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The Relationship between Human Skills and Effectiveness of Managers in secondary schools of Hashtroud, Iran

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ABSTRACT

This research was performed to investigate the relationship between human skills and effectiveness of schools managers from the viewpoint of teachers. The research method was descriptive-correlative. The statistical population was all of 316 secondary schools teachers in Hashtroud. The random sampling method was used (n=176). For gathering data, two close-ended researcher-made questionnaires (One for human skills and one for effectiveness) were used and their reliabilities were acquired by Cronbach's Alpha technique (0.93 & 0.96). Pearson's Correlation was used for analyzing of the data. The results of this research showed that: There were significant relationships between human skills (listening skill, trusting in teachers, encouraging teachers participate in decision-making, attention to the individual differences, providing a favorable work place) and effectiveness of managers.

Keywords: human skills, listening, trusting, participation, decision-making, individual differences, work place, effectiveness.

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INTRODUCTION

The role of management in the social, economical, cultural, political and scientific development of a society is both vital and critical. Besides, the existence philosophy of every organization is its main prophecy and assignment. For the achievement of organizations goals, they need effective managers. On the other hand, a manager should be skillful, so that he/she can be regarded as an effective leader.

Katz suggests that the technical, perceptual, and human skills are some of the most essential skills for managers' effectiveness (Hersey & Blanchard, 2005). Moreover, the most important skill of a manager is the ability to adjust and negotiate in a proper manner, which is considered to be the most effective factor in the completion of organization goals (Haman, 2010; Brien & Small man, 2011; Smith, 2010; Sambasivan et al, 2009; Kauko, 2009; Pant & Baroudi, 2008; Haq, 2011; Griffith, 1999; Robins, 1998). Rokfler states that: "In this earthy world, I would like to spend a huge prosperity for the manner of interaction with others than for any other thing" (Moshabbaki, 1998). Therefore, the importance of human skill training for the managers of different organizations, especially the educational organizations and particularly schools is increasingly needed. So, the managers of educational systems should focus on the contributing factors of human relationships; that is common interests, individual differences, the human dignity, motivation and cooperation in the affairs as well as trusting the staff.

The management theorists believe that the functioning of a society depends on the functioning of its organizations; and the functioning of society organizations depends on its management performance. Druker claims that "the effective management is probably considered the main factor in the developed countries and it is one of the most required components for developing countries (Niknami, 1996).

One of the essential skills for the effectiveness of a manager is having good listening skills. As Kutlu & Aslanoglu (2009) and Dipp & Sousman (1997) have pointed out; good listening is one of the most crucial factors of human relationships, which plays an important role in the management effectiveness. Good listening is the key feature of our perception, understanding, and wisdom that has a direct and determinant effect on human learning, as well as educational and perceptual processes.

Trusting the employees is one of the effective factors in management. As Norman et al (2010); Barton & Barton (2011); Walumbwa et al. (2011); Celuch et al. (2011); Erden & Erden (2009); Horton (1995)

and Matsoshita (1998) have proposed, trusting the employees is important in management effectiveness. Besides, they believe that there are so many ways to work with people; however, the most important one is to trust the employee and delegate tasks. This leads to their satisfaction and this is the only way to create sense of responsibility, since people do their best when they are trusted.

Providing a favorable environment for the employees is one of the necessary effective management skills. Lengnick-Hall et al. (2011), Mirkamali (1993) and Wiles (1998) mention that developing a favorable instructional and educational condition is of great importance. In addition, preparing a situation for a teacher to teach enthusiastically and devising appropriate plans to solve their problems is of great necessity.

Another fundamental proficiency for management effectiveness is that they should use different capabilities of their employees and accept their individual differences. Hence, Norman et al. (2009); Henning et al. (2009); Lynn (2009); Chong (2007) and declare that considering individual differences among staff is one of the important effective management skills. They mention that scholarly and effective managers not only regard the individual differences, but also pay attention to inland (Whites, Blacks and religion) and outland or international differences (countries opportunities), so that they can do their best.

One more skill, required for management efficiency, is to encourage the employees to participate in organizational decision-making. According to Franco & Rouwette (2011), Crichton (2009), Toussi (1999) and Moshabbaki (1998) the colleagues participation in decision-making leads to the enhancement of proficiencies, meeting psychological demands, better understanding of the organization, task delegation, reduction of imparities, increasing of spirituality, the management of individual and group behavior, enhancement productivity, increasing of cooperation as well as commitment in organizational affairs, enhancement of motivation, professional satisfaction, innovation, creativity and finding of methods for better functioning.

