



Managers human skill assessment in girls primary schools from Teachers perspective in Esfahan city in 2010

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ABSTRACT

Educational management-which its brief definition is to advance and make learning easier in Education-is more related to human skill and in human skill the function of leadership and learning is to influence people and change their behavior. An education manager should focus his main attention to know the behavior and performance of human beings specially those people that he has lasting administrative communication with them. Educational managers by having awareness and cognition of behavioral sciences and come into conjunction with their peers, especially those who have a problem should have an effective and efficiently behavior with them improbable from emotional and interactive understanding like anger. Paying attention to the importance of human skill in succeeding managers, researcher decided to search on " Managers' Human Skill Assessment in Girls' Primary Schools from Teachers' Perspective in Esfahan City in 2010" and framed his research questions in relation to the objectives. Population for this research is all teachers and managers working in academic year 2010 in girls' primary schools in Esfahan City. Sample includes 40 teachers teaching in these schools by random sampling. This is a survey research and based on opinion poll. The tool for data collection was a questionnaire that researcher developed himself and includes 30 questions with five dimensions based on research hypotheses. In a pilot study obtained validity was 0/94. Findings of this research were analyzed by using ANOVA t test with $df=39$ and significant of level 0/05. And all hypotheses were verified in a significant of level. it means based on the opinion of all teachers, managers had necessary flexibility in their managerial performance. They had positive attitude to others and themselves. They had hearing ear and good relation with students' parents. Also they were able to use all employees' ability, capacity and specialty to solve school problem.

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Introduction

According to UNESCO statistics, adult literacy rates in Iran (age 15 and over) have increased from 63.2 percent (72.2 male and 54 female) in 1990 to 76 percent (83 male and 68.9 female) in 2000, pointing to significant progress in female literacy over the last decade. One witness's further gender equality when literacy rates for Iranian youth are taken into consideration. The youth literacy rates (age 15 to 24) have increased from 86.3 percent (91.7 male and 80.8 female) to 93.8 percent (96.2 male and 91.3 female) during the 1990-2000 period (UNESCO, 2002: 218).

Looking at gross enrollment ratio in early childhood care and education for children age 3 and above, one witness a shift from a GPI of 0.95 in 1990-1991, showing a disparity in favor of boys, to a GPI of 1.06 in 1999-2000, indicating a disparity in favor of girls.

The same trend is expected at the higher education level. According to the Ministry of Science, Research, and Technology, there was an increase in the percentage of women enrolled in public universities from 27.3 percent in 1990 to 44.1 percent in 1999 (Ghiasi, 2000: 16). During the 2001-2002 academic year, women comprised 50 percent of university students, while 52 percent of those who gained admissions to state universities were women (Ministry of Science, 2002: 3,

43). The latter statistics indicate future disparity in favor of women in the higher education system of Iran.

In human relations we speak about establishment of people relationship with each other. Maybe we can say establishing suitable relation between persons, is one of the factors which helps them to reach to their objectives and goals. In educational environments, establishing suitable relations between persons has its own importance. So, manager should pay special attention to human relations in school which includes relations between teachers and students, teachers and parents and manager's relation with teachers, students and parents. Based on the nature of human relations, sometimes some conflicts would happen and in such condition manager should play the role of a mediator and assistant and solve the problem in such a manner that causes no damage to the personality of all. He should analyze and find the root of conflict and its main reason and try to find a solution for it without precipitance.

In fact, he should held meetings to listen to the two parties of quarrel with liberality and patience and solve the problem based on the indicators which have been mentioned to establishment human relations.

The teacher's ability to speak effectively should be regarded as an essential acquisition; what is worth saying is worth saying well. Too little attention is devoted to speech training; yet each

one of us can derive benefit from instruction and guidance in the art of using his voice. (A. H. McAllister, 1998, p203)

Establishing human relations is not bounded to school and classroom only. Because school is influenced by families, it is necessary for managers to be aware of the action and reaction in families and this awareness happens through powerful human relations.

