

The Relationship between Teachers ' Perception of Management Skills with dimensions of Total Quality Management

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Abstract

The purpose of this study was to evaluate the relationship between teachers ' perception of the managers' skills with dimensions of total quality management in state and profit schools of Isfahan. Research methodology is descriptive- correlation method. The statistical community is the all teachers of high schools in the academic year of 2011-2012. 150 samples were selected by multistage random cluster sampling (90 females and 60 male). The information gathering tools were total quality management questionnaire and managers' skills questionnaire. Descriptive statistics for questions, one-way analysis of variance, correlation, regression and path analysis were used to test the hypotheses. Results showed that it was a difference between perception of teachers of managers' skills with dimensions of the total quality management with respect to demographic characteristics. The coefficient of correlation between the dimensions of customer base, self-Assessment, continuous improvement and leadership from total quality management and teachers' perception from managers' skills respectively has been 396/0, 526/0, 387/0 and 791/0 that the rate was statistically significant. Results from path analysis also show leadership and self -Assessment of total quality management and work experience and education of the demographic characteristics with teachers' perception of managers' skills has a unidirectional relationship.

Keywords: *perception of teachers, managers' skills, dimensions of total quality management, state and profit high schools.*

Introduction

The development of the human society depends on increasing the dimensions of the creation of new thought and the transformation of the education system. In the contemporary world, science and technology has improved quickly and creative management plays a major role in this improvement [1]. Current situation of management in global organizations shows that traditional management methods isn't able to coordinate itself with rapid changes in organizational development so traditional management practices have been replaced by the new patterns of management [2]. In a systematical structure, education has a key role in knowledge transfer. Education can be based on National needs and in line with the expansion of the new management culture and the knowledge management system when it is based on customer-oriented and quality-oriented approaches and the structure of the educational system in this terms is considered by quality management system [3]. This is the question of educational organizations in the high school section in particular is of great importance. Hence the present article to addressing it.

1- Expression of Problem

Educational institutions as a bridge between knowledge producers and social changes to respond to the students, their political, economic and cultural transformation requires a serious changes and total quality management can make this change in education.

According to the experts, the concept of total quality management is a system of applying the intellectual and physical abilities of staffs at various levels of an organization. In total quality management instead of the quality of teaching, learning and the responsibility on the shoulders of one

person, or just special units, all agents in the Organization and the people a involve in this work, and all of the various different levels of their staffs are in operation [5]. Total quality management applies the employees' ability in all activities and process and penetrates the participation operationally and clearly in the depth of the Organization[6].

Salis(2000) believes, total quality management is a philosophy of continuous improvement, which can provide a set of scientific tools and techniques to meet the needs, desires and expectations of the current and future educational Institute [7]. Due to the fact that educational organizations and main operating units and the preparation of the supply of human resources services in the community and other stakeholders to the process, the necessity for the study and implementation of the principles of total quality management in education will be felt more than before.

To show the success of this method in schools, Pourrajab et al. (2011), they report that the successful implementation of total quality management in schools relies on certain criterion that is based on the goal of curriculum and learning efficiency. Inclusive quality education in management is also primarily should be the supplier of its principles that require programs to training teachers [8]. Also in terms of Alobiedat (2011) of the reasons for the lack of success or the low effectiveness of this method in schools, can be found to lack sufficient skills of managers in the planning [9].

Most of the experts consider four important dimensions for total quality management :

- 1-the relationship based on the participate: according to this principle an organization based on total quality management must focus on customers ' demands;
- 2-continuous improvement and self- Assessment: includes providing information to employees in order to make the personal and mass evaluation continuously;
3. The existence of a systematic process: the Organization's activities should be investigated as a continuous process;
- 4-leadership : the same high levels of leadership capability to respond, which should provide managers should provide situation in which staffs can improve their talents during the continuous self- Assessment [10].

In this regard, Donald (1996), in order to research the implementation of TQM in schools, has maintained five factories which provide abundant assistance in implementing this program specifies that are:

1. efforts should be based on the quality improvement process
- 2- quality must be identify and definite by customer;
- 3- All these people should participate in making decision;
- 4- Making decision should be Data-based and result-base;
- 5- A long commitment should be made by senior management. Also, it is clear the key role of the senior management in the successful implementation of TQM in education [3].

