

Investigating the Relationship between Management Skills of Managers and their Effectiveness in Primary Schools of Baharestan

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ABSTRACT

This survey aims to explain relationship between management skills of managers and their effectiveness in primary schools of Baharestan. Skills of managers are discussed based on Robert Kats view including triple skills of technical, humanitarian and cognitive skills. Statistical society includes all teachers of primary schools (1300 individual) of Baharestan in academic year 2011-2012. Sample volume including 297 male and female teachers were determined by H.S. Bola formula and selected by multi-level cluster sampling method. To measure research data, management skills questionnaire and effectiveness questionnaire including 30-question questionnaire of Alagheh Band were used. Reliability of management skill questionnaire was measured by Cronbach's Alpha and was 95% for manager's skills questionnaire and 94% for effectiveness questionnaire. In this research validity of both questionnaires was acquired by confirmation of 5 experts. To describe data, descriptive indexes such as Pierson correlation, independent t-parameter and multi-variable regression analysis were used. Results of the study show that there is a meaningful relationship between triple skills of managers and their effectiveness in primary schools of Baharestan, increase of each skill will increase effectiveness of organization. Male managers are more effective than females and high management experiences of manager cause more effective management.

Keywords: management skills, technical skills, human skills, cognitive skills, effectiveness

1. INTRODUCTION

One of the main achievements of civilization is emerging extensive social organizations that we are observing now. This extension is to the extent that we can call today's society as organizational society, since in every level of life, from birth to death, we depend on organization [1]. In order to effectively achieve their objectives, organizations need qualified managers. Managers, as main operators of organizations, play significant role in improving organizational practices. Due to its importance, today management is considered as a profession which requires pre-preparation and education [2]. Effectiveness and efficiency of managers requires management skills and lack of each skill decrease success rate of managers and organization, so each skill is important fulfilling tasks [3]. Skill is ability to change knowledge to practice in a way to lead to optimal performance. Kats defines skill as abilities in performing tasks that are not innate but acquirable. He defines manager as a person who guides performance of others and is responsible in fulfilling special aims [4]. Skills approach of management starts with classifying triple skills of Robert Kats [5]. He believes technical, humanitarian and cognitive skills are essential in management. Kats believes there is another skill, skill of designing, that a manager should obtain other than skills of Kats [5]. Schermer Horn [6] concluded that managers need skills such as self-management, critical thinking, group working, communication skills, leadership, and professional skills. Peterson and Van fleet [7] says managers should possess the following skills: diagnostic, technical, humanitarian, analytic, cognitive, communicative, inter-personal, official, decision-making and flexibility. Blair [8] defines essential skills of managers as communicative, leadership and organizing skills. Although skills of managers are classified in various ways, but triple skills of Kats is the base of all classifications. This research is based on classification of Kats on skills of managers. Technical skill is ability acquired from experience, training and internship to use knowledge, methods, techniques and equipment's required in doing special works. Cognitive skill is cognitive and thinking ability about abstract situations, viewing organization as a whole and understanding relations between elements and how organization adapts with environment [9]. Humanitarian skill is ability of assessing understanding, cooperating and doing work by the help of others which includes understanding past behavior, predicting future, leading, control and changing behavior.

Effectiveness: success of a system in achieving objectives and fulfilling tasks which has a direct relation with functionality of manager. When a manager is trying to achieve objectives of organization and desired results, it can be said they have achieved effectiveness [4]. Lejeune and Vas [10] define effectiveness as a degree in which ultimate goal of organization is achieved, and plays significant role on organizational development. Organizational effectiveness is match level, organizational practical and expected results [11].

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Organizational effectiveness approaches

Studying Organizational effectiveness is classified in two groups:

- **Targeted approach or rational system:** targeted approach is based on the argument that organizations have a set of objectives and try to achieve them [12].
- **Natural system approach:** uses internal measurement of effectiveness. This approach focuses on human resources than organizational results. It focuses on inter organization approaches and uses internal functional criteria such as productivity, expense and efficiency [13].

Indicators of assessing organizational effectiveness

To evaluate effectiveness, at least four criteria are needed:

1. work should be defined and designed based on logic, reason and analyzing expert analysis
2. Quality: Are accurate works performed based on pre-determined features?
3. Quantity: Are all works performed accurately?
4. To be on time: Are accurate works done on time? [14].

Organizational effectiveness patterns

Organizational effectiveness patterns include logical aim method, supply resource method, inter-process based method, management process model, strategic factor model, competitive value based method, organization improvement pattern, functional-structural model, objective- system resource compound model, Talcott Parsons effectiveness pattern, and social system pattern. Selecting each model depends on objective of the research. It should be determined whether the problem is structural or in human resource function or both. So the models can be used alone or in combination [15].