Our opening remarks should be spoken slowly and with a quiet deliberation, for thereby we ensure that the purpose of our lesson we shall win attention more effectively by this method. We can then revert to a delivery which comes more naturally to us and has an easy rhythm. The principle of speaking more slowly than he does normally is on that the beginner of speaking more slowly than he does normally is one that the beginner should remember.

He will have to learn to control his voice. In attention will tend to irritate him, especially at the end of the day, and his own feeling will be expressed in his voice which may gradually increase in volume. A noisy teacher has a noisy class. He should try to counter his noise by decreasing the volume of his voice; for quiet tones are arresting. It has been well said that a quiet voice in the classroom is a blessed thing. It blesses him that speaks and him that listens. (A. J. J. Ratcliff, 1987, p 49)

Managers with powerful human relations can make a friendly connection with all faculty and teachers, use their ability, capacity and specialization to solve school problems and always use sweet tongue and informal and friendly human relations to encourage them. As a result, teachers would be influenced and take part in decision-making, planning and its implementation. Then they would be able to establish communication with students' parents.

All student teachers are expected to attain certain general goals before our society will entrust its children to them. The general goals for teachers in service are frequently listed in terms of teaching competitions. (Lucien Kinney et al, 1952, p64)

The school environment plays an important role in shaping and sustaining healthy eating behaviors in children and youth. 1-3 The school can affect eating behaviors on several levels. First, school nutrition policy can alter the types of foods available in the school through cafeteria services and vending machines. 2-3 Second, teachers are important role models for children and youth and can promote valuable nutrition information through their own daily food practices. 4-7 Third, teachers are authority figures in the classroom, with the potential to provide knowledge about healthy food practices to a large number of students from a variety of socioeconomic and cultural backgrounds. (Glanz K, Lewis FM, Rimer BK, San Francisco, 1997 p153-178)

Based on what was said and the importance of the problem, researcher was encouraged to research about managers' human skill. So the amount of girls' primary school managers' prosperity in establishing human relations from teachers' viewpoint was examined. This study was accomplished on girls' primary school teachers in Esfahan City.

Research limitations:

Population of this research is limited to Esfahan City girls' primary school teachers so the results can not be generalized to all.

Based on different tendencies and having different and special experiences from tests, it is probable that teachers have different perceptions in each question.

Troublesome factors and demographic factors such as gender, age, seniority and manager's educational qualification have not been controlled.

Results:

Hypothesis 1:

Managers enjoy necessary flexibility in managerial performance from Esfahan City girls' primary school teachers' perspective.

Based on frequency distributions percentage of this table, it is clear that %44/06 of teachers have chosen "always" alternative and %33/47 have chosen "often" alternative. Totally %77/53 of teachers is agreed with this hypothesis. Because quantity is bigger than critical score in table ($9/90 > 1/68$), so managers of Esfahan City girls' primary schools have necessarily flexibility in their managerial performance from teachers' perspective.

Hypothesis 2

Managers have positive attitude towards themselves and others from Esfahan City girls' primary school teachers' perspective.

Statistical characteristic of the test is:

Because the observed T is bigger than critical score of the table, teachers' average overview is more than 3. So, based on the perspective of this population, managers have positive attitude.

Based on frequency distributions percentage of the table, it is clear that %57/32 of teachers have chosen "always" alternative and %24/68 have chosen "often" alternative. Totally %82 of teachers is agreed with this hypothesis.

Hypothesis 3

Managers have hearing ears from Esfahan City girls' primary school teachers' perspective.

The level of test significant is $\alpha = 0/05$

Statistical characteristic of the test is:

Observed T is bigger than critical region-significance level. Therefore from the viewpoints of mentioned population, managers of Esfahan City girls' primary school have hearing ear.

Totally %77/5 of teachers are agree with this research hypothesis.

Hypothesis 4

Managers establish connection properly with students' parents based on the perspective of Esfahan City girls' primary school teachers.

Statistical characteristic of the test is:

The observed T is bigger than critical region-significance level ($12/55 > 1/68$). Therefore from the viewpoints of mentioned population, managers of Esfahan City girls' primary school establish connection properly with students' parents.

