JOURNAL of ACADEMIC RESEARCH for HUMANITIES

ISSN 2663-192x

EFFECT OF MANAGEMENT PRACTICES ON THE ACHIEVEMENT OF STUDENTS OF HIGHER SECONDARY LEVEL IN AJ&K

Author 1:	SHABANA KOUSAR, Lecturer, Government Post Graduate College for Women, Kotli Azad Kashmir, Pakistan, Email: yk76777@gmail.com
Corresponding & Co-Author 2:	NAUMAN SADEEQUE, PhD Scholar, Department of Education, International Islamic University Islamabad, Pakistan, Email: nauman.phdedu189@iiu.edu.pk
Co-Author 3:	KHATIBA AKHTER, Lecture, Department of Education, University of Kotli Azad Kashmir, Pakistan, Email: akhter@yahoo.com

Paper Information

Citation of the paper:

Subject Areas for JARH:

1 Humanities
2 Social Sciences
3 Education

Timeline of the Paper at JARH:

License:

Recognized for BWO-R:

HJRS HEC Journal Recognition System

Published by BWO Researches INTL.:

BWO RESEARCHES (PVT) LTD INTERNATIONAL

DOI Image of the paper:

DOI 10.5281/zenodo.14170893
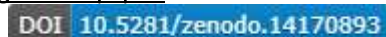
Abstract

Management practices play an important role in promoting any institute. Principals of colleges accomplish many management practices to get good results. It aimed to explore the management practices of principals and teachers at higher secondary levels, to scan the academic achievements of students of higher secondary levels, and to find out the effect of management practices of principals and teachers on the academic achievements of students at higher secondary levels. The study was descriptive, and a cross-sectional survey was used for the collection of data. 70 principals and 1432 teachers at the Degree colleges of Mirpur Division were the population of this study. The study sample consisted of 50 (27 male and 23 female) principals and 100 (54 male and 46 female) teachers, selected using a simple random sampling technique. This approach ensured that every member of the population had an equal chance of being included in the study, minimizing selection bias and enhancing the generalizability of the findings. For the academic achievements of the students, the results of compulsory subjects of the sessions 2020-21 and 2021-22 were considered. The data were analysed by using the SPSS 23 version. It is recommended that principals and teachers use management practices like planning, organizing, staffing, directing, coordinating, reporting and budgeting in a scientific way to get desired results in terms of students' academic achievements.
Keywords: Achievements, Management, Practices, POSDCORB, Education

Introduction

Throughout history, education has been considered a fundamental pillar of society. Its transformative power extends to shaping social norms and improving overall living standards across eras. Throughout history, numerous accounts highlight the relentless efforts individuals have made in their pursuit of knowledge, emphasizing education's enduring significance. Today, development and progress in the field of science and education are regarded as indicators of a country's development and progress. (Anderson, 2003) Student performance in formal academic institutions is observed through the marks assigned by the institution and the ranking of learning activities during a specific time Hamilton-Ekeke, J.-T. (2013) but student learning assessment and grading criteria vary from institution to institution according to their specific Evaluation Criteria. Management practices adopted, and practiced by educational institutions play an important role in the active learning of students (Baum, 2003). Student learning is a process that cannot be concealed but is reflected in students' personality cultivation and response to the surrounding environment their attitudes, and reactions to different positive or negative experiences they encounter. Positive changes in students are called achievements in the learning process and are the most desired results in the education process. Pupils' achievement is reflected in their responses to their surroundings, in the form of the transfer of their knowledge, skills, and experiences across contexts (Levpuscek & Zupancic, 2012).

Problem Statement

The Academic achievements of the students have been a topic of great interest and concern not only for the institution and parents, but it is a matter of great concern for national growth and development since the student's success contributes to national development. But the management is not given preference in developing countries like Pakistan and Azad Kashmir, due to which fruitful results are not obtained, therefore this research is going to be conducted to examine the influence of management practices of the principals and the teachers on the academic attainments of the students.

