their management officials on a set of indicators that most will find in home and international textbook reviews.

Government and Administration of AJ&K is a self- governing state and working under the governance of Pakistan. AJ&K has its own selected president, prime minister, legislature, high court, and official flag. The state of AJ&K has a parliamentary form.

In AJ&K the Secondary school Minister heads the Ministry of Education and is abetted by the Secretary Education. All three divisions have Subdivisions of Education regulated by the Divisional Directors. The Departments of Education are answerable for execution of general tutoring strategies and administration of elementary, ancillary, technical and higher education in whole AJ&K (Ministry of Education, 2008). The divisions are further divided into districts for the purpose of paperwork. The dist. are promote distributed into Tehsils (sub districts). The teh are auxiliary distributed into union associations that are the lowermost governmental entities.

Figure 1.1 (Map of AJ&K)

Secondary school administrators face problems on all types. Their positions can seem untenable because they are sandwiched between having to answer to parents and teachers on one hand and to the school district - that has to comply with state and federal mandates on the other. Problems fall under two main categories: social problems, like student discipline, and management problems, having to do with instructional and administrative leadership (Angrist, Bettinger, & Kremer, 2006).

Khan, (2000) highlighting some of the serious problems facing secondary school management in Pakistan today and examining the main political interventions of the Pakistani government to address the same. The focus group were examined the problem which identified a series of problems that challenge the directors of the country. These are limited administrative and financial powers, delegated to principals, lack of incentives for the head teachers and curriculum issues makes the school management is difficult profession. The good functioning of the head teacher is very limited by several factors that are beyond his control, that is, in the curricular and administrative subjects (Simkins, et al. 1998) Some of these are described below:- Head teachers are not involved in curriculum development or seeking advice, not to mention changing the curriculum, which may include irrelevant content that is not easy to eliminate.

i. Regarding the budget, the head teachers cannot purchase those items which are necessary in the institution but are not included in the budget. Administrators are obliged to purchase the items included in the school budget that is prepared by the education department.
ii. The head teacher did not eliminate any teacher who is not performing properly or creating problems in the institution. The problem persists again and again because of the bureaucratic bureaucracy and the institution suffers.
iii. In some cases, if the head teacher needs a good teacher for the institution, it can take a long time and, in most cases, the department may disagree.
iv. It is not possible to hire a teacher to fill a vacancy, even for compulsory subjects, which remain vacant indefinitely.
v. The head teachers mostly face the lack of availability of specialists in the field.

In addition, secondary school management are also facing the following problems: Lack of management and administrative skills.

i. Deficiency of teachers in mathematics, science, Arabic and English and shortage of trained teachers in other subjects.
ii. Deficiency of classrooms, non availability of audiovisual aids and laboratory equipment.

iii. A very small budget and limited powers to spend it make the situation worse.
iv. In case teachers proceed on sick leave or maternity leave, there are no substitutes provided.
v. The learning process is strongly influenced by teachers with inadequate professional knowledge and skills. The lack of systematic INSET programmers.

**Problems of Skill Development of Educational Managers**

The skill development challenges faced by educational managers can be summarized as follows:

i. Insufficient funding for education: Education in Nigeria lacks adequate funding, which limits the availability of resources for organizing training programs for educational managers. This hinders their ability to develop and enhance their managerial skills through capacity-building initiatives.
ii. Lack of incentives: Educational managers often lack sufficient motivation and rewards to actively pursue the acquisition of new skills. The absence of recognition for their exceptional efforts dampens their enthusiasm for learning and professional development in school management.
iii. Traditional beliefs and resistance to change: Many educational managers adhere to traditional management approaches rooted in transactional and coercive methods. They are resistant to embracing changes and innovations in school management, which impedes the adoption of more proactive and innovative strategies.
iv. Lethargy and complacency: Some educational managers exhibit laziness and a lack of initiative in engaging in self-professional development. They may be unwilling to attend conferences, workshops, and seminars that could provide valuable opportunities for acquiring new managerial skills.
v. Limited research knowledge: Despite the abundance of research findings on new management skills, some educational managers show little interest in reading research works and utilizing their findings to enhance their competencies and skills in management.
vi. Dynamic nature of management: The dynamic nature of society requires constant adaptation and adjustment in management practices. However, educational managers may struggle to keep up with the changes due to the fast pace of evolving knowledge and research findings, posing significant challenges to effectively meeting the demands of the education sector.
vii. Appointment of unqualified personnel: A considerable number of educational managers lack basic qualifications in educational management. Without proper education and training in the field, they lack the necessary professional and intellectual skills to effectively carry out their roles in school management.
viii. Lack of ICT training: In today's digital age, ICT competency has become crucial in organizational management. However, some educational managers have not received adequate training in utilizing ICT tools for school management. Their lack of ICT skills acts as a barrier to effective management, and computer phobia may further hinder their willingness to work with technology.