With a glance to the frequency distributions percentage of the table, it is clear that %50 of teachers have chosen "always" alternative and %26 have chosen "often" alternative. Totally %76 of teachers are agree with this hypothesis.

Hypothesis 5

Managers can use the ability, capacity and specialization of all school employees to solve school problems based on Esfahan City girls' primary school teachers' perspective.

Statistical characteristic of the test is:

Because the observed T is bigger than critical score of the table ($11/3 > 1/68$), teachers' average overview is more than 3. So, based on the perspective of this population, managers of Esfahan City girls' primary school are able to use the ability, capacity

and specialization of all school employees to solve school problems.

With a glance to the frequency distributions percentage of the table, it is clear that %47/03 of teachers have chosen "always" alternative and %29 /23 have chosen "often" alternative. It means totally %76/26 of teachers are agree with this hypothesis.

In general from the teachers' perspective, managers had necessary flexibility in their managerial performance, positive attitude towards themselves and others, hearing ear, properly established connection with students' parents and they were able to use all employees' ability, capacity and specialization to solve school problems.

Research recommendations:

Superintendents of Education should investigate the employees' performance and carefully recognize and have a database from all qualified persons that their human skill is high to be able to choose a manager among them at the appropriate time.

Based on the importance of the three management skill especially human skill, it is necessary to be disposed continual meetings to help managers to use and get the necessary experiences.

Superintendents of Education should evaluate managers' human skill during all educational periods.

The results of scientific researches should be given to managers to improve their implementation or, their results should be exchanged in managers' meetings.

Recommendations for future researches:

1. Doing research to evaluate other educational managers' skills. Evaluating the amount of the three educational managers' skills in other educational stages.

2. Evaluating human skills in girls' primary schools and boys' primary schools and comparing them to each other.

3. Investigating the amount of the three educational managers' skills with reference to demographic factors such as gender, age, seniority and manager's educational qualification.

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Table 1 The average of Esfahan City girls' primary school teachers' perspective in relation to the amount of their managers' flexibility

R	average	R	average	R	average	R	average	R	average
1	3/66	9	3	17	3/66	25	4/83	33	4/33
2	4/66	10	3/83	18	4/66	26	3/83	34	4/33
3	2/83	11	5	19	3	27	4/27	35	4
4	3/83	12	5	20	3	28	2/66	36	3/66
5	2/83	13	5	21	2/5	29	4/33	37	4/33
6	4/66	14	5	22	4/66	30	5	38	4/33
7	4/83	15	4/5	23	3/83	31	5	39	4/33
8	3/66	16	4/66	24	4/75	32	3/6	40	3/66
$\Sigma X = 163/83$		X							

Table 2 The average of Esfahan City girls' primary school teachers' perspective about managers' positive attitude towards themselves and others

R	average	R	average	R	average	R	average	R	average
1	3/5	9	3/66	17	3/16	25	4/83	33	4/5
2	4/83	10	4/66	18	5	26	3/66	34	4/16
3	2/83	11	5	19	4/33	27	4/66	35	4/33
4	4/5	12	5	20	3/66	28	2	36	4/33
5	2/83	13	4/33	21	3/66	29	4/33	37	4/83
6	4/83	14	4/83	22	4/6	30	4/33	38	4/16
7	4/83	15	4/66	23	4/83	31	5	39	4/83
8	4/16	16	4/5	24	5	32	3/83	40	4/16

Table 3 The average of Esfahan City girls' primary school teachers' perspective in relation to managers' hearing ears

R	average	R	average	R	average	R	average	R	average
1	3	9	4/8	17	4/4	25	3/6	33	5
2	4/8	10	4/4	18	4/4	26	3/6	34	4/2
3	4	11	4/4	19	2/8	27	4/6	35	4/2
4	4/6	12	4/4	20	2/2	28	2/6	36	3/8
5	4	13	4/6	21	2/8	29	3/2	37	5
6	4/4	14	4/6	22	4/8	30	4/8	38	4/4
7	4/8	15	4	23	4/4	31	5	39	4/8
8	4/4	16	4/2	24	4/8	32	4/4	40	4/6