Research Objectives

1. To explore the management practices of principals and teachers at higher secondary level
2. To estimate the academic achievements of students of higher secondary level.
3. To measure the effect of management practices of principals and teachers on academic achievements of students at higher secondary level.

Significance of the Research

The significance of this study lies in its potential to improve the academic performance of students through better management practices. Understanding the effect of planning, organizing, staffing, directing, coordinating, reporting, and budgeting can help educational administrators make informed decisions that enhance student success. Additionally, this research addresses the gap in the literature regarding the specific impact of management practices in the context of higher secondary education in Pakistan and Azad Kashmir.

Research Questions

1. What management practices are employed by principals and teachers at the higher secondary level?
2. What are the academic achievements of students at the higher secondary level in Mirpur Division?
3. How do the management practices of principals and teachers influence the academic achievements of students?

Hypothesis

H1: There is a significant positive relationship between staffing practices and the academic achievements of students.

H2: Organizing practices have a substantial effect on the academic performance of students.

H3: Coordinating activities by principals and teachers significantly enhance students' academic achievements.

H4: Effective planning is positively correlated with students' academic success.

Research Methodology

The research employs a descriptive and cross-sectional survey design. A simple random sampling technique was used to select a sample comprising 50 principals (27 male and 23 female) and 100 teachers (54 male and 46 female) from degree colleges in Mirpur Division. Data was collected using a researcher-developed five-point Likert scale questionnaire based on the POSDCORB model. Academic achievements were measured using the results of compulsory subjects from the academic sessions 2020-21 and 2021-22. The data were analyzed using SPSS version 23, employing descriptive statistics to examine academic performance and regression analysis to determine the impact of management practices.

Literature Review

The importance of education for any society cannot be denied in any manner. Every human being has the fundamental right to education and the best possible education is the dream of every parent for their child. Education is like a polish on the furniture. The furniture is groomed via polish and starts to glow. Similarly, a child's education helps him to stand out and gleam from the crowd.

Educational Management

Educational management is the one that relates to the operations of educational organizations. All these steps are taken by the management to manage the activities in the school. Effective utilization of the material and resources is done to attain the educational institute's objectives. The basic purpose of every institution is to impart education. Develop individuals who are polished in skills and are dependable members of society. They can sustain the race of society for survival. In the early 20th century, educational development was introduced by the United States. For the success of educational management, necessary freedom, and flexibility must be adopted by the organization. On the other hand, necessary decorum and discipline must be adopted too (Humphrey, 2003).

Functions of Management

Since management involves dealing with problems within an organization to achieve desired goals, the focus is on understanding the capabilities that make up the process. As time went by, experts began to examine the thinking and essence of management and discovered that management has too many functions. Every human being has the fundamental right to education and the best possible education is the dream of every parent for their child. Education is like a polish on the furniture. Furthermore, it has been highlighted that the reputation of the institution, teaching method, and academic program also play an important part in enhancing the level of satisfaction of the people. Although speculation about management elements leads to comparable results, it may be useful to examine these differences as is our current understanding of capabilities. (Feldman & Eidelman 2008).

Planning

Planning is the primary management function and must be carried out if the organization wants to achieve its goals. Through planning, management can determine what they are going to do and who will do it. Collect activities to be carried out and arrange human, financial, material, and other resources. The ability of a teacher to transfer his knowledge and communicate it well is an achievement. Good students do not always become good teachers. A passionate teacher can turn the tables around. Planning secures the organization's long-term goals and achieves them by completing short-term goals (Cepni & Sahin, 2012).

Organizing

Planning is useless until you organize things. It's all about integrating physical, financial, and other available assets according to the plan to achieve predetermined goals. Since the plan is to expand sales, with the plan in mind, you will

decide how to allocate resources based on the plan. The basic purpose of every institution is to impart education. Develop individuals who are polished in skills and are dependable members of society. Every human being has the fundamental right to education and the best possible education is the dream of every parent for their child. Take a marketing campaign for example, once the planning team has analyzed the plan and passed it on to you, now you must assign it to the marketing manager to implement it according to their required budget. (Lewis, 2006).