## Statement of the Problem

In the educational landscape of Azad Jammu and Kashmir (AJ&K), education managers at the secondary level confront a multitude of formidable challenges. These challenges not only impact the quality of education but also hinder the overall development of the region. Firstly, the recruitment and retention of qualified secondary-level teachers in AJ&K remain a persistent concern. The shortage of skilled educators leads to overcrowded classrooms and compromises the effectiveness of teaching and learning. Secondly, inadequate infrastructure and a dearth of proper facilities plague secondary schools in the region. Insufficient classrooms, outdated libraries, and a lack of modern teaching aids impede the delivery of quality education. Furthermore, issues related to curriculum relevance and alignment with contemporary educational standards is a pressing concern. Education managers must grapple with the task of ensuring that curricula are up-to-date and adequately prepare students for the challenges of the modern world. Additionally, the prevalence of student misconduct and discipline problems in secondary schools poses a

significant hurdle. A shortage of staff to address behavioral issues can disrupt the learning environment. Lastly, the remote geographical locations and challenging terrain in AJ&K pose logistical challenges for education managers, making it difficult to oversee and support schools effectively. This research aims to comprehensively examine the multifaceted challenges faced by education managers at the secondary level in AJ&K. By identifying these challenges and their underlying causes, this study intends to provide insights and recommendations for policymakers, educational authorities, and stakeholders to address these issues effectively and enhance the secondary education system in the region.

## Objectives of Study

i. To assess the problems related curriculum reviews and updates on the alignment of educational curricula with disciplinary norms in schools
ii. To examine the obstacles concerning of teacher recruitment strategies, competitive incentives, and professional development programs in attracting and retaining qualified educators in educational institutions.
iii. To evaluate the outcomes of resource allocation for expanding physical infrastructure and digital resources in educational institutions and their influence on student learning
iv. To investigate the role of partnerships with external organizations in diversifying and improving extracurricular activities for students in educational institutions

## Research Questions

i. How does the implementation of regular curriculum reviews and updates affect the alignment of educational curricula with disciplinary norms?
ii. What are the key factors that create problems to the recruitment and retention of qualified teachers in educational institutions, including the impact of incentives and professional development opportunities?
iii. What are the effects of resource allocation for expanding physical infrastructure and digital resources on student learning outcomes and access to educational materials?
iv. How do partnerships with external organizations influence the diversity and quality of extracurricular activities available to students, and what benefits do these partnerships bring to the educational environment?

## Significance of the Study

This study is very significant as it is directed towards identifying the problems of educational management at secondary level of education in AJ&K. This study is significant as it considers the problems raised by the important stakeholders of education management and takes into account the official commitment coming from horses' mouth in order to find out the imperatives and the bottlenecks and offer practical measure and solutions. It will help understand the problems of educational management of secondary education; their solutions will lead to further studies. As the study is very wide in scope and bears far-reaching implications, it is designed also to suggest the ways and means, which would strengthen the delivery of educational services; this study is also beneficial to government in particular in accelerating the human resources development (HRD). The education system at the secondary level plays a crucial role in shaping the future of students. By evaluating the education management system, policymakers can identify the strengths and weaknesses, helping them improve the overall quality of education in the region. Policymakers and educational institutions can use the research findings to make evidence-based decisions. Data-driven strategies are more likely to succeed and lead to measurable improvements in the education

## Delimitations of the Study

i. Govt. Boys Secondary schools
ii. Three districts of AJ&K

## Research Design

This was descriptive survey study technique to collect data and will be the descriptive research aims to accurately describe a research problem. Survey method includes instrument or procedures that ask one or more questions that may or may not be answered. That is why survey method was used to collect data for this study. (Vehovar & Lozar 2008).

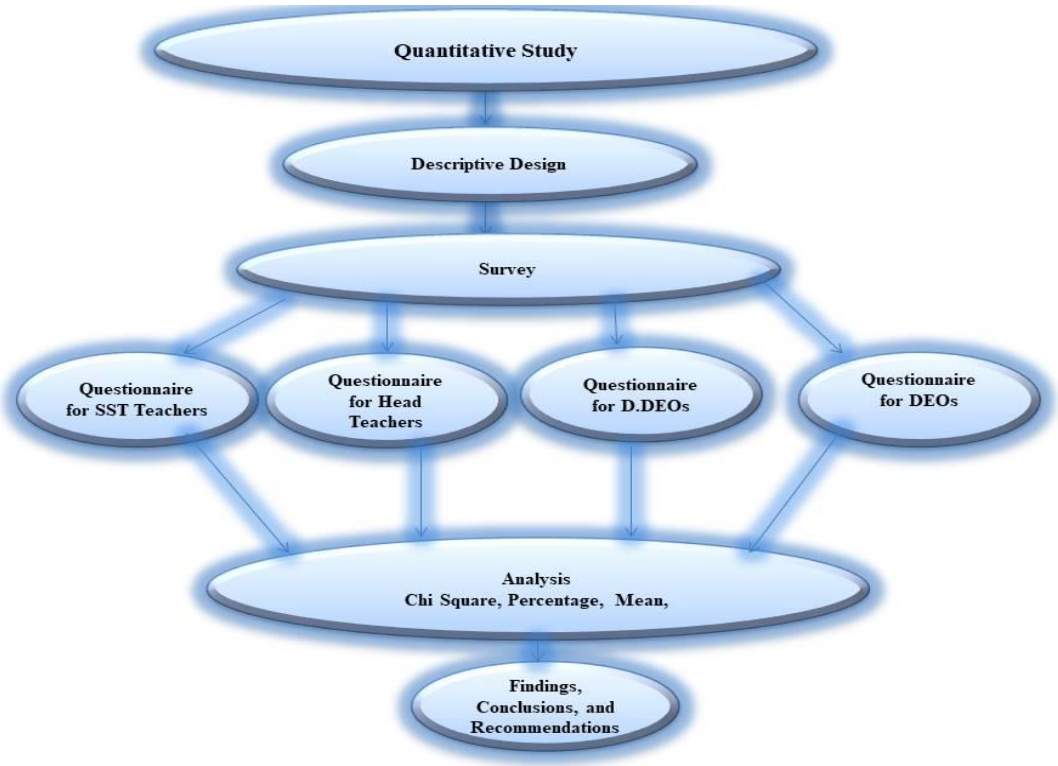


Figure Research Design

**Population of the Study**

Table No 1

| Sr. No | Male | Female | Total |
|---|---|---|---|
| Teachers | 7162 | 4683 | 11845 |
| Head | 401 | 361 | 762 |
| D. DEOs | 10 | 10 | 20 |
| DEOs | 10 | 10 | 20 |
| Div. Directors | 3 | 3 | 6 |
| DPI | 1 | 1 | 2 |