The implementation and success of each plan and program within the organization need proper reception and see it by the organization. Tomas (1995) investigate the perceptions of professors, students and teachers about TQM in education from preschool to high school. The results showed that the use of TQM in training and education confront with little resistance among the University professors and students and teachers. One-way ANOVA analysis showed that no significant differences exist between these groups [11]. leadership and management are basic principle of the Organization and the community and administrative management has a special position among managements [12]. It is said if the administrative managers have sufficient knowledge and skills, undoubted the educational system will enjoy high level of effectiveness, efficiency and credibility [13]

Regarding the key role of managers and their skills are also a lot of research has been done.

Mossadegh rad (2007), hospital personnel in research on quality management showed that the realization of TQM requires the existence of a few vital operating supports and commitment of managers, capable and efficient management [14].

Also in this regard, YuanLU (2007) in the research indicated that managers influence the performance of the Organization through total quality management [15]. Due to unknown effective dimensions of

administrator skills on TQM and unknown relationship of these factors with teachers' perception and the importance of schools in students' training and education, this research aims to investigate the relationship between teachers' perception of managers' skills with dimensions of total quality management in state and profit schools in Isfahan.

Research Hypothesis

- 1- There is a difference between the perception of teachers of the dimensions of the managers' skill in terms of demographic variables (gender, work experience and educational degree).
- 2- There is a relationship between the perception of teachers of managers' skills with dimensions of total quality management.
- 3-total quality management TQM (customer orientation, leadership, self-Assessment, continuous improvement) is able to predict the dimensions of manager's skills dimensions based on teachers' perception.
- 4-there is a relationship between the general skills of managers with the dimensions of total quality management (customer orientation, leadership, continuous improvement and Self-Assessment) and demographic dimensions.

Methodology

In this study, the method of structural equations (Path Analysis) was used to check the hypothesis. In this model the general management' skill dimensions as dependent variable and total quality management (customer orientation, leadership, continuous improvement and Self-Assessment) is considered as independent variables. In spite of this causal relationship is not considered mandatory. Demographic variables also were considered as independent variables. In this study, due to the fact that teachers' perception of the management' skills to describe and then its relationship with total quality management TQM the study, descriptive research method of correlation type is used. The statistical community was all the teachers of high schools in the academic year of 2011-2012. In this study, for example, 150 (90 females and 60 male) random method of cluster were selected. According to the statistical community, first among the five regions, three in two, three and five to choose from and each region of the four high schools (two girls and two boy's school) were selected. Then refer to these schools all teachers of that schools were selected as the band responded to the questionnaire. In this method, the scores obtained from the execution of the test sample was used and reliability was calculated by SPSS software and test internal identity coefficient equal to that of 96 was estimated theoretical and statistical was desirable. In total can be expressed by a high coefficient of 0.8 indicates the appropriate reliability of the questionnaire. Identity of the component, the coefficient of internal quality management questionnaire managers' skills in the student questionnaire tables 1 and 2.

Table 1 coefficients, Spearman-Brown and alpha, for assessing reliability total quality management questionnaire

Statistical indicators	Coefficient gatman	Coefficient Spearman-Brown	Alpha coefficient
Agent of customer orientation	0/92	0/92	0/94
Self assessment	0/81	0/82	0/84
Continuous improvement	0/84	0/84	0/8
Leadership	0/91	0/92	0/92
Total	0/87	0/87	0/89

Table 2 alpha coefficients, Spearman-Brown and Alpha coefficient for assessing reliability manager's skills questionnaire

Statistical indicators	Coefficient gatman	Coefficient Spearman-Brown	Alpha coefficient
Technical skills	0/93	0/93	0/96
Conceptual skills	0/97	0/97	0/98
Human skills	0/88	0/9	0/95
Total	0/92	0/94	0/96

Total	0/93	0/93	0/96
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Findings

1- The first hypothesis: There is a difference between the perception of teachers of the dimensions of the managers' skill in terms of demographic variables (gender, work experience and educational degree) .