Review of literature

Carmeli[16] investigates the effect of management skills on urban organization functions and conclude management skills (technical, creativity or educational) have influence on organization function and can change management skills in short time which cause meaningful changes on functionality. Structural changes are not only costly, but more time consuming.

Bond [17] investigates relationship between training managers, management style and efficiency of organization. Its aim is to recognize a new education based on mental attitude and organizational function. Studying believes of employees and evaluating organizational function shows that behavior of manager has changed due to training and managers attributed these changes to a combination of management training, effect of development oriented management, and change in cultural norms that improves work environment.

Carmeli and Tishler[18] consider relative importance of management skills in super teams of managers not skills. These skills were offered by Zaki[19] as follow:

- 1- Persuasion; 2-Administrative ability; 3- Eloquence; 4- Team work knowledge; 5- Ability to show emotions; 6- Social skills; 7- Creativity; 8- Cognitive skills; 9- Intelligence

The aim of this research was investigating the effect of these skills on functionality of industrial companies. Results of the research show there is a positive relation between company function and thinking abilities. It also shows the effect of these skills on function of company is more than effect of variables such as size and life of Inc. and environmental unreliability.

Research hypothesis and questions

Main question: Is there any relation between management skills of managers and their effectiveness in primary schools of Baharestan?

Secondary questions:

- 1)Are there any relation between technical skills of managers and their effectiveness?
- 2)Is there any relation between cognitive skills of managers and their effectiveness?
- 3)Is there any relation between human skills of managers and their effectiveness?
- 4)Is there any relation between experience of managers and their effectiveness?
- 5)Are male managers more effective than female managers?

2. MATERIALS AND METHODS

This research has practical objective, quantitative data and correlational nature.**Statistic society:** Statistic society of the research includes all primary school teachers of Baharestan (1300 individual). **Statistic sample:** multi-level cluster sampling method was used in selecting sample group. In this base, and regarding sample volume determining formula (H.S. Boula, 1970, translated by Ebily, [4]) size of sample group was 297 individual.**Research tools:** questionnaires were used in collecting data: management skills questionnaire (Nazem, 2008), and effectiveness questionnaire including 30-question questionnaire of Alaghehband [4]. Reliability of management skill questionnaire using Cronbach's Alphas 95% for manager's skill questionnaire

and 94% for effectiveness questionnaire. In this research validity of both questionnaires were determined by confirmation of 5 experts.

Statistical method: to describe data, descriptive statistics were used such as mean, standard deviation and frequency distribution tables. To analyze data, deductive methods were used such as Pierson correlation, t-independent parameter test to compare two independent groups (male and female managers).

3. RESULTS

To investigate main hypothesis and secondary hypothesis, Pierson's correlation test and t-independent test were used.

Table 1.Correlation matrix of technical skills, conceptual, human and effectiveness management

Variable		Skill of managers	Technical skill	Cognitive skill	Human skill	Effective management
Technical skill	Correlation coefficient	** 0.91				
	Determination coefficient	81%				
Cognitive skill	Correlation Coefficient	** 0.90	** 0.83			
	Determination coefficient	81%	67.24%			
Human skill	Correlation coefficient	** 0.90	** 0.69	** 0.68		
	Determination coefficient	81%	47.61%	46.24%		
Effective management	Correlation coefficient	** 0.81	** 0.75	** 0.71	** 0.73	
	Determination coefficient	65.61%	56.25%	50.41	53.29	
Experience of managers	Correlation coefficient	** 0.23	** 0.20	** 0.16	** 0.24	** 0.19
	Determination coefficient	5.29%	4%	2.56%	5.76	3.61
		** P<0.01		* P<0.05		

Main hypothesis: there is a relation between management skills of managers and their effectiveness in primary schools of Baharestan

Table 2.relation between management skills and effectiveness of managers at school

Variable	Effectiveness
Management skills	0.81
Meaningful level	0.01
Amount	300

Table 2 confirms the main hypothesis. Correlation coefficient between skills of managers and their effectiveness ($r=0.81$) is meaningful 0.01. In another word, there is a direct and positive relation between manager's skills and effectiveness. Determination coefficient is 65.61%, that is, 65.61% of dispersion is common among manager's skills and effectiveness. So the first hypothesis is confirmed.

Secondary hypothesis:

2. There is a relation between technical skills of managers and their effectiveness.

Table 3.relation between technical skills and effectiveness of managers at school

Variable	Effectiveness
Technical skills	0.75
Meaningful level	0.01
Amount	300

Pierson's correlation analysis was used to investigate this hypothesis. Correlation coefficient between technical skills and effectiveness ($r=0.75$) is 0.01. There is a direct and positive relation between technical skills and effectiveness. Determination coefficient is 56 that is 56% of dispersion is common among manager's skills and effectiveness. So the first secondary hypothesis is confirmed.