Staffing

Despite its importance among management's responsibilities, staffing is often overlooked by management. Good students do not always become good teachers. Organization and staffing are closely linked because both functions focus on ensuring the coordination of resources. Staffing is the appropriate selection of employees based on job needs. Furthermore, it has been highlighted that the reputation of the institution, teaching method, and academic program also play an important part in enhancing the level of satisfaction of the people. The ability of a teacher to transfer his knowledge and communicate it well is an achievement. (Wiebe, Berry & Kim, 2008).

Directing

Guidance is the fourth function of management, and it is considered the most influential function in management. By constantly directing and monitoring activities, managers can keep things on track, thereby increasing productivity and reducing the waste of resources. It not only ensures the organization of workers but also ensures that they complete tasks through multiple means. Effective utilization of the material and resources is done to attain the educational institute's objectives. The guidance continues to focus on the continuous expansion of profitability and the goal is getting closer. As this function reaches deeper into human connections, managers convince, empower, and engage their

employees. During this phase, you will meet and communicate with your staff to understand how the work is progressing. You can talk to them about new progressive battles, let them contribute, and convince them to create new ideas. This ability is about the normal relationship between the organization and its employees (Barbato, 2000).

Coordinating

Even though everyone does their job conscientiously, without coordination among them, the goal remains unachievable. Coordination keeps everyone on track. It is the unity, integration, and synchronization of team efforts. Coordination is generally invisible, but it integrates other functions of management. As Mooney and Leary said, "It is a precise course of action for a collective effort to keep people to achieve a common goal". According to Charles Worth, it is the combination of several parts into sequences that management can coordinate through the basic elements of planning, organizing, staffing, directing, and controlling, thereby developing understanding between systems (Bornstein & Lansford, 2010).

Reporting

Providing managers with the right data at the right time to help them make decisions is reporting. The purpose of reporting is to provide the right information when they need it, exactly what they need to make choices, and adoption helps enhance decision-making. The basic purpose of every institution is to impart education. Develop individuals who are polished in skills and are dependable members of society. Every human being has the fundamental right to education and the best possible education is the dream of every parent for their child. Education is like a polish on the furniture. Education is like furniture polish. Furthermore, it was highlighted that the reputation of the institution, teaching methods, and academic programs also play an important role in improving people's satisfaction, activities that build their understanding and inspire them. (Stobart, 2008).

Budgeting

A budget is a plan for how to use financial resources. This plan enables management to determine whether the initiative can be taken before implementation begins. They can decide whether they can achieve their goals within their financial constraints. Furthermore, it has been highlighted that the reputation of the institution, teaching method, and academic program also play an important part in enhancing the level of satisfaction of the people. The ability of a teacher to transfer his knowledge and communicate it well is an achievement. Good students do not always become good teachers. A passionate teacher can turn the tables around. When you create your first spending plan, start using it, and see how it keeps your record on track, you may want to map out your spending plan or a half-year to year-long spending plan. (Fautch, 2015).

Table 1: Overview of the POSDCORB Model in Educational Management

POSDCORB Component	Description	Examples in Education
Planning	Setting goals and determining the means to achieve them	Developing a yearly academic plan for a school
Organizing	Arranging resources and tasks to meet objectives	Assigning teachers to subjects and managing schedules
Staffing	Recruiting, training, and placing staff appropriately	Hiring qualified teachers and providing professional development
Directing	Providing guidance and leadership	Principals leading meetings to align goals
Coordinating	Synchronizing efforts to ensure efficiency	Organizing parent-teacher meetings to discuss student progress
Reporting	Collecting and sharing information on performance	Preparing annual reports on academic achievements
Budgeting	Managing financial resources	Allocating funds for extracurricular activities