Table 3, Analysis of variance to the distinction between Gender and academic degree and experience working the mean deviation

Components	Significant			F			standard	Average	
	experience degree	academic degree	Gender	experience degree	education	Gender			
managers skills	Technical skills	0/001**	0/510	0/709	4/599	0/436	0/140	13/9	91/93
	Conceptual skills	0/419	0/712	0/001**	0/983	0/137	555/340	10/83	62/38
	Human skills	0/002**	0/886	0/614	3/915	0/021	0/255	11/69	76/56
Total quality management	customer orientation	0/001**	0/001**	0/780	5/145	21/572	0/078	9/21	53/38
	Self - Assessment	0/002**	0/001**	0/940	3/964	10/865	0/006	6/47	45/56
	Continuous improvement	0/001**	0/002**	0/751	8/222	10/442	0/101	7/2	70/5
	Leadership	0/620	0/966	0/001**	0/661	0/002	62/761	8/28	57/19

According to table 3, among the research variables merely conceptual and skill leadership was a significant difference between men and women. Also, the academic degree of component based on customer-oriented in self - Assessment and continuous improvement the difference was significant, and finally, in terms of work experience, merely leadership and perceptual skills failed to notice a significant difference in other cases the differences were significant.

2-the second hypotheses: There is a relationship between the perception of teachers of managers' skills with dimensions of total quality management .

Table 4, the correlation coefficient between the quality management dimensions encompassing the perception of teachers of managers ' skills

Pearson correlation coefficient between Total quality management TQM research	Quality management dimensions				
	leadership	Continuous improvement	Self - Assessment	customer orientation	
managers skills	Technical skills	R 0/614	0/505	0/637	0/470
		p 0/001**	0/001**	0/001**	0/001**
	Perceptual skills	R 0/766	0/145	0/187	0/142
		p 0/001**	0/101	0/031*	0/102
Human skills	R 0/623	0/251	0/468	0/318	
	p 0/001**	0/005**	0/001**	0/001**	
general skills	R 0/791	0/387	0/526	0/396	
	p 0/001**	0/001**	0/001**	0/001**	

According to table 4, the correlation coefficient between the components of customer orientation, self-Assessment, the continuous improvement and leadership of total quality management and perception of teachers of manager's skills in Isfahan in order 0.396, 0.526, 0.387 and 0.791 may be that the rate is statistically significant. The above shows that the relationship between CI 99% 15/68% variance can be said that the perception of teachers of the administrative skills of teachers due to customer orientation, its 27/68% resulting from the evaluation, 14/98 percent due to the continuous improvement and the operating 62/57% caused by the leadership.

Third hypothesis: total quality management TQM (customer orientation, leadership, self-Assessment, continuous improvement and) is able to predict the dimensions of managers skills dimensions based on teachers' perception

Table 7, managers' skills to the research variables regression

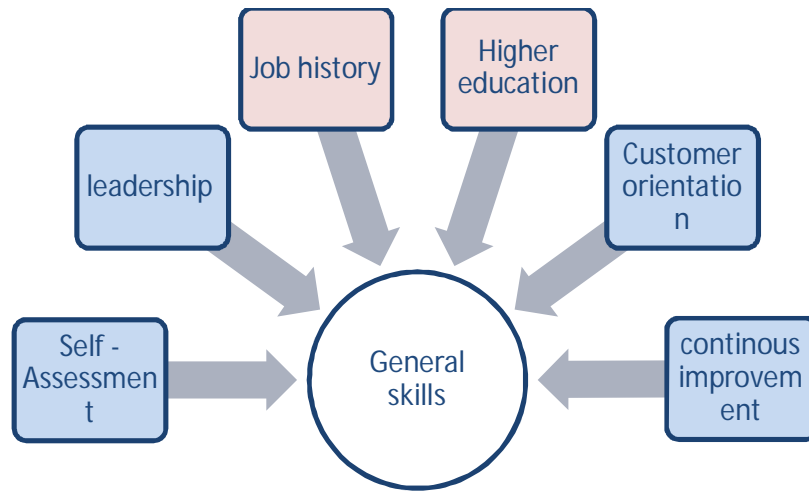
Dependent variables	variables	R ²	F	Sig	T	Beta	Std. Error	B
Technical skills	fixed	0/564	34/640	0/050*	1/970	-	6/585	12/973
	Leadership component			0/001**	5/267	0/420	0/128	0/675
	Self evaluation			0/001**	5/202	0/415	0/164	0/851
Perceptual skills	fixed	0/473	61/213	0/001**	3/676	-	4/505	16/561
	Leadership component			0/001**	15/322	1	0/087	1/331
	Self evaluation			0/001**	-6/048	-0/395	0/110	-0/655
Human skills	fixed	0/485	88/227	0/001**	4/120	-	6/652	23/282
	Leadership component			0/001**	9/393	0/672	0/098	0/920
	Self evaluation			0/001**	4/788	-	11/836	56/668
The general skills	fixed	0/697	52/823	0/001**	4/788	-	11/836	56/668
	Leadership component			0/001**	14/408	0/828	0/208	2/992

