

The Review on the Relationship between Principals' Skills with Career Motivation in Teachers of Technical High Schools at Tehran City

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ABSTRACT

The current research is intended to interpret the relationship between skills of principals with career motivation of teachers. The studied population included all female teachers of technical high schools at Tehran City during academic year 2012-13 that were totally 460 respondents. Out of this group, 210 participants were chosen based on Morgan's Table for sample size and through application of multi-stage randomized cluster sampling. To gather information, and measurement of research variables, managerial skills standard questionnaire and Maslow's Motivation Standard Inventory in 1970 were adapted and also Pearson's correlation test and multivariate regression were utilized for data analysis. The results of data analysis show that there is a direct positive relationship among human, technical, and perceptual skills of educational principals and career motivation in teachers.

KEYWORDS: Principals' Skills, Human's Skills, Technical Skills, Perceptual Skills, Career motivation in Female teachers, Tehran City

1. INTRODUCTION

Looking at ages of management reflects this fact that management has passed through respectively the ages of hunting, agriculture, industry, and trans-industrial period and today it approaches to age of wisdom i.e. knowledge as a powerful tool. In fact, possessing administrative skills and knowledge for guiding human behavior and relations is considered as one of the requirements for managing an organization this day [1]. The comparative study on history of management within educational systems in various countries also expresses this point that like management in other social organizations and activities, theories of management of educational system have been gradually developed at several stages. In primary steps, principals' attention has been focused further on details of daily issues and problems, methods of doing tasks, preparation, and execution of technical and administrative rules and standards and they knew accurately observance of them as a means for solving all problems; however, they gradually found that management, particularly educational administration, is social transformation, which realization of its objective will be only fulfilled by adaption of human, scientific, perceptual skills and meeting rational requirements of individuals and group in the organization.

Human skills mean that principals should possess the ability and potential for recognizing for creation of mutual understanding and cooperation and doing tasks by others and perception of individuals' motives and affecting on their behaviors. But technical skills are subjected to knowledge and ability in doing certain tasks, which require proficiency in application of special techniques and tools and practical competency in behavior and activity. Also perceptual skills tend to mental ability for recognition and analysis on organizational complexities and understanding all constituent elements and components of organizational work and activity within a single unified system [2].

More generally, administrative skills are some competencies to which principals need in order to achieve the goals and improve their performance [3]. Educational environment is a totally human climate. Establishing the favorable human relations and mutual respect among principal and members of educational organization are some of the important educational administration goals. Educational principal should provide by his/ her best effort the appropriate scientific and educational opportunities for promotion of teachers to higher educational jobs and roles. Improving motivation in personnel is one of the paramount effects of skills and competencies among principals [4]. Findings from study done by Thomas [5] suggest that motive is the impetus for moving human resources in organization. As a result, the more motivation exists in human resources (at all organizational level), the higher rate of creativity, innovation, dynamism, efficiency, and effectiveness they will have.

In fact, rate of individual performance is a function of his/ her ability and motive. Factor of ability may determine what he/ she could do while factor of motive identifies what he or she wants to do. Motivation force may be considered as turning on human's engines. Human is required justifying any movement. This engine can work in some human by internal motives and in some other with external stimulants. In fact individual differences may provide various motivational models [6].

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In an investigation under title of “Effective factors on motivation”, Dileman [7] divided them into physical and non- physical factors so that these factors will be affected by principals, colleagues, community, and fixed work and income while he does not consider managerial executive activities as effective in motivation of personnel including control, supervision, and selection of uncertain and unequal trainings and occupational encouragements unless they are followed by physical factors. In another survey done by Noroozi et al. [8] under title of “The review on the effective factors on career motivation among members of academic fellowship from Rafsanjan University of Medical Sciences”, the results indicate that 81% of members of academic fellowship considered external factors like salary and wage, job satisfaction, work environment conditions, way of relationship with others, sponsorship and supervision, and the governing procedures on workplace and also 72% of them introduced internal factors namely importance of work, recognitions and acknowledgement of personnel from job promotion and development and success as effective factors for motivation.

Thus, compared to management in other organizations, administration of educational system requires further occupational skills and competencies since educational administration is a totally human and social process which its outputs are trained humans who are the factors for social movement and development instead of industrial and economic goods. Educational administration should prepare the ground for motivation and realization of organizational goals by employing scientific, aesthetic, technical, and perceptual skills and fulfillment of individual and cumulative requirements and establishing apt relations and mutual respect and appropriate opportunities for studies and training to promote its teachers to higher jobs and ranks.

