

The Degree of the Components of Human Relation Management Application by the Principals of First Course of High Schools in Isfahan from Teachers Stand Point

Akbar Keshavarzi¹, Reza Hoveida² and Sayed Ali Siadat³

¹Ph.D student of teaching management- Isfahan University

^{2,3}Faculty member, assistant professor and faculty member at Isfahan University

Received: April 20, 2015

Accepted: June 15, 2015

ABSTRACT

The purpose of the present research was to study the degree of the components of human relations management application by the principals of first course of high schools at Isfahan from teachers standpoint. It was a descriptive-survey study and the statistical population included all high school teachers in the city of Isfahan. The estimated sample size was 80 individuals who were selected through multi-stage clustered random sampling method. The measurements instrument was Riss and Bernadet (1996) questionnaire of human relations components. Mono-variable t-test and MANOVA were applied for the data analysis. findings showed that: the achieved means associated with seven components of the principals' human relations (the communication, self-consciousness, self-acceptance, motivation, trust, self-disclosure and conflict management) in the inferential analysis of t-test was larger than the mean (3) at $\alpha=0.05$ level. The observed F at $\alpha=0.05$ level showed a significant difference regarding the selected mean of the respondents' views about the degree of the principals' use of the components of human relations just about the conflict management according to the gender.

KEY WORDS: human relations management, principals, teachers, first course high school, Isfahan

1. INTRODUCTION

One of the most important activities in the current world is the management (Beyer, et.al. 2000). Management is a process through which the individual and group attempts to reach the common goal is coordinated. One of the basic components of the principals is the human relations management. Human relations management is an issue of value in career relations in the modern society. Human relations management is a fundamentally required subject not only in people but also for the improvement of organizations (Ramcharn, 2004). Grifth (2003), defines human relations management as the principal's ability as a group member who works effectively and creates collective attempts in a group he/she manages. Making human relations is among the important management responsibilities and the principal should create such relations in their organizational environment and develop it in order to make motivation for the accomplishment and satisfaction in people in the way of getting to the organization's objectives (Anderson, 2006). Human relations concerns studying human behavior in the organization environment to finally improve the results of organizations affairs. Human relations in training centers and institutions have greater application comparing to other organizations (Mir Kamali, 2003).

According to Riss and Bernadet theory (2013), the component human relations management involves seven components of communications, self-consciousness, self-acceptance, motivation, trust, self-disclosure and conflict management which is basic for the assessment of the principals' human relations in the current study.

Some theorists in the field of management believe that the success of each principal depends on his/her work with others and working with others entails making appropriate communication with them.

Communication

Communication is a process through which people share their information and feelings via verbal and non-verbal messages.

self-awareness

Self-awareness is the Knowledge about personality and individuality of the people.

Self-acceptance

Self-acceptance is the degree by which you like and confirm yourself and others.

motivation

Effective psychological, sociological, cultural and economic factors in forming individual and group behavior in teaching context.

Trust

Effective psychological, sociological, cultural and economic factors in forming individual and group behavior in teaching context.

Self-disclosure

Self-conscious or unself-conscious action during which the person discloses the information regarding him/herself for another one.

Conflict management: avoiding damaging conflicts, which might disrupt a system and negatively affect the peoples' feelings, is called conflict management (Mir Kamalli, 2003).

Since the principals play significant role in setting the human relations in every organization and it is more important and sensitive in the education system the application of human relations in the school management is vital since it is surely a kind of liability which determines the school members adjustment from the one hand and achieving expected results on the other (Ugwulashi and Archibong, 2012). Therefore, the present study's aim is to assess the degree of employing these human relations components among schools principals.

2. RESEARCH METHODOLOGY

It was a descriptive-survey study.

The statistical population of this study included 3084 teachers of the first course high schools in Isfahan who were working in academic year 2012-13 formally and full-time.

Multi-stage clustered random sampling method was applied in the current study in that among 5 areas of education, three were selected randomly; the next stage was the selection of four pre-high schools from each area (two schools for boys and two schools for girls). Afterwards 80 teachers working at these schools (six schools for boys and six schools for girls) were randomly selected taking the population variance into account.

In the present study, considering the research objectives, the human relations questionnaire was used which was developed by Riss and Bernadet. This questionnaire includes 50 closed-ended questions which have been developed in five-option scale (from completely agree to completely disagree). This questionnaire of human relations components assesses in seven components of communications, self-consciousness, self-acceptance, motivation, self-disclosure, and conflict management. Riss and Bernadet have reported 0.82 and 0.84 its validity and reliability respectively.