Table 2: Impact of POSDCORB Practices on Academic Achievement

Component	Impact on Academic Achievement
Planning	Helps set clear academic goals and expectations, contributing to improved student outcomes
Organizing	Ensures efficient use of resources, leading to a better learning environment
Staffing	Quality staff selection enhances teaching effectiveness and student performance.
Directing	Motivate teachers to achieve educational goals, fostering a productive learning culture.
Coordinating	Aligns efforts among teachers, students, and parents, boosting academic success
Reporting	Provides insights into areas for improvement, enabling data-driven decision-making
Budgeting	Ensures financial support for essential academic programs and activities

Student Satisfaction and Achievement

This study shows that the students who have high satisfaction and achievement levels have a great ability to absorb the content and training that they are imparted. Furthermore, it has been highlighted that the reputation of the institution, teaching method, and academic program also play an important part in enhancing the level of satisfaction of the people. The achievement capacity is enhanced by the teaching methods applied and the type of program. The ability of a teacher to transfer his knowledge and communicate it well is an achievement. Good students do not always become good teachers. Teaching requires passion and it is the only way that student satisfaction is increased. A passionate teacher can turn the tables around. The ability of the mentor and the management's identification of the ability of the mentor is one of the key ways of achieving the right level of performance from even an average student (Saini, 2006).

Materials and Methods

The nature of the study was descriptive, and the survey was used to conduct the research. Fifty (50) Principals and 100 teachers were selected randomly from the Mirpur division as a sample

of the study. A researcher made a five-point Likert scale questionnaire by the POSDCORB model that was used as an instrument.

Analysis and Interpretations of the Data

Data was analyzed by using the SPSS 23 version.

Justification for Selecting Four Practices

The POSDCORB model outlines a comprehensive set of management practices: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. However, for the scope of this study, only four key practices—staffing, organizing, coordinating, and planning—were chosen. The selection was based on the following considerations: These four practices are directly related to the daily management activities of principals and teachers in educational institutions. They significantly influence the teaching-learning process, resource allocation, and the organizational environment, which are critical factors in student academic achievement. Focusing on these practices allows for an in-depth analysis of their direct impact on academic performance, rather than diluting the research with too many variables. It helps in isolating the most influential factors and understanding their specific contributions. In the context of higher secondary education, principals and teachers primarily engage in planning curricula, organizing resources, staffing classes, and coordinating activities. These practices form the foundation of effective school management, making them more practical to study. Considering the study's constraints, such as time, resources, and data availability, analyzing all seven practices would have been less manageable.

Table 1 Management Practices

Table 1 presents the descriptive statistics for the management practices executed by principals and teachers, including staffing, organizing, coordinating, and planning. The mean score for staffing (M = 4.12, SD = 0.215) suggests that this practice is commonly and consistently implemented across institutions, indicating a relatively uniform approach to staffing. Organizing, with a mean score of 3.88

(SD = 0.254), reflects moderate use, though the slightly higher standard deviation suggests some variability among institutions. Coordinating has a lower mean score of 3.65 (SD = 1.254), implying a less consistent application of this practice, with significant variations in how it is executed. Lastly, planning has the lowest mean score of 3.21 (SD = 0.248), indicating it is the least emphasized practice among the four, but it also shows some consistency in its implementation. Overall, the high standard deviations, particularly for coordinating, highlight the variability in how these management practices are applied.

Justification for High Standard Deviation (SD)

A high standard deviation indicates that the data points are spread out over a wider range around the mean. In this study, a high SD for certain management practices could imply variability in how different principals and teachers implement these practices. This variability can be attributed to factors such as differing levels of experience, resources available at various institutions, or individual approaches to management. This variability is significant as it highlights the inconsistencies in management practices and their potential impact on student achievements.

Sequence According to the POSDCORB Model

Although the practices of staffing, organizing, coordinating, and planning have been presented in a particular order in this study, the POSDCORB model traditionally follows the sequence of Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. The reason for deviating from this sequence is to emphasize the most relevant practices for this research context. Specifically, the selected

No.	Practices	N	Mean	SD
01	Staffing	150	4.12	0.215
02	Organizing	150	3.88	0.254
03	Coordinating	150	3.65	1.254
04	Planning	150	3.21	0.248

practices (staffing, organizing, coordinating, and planning) are prioritized based on their direct influence on academic outcomes in the educational environment. By focusing on these practices, the study aims to present a more

Effect of Management Practices on the Achievement of Students

Bwo-Research Intl. "Journal of Academic Research for Humanities (Jarh) 4(*4*)"

relevant analysis for educational management while acknowledging that all POSDCORB elements are interconnected.