2. MATERIALS AND METHODS

The present survey is of applied type in terms of goals, and descriptive in terms of data collection, and quantitative in terms of nature and correlation technique for data analysis for which researcher has evaluated the relationship among independent variable i.e. principals’ skills (human, technical, and perceptual skills) as well as teachers’ career motivation regardless of manipulating independent variable. Meanwhile, multivariate regression has been used to predict the rate teachers’ occupational motivation regarding variables of teachers’ skills.

Statistical population and sampling method:

The statistical population of this study comprises of all female teachers from technical high schools in Tehran City at academic year 2012-13 that contained 460 participants. Out of this population, 210 respondents have been chosen based on Morgan’s table and in order to increase accuracy of survey, multi- stage randomized cluster sampling method was adapted.

Measurement tools:

In this study, questionnaire was utilized as measurement tool including the standard questionnaire of administrative skills that was prepared by Nazem [9] which consisted of subscales of technical, perceptual, and human skills where each of subscales comprised of 25, 21, and 27 questions. This questionnaire has been ranked based on LIKERT scale and its spectrum consists of extremely high, high, low, and very low. Reliability of the above inventory was calculated about 0.78- 0.81 by means of Cronbach’s Alpha coefficient. At the same time a questionnaire of motivation (Maslow, 1970) with 60 questions which had been prepared for Iranian community by Alvani [10], also was utilized and its reliability was computed by Cronbach’s Alpha coefficient as 0.97.

Techniques of data collection:

The needed information for this survey was gathered by two methods i.e. library technique and reference to documents. Librarian technique comprises of review and study of types of Persian and English texts (books and essays etc.) and the relationship of the given literature with motivation in personnel and teachers’ skills. It was referred to the relevant documents in order to acquire information about this subject while in method of field study, researcher has gathered the needed data to conduct study by designing questionnaire and its distribution among the statistical elements and then research hypotheses were tested by means of the collected data.

3. RESULTS

The relevant descriptive analysis of variables of administrative skills (i.e. technical, perceptual, and human skills) and teachers’ job requirements are given in Tables 1 and 2 and inferential data psychiatry are presented in Table 3 respectively. With respect to frequency distribution of variable of technical skill, its kurtosis is positive that interprets the peak of convex point and skewness is negative. Namely, kurtosis diverts to right side and mean is lesser than median and mode. Given that frequency distribution of variable of perceptual skill, kurtosis is positive that signifies the peak of the convex point and skewness id negative. In other words, skewness diverts toward right side and mean is smaller than median and mode. With respect to frequency distribution of

variable of human skill, kurtosis is negative that reflects the peak of concave point and skewness is negative. Namely, kurtosis diverts toward right side and mean is lesser than median and mode.

Table 1: Descriptive parameters of technical, perceptual, and human skills

Variables	Mean	Standard deviation	Kurtosis ¹	Skewness
Technical skill	78.3	8.49	0.08	-0.58
Perceptual skill	75.37	9.94	0.07	-0.30
Human skill	80.61	10.190	-0.22	-0.23

¹Kurtosis is a natural curve when it sets zero and it is peak of convex point if it is positive and when it is negative if the peak point is concave. Negative skewness at right side; and positive skewness at left side

Table 2: Descriptive parameters of variables of teachers' requirements

Variables	Mean	Standard deviation	Kurtosis ¹	Skewness
Physical need	74.55	11.88	-1.21	0.17
Need to security	76.68	11.88	-0.93	-0.20
Need to social relations and affection	70.91	10.0	-0.32	-0.26
Need to confirmation and respect	76.75	11.51	-0.62	-0.31
Need to self- knowledge	77.26	9.57	-0.11	-0.74

¹Kurtosis is a natural curve when it sets zero and it is peak of convex point if it is positive and when it is negative if the peak point is concave. Negative skewness at right side; and positive skewness at left side

With respect to frequency distribution of variable of physical need (requirement), kurtosis is negative that suggests peak of concave point while skewness is positive. In other words, kurtosis divert to left side and mean is greater than median and mode. Given that frequency distribution of variable of physical needs, kurtosis is negative that shows peak point is concave and skewness is negative. Namely, skewness diverts to right side and mean is smaller than median and mode. With respect to frequency distribution of variable of need to affection, kurtosis is positive that signifies peak point is convex and skewness is negative. In other words, skewness divert to right side and mean is lesser that median and mode.

By considering frequency distribution of variable of confirmation and respect, kurtosis is negative so that it reflects the peak pint is concave and skewness is negative. Namely, skewness diverts to right side and mean is smaller than median and mode. Given that frequency distribution for variable self- knowledge, kurtosis is negative that signifies the peak point is concave and skewness is negative. In other words, skewness diverts to right side and mean is smaller than median and mode.