3. There is a relation between cognitive skills of managers and their effectiveness.

Table 4.relation between cognitive skills and effectiveness of managers at school

Variable	Effectiveness
Cognitive skills	0.71
Meaningful level	0.01
Amount	300

Pierson's correlation analysis was used to investigate the hypothesis. Correlation coefficient between cognitive skills and effectiveness ($r=0.71$) is 0.01. There is a direct and positive relation between cognitive skills and effectiveness. So the second secondary hypothesis is confirmed.

4. There is a relation between human skills of managers and their effectiveness.

Table 5.relation between human skills and effectiveness of managers at school

Variable	Effectiveness
Human skills	0.73
Meaningful level	0.01
Amount	300

Pierson's correlation analysis was used to investigate the hypothesis. Correlation coefficient between human skills and effectiveness ($r=0.73$) is 0.01. There is a direct and positive relation between human skills and effectiveness. So the third secondary hypothesis is confirmed.

5. There is a relation between experience of managers and their effectiveness.

Table 6.relation between experience of managers and effectiveness of managers at school

Variable	Effectiveness
Experience of managers	0.19
Meaningful level	0.01
Amount	300

Pierson's correlation analysis was used to investigate the hypothesis. Correlation coefficient between experience of managers and effectiveness ($r=0.19$) is 0.01. There is a direct and positive relation between experience of managers and effectiveness. So the forth secondary hypothesis is confirmed.

6. Effectiveness of male managers is better than females.

Table 7.description of male and female managers in effectiveness

Group	Amount	Mean	Standard deviation
Effectiveness	Male	150	134.69
	Female	150	126.32
			24.02
			25.42

Table 8. T test to compare mean effectiveness in male and female managers

Variables	T	Degree of Freedom	Mean difference	Standard error	Meaningfulness level
Effectiveness	2.93	298	8.37	2.85	0.004

Results of fifth hypothesis show a meaningful difference in total score of effectiveness between male and females ($P<0.004$). The finding shows that male schools are more effective than female schools. So the fifth secondary hypothesis is confirmed.

DISCUSSION AND CONCLUSION

The first finding of the research show that zero hypothesis on relation between management skills of managers and their effectiveness is rejected. In another word, in $\alpha=0.01$ and degree of freedom ($df=298$), we can state with 99% certainty that there is a meaningful relation between skills of managers (technical, human, and cognitive) and their effectiveness. To explain this hypothesis it can be said that managers with higher technical, human, and cognitive skills have great role on decisions of organization, planning, and innovation, which increases effectiveness of organization. Managers with technical, human and cognitive relations have a balanced and organized plan and consider unity and integration of organizational power and inviting expert members. The findings accord with Alagheband [4], Kats [5], Roghani [15], DelkhoshKasmaei[20], Yousefyan Najaf Abadi[21], and NikKhou[22].

Second finding of the research reject zero hypothesis of no relation between technical skills of managers and their effectiveness. In another word, in $\alpha=0.01$ and degree of freedom ($df=298$), we can state with 99% certainty that increasing technical skills of managers increase their effectiveness. The finding does not accord with research of DoustMohammadlou [23].

Third finding of the research reject zero hypothesis of no relation between cognitive skills of managers and their effectiveness. In another word, in $\alpha=0.01$ and degree of freedom ($df=298$), we can state with 99% certainty that increasing cognitive skills of managers increase their effectiveness.

Forth finding of the research reject zero hypothesis of no relation between human skills of managers and their effectiveness. In another word, in $\alpha=0.01$ and degree of freedom ($df=298$), we can state with 99% certainty that increasing human skills of managers increase their effectiveness.

Fifth finding of the research reject zero hypothesis of no relation between experience of managers and their effectiveness. In another word, in $\alpha=0.01$ and degree of freedom ($df=298$), we can state with 99% certainty that increasing experience of managers increase their effectiveness. The finding is different from findings of Roghani (2008) and Sameri (2009).

Sixth finding of the research reject zero hypothesis of no relation between effectiveness of males and females. In another word, in $\alpha=0.01$ and degree of freedom ($df=298$), we can state with 99% certainty that there is a meaningful difference between effectiveness of males and females and males are more effective than females. The finding is different from findings of Zaki et al. [19] and Sameri [24].

According to the findings of the research, following suggestions are given to managers of teaching and training:

- Training new universal management methods to managers and localization of universal methods based on national and regional culture
- Holding regional conferences to investigate viewpoints of managers in various contents to improve quality and enhance level of knowledge and view of managers and providing a suitable bed to promote individual and organizational objectives of managers.
- It's suggested to officials of teaching and training to invite managers that have leadership skills and can lead teachers and other employees toward objectives of organization
- Due to changing requirements of managers by time pass, it's suggested to continue demand assessment projects in different time tables as a prerequisite of planning and designing educational courses

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