In order to analyze the achieved data at inferential statistics, mono-variable t-test was used to make a comparison between the sample group and population, so was ANOVA to compare between the means of sample group according to demographic variables.

Findings

Table 1: the results of mono-variable t-test, comparison of the means of the degree of the school principals' application of human relations components with the average level (3)

Components of human relationships-average level- mean- standard deviation-T- significance level

Component of communication

Component of self-awareness

Component of self-acceptance

Component of motivation

Component of trust

Component of self-disclosure

Component of conflict management

The achieved means regarding seven components of the principals' human relations in the inferential analysis of t-test at $\alpha=0.05$ level was larger than average level (3), hence it can be acknowledged that from the standpoint of teachers, the principals employ seven components of human relations, i.e., the components of communication, self-consciousness, self-acceptance, motivation, trust, self-disclosure, and conflict management.

Table 2: the results of ANOVA in comparing the score means of human relations components of the principals according to the years of service

Components of human relations- square sum- degree of freedom- square mean-F-significance level

Component of communication

Component of self-awareness

Component of self-acceptance

Component of motivation

Component of trust

Component of self-disclosure

Component of conflict management

According to the results the observed F does not show a significant difference at $\alpha=0.05$ regarding the mean of the respondents' views about the degree of the principals' use of human relations components (7 mentioned components) according to the years of service.

Table 3: the results of ANOVA in comparing the score means of human relations components of the principals according to educational level

Variable- square sum- degree of freedom- square mean-F-significance level

Component of communication

Component of self-awareness

Component of self-acceptance

Component of motivation

Component of trust

Component of self-disclosure

Component of conflict management

According to the results the observed F does not show a significant difference at $\alpha=0.05$ regarding the mean of the respondents' views about the degree of the principals' use of human relations components (7 mentioned components) according to educational level.

Table 4: the results of ANOVA in comparing the score means of human relations components of the principals according to gender

Variable- square sum- degree of freedom- square mean-F-significance level

Component of communication

Component of self-awareness

Component of self-acceptance

Component of motivation

Component of trust

Component of self-disclosure

Component of conflict management

According to the results the observed F shows a significant difference at $\alpha=0.05$ regarding the mean of the respondents' views about the degree of the principals' use of human relations just in the component of conflict management according to gender and it cannot be observed any significant difference in other components.

3. DISCUSSION AND CONCLUSION

The findings dealing with the ideas of the teachers regarding the principals have evaluated higher than the average in the area of communicative components and the participants' mean of communication component is 0.91% scores higher than the assessed population mean. The results of the study agrees to some extent with the results of studies carried out by Tin Poline (1993), Belly Bit Foster (1994), Gochesba and Moray (1996), MovahedZade (1997), Shir Beigi (2000), Naseh (2007), Hoseini (2007), Matin and Yosef Zade (2014), Tabibi, Nasiri Pour and Abiane (2012), Ardeshti Zade (2005), Norliza, Zalizan, Norzaini, and Saemah (2010). In explaining the above findings, it can be stated that today the verbal transfer components, effective listening, non-verbal communications and finally identifying and coping with effective communication barriers are among techniques which is critical for successful interpersonal relationship. So in a sensitive and important career of the principals, the importance of these components will be multiplied.

The findings associated with the teachers' ideas in the area of the component of self-awareness have evaluated the achieved mean above the population's average level and the mean of self-awareness of the participants is 94% scores higher than the populations' estimated mean. The results of the study are to some extent congruent to the results by ShirBagy (2000) and Abbasi and Fani (2003). In explaining the above findings it can be said that awareness and recognition such as appearance features, feelings, thoughts, values, goals, advantages and Achilles heels are able to help and assist in the fruitful management. The principals who besides self-acceptance, gives importance to shouldering the responsibility and avoid false expectations, idealism and pride can be successful in this challenging attempt.

The findings associated with the teachers' ideas in the area of the component of self-acceptance have achieved mean higher than the population's average level and the mean of the participants' self-acceptance is 95% scores higher than the population's estimated mean. There was not a similar research in this regard. In explaining the above findings it can be said that today one of the needs of successful schools, is the necessity of establishing reflection toward the self which is a profitable method for measurement and resource allocation for appropriate activities, seeing and assessing real function, approaching to the references, empowering competencies, preventing functional deviations and achieving correct programs and finally it causes thought exchange between principals and teachers and it would improve the quality of educational services and relationships.