Table 3: Correlation matrix for variables of human, technical, and perceptual skills and teachers' requirements

Variable	Type of parameter	Physical need	Need to security	Need to affection	Need to respect	Need to self-knowledge
Human skill	Correlation coefficient	0.247 **	0.449 **	0.377**	0.443**	0.190**
	Determination coefficient	6.10%	20.16%	14.21%	19.62%	3.61%
	Significance level	0.01	0.01	0.01	0.01	0.01
Technical skill	Correlation coefficient	0.187**	0.255**	0.225**	0.270**	0.298**
	Determination coefficient	3.49	6.50	5.06	7.29	8.88
	Significance level	0.01	0.01	0.01	0.01	0.01
Perceptual skill	Correlation coefficient	0.289**	0.348**	0.526**	0.217**	0.183**
	Determination coefficient	8.35%	12.11%	27.66%	4.70%	3.3%
	Significance level	0.01	0.01	0.01	0.01	0.01
	Quantity	210	210	210	210	210

Pearson's correlation analysis was adapted to examine the first minor hypothesis. Thus, according to above tables, it may be implied that there is a direct relationship between principals' human skills with female teachers s' career satisfaction in technical high schools in Tehran city.

In order to review second minor hypothesis, Pearson's correlation analysis was used. Therefore, based on above table, it can be mentioned that there is direct relationship between principals' technical skills with female teachers' career satisfaction in technical high schools in Tehran city.

Pearson's correlation analysis was adapted for study on third minor hypothesis. Therefore, based on the above table, it may be said that there is a direct relationship between perceptual skills of principals with female teachers' career motivation in technical high schools in Tehran city.

4. DISCUSSION AND CONCLUSION

The schools, where teaching and training goals and purposes are pursued, are the most appropriate place for benefitting from concepts of principals' skills. In order to motivate teachers further and better for working, it requires for having some qualifications. Teachers will convey the minimum level of information to students if they have not strong motive to do their professional task. Thus, it is especially important to pay attention to requirements, interests, and motives and to make practical measure in this regard in order to achieve real and successful education and training. As a result, it is impossible to improve conditions in workplace and increase teachers' efficiency by study on relationship between skills of principals with teachers' motivation and determining their reasons and effective factors; thus, to flourish students' talents effectively. The present investigation is mainly intended to interpret the relationship between principals' skills with teachers' motivation.

This study was designed and conducted to review this hypothesis that principals' skills might affect on teachers' motivation and the relations among variables of principals' skills (including technical, perceptual, and human) with motivation (consisting of physical need, need to security, need to affection, need to respect, need to self- knowledge) were examined and analyzed. The current research has one major hypothesis with three minor hypotheses as follows:

Minor hypothesis: There is direct relationship among principals' skills and career satisfaction of female teachers in technical high schools at Tehran city.

Minor hypothesis 1: There is direct relationship among principals' human skills and career satisfaction of female teachers in technical high schools at Tehran city.

Minor hypothesis 2: There is direct relationship among principals' technical skills and career satisfaction of female teachers in technical high schools at Tehran city.

Minor hypothesis 3: There is direct relationship among principals' perceptual skills and career satisfaction of female teachers in technical high schools at Tehran city.

To give answers to the questions and testing of statistical hypotheses, so- called Pearson's correlation test as well as multivariate regression were used and results of these statistical tests suggest the following points:

Major hypothesis: There is direct relationship among principals' skills and career satisfaction of female teachers in technical high schools at Tehran city.

The above hypothesis and also minor hypothesis were confirmed. In other words, there is direct relationship among principals' skills (technical, human, and perceptual) and motivation (including physical need, need for security, need to affection, need to respect, and need to self- knowledge). This finding is complied with the theories of Guilberg [11], Sekro [12], Yazdani Milajerdi [13], and Inanloo [14], Hashemi Fesharaki [15], Mohammadi [16], Kontodimopolos et al. [17], Javanmard [18], Noda [19], and Marjolinweyliman [20]. In other words, presence of principals who are equipped with administrative knowledge and skills in educational environments particularly schools will followed by enthusiasm and improving motivation in personnel (teachers). Condition of workplace can be improved by increasing teachers' motivation and this can enhance teachers' efficiency. As a result, students' talents will be effectively flourished. Unfortunately, it is often tried in many educational systems to implement educational administration and leadership by enforcing disciplines and regulations and with power and the formulation of standard methods and procedures is used to manage educational activities instead of reliance on research results and acquiring theoretical framework to guide the activity. But if educational principals are trained for doing leadership and administrative tasks and they are qualified based on intellectual bases or theoretical framework and valid skills and competencies then they can act better and more effectively for realization of organizational objectives and doing the relevant tasks in practical situations.

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