Navebrahim and Karimi (2006) and Asefzadeh (2004) in their studies showed that in three educational groups (counseling, computer engineering, and physical nurturing) concluded that there was a significant correlation between human relationship proficiency, and the quality of educational groups. Furthermore, considering human skills, the following parts required more skills: the research masters of medical sciences universities, especially encouraging the employees to cooperate, interrelationships and group discussions, the rates were 86%, 64%, and 52% respectively.

Moreover, several studies have reported a significant relationship between managers' human skills and their organizational effectiveness [2-10] so, this research wants to answer this question: if there are relationships between human skills and effectiveness of schools managers from the viewpoint of teachers or not.

METODOLOGY

The research method was descriptive-correlative. The statistical population included the whole teachers in the high schools of Hashtrood (N=316). Using a random sampling and based on Cochran Formula, 176 persons were selected.

For gathering data, two close-ended researcher-made questionnaires (human skills and effectiveness) were used which had been validated by experts and their reliabilities were acquired by Cronbach's Alpha technique (0.93 & 0.96 respectively). Pearson's Correlation was used for analyzing of the data.

FINDINGS

Table 1: The correlation between managers' human skills & effectiveness

| Skills | R ² | p |
|---|----------------|------|
| human skills | 0.89 | 0.01 |
| Listening skills | 0.74 | 0.01 |
| trusting in teachers | 0.82 | 0.01 |
| encouraging teachers participate in decision-making | 0.72 | 0.01 |
| Attention to the individual differences | 0.85 | 0.01 |
| providing a favorable work place | 0.80 | 0.01 |

Table 1 shows that there are positive and significant relationships between organizational effectiveness of the managers and their human skills, listening skills, trusting, encouraging teachers participate in decision-making, attention to the individual differences and providing a favorable work place for the staves.

Another finding of the study showed that a positive and significant relationship between the listening skills and the effectiveness of the managers from the viewpoint of the teachers (Table 1). This finding is in accordance with the results of the researches done by Kutlu & Aslanoglu (2009); Jordan and Lynn (2010); Robins (1998) and Dipp & Sousman (1997).

DISCUSSION

First finding of the present study showed that there is a positive and significant relationship between the human skills and the effectiveness of the managers from the viewpoint of the teachers (Table 1). This finding is in accordance with the results of the researches done by Haman (2010); Brien & Smallman (2011); Smith (2010); Kauko (2009); Pant & Baroudi (2008); Haq (2011); Torabi et al. (2009); Ahmadi & Mohammadlo (2010); Roghani et al. (2009) and Lesani & Dehgani (2008). Therefore, it can be inferred that any manager who is more skillful, will definitely be effective. So, by assembling the circumstances of reinforcing the manner human skills and interaction with people, the managers' effectiveness can be improved.

Also it was demonstrated that there is a positive and significant relationship between the skill of trusting the employees and the effectiveness of the managers from the viewpoint of the teachers (Table 1). Hence, our result is in accordance with the studies conducted by Celuch, Bantham & Kasouf (2011); Erden & Erden (2009); Horton (1995) and Matsoshita (1998).

The other result of this study was the relationship between encouraging the employees to participate in decision-making and the effectiveness of the managers from the viewpoint of the teachers (Table 1). This finding is in accordance with the results of the researches done by Franco & Rouwette (2011); Crichton (2009); Toussi (1999) and Moshabbaki (1998).

On the other hand, it was shown that there was a positive and significant relationship between the skill of attention to the individual differences and the effectiveness of the managers from the viewpoint of the teachers (Table 1). This finding is in accordance with the results of the researches done by Karau, Moneim & Elsaid (2009); Henning et al. (2009); Lynn (2009) and Chong (2007).

Finally, findings demonstrated a positive and significant association between the providing a favorable work place and the effectiveness of the managers from the viewpoint of the teachers (Table 1). This is also in accordance with the results obtained by Lengnick-Hall; Beck & Lengnick-Hall (2011); Mirkamali (1993) and Wiles (1998).

So, it is suggested that for the improvement of the managers' skills in different academic levels (primary, secondary, high school). Several workshops for human skill training should be held and those who are more skillful must be appointed in management.

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