i. All 7162 male and 4683 female secondar8 school teachers
ii. All 401 male and 361 female secondar8 school Head teachers

iii. All 10 male and 10 female deput8 DEOs

**Sample and sampling of the study**

A random sample is a sample chosen in such a manner that each possible sample of the same size has the same chance of being selected (Hanlon & Larget, 2011). Multistage sampling involves two or more stages of random sampling based on hierarchical structure of cluster within the population (Sedgwick, 2015) The sample for this study was carefully selected using a multistage sampling technique in the context of A J&K (Azad Jammu and Kashmir). In the first stage of sampling, a total of three divisions were chosen from A J&K. These divisions served as the primary units for selecting further elements of the sample. In the second stage of sampling, within each of the three selected divisions, three districts were then chosen. This approach allowed for a systematic and structured way of gathering data from different regions within A J&K. The sample includes a diverse group of education professionals. It comprises 376 male secondary school teachers, 118 male school head teachers, 10 male Deputy District Education Officers (D. DEOs), 10 male District Education Officers (DEOs), three Division Directors responsible for the Strategy Questionnaire, and one Director of Public Instruction (DPI) also involved in responding to the Strategy Questionnaire. This multistage sampling approach ensured that the sample was representative of the various divisions and districts within A J&K, thus enhancing the validity and generalizability of the study's findings. The inclusion of different categories of education professionals in the sample provides a comprehensive perspective on the research questions and facilitates a more holistic understanding of the educational context in A J&K.

Table 2: I am involved in curriculum change process by the relevant forum

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 85 | 179 | 16 | 86 | 0 | 366 | | | | | |
| H.Teacher | 21 | 59 | 4 | 27 | 0 | 111 | | | | | |
| DEO | 0 | 7 | 0 | 3 | 0 | 10 | 2.29 | 1.0 | 9 | 11. | .25 |
| DDEO | 1 | 9 | 0 | 0 | 0 | 10 | | | | | |
| Total | 107 | 254 | 20 | 116 | 0 | 497 | | | | | |
| %Age | 21.5% | 51.1% | 4% | 23.3% | 0 | 100% | | | | | |

Table 2 shows that the value of statement of Chi-square $\chi^2 = 11.2$ with critical values $\chi^2$ (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 3.9 and .3 respectively. More over majority of respondents disagree 51.1% and strongl disagree 21.5% with the statement *"I am involved in curriculum change process by the relevant forum"*

Table 3: I take action against teacher who create problems in the institution

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 0 | 107 | 75 | 184 | 0 | 366 | | | | | |
| H.Teacher | 0 | 31 | 19 | 61 | 0 | 111 | | | | | |
| DEO | 0 | 2 | 1 | 7 | 0 | 10 | 3.23 | .86 | 6 | 5.5 | .47 |
| DDEO | 0 | 1 | 4 | 5 | 0 | 10 | | | | | |
| Total | 0 | 141 | 99 | 257 | 0 | 497 | | | | | |
| %Age | 0 | 28.4% | 19.9% | 51.7% | 0 | 100% | | | | | |

Table 3 indicates that the value of statement of Chi-square $\chi^2 = 5.5$ with critical values $\chi^2$ (df=6) = 12.5 at a=0.05. Means of this statement with standard deviation are 3.9 and .3 respectively. More over majority of respondents agree 51.7% with the statement *"I take action against teacher who create problems in the institution"*

Table 4: In some cases, if I need a good teacher for the institution, it can take a long time

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 16 | 54 | 112 | 176 | 8 | 366 | | | | | |
| H.Teacher | 6 | 17 | 33 | 53 | 2 | 111 | | | | | |
| DEO | 0 | 2 | 3 | 5 | 0 | 10 | 3.26 | .908 | 12 | 9.2 | .683 |
| DDEO | 1 | 4 | 4 | 1 | 0 | 10 | | | | | |
| Total | 23 | 77 | 152 | 235 | 10 | 497 | | | | | |
| %Age | 4.6% | 15.5% | 30.6% | 47.3% | 2% | 100% | | | | | |

Table 4 shows that the value of statement of Chi-square $\chi^2 = 9.2$ with critical values $\chi^2$ (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 3.9 and .3 respectively. More over majority of respondents agree 47.7% and 2% are strongly agree with the statement In some cases *"In some cases, if I need a good teacher for the institution, it can take a long time"*