Table 2 Academic achievements of the students

Subjects	N	Mean	SD
Urdu	150		
		3.751	1.295
English	150		

Table 2 shows that the mean results of Urdu and English were N= 150, M= 3.751, SD= 1.295.

Table 3 Model Summary of Management Practices and Academic Achievements

Management Practice	R	R^2	Interpretation
Staffing	0.755	0.570	Indicates a strong positive relationship between staffing and academic achievements, with 57% of the variance explained by staffing practices.
Organizing	0.896	0.803	Shows a very strong positive relationship, explaining 80.3% of the variance in academic achievements through organizing practices.
Coordinating	0.874	0.764	Demonstrates a strong positive relationship, with 76.4% of the variance in academic achievements accounted for by coordinating practices.
Planning	0.959	0.919	Reveals an extremely strong positive relationship, where planning practices explain 91.9% of the variance in academic achievements.

Table 3 provides a summary of the relationships between different management practices and academic achievements, as indicated by the values of R and R^2. The R-value of 0.755 indicates a strong positive relationship between staffing and academic achievements. An R^2 value of

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			L. Bound	Up. Bo
1	(Constant)	8.715	.897		9.720	.000	6.943	10.4
	Staffing	.607	.043	.755	14.008	.000	.522	.69

a. Dependent Variable: Academic Achievements

0.570 means that 57% of the variance in academic performance can be explained by the staffing practices employed by the principals and teachers. This suggests that the way educational institutions handle staffing—such as hiring, training, and placing teachers—has a significant impact on student success. With an R-value of 0.896, the relationship between organizing practices and academic achievements is very strong. The R^2 value of 0.803 shows that 80.3% of the variance in academic performance is explained by organizing practices. This implies that well-structured and efficiently managed educational environments, where tasks and resources are systematically arranged, substantially contribute to higher academic achievements. The R-value of 0.874 signifies a

strong positive relationship between coordinating practices and academic performance. The R^2 value of 0.764 indicates that 76.4% of the variance in academic achievements can be attributed to how effectively principals and teachers coordinate their activities. This highlights the importance of ensuring that all educational efforts are aligned and harmonized to optimize student outcomes. The R-value of 0.959 reveals an extremely strong positive relationship between planning and academic achievements. An R^2 value of 0.919 suggests that 91.9% of the variance in student performance is explained by the planning practices.

Table 4 ANOVA summary of Staffing and Academic achievements

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	699.925	1	699.925	196.210	.000
	Residual	527.948	148	3.567		
	Total	1227.873	149			

a. Predictors: (Constant), Staffing

b. Dependent Variable: Academic Achievements

Table 4 shows that the regression equation is significant F (1,148) =196.210, p=.000< .05 Hence, Staffing has a significant effect on student's achievements.

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			L. Bound	Up Bound
1	(Constant)	5.128	.737		6.957	.000	3.671	6.585
	Coordinating	.770	.035	.874	21.914	.000	.701	.840

a. Dependent Variable: Academic Achievements

Table 5 Coefficient summary of Staffing and Academic achievements

Table 5 shows the value of coefficients of Staffing and students' achievements was .755, its T value is 14.008 which was significant at the .05 level as p=.000. It means that there was a significant difference between Staffing and student's achievements.

Table 6 ANOVA summary of Organizing and students' achievements

	Model	Sum of Squares	Df	Mean Square	F	Sig.
	Regression	985.744	1	985.744	602.529	.000
1	Residual	242.130	148	1.636		
	Total	1227.873	149			
a. Predictors: (Constant), Organizing						
b. Dependent Variable: Academic Achievements						

Table 6 shows that the regression equation is significant F (1,148) =602.529, p=.000< .05 Hence, Organizing has a significant effect on student's achievements.