According to table 5, universal quality management variables share in different component skills, teacher's perception of managers using multivariate regression analysis and the method step by step has been shown. Statistical correlation between educational managers skills teachers from the perception component on the one hand and total quality management TQM (customer orientation, the continuous improvement, self-Assessment and leadership), on the other hand the technical skills in the 56.4%, 47.3% in perceptual skills and human skills of 48.5%. In the table of standard regression coefficients of conversion, raw and t being significant and they specify. The results show that if all variables at the same time control and enter the equation, which is a significant component of the relationship with the teachers' perception of the educational skills of managers. Standard coefficient beta for evaluation of the contribution of each of the variables in the model size. Large numbers indicates that a change in variable units in between (total quality management) as a strong effect on the triglyceride of variable (perception of teachers training from the managers' skills).

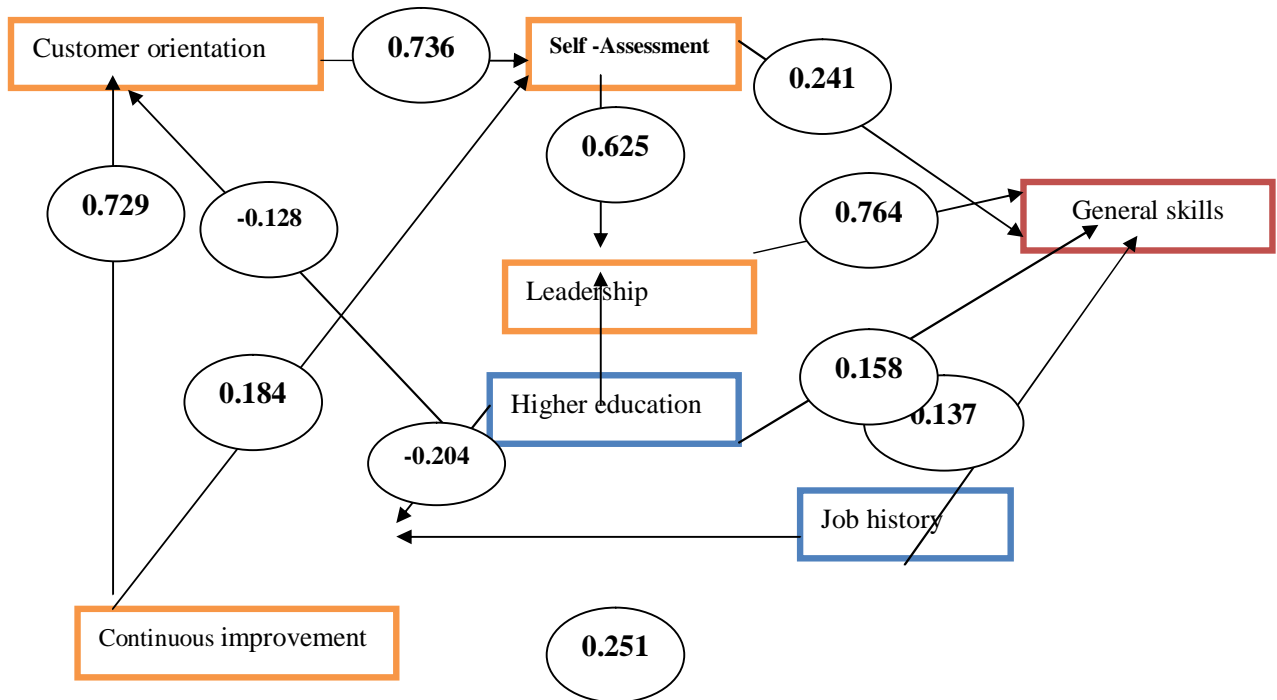
The Path Analysis Model

The hypothesis of this research has been based on the proposed model review. This model is illustrated in chart 1: there are no hidden variable from thence, which therefore does not need to be fitted to the model with data, is not available. Fitted in cases such as the good factors analysis in which there is a hidden variable is used.