Table 5: I hire public paid teacher to fill a vacancy for the time being

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 76 | 191 | 0 | 76 | 23 | 366 | | | | | |
| H.Teacher | 20 | 60 | 0 | 26 | 5 | 111 | | | | | |
| DEO | 1 | 6 | 0 | 3 | 0 | 10 | 2.38 | 1.1 | 9 | 7.4 | .5 |
| DDEO | 4 | 6 | 0 | 0 | 0 | 10 | | | | | |
| Total | 101 | 263 | 0 | 105 | 28 | 497 | | | | | |
| %Age | 20.3% | 52.9% | 0 | 21.1% | 5.6% | 100% | | | | | |

Table 5 reveals that the value of statement of Chi-square $\chi^2 = 7.4$ with critical values $\chi^2$ (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 3.9 and .3 respectively. More over majority of respondents disagree 52.9 with the statement *"I hire public paid teacher to fill a vacancy for the time being"*

Table 6: I have shortage of classrooms in my school

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 24 | 117 | 8 | 127 | 90 | 366 | | | | | |
| H.Teacher | 8 | 37 | 2 | 39 | 25 | 111 | | | | | |
| DEO | 0 | 4 | 0 | 4 | 2 | 10 | 3.3 | 1.3 | 12 | 12 | .39 |
| DDEO | 1 | 8 | 0 | 1 | 0 | 10 | | | | | |
| Total | 33 | 166 | 10 | 171 | 117 | 497 | | | | | |
| %Age | 6.6% | 33.4% | 2% | 34.4% | 23.5% | 100% | | | | | |

Table 6 shows that the value of statement of Chi-square $\chi^2 = 12.7$ with critical values $\chi^2$ (df=12) = 21.03 at a=0.05. Means of this statement with standard deviation are 3.3 and 1.3 respectively. More over majority of respondents agree 34.4% and strongly agree 23.5% with the statement *"I have shortage of classrooms in my school"*

Table 7: I have shortage of laboratory equipment's

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 61 | 86 | 0 | 152 | 67 | 366 | | | | | |
| H.Teacher | 19 | 27 | 0 | 45 | 20 | 111 | | | | | |
| DEO | 1 | 3 | 0 | 4 | 2 | 10 | 3.19 | 1.4 | 9 | 11. | .26 |
| DDEO | 5 | 0 | 0 | 5 | 0 | 10 | | | | | |
| Total | 86 | 116 | 0 | 206 | 89 | 497 | | | | | |
| %Age | 17.3% | 23.3% | 0 | 41.4% | 17.9% | 100% | | | | | |

Table 7 displays that the value of statement of Chi-square $\chi^2 = 11.2$ with critical values $\chi^2$ (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 3.1 and 1.4 respectively. More over majority of respondents agree 41.4% and strongly agree 17.9% with the statement *"I have shortage of laboratory equipment"*

Table 8: I have shortage of library books in my school

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 37 | 76 | 34 | 129 | 90 | 366 | | | | | |
| H.Teacher | 11 | 24 | 10 | 41 | 25 | 111 | | | | | |
| DEO | 1 | 2 | 1 | 4 | 2 | 10 | 3.4 | 1.3 | 12 | 13 | .36 |
| DDEO | 4 | 1 | 0 | 5 | 0 | 10 | | | | | |
| Total | 53 | 103 | 45 | 179 | 117 | 497 | | | | | |
| %Age | 10.7% | 20.7% | 9.1% | 36% | 23.5% | 100% | | | | | |

Table 8 shows that the value of statement of Chi-square $\chi^2 = 13.0$ with critical values $\chi^2$ (df=12) = 21.03 at a=0.05. Means of this statement with standard deviation are 3.9 and .3 respectively. More over majority of respondents agree 36% and strongl agree 23.5% with the statement *"I have shortage of library books in my school"*

Table 9: My teachers face uneasy in adjusting time table

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 0 | 159 | 114 | 93 | 0 | 366 | | | | | |
| H.Teacher | 0 | 52 | 31 | 28 | 0 | 111 | | | | | |
| DEO | 0 | 6 | 2 | 2 | 0 | 10 | 2.79 | .81 | 6 | 7.3 | .28 |
| DDEO | 0 | 8 | 0 | 2 | 0 | 10 | | | | | |
| Total | 0 | 225 | 147 | 125 | 0 | 497 | | | | | |
| %Age | 0 | 45.3% | 29.6% | 25.2% | 0 | 100% | | | | | |

Table 9 shows that the value of statement of Chi-square $\chi^2$ = 7.3 with critical values $\chi^2$ (df=9) = 12.5 at a=0.05. Means of this statement with standard deviation are 3.9 and .3 respectively. More over majority of respondents disagree 45.3% and with the statement *"My teachers face uneasy in adjusting time table"*

Table 10: Majority of my subordinate teachers have mastery over their subject

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 0 | 85 | 29 | 252 | 0 | 366 | | | | | |
| H.Teacher | 0 | 24 | 9 | 78 | 0 | 111 | | | | | |
| DEO | 0 | 2 | 1 | 7 | 0 | 10 | 3.46 | .83 | 6 | 13. | .04 |
| DDEO | 0 | 1 | 4 | 5 | 0 | 10 | | | | | |
| Total | 0 | 112 | 43 | 342 | 0 | 497 | | | | | |
| %Age | 0 | 22.5% | 8.7% | 68.8% | 0 | 100% | | | | | |

Table 10 shows that the value of statement of Chi-square $\chi^2$ = 13.0 with critical values $\chi^2$ (df=6) = 12.03 at a=0.05. Means of this statement with standard deviation are 3.9 and .3 respectively. More over majority of respondents agree 68.8 with the statement *"Majority of my subordinate teachers have mastery over their subject"*