Table 7 Coefficient Summary of Organizing and students' achievements

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			L. Bound	Up. Bound
(Constant)	3.809	.712		5.352	.000	2.402	5.215
1 Organizing Sum	.842	.034	.896	24.546		.774	.910
a. Dependent Variable: Academic Achievements							

Table 7 shows that the value of coefficients of Organizing and students' achievements was .896, and its t value is 24.546 which was significant at the .05 level as p=. 000. It means that there was a significant difference between organizing and students' achievements.

Table 8 Coefficients Summary of Coordinating and students' achievements

Table 8 shows that the value of coefficients of Coordination and students' achievements was .874, and its T value is 21.914 which was significant at the .05 level as p=. 000. It means that there was a significant difference between Coordinating and student's achievements

Table 9 ANOVA summary of Planning and students' achievements

Table 9 shows that the regression equation is significant F (1,148) =1.6783, p=.000< .05 Hence, Planning has a significant effect on student's achievements.

Table 10 Coefficient summary of Planning and students' achievements

Table 10 shows the coefficient summary of Planning and students' achievements. This table shows the value of coefficients of Planning and students' achievements was .959, its T value is 40.967 which was significant at the .05 level as p=.000. It means that there was a significant difference between planning and student

achievements.

Findings

1. The principals and teachers execute management practices: staffing, organizing, coordinating, and planning. The scores of staffing were: N = 150, M = 4.12, and SD = 0.215; the scores of organizing were: N = 150, M = 3.88, and SD = 0.254; the scores of coordinating were: N = 150, M = 3.65, and SD = 1.254; and the scores of planning were: N = 150, M = 3.21, and SD = 0.248 (**Table 1**).
2. The students have academic achievements in the subjects of Urdu and English, with mean scores of N = 150, M = 3.751, and SD = 1.295 (**Table 2**).
3. There was a positive relationship between staffing and students' achievements. The value of R is 0.755, and R² is 0.570 (**Table 3**).
4. Staffing has a significant effect on students' achievements. The regression equation is significant: F (1, 148) = 196.210, p = .000 < .05 (**Table 4**).
5. The coefficients for staffing indicate a significant effect on students' achievements: β = 0.755, T = 14.008, p = .000 (**Table 5**).
6. There was a positive relationship between organizing and students' achievements. The correlation R is 0.896, and R² is 0.803 (**Table 6**).
7. Organizing has a significant effect on students' achievements: F (1, 148) = 602.529, p = .000 < .05 (**Table 7**).
8. The coefficients for organizing indicate a significant difference in students' achievements: β = 0.896, T = 24.546, p = .000 (**Table 8**).
9. There was a positive relationship between coordinating and students' achievements. The correlation R is 0.874, and R² is 0.764 (**Table 9**).

	Model	Sum of Squares	Df	Mean Square	F	Sig.	
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval B	
	B	Std. Error	Beta			L. Bound	Up. Bou
(Constant)	4.444	.412		10.792	.000	3.630	5.257
Planning Sum	.785	.019	.959	40.967	.000	.747	.822
a. Dependent Variable:							

10. Coordinating has a significant effect on students' achievements: $F_{(1, 148)} = 480.203$, p = .000 < .05 (**Table 10**).

Discussion

The findings of this study provide strong evidence that effective management practices significantly influence the academic achievements of students at the higher secondary level. Specifically, the results revealed that all four management practices—staffing, organizing, coordinating, and planning—positively impact student performance. These outcomes align with previous research in educational management. Firstly, the positive relationship between staffing and academic achievements (R = 0.755, R^2 = 0.570) confirms the assertions of Wiebe, Berry, & Kim (2008), who emphasized the importance of selecting and developing competent teaching staff to enhance student outcomes. Effective staffing ensures that well-qualified and passionate educators are placed in classrooms, contributing to a productive learning environment. The significant impact of organizing on academic performance (R = 0.896, R^2 = 0.803) corroborates with Lewis (2006), who highlighted the role of resource allocation and task management in achieving institutional goals. The strong positive relationship indicates that well-organized institutions can better facilitate the teaching-learning process, leading to higher student achievements. The findings related to coordinating (R = 0.874, R^2 = 0.764) support the work of Bornstein and Lansford (2010), who found that coordination among teachers, students, and parents enhances educational outcomes. Effective coordination creates a cohesive learning environment, ensuring that all stakeholders work towards common academic objectives.