The findings dealing with the ideas of the teachers regarding the principals about the component of motivation have evaluated the achieved mean higher than the population's assessed mean and the participants' mean of motivation component is 0.93% scores higher than the population's assessed mean. The results of the study agrees with the results of studies carried out by Belly Bit Foster (1994), Gochemba and Moray (1996). In

explaining the above findings, it can be stated that the motivation is the stimulus of each activity to the desired result. So it can be said that one of the evident conditions in success, is to have the motivation to be successful.

The findings dealing with the ideas of the teachers regarding the principals about the component of trust have evaluated higher than the population's average and the participants' mean of trust component is 0.96% scores higher than the populations' assessed mean. The results of the study to some extent agrees with the results of studies carried out by Ebrahimi, Fateh and Haji Poor (2012). One of the features of successful organizations is the members' trust and the principals of that organization in each other which can be efficient in an organization's success.

The findings dealing with the ideas of the teachers regarding the principals in the component of self-disclosure have evaluated higher than the populations' average level and the participants' mean of self-disclosure component is 0.87% scores higher than the mean. There was no similar study in this area.

The findings dealing with the ideas of the teachers regarding the principals in the component of conflict management have evaluated higher than the population's average level and the participants' mean of conflict management component is 0.95% scores higher than the populations' assessed mean. The findings to some extent agree with the results of studies carried out by Farahbod, Amir Alavi and Najaf Zade (2010), Farahani, Ashtiani, Towfighi and Habibi (2007), Akbari, et.al (2005).

The results of one-way ANOVA related to the variable of the years of service showed that there is not observed any significant difference between the principals' human relations components means (seven mentioned components) according to various years of service ($P > 0.05$). Therefore, there is no significant difference generally between six various groups of years of service according to the principals' human relations components. This finding is to some extent congruent to the study by Tin Poline (1993).

The results of one-way ANOVA related to the variable of educational level showed that there is not observed any significant difference between the components of the principals' human relations (seven mentioned components) according to various educational level ($P > 0.05$). Therefore there was not generally found any significant difference between four different educational groups according to the principals' human relations components. There was not found any similar study in this regard.

At last the results of one-way ANOVA related to the variable of gender showed that there observed any significant difference between the components of the principals' conflict management according to gender ($P < 0.01$). So, there is a significant difference between two groups of men and women according to the component of conflict management. Considering the means of the component of conflict management in men (4.08) and in women (3.8) it can be stated that in conflict management the participating men have evaluated their principals significantly higher than women. In other components of human relations there was not observed any significant difference. There was no similar study in this field.

In explaining these findings it can be stated that typically men are more successful than women in controlling their feelings and emotions. Hence, they can perform better than women in conflict management.

REFERENCES

1. Abbasi, T. Fani, A. (2003). *Cognitive skills and managing job path: investigating the relationship between the skill of self-consciousness, interpersonal relations cognition, environmental cognition and the principals' job path management in the ministry of education*. Periodical of humanities teaching. 101-120.
2. Akbari, F. Towfighi, Sh. Torabi, A. Arab, M.; Tarrahi, M. (2005). *The relationship between leadership style and conflict management among the principals of the hospitals supported by Lorestan Medical Science University*. Scientific-research Periodical of Lorestan Medical Science University. 7(2), 51-58.
3. Anderson, B. (2006). *Handbook of industrial organizational psychology*. Sage publishing company. Beverly Hills.
4. Ardeshtirzade, m. (1384). *Communication skills of managers the irib rate employee satisfaction communication sciences*. Islamic Azad University, Tehran.
5. Asgarian, M. (1999). *Human relations and organizational behavior*. Amir Kabir Pub.
6. Bannister, D. & Fransella, F. (2005). *Inquiring man: the theory of personal constructs*. Baltimore, MD: Penguin books.
7. Beyer, J. M., Hanndah, D.R., & Milton, L.P. (2000). *Ties that bind: culture and attachments in organizations*. In N. M. Ashkanasy, C. P. M. Widerom, & M. F. Peterson (Eds.), *Handbook of organizational culture and climate* (pp.323-338). Thousand Oaks, CA: sage.
8. Blau, G. (1994). *Testing a two elimintional measure of job search behavior*. Organizational Behavior and Human Decision Processes. 59,288-312.
9. Ebrahim, A. Fateh, M. Haji Poor, A. (2012). *Investigating the role of trust in sharing job knowledge in the staff on Tarbiat-e-Modarres University*. Scientific-research Periodical of military management, 47(12), 135-162.
10. Farahani, M. Ashtiani, A. Towfighi, Sh. Habibi, M. (2007). *Investigating the relationship between leadership style and the strategies of conflict management in the principals*. Journal of behavioral sciences, 1(1), 79-86.