Table 11: I face problem related to misconduct of students with their teachers

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 0 | 143 | 59 | 164 | 0 | 366 | | | | | |
| H.Teacher | 0 | 43 | 16 | 52 | 0 | 111 | | | | | |
| DEO | 0 | 4 | 1 | 5 | 0 | 10 | 3.07 | .91 | 6 | 6.2 | .39 |
| DDEO | 0 | 1 | 4 | 5 | 0 | 10 | | | | | |
| Total | 0 | 191 | 80 | 226 | 0 | 497 | | | | | |
| %Age | 0 | 38.4% | 16.1% | 45.5% | 0 | 100% | | | | | |

Table 11 indicates that the value of statement of Chi-square $\chi^2$ = 6.2 with critical values $\chi^2$ (df=6) = 12.03 at a=0.05. Means of this statement with standard deviation are 3.0 and .9 respectively. More over majority of respondents agree 45.5% with the statement *"I face problem related to misconduct of students with their teachers"*

Table 12: I have to face shortage of staff problem due to Ex Pakistan leaves

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 0 | 164 | 24 | 148 | 30 | 366 | | | | | |
| H.Teacher | 0 | 49 | 6 | 50 | 6 | 111 | | | | | |
| DEO | 0 | 5 | 0 | 5 | 0 | 10 | 3.1 | 1.0 | 9 | 5.3 | .80 |
| DDEO | 0 | 4 | 0 | 6 | 0 | 10 | | | | | |
| Total | 0 | 222 | 30 | 209 | 36 | 497 | | | | | |
| %Age | 0 | 44.7% | 6% | 42.1% | 7.2% | 100% | | | | | |

Table 12 shows that the value of statement of Chi-square $\chi^2$ = 5.3 with critical values $\chi^2$ (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 3.9 and .3 respectively. More over majority of respondents agree 78.9 with the statement *"I have to face shortage of staff problem due to Ex Pakistan leaves"*

Table 13: My Teachers get themselves transferred without my permission

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 38 | 180 | 29 | 88 | 31 | 366 | | | | | |
| H.Teacher | 8 | 60 | 9 | 27 | 7 | 111 | | | | | |
| DEO | 0 | 6 | 1 | 3 | 0 | 10 | 2.7 | 1.1 | 12 | 20 | .06 |
| DDEO | 0 | 2 | 4 | 4 | 0 | 10 | | | | | |
| Total | 46 | 248 | 43 | 122 | 38 | 497 | | | | | |
| %Age | 9.3% | 49.9% | 8.7% | 24.5% | 7.6% | 100% | | | | | |

Table 13 shows that the value of statement of Chi-square $\chi^2$ = 20 with critical values $\chi^2$ (df=12) = 21.03 at a=0.05. Means of this statement with standard deviation are 2.7 and 1.1 respectively. More over majority of respondents disagree 49.9% and strongly disagree 9.3% with the statement *"My Teachers get themselves transferred without my permission"*

Table 14: My school has insufficient space for co-curricular activities

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 0 | 221 | 32 | 57 | 56 | 366 | | | | | |
| H.Teacher | 0 | 70 | 8 | 18 | 15 | 111 | | | | | |
| DEO | 0 | 7 | 0 | 2 | 1 | 10 | 2.8 | 1.1 | 9 | 11. | .25 |
| DDEO | 0 | 5 | 0 | 5 | 0 | 10 | | | | | |
| Total | 0 | 303 | 40 | 82 | 72 | 497 | | | | | |
| %Age | 0 | 61% | 8% | 16.5% | 14.5% | 100% | | | | | |

Table 14 shows that the value of statement of Chi-square $\chi^2$ = 9 with critical values $\chi^2$ (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 2.8 and 1.1 respectively. More over majority of respondents disagree 61% with the statement *"My school has insufficient space for co-curricular activities"*

Table 15: I have shortage of AV aids in my school

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 8 | 44 | 81 | 162 | 71 | 366 | | | | | |
| H.Teacher | 2 | 13 | 25 | 53 | 18 | 111 | | | | | |
| DEO | 0 | 1 | 3 | 5 | 1 | 10 | 3.65 | .97 | 12 | 5 | .95 |
| DDEO | 0 | 1 | 4 | 5 | 0 | 10 | | | | | |
| Total | 10 | 59 | 113 | 225 | 90 | 497 | | | | | |
| %Age | 2% | 11.9% | 22.7% | 45.3% | 18.1% | 100% | | | | | |

Table 15 shows that the value of statement of Chi-square $\chi^2 = 5.2$ with critical values $\chi^2$ (df=12) = 21.03 at a=0.05. Means of this statement with standard deviation are 3.6 and .9 respectively. More over majority of respondents agree 45.3% and strongly agree 18.1% with the statement *"I have shortage of AV aids in my school"*

Table 16: I am discouraged by the department to improve further education

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 23 | 149 | 26 | 153 | 15 | 366 | | | | | |
| H.Teacher | 5 | 48 | 9 | 46 | 3 | 111 | | | | | |
| DEO | 0 | 5 | 1 | 4 | 0 | 10 | 2.94 | 1. | 12 | 8. | .72 |
| DDEO | 0 | 8 | 0 | 2 | 0 | 10 | | | | | |
| Total | 28 | 210 | 36 | 205 | 18 | 497 | | | | | |
| %Age | 5.6% | 42.3% | 7.2% | 41.2% | 3.6% | 100% | | | | | |