The proposed model for the overall skills of managers



Path Analysis Model



Discussion and conclusions

One of the most important activities in the social life of modern human is management. With the help of this activity, goals and mission of the Organization realize and existing facilities and resources is utilized and human ability and talents within the Organization comes in verb. By Human entry to the world of knowledge-driven and the increasing need for him to work, the role of education and training organizations gives multiple roles to the managers. As well as the expansion of all-round educational organizations and the necessity of skilled and capable managers to apply specialized knowledge and experience isredoubled. These managers with direct influence on training other jobs on influence the whole society II.

In the first hypothesis, particularly with regard to table 3, it can be said that there is a difference between the perception of teachers of the dimensions of the managers' skills in terms of demographic

variables (gender, work experience and educational degree) among the research variables merely conceptual and skill leadership was a significant differences between men and women on the gender dimension. Also, based on the academic degree in dimensions of customer-oriented, self-Assessment and continuous improvement the difference was significant, and finally, in terms of work experience, merely leadership and perceptual skills failed to notice a significant difference, in other cases the differences were significant. On the basis of coefficients derived from the path analysis, the perception of the administrative skills was affected by demographic factors such as education ($\beta = 158$) and work experience ($\beta = 137$). Also there was strong relationship between leadership with education ($\beta = 214$) and continuous improvement with the work experience ($\beta = 251$).

In line with this study, delkhoshksmai (2002) reported that in gender there is a significant difference between the managers' skills (male and female). Alobedt (2011) in his research showed that the gender of management is effective on the implementation of the quality management program effective and male managers did better than the female managers. Regarding the situation surrounding the leadership of the quality management component, were also reported between the performances of the managers there are differences according to gender. Some experts also believe that a woman in the implementation of the total quality management is better than men.

In view of the status of educational degree. Believe that the managers with higher degree have more abilities to implement total quality management in their organizations that the results of this research confirm the present research. Delgshai findings (2004) also showed that the amount of attention to the customer in administrative managers based on degree was different. Finally, in terms of experience, in all dimensions, except the perceptual skills and leadership was seen a significant difference that this results in line with the Alobiedat research (2011) Regarding the second hypothesis according to table 4, it can be said that there is a meaningful relationship between dimension of customer orientation, the continuous improvement, self-Assessment and leadership in total quality management and teachers' perception of administrative skills In line with this finding, Mossadegh rad (2007) showed that the realization of total quality management requires the existence of a few vital factors such as managers' support and commitment, capable and efficient management, organizing quality and increase in employee's perception of the goals of the organization. Also in this regard, Yuan LU (2007) research showed that managers are enjoying their ability on the principle of customer orientation and satisfaction of subordinates and with the use of quality management practices encompassing, affect the Organization's performance. The findings of the Jong et al (2012) and MC Donald (1996), also in this regard.

Pourrajab & Associates (2011), in their research they reported that forenforcement of total quality management it is necessary for managers to have the ability to assess employees for proper implementing programs . Today, because of a lot pressureson the educational system, including state and profitschools, increases the level of training standards and et al. schools need capable management to implement total quality management (Dhaka, et al., 2006). We also can point to the study that pointed out those technical skills, managers skills between the impacts the quality indirectly and human skills and perceptual skills have direct influence on the quality and effectiveness of all the members and activities of the school.

In connection with the third hypothesis according to table 6, it can be said that the total quality management dimensions' (customer orientation, leadership, continuous improvement and Self assessment) can predict the managers' skills based on teachers' perception. The results of multiple regression analysis showed that the correlation between the perception of teachers of managers' skills on the one hand, and TQM total quality management (customer orientation, the continuous improvement, self-Assessment and leadership), on the other hand, in order totechnical skills, human perceptual and equal to 751; 688/687; calculate. This is called the multiple correlation and correlation of correlation between independent variables and a dependent variable, if we can reach these two coefficients equal to 564/0, 473/0, 484/0, and can show that 56% of the variance of the difference or individual in total quality management component, related to individual differences in variance components, or perception of teachers of technical skills of managers, 47 percent of the variance relates to the perceptual skills teachers perception component managers And 48% of the variance, or

individual differences related to teachers' perception of the human component of educational skills for managers. As well as path analysis showed that the continuous modification of customer-orientation and component process for indirect and direct Self evaluation and leadership skills as a Predictor.

Resources

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