11. Farahbod, F. Amir Alavi, S; Najaf Zade, S. (2010). Position of conflict management and openness of the communication in improving nursing staff trust. *Journal of medical sciences university of Gilan*. 20 (79), 24-30.
12. Hoseini, R. (1386). *The relation of the chief of staff job satisfaction and nurses in brojerdemam Khomeini and shahidchamran hospitals Islamic azaduniversity, lorestan*.
13. Matin, H. Yosef Zade, S. (2010). *Explaining the indices of managers' communicative skills and its role in the staff job satisfaction. Periodical of educational psychology*, Islamic Azad University, Tonekabon branch, 1(2), 29-48.
14. Mir Kamali, S, M. (2003b). *Human communications at institute*. Tehran: Yastoroon Pub.
15. Naseh, Gh. (2004-2005). *Investigating the human relations skills in improving management of pre-high schools and high schools in the town of Kashan*. Khorasgan Azad University.
16. Norliza, A. Zalizan, M. Norzaini, A. Saemah, R. (2010). *Communication skills and work motivation amongst expert teacher's*. *procedia Social and Behavioral Sciences* 7, 565-567.
17. Ramcharn, A. (2004). *Managing human Resources in education. A thesis submitted in fulfillment of the Requirements for the degree of DLitt. in Communication Science*. University of Zululand.
18. Tabibi, J. Nasiri Poor, A. Abiane, Z. (2012). *The relationship between communicative skill of the principals and the staff motivation in Modarres Hospital in Tehran*. *Hospital periodical*, 12(2), 74-79.
19. Ugwulashi, C. Archibong, F. (2012). Human Relations Concept: A Dynamic Approach to Achieving Effective Goals in School Administration, *Journal of Educational and Social Research*, 2(8), 49-55.

Findings

Table 1: the results of mono-variable t-test, comparison of the means of the degree of the school principals' application of human relations skills with the average level (3)

Components of human relationships	average level	mean	standard deviation	T	significance level
Component of communication	3	3.91	0.44	18.490	** 0.001
Component of self-awareness	3	3.94	0.52	16.028	** 0.001
Component of self-acceptance	3	3.95	0.56	15.020	** 0.001
Component of motivation	3	3.93	0.41	20.039	** 0.001
Component of trust	3	3.96	0.41	15.615	** 0.001
Component of self-disclosure	3	3.87	0.55	11.970	** 0.001
Component of conflict	3	3.95	0.48	17.654	** 0.001

Table 2: the results of ANOVA in comparing the score means of human relations components of the principals according to the years of service

Components of human relations	square sum	degree of freedom	square mean	F	significance level
Component of communication	0.474	5	0.095	0.468	0.799
Component of self-awareness	0.506	5	0.101	0.353	0.879
Component of self-acceptance	0.398	5	0.080	0.237	0.945
Component of motivation	0.086	5	0.017	0.094	0.993
Component of trust	1.831	5	0.366	1.122	0.308
Component of self-disclosure	3.090	5	0.618	1.491	0.203
Component of conflict	1.381	5	0.276	1.198	0.319

Table 3: the results of ANOVA in comparing the score means of human relations components of the principals according to educational level

Components of human relations	square sum	degree of freedom	square mean	F	Significance level
Component of communication	0.096	3	0.032	0.159	0.924
Component of self-awareness	0.245	3	0.082	0.289	0.833
Component of self-acceptance	1.454	3	0.485	1.550	0.208
Component of motivation	1.233	3	0.411	2.539	0.063
Component of trust	0.384	3	0.128	0.412	0.745
Component of self-disclosure	0.625	3	0.208	0.478	0.699
Component of conflict	0.449	3	0.150	0.632	0.597

Table 4: the results of ANOVA in comparing the score means of human relations components of the principals according to gender

Components of human relations	square sum	degree of freedom	square mean	F	significance level
Component of communication	0.087	1	0.087	0.439	0.509
Component of self-awareness	0.120	1	0.120	0.435	0.511
Component of self-acceptance	0.167	1	0.167	0.520	0.473
Component of motivation	0.029	1	0.029	0.165	0.686
Component of trust	0.045	1	0.045	0.147	0.702
Component of self-disclosure	0.322	1	0.322	0.752	0.389
Component of conflict	1.608	1	1.608	7.453	**0.008