Table 16 reveals that the value of statement of Chi-square $\chi^2 = 8.6$ with critical values $\chi^2$ (df=12) = 21.03 at a=0.05. Means of this statement with standard deviation are 2.9 and 1.0 respectively. More over majority of respondents disagree 42.3% and strongly disagree 5.6% with the statement *"I am discouraged by the department to improve further education"*

Table 17: There is insufficient non-teaching staff in my school

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 15 | 139 | 45 | 126 | 41 | 366 | | | | | |
| H.Teacher | 3 | 43 | 13 | 40 | 12 | 111 | | | | | |
| DEO | 0 | 5 | 1 | 3 | 1 | 10 | 3.10 | 1.1 | 12 | 9 | .65 |
| DDEO | 0 | 4 | 4 | 2 | 0 | 10 | | | | | |
| Total | 18 | 191 | 63 | 171 | 54 | 497 | | | | | |
| %Age | 3.6% | 38.4% | 12.7% | 34.4% | 10.9% | 100% | | | | | |

Table 14 shows that the value of statement of Chi-square $\chi^2 = 9.5$ with critical values $\chi^2$ (df=12) = 21.03 at a=0.05. Means of this statement with standard deviation are 3.9 and .3 respectively. More over majority of respondents agree 34.4% and strongly agree 10.9% with the statement "There is insufficient non-teaching staff in my school"

Table 18: Parents create discipline problems in my school

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 31 | 141 | 47 | 105 | 42 | 366 | | | | | |
| H.Teacher | 7 | 44 | 14 | 33 | 13 | 111 | | | | | |
| DEO | 0 | 5 | 1 | 3 | 1 | 10 | 2.97 | 1.2 | 12 | 6. | .87 |
| DDEO | 0 | 5 | 0 | 5 | 0 | 10 | | | | | |
| Total | 38 | 195 | 62 | 146 | 56 | 497 | | | | | |
| %Age | 7.6% | 39.2% | 12.5% | 29.4% | 11.3% | 100% | | | | | |

Table 18 shows that the value of statement of Chi-square $\chi^2 = 6.7$ with critical values $\chi^2$ (df=12) = 21.03 at a=0.05. Means of this statement with standard deviation are 2.9 and 1.2 respectively. More over majority of

respondents disagree 39.2% and strongl disagree7.6% with the statement *"Parents create discipline problems in my school"*

Table 19: I resolve the problems of the teachers on daily basis

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 0 | 101 | 99 | 143 | 23 | 366 | | | | | |
| H.Teacher | 0 | 32 | 28 | 46 | 5 | 111 | | | | | |
| DEO | 0 | 4 | 1 | 5 | 0 | 10 | 3.21 | .92 | 9 | 16. | .05 |
| DDEO | 0 | 8 | 2 | 0 | 0 | 10 | | | | | |
| Total | 0 | 145 | 130 | 194 | 28 | 497 | | | | | |
| %Age | 0 | 29.2% | 26.2% | 39% | 5.6% | 100% | | | | | |

Table 19 shows that the value of statement of Chi-square $\chi^2$ = 9 with critical values $\chi^2$ (df=9) = 16.9 at a=0.05. Means of this statement with standard deviation are 3.9 and .3 respectively. More over majority of respondents agree 78.9 with the statement *"There is need to improve the staffing system at Secondary level in Azad Jammu and Kashmir"*

Table 20: There is need to improve the Education Management System at Secondary level in Azad Jammu and Kashmir

| Respondents | SDA | DA | PA | A | SA | Total | Mean | SD | Df | $\chi^2$ | Sig. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher | 0 | 0 | 0 | 69 | 297 | 366 | | | | | |
| H.Teacher | 0 | 0 | 0 | 17 | 94 | 111 | | | | | |
| DEO | 0 | 0 | 0 | 0 | 10 | 10 | 4.8 | .38 | 3 | 3.3 | .34 |
| DDEO | 0 | 0 | 0 | 1 | 9 | 10 | | | | | |
| Total | 0 | 0 | 0 | 87 | 410 | 497 | | | | | |
| %Age | 0 | 0 | 0 | 17.5% | 82.5% | 100% | | | | | |

Table 20 shows that the value of statement of Chi-square $\chi^2$ = 3.3 with critical values $\chi^2$ (df=3) = 5.1 at a=0.05. Means of this statement with standard deviation are 4.8 and .3 respectively. More over majority of respondents strongly agree 82.2 with the statement "There is need to improve the Education Management System at Secondary level in Azad Jammu and Kashmir"

## Findings

i. The findings of Chi-square test revealed a $\chi^2$ value of 11.2, compared to a critical value of $\chi^2$ (df=9) = 16.9 at a significance level of 0.05. The statement's mean and standard deviation were 3.9 and 0.3, respectively. Furthermore, the statement garnered a disagreement from the majority of respondents, with 51.1% expressing disagreement and 21.5% strongly disagreeing (Table 1).

ii. The findings displayed a Chi-square $\chi^2$ value of 5.5, below the critical value of $\chi^2$ (df=6) = 12.5 at a significance level of 0.05. The mean and standard deviation for this statement were 3.9 and 0.3, respectively. Majority agreement was observed, with 51.7% of respondents agreeing with the statement (Table 2).