Table 4 Frequency distribution percentage of the answers related to hypothesis 3

always	often	sometimes	rarely	never
A	O	S	R	N

R	A	O	S	R	N	Frequency
13	27	8	4	1	-	40
14	24	8	6		2	40
15	23	8	7	2	-	40
16	14	16	5	4	1	40
17	19	8	6	6	1	40
-	107	48	28	13	4	Σ=200
-	%53/5	%24	%0/14	%6/5	%2	F.D.P

Table 5 The average of Esfahan City girls' primary school teachers' perspective in relation to managers' establishment connection properly with students' parents

R	average	R	average	R	average	R	average	R	average
1	4	9	4/42	17	3	25	4/71	33	4/28
2	4/57	10	3/71	18	3/85	26	3/28	34	4/57
3	2/71	11	5	19	3	27	4	35	3/71
4	4/28	12	5	20	4/28	28	3	36	4/71
5	2/71	13	4/71	21	3/28	29	3/71	37	4/28
6	4/42	14	4/71	22	4/57	30	4/42	38	4/42
7	4/42	15	4/28	23	4/85	31	4/71	39	4/57
8	3/85	16	4/14	24	4/85	32	3/85	40	4/42

Table 6 Frequency distribution percentage of the answers related to hypothesis 4

always	often	sometimes	rarely	never
A	O	S	R	N

R	A	O	S	R	N	Frequency
13	27	8	4	1	-	40
14	24	8	6		2	40
15	23	8	7	2	-	40
16	14	16	5	4	1	40
17	19	8	6	6	1	40
-	107	48	28	13	4	Σ=200
-	%53/5	%24	%0/14	%6/5	%2	F.D.P

Table 5 The average of Esfahan City girls' primary school teachers' perspective in relation to managers' establishment connection properly with students' parents

R	average	R	average	R	average	R	average	R	average
1	4	9	4/42	17	3	25	4/71	33	4/28
2	4/57	10	3/71	18	3/85	26	3/28	34	4/57
3	2/71	11	5	19	3	27	4	35	3/71
4	4/28	12	5	20	4/28	28	3	36	4/71
5	2/71	13	4/71	21	3/28	29	3/71	37	4/28
6	4/42	14	4/71	22	4/57	30	4/42	38	4/42
7	4/42	15	4/28	23	4/85	31	4/71	39	4/57
8	3/85	16	4/14	24	4/85	32	3/85	40	4/42

Table 6 Frequency distribution percentage of the answers related to hypothesis 4

always	often	sometimes	rarely	never
A	O	S	R	N

R	A	O	S	R	N	Frequency	
18	28	8	4			40	
19	28	7	3	11		40	
20	27	7	3	3		40	
21	20	17	2	1		40	
22	16	14	6	4		40	
23		11	10	9	6	40	
24		10	12	11	1	40	
-----	-----	140	75	38	17	10	Σ=200
-----	-----	%53/5	%24	%0/14	%6/5	%2	F.D.P

Table 7 The average of Esfahan City girls' primary school teachers' perspective in relation to managers' use of employees' ability.

R	average	R	average	R	average	R	average	R	average
1	4	9	3	17	4	25	4/66	33	4/33
2	4/5	10	4/33	18	4/66	26	3/66	34	4/33
3	3/16	11	5	19	2/5	27	4/16	35	4/16
4	4/15	12	5	20	3/16	28	2/16	36	3/83
5	3/16	13	5	21	3	29	4	37	4/5
6	4/83	14	5	22	4/83	30	4/16	38	3/83
7	4/83	15	4/5	23	4/83	31	5	39	4/16
8	4	16	4/33	24	5	32	3/66	40	3/66

Table 8 Frequency distribution percentage of the answers related to hypothesis 5

R	A	O	S	R	N	Frequency
25	13	15	10	2	-	40
26	25	10	4	1	-	40
27	26	10	2	1	-	40
28	20	6	7	5	1	39
29	13	14	6	5	1	38
30	14	14	8	2	-	39
-	111	69	37	16	2	$\Sigma=236$
-	%47/03	%29/23	%15/67	%6/77	%1/27	F.D.P