Finally, the extremely strong association between planning and academic achievements (R = 0.959, R^2 = 0.919) aligns with the research of Cepni and Sahin (2012), who emphasized that strategic planning is essential for setting educational goals and achieving desired results. Schools that engage in meticulous planning are more likely to see improved academic performance among students. While the results are consistent with prior studies, they also underscore the need for educational leaders to continuously refine and implement effective management strategies to foster academic excellence.

Conclusion

It was concluded that the principals and teachers at colleges practice different management practices to improve the teaching-learning process. These management practices include staffing, organizing, coordinating, and planning. It was concluded that students have academic achievements in the subjects of Urdu and English. It was concluded that management practices; staffing, organizing, coordinating, and planning have positive effects on the academic achievements of the students.

Recommendations

It is suggested that principals and teachers may practice management practices like staffing. Organizing, coordinating, and planning in a scientific way to get desired results in terms of students' academic achievements. Seeing the usefulness of management practices, it might be included as an integral part of training for principals and teachers. It is suggested that the government may pay special attention to the management practices which concern their quarter to get better results.

References

Anderson, T. (2003). Getting the mix right again: An updated and theoretical rationale for interaction. *The International Review of Research in Open and Distributed Learning, 4*(2), 10-15.

Barbato, R. (2000). Policy implications of cooperative learning on the achievement and attitudes of secondary school mathematics students. New York: Fordham University.

Baum, C. (2003). Does early maternal employment harm child development? An analysis of the potential benefits of leave-taking. *Journal of Labour Economics, 21*(2), 12-14.

Bornstein, M. H., & Lansford, J. E. (2010). *Parenting: The handbook of cross-cultural developmental science*. New York: Taylor and Francis.

Fautch, J. M. (2015). The flipped classroom for teaching organic chemistry in small classes: Is it effective? *Chemistry Education Research and Practice, 16*(1).

Hamilton-Ekeke, J.-T. (2013). Conceptual framework of teachers' competence concerning students' academic achievement. *International Journal of Networks and Systems, 2*(3), 15-20.

Humphrey, J. H. (2003). *Stress education for college students*. Nova Publishers.

Çepni, S., & Şahin, C. (2012). Teaching floating and sinking concepts with different methods and techniques based on the 5E instructional model. *Asia-Pacific Forum on Science Learning and Teaching, 11*(2), Article 5.

Feldman, R., & Eidelman, A. I. (2009). Biological and environmental initial conditions shape the trajectories of cognitive and social-emotional development across the first years of life. *Developmental Science, 12*(1), 194-200.

Lewis, T. (2006). Design and inquiry: Bases for an accommodation between science and technology education in the curriculum. *The Official Journal of the National Association for Research in Science Teaching, 43*(3), 255-281.

Ruhm, C. (2004). Parental employment and child cognitive development. *The Journal of Human Resources, 39*(4), 155-192.

Saini, S. (2005). Family environment and academic achievement of adolescent children of working and non-working mothers. *Indian Educational Review, 41*(2), 87-95.

Stobart, G. (2008). *Testing times: The uses and abuses of assessment*. Washington.

Wiebe Berry, R. A., & Kim, N. (2008). Exploring teacher talk during mathematics instruction in an inclusion classroom. *The Journal of Educational Research, 101*(6), 363-378.

Zupančič, M., Komidar, L., & Puklek Levpušček, M. (2012). Individuation in relation to parents: A case with Slovene emerging adult students. *CBB Journal, 16*(2).