iii. The findings of Chi-square test yielded a $\chi^2$ value of 9.2, lower than the critical value of $\chi^2$ (df=9) = 16.9 at a significance level of 0.05. The mean and standard deviation were 3.9 and 0.3,

respectively. Moreover, 47.7% of respondents agreed, and 2% strongly agreed with the statement "In some cases." (Table 3).

iv. The findings of Chi-square test produced a $\chi^2$ value of 7.4, falling below the critical value of $\chi^2$ (df=9) = 16.9 at a significance level of 0.05. The statement's mean and standard deviation were 3.9 and 0.3, respectively. A majority of respondents, 52.9%, disagreed with the statement (Table 4).

v. The findings of the results demonstrated a Chi-square $\chi^2$ value of 11.2, compared to the critical value of $\chi^2$ (df=9) = 16.9 at a significance level of 0.05. The mean and standard deviation were 3.1 and 1.4, respectively. Furthermore, 41.4% of respondents agreed, and 17.9% strongly agreed with the statement (Table 5).

vi. The findings indicated a Chi-square $\chi^2$ value of 13.0, surpassing the critical value of $\chi^2$ (df=12) = 21.03 at a significance level of 0.05. The mean and standard deviation were 3.9 and 0.3, respectively. A majority of 36% of respondents agreed, and 23.5% strongly agreed with the statement (Table 6).

vii. The findings of Chi-square test yielded a $\chi^2$ value of 7.3, below the critical value of $\chi^2$ (df=9) = 12.5 at a significance level of 0.05. The statement's mean and standard deviation were 3.9 and 0.3, respectively. A majority, 45.3%, of respondents disagreed with the statement (Table 7).

viii. The findings of Chi-square $\chi^2$ value was 13.0, exceeding the critical value of $\chi^2$ (df=6) = 12.03 at a significance level of 0.05. The mean and standard deviation were 3.9 and 0.3, respectively. Moreover, the majority, 68.8%, of respondents agreed with the statement (Table 8).

ix. The findings displayed a Chi-square $\chi^2$ value of 6.2, lower than the critical value of $\chi^2$ (df=6) = 12.03 at a significance level of 0.05. The statement's mean and standard deviation were 3.0 and 0.9, respectively. A majority of respondents, 45.5%, agreed with the statement (Table 9).

x. The findings indicated a Chi-square value of $\chi^2$ = 5.3, compared to the critical value $\chi^2$ (df=9) = 16.9 at a significance level of 0.05. The statement's means and standard deviation were 3.9 and 0.3, respectively. Furthermore, a significant majority of respondents (78.9%) expressed agreement with the assertion that "Shortage of staff due to Ex Pakistan leaves" was a concern (Table 10).

xi. The findings of Chi-square statistic was $\chi^2$ = 20, while the critical value was $\chi^2$ (df=12) = 21.03 at a 0.05 significance level. The means and standard deviation for this statement were 2.7 and 1.1. It's worth noting that a majority of participants disagreed with the statement "Teachers transferring without permission," with 49.9% disagreeing and 9.3% strongly disagreeing (Table 11).

xii. The findings of Chi-square value was $\chi^2$ = 9, against the critical value $\chi^2$ (df=9) = 16.9 at a 0.05 significance level. The means and standard deviation were 2.8 and 1.1. Most respondents (61%) disagreed with the notion that their school had insufficient space for co-curricular activities (Table 12).

xiii. The findings displayed a Chi-square value of $\chi^2$ = 8.6, while the critical value was $\chi^2$ (df=12) = 21.03 at a significance level of 0.05. The statement's means and standard deviation were 2.9 and 1.0. The majority of participants (42.3%) disagreed, and 5.6% strongly disagreed, with the idea that they were discouraged by the department to pursue further education (Table 13).

xiv. The findings of Chi-square value was $\chi^2$ = 9.5, compared to the critical value $\chi^2$ (df=12) = 21.03 at a significance level of 0.05. The means and standard deviation were 3.9 and 0.3, respectively. A substantial proportion of respondents (34.4% agreed and 10.9% strongly agreed) with the statement (Table 14).

xv. The findings of Chi-square statistic was $\chi^2$ = 6.7, while the critical value was $\chi^2$ (df=12) = 21.03 at a significance level of 0.05. The means and standard deviation for this statement were 2.9 and 1.2. A majority of participants (39.2%) disagreed, and 7.6% strongly disagreed (Table 15).

xvi. The findings of Chi-square value was $\chi^2$ = 9, compared to the critical value $\chi^2$ (df=9) = 16.9 at a 0.05 significance level. The means and standard deviation were 3.9 and 0.3. The majority of respondents (78.9%) expressed agreement (Table 16).

xvii. The findings of the Chi-square statistic was $\chi^2$ = 3.3, against the critical value $\chi^2$ (df=3) = 5.1 at a significance level of 0.05. The means and standard deviation for this statement were 4.8 and 0.3, respectively. A strong majority of participants (82.2%) strongly agreed that "Improving the

Education Management System at Secondary level in Azad Jammu and Kashmir" was essential (Table 17).

## Conclusion

Education managers typically remain uninvolved in the process of altering the curriculum. It is important for them to take corrective actions when educators stray from expected disciplinary norms, as this can result in a prolonged period to fill teaching vacancies. The recruitment of suitable public school teachers is a notably challenging task. The availability of appropriate classroom space, libraries, and relevant reading materials is limited. Educators demonstrate adaptability in accommodating the existing timetable and showcase proficiency in their respective subjects. Issues of student misconduct are prevalent, exacerbated by an insufficiency of teaching staff. Teacher transfers are executed with proper authorization. Adequate provisions for extracurricular activities are in place. Scarce availability of audio-visual aids is evident. Education managers bear the responsibility of addressing teacher-related challenges.

## Discussion

The article suggests establishing a structured system for regular curriculum reviews and updates, fostering collaboration between education managers and experienced educators. This recommendation aligns with previous research findings that emphasize the importance of curriculum flexibility and relevance to meet evolving educational needs (Smith & Smith, 2018). Research has shown that a dynamic curriculum positively impacts student engagement and learning outcomes (Johnson et al., 2020). The article proposes strategies to attract qualified educators and create a supportive work environment. Previous studies have highlighted the critical role of teacher motivation and job satisfaction in retention (Ingersoll & Strong, 2011). The article's suggestion to partner with universities and teacher training institutions echoes research on the value of robust teacher preparation programs (Darling-Hammond, 2017).

Addressing infrastructure limitations through resource allocation and community partnerships aligns with research that underscores the importance of adequate facilities and resources for effective teaching and learning (Lee & Loeb, 2018). The recommendation to embrace digital resources also resonates with prior studies on the benefits of technology integration in education (Means et al., 2013). The article advocates for ongoing professional development programs for educators. This aligns with previous research indicating that continuous learning opportunities contribute to teacher effectiveness and student achievement (Hattie & Timperley, 2007). Furthermore, the idea of a continuous learning platform mirrors the concept of Communities of Practice, which research has shown to be effective in fostering professional growth (Wenger, 1998). Addressing student misconduct through clear discipline policies and additional support staff is in line with research highlighting the link between a positive school climate, student behavior, and academic success (Bradshaw et al., 2009). This research also emphasizes the role of comprehensive student support systems. Streamlined processes and transparent communication channels for teacher transfers align with previous research on the importance of fairness and equity in administrative decisions (Ingersoll & Strong, 2011).

Research has shown that teacher transfers can significantly impact school culture and student outcomes (Ingersoll et al., 2018). Prior research has demonstrated the positive impact of extracurricular activities on students' social and emotional development (Marsh et al., 2018). The article's recommendation to allocate resources and collaborate with external organizations reinforces the importance of a well-rounded educational experience. The integration of audio-visual aids and technology into teaching methods aligns with extensive research on the benefits of technology-enhanced learning (Hattie, 2009). Research suggests that technology can enhance engagement and provide personalized learning opportunities

## Recommendations

**i. Curriculum Involvement and Monitoring**

**Recommendation**: Education managers should establish a structured system for regular curriculum reviews and updates. They should collaborate with educators to ensure alignment with disciplinary norms and make necessary adjustments.

**Future Suggestion:** Implement a curriculum committee comprising both education managers and experienced educators to oversee curriculum changes, ensuring a balanced approach between innovation and adherence to norms.

**ii. Teacher Recruitment and Retention:**

**Recommendation:** Develop comprehensive recruitment strategies that target qualified teachers. Offer competitive incentives, professional development opportunities, and a supportive work environment to retain existing educators.

**Future Suggestion:** Create partnerships with universities and teacher training institutions to cultivate a pipeline of aspiring educators, providing mentoring and internships to attract fresh talent.

**iii. Infrastructure and Resources:**

**Recommendation:** Allocate resources to expand classroom space, libraries, and reading materials. Seek community partnerships or grants to enhance facilities.

**Future Suggestion:** Embrace digital resources and e-libraries to overcome physical limitations, providing students and educators with broader access to educational materials.

**iv. Teacher Adaptability and Proficiency:**

**Recommendation:** Provide ongoing professional development programs to help teachers adapt to changing timetables and improve subject proficiency.

**Future Suggestion:** Implement a continuous learning platform where educators can access online courses, workshops, and peer mentoring to enhance their skills and stay updated.

**v. Student Misconduct and Staff Shortage:**

**Recommendation:** Establish clear codes of conduct and discipline policies. Hire additional support staff, such as counselors and behavior specialists, to address student misconduct effectively.

**Future Suggestion:** Foster a positive school culture that emphasizes respect and responsibility, encouraging students' self-discipline and reducing the burden on teaching staff.

**vi. Teacher Transfers and Authorization:**

**Recommendation:** Streamline the teacher transfer process by maintaining clear guidelines and transparent communication channels. Ensure that transfers are driven by educational needs rather than administrative factors.

**Future Suggestion:** Implement a digital platform for teacher transfers, allowing education managers to assess vacancies and qualifications efficiently, reducing delays and ensuring appropriate authorization.

**i. Co-curricular Activities and Improvement:**

**Recommendation:** Prioritize extracurricular activities and allocate resources to diversify student experiences beyond the classroom.

**Future Suggestion:** Collaborate with community organizations, local businesses, and volunteers to expand extracurricular offerings, creating a vibrant and holistic learning environment.

**ii. Audio-Visual Aids and Technology Integration:**

**Recommendation:** Invest in audio-visual aids and educational technology to enhance teaching methods and engage students.

**Future Suggestion:** Establish a technology committee to research, evaluate, and implement innovative tools, ensuring educators are proficient in their use for effective instruction**.**

Objective 2, which addresses educational management problems, provides insightful recommendations for curriculum adaptation, teacher recruitment and retention, infrastructure enhancement, and more.

The multi-dimensional challenges are dissected meticulously, with recommendations mirroring a deep understanding of the intricate interplay between pedagogy, administration, and resources.

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