

THE RELATIONSHIP BETWEEN THE PERCEPTIONS OF MANAGER'S SKILLS WITH THE COMPONENT OF TOTAL QUALITY MANAGEMENT (TQM) WITH AN EMPHASIS ON CUSTOMER-ORIENTATION AND SELF-ASSESSMENT

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Abstract

This study investigated the relationship between managers' perceptions of the skills component of the overall quality of governmental and nongovernmental public and private schools were conducted. The study is descriptive correlation method. 250 samples were selected by multistage random cluster sampling. Measurement tool was the number two Skills Inventory management and Quality management. Customer subscales internal consistency coefficient 0.94 self-assessment and 0.84 respectively. Descriptive statistics for questions and one-way analysis of variance, correlation, regression were used to test the hypotheses. The correlation coefficient between the components of customer orientation, self-evaluation and perception of Total Quality Management Skills is 0.396 and 0.526. Based on gender and work experience variables were significant differences between managers.

Keywords: management skills, components of total quality management, customer-oriented, self-assessment

1- Introduction

Development of human society increasingly depends on creating new ideas and developments in the education system. In the modern world, science and technology to speed development and creative management plays a major role in these developments [1].

Current situation of management in global organizations shows that traditional management methods to be able to coordinate with organizational and technical development of rapid changes in technology, so the new management patterns of traditional management practices have been replaced [2].

Total quality management continuous improvement is a philosophy of scientific tools and techniques that can be set to meet the needs, demands and expectations of current and future provide each institution [3].

According to experts, the concept of total quality management system applying physical and mental abilities of employees at various levels of an organization [4]. Employees in TQM can be applied to all activities and processes and tangible contribution to operating depth of penetration.

TQM aims to eliminate defects and deviations by improving the wrong reasons. One of the main reasons for this is the fact that TQM requires a relatively long time (between 2 to 5 years) to show its positive effects, on the other hand, contrary to what appears to be, its implementation cost and it is not easy [5]. Perhaps the most significant barriers to implementing TQM in Iranian schools, despite the complex structure and administrative bureaucracy.

The tools used in TQM are permanent mechanism is designed and implemented in an organization to consistently identify problems and obstacles in order to improve people's efforts. The index of a proper strategy to help organizations continuously monitor organizational bottlenecks caused by sensitivity to time, to apply innovative solutions, organizational and individual self-sustained, integrated circuit process and results-oriented approach to prevent the crisis institutional assistance and management easy and fun it.

The four most important words are hard to distinguish from Total Quality Management:

1 - Based on cooperative communication: an organization based on the principles of total quality management should be focused on customers' needs;

2 - Continuous improvement and self-evaluation, including the provision of information to employees to continuously improve personal and collective;

3 - There is a systematic process activities performed within the organization must be examined as a continuous process;

4 - Leadership is the ability to meet high-level management; managers must provide their employees with the talents to earn ongoing reforms.

On the other hand, some management experts, management-related skills including negotiation skills, political skills, analytical skills, computer skills, interpersonal skills, and interpersonal skills, functional skills, interpersonal and organizational know [6].

But the most common classification of managers' skills is presented by Robert Katz. A Katz skill to perform the duties of the capabilities inherent in the definition of breeding is not available. He knows that the manager takes responsibility for the actions of others to achieve specific objectives to take. According to them, skills necessary for successful management of the three technical, human, and cognitive [7].

Today a lot of talk about the quality and importance, particularly with the managers. In higher education, the role of the human factor, increasing the quality of collaboration needs of all individuals. In practice, it seems that little attention has been paid to this principle. Despite efforts in the industrial sector, with the aim of improving the quality of education and health, which is done in some respects, our society still suffer from low quality schools.

Due to being important dimensions of quality management skills effective managers of being inclusive, the unknown factor of this correlation with perception and the importance of education in the schools, and students, this research aims to examine the relationship between the perceptions of the quality of the component manager's skills encompassing was done.

2- Background research

In some research (1388) Research on the relationship between technical skills, human resource managers' perception of the effectiveness of high schools in Shiraz Region 1 began. The sample consisted of 150 principals and teachers have been stratified random sampling of the population examined. Results showed that

- A. There is no significant relationship between organizational effectiveness and management skills
- B. managers increased human skills, organizational efficiency increases
- C. Increasing the perceptual skills of managers and increase organizational effectiveness.
- D. When the perception of managers and managerial skills trilogy, there was no significant difference [8].

In another research, examines the relationship between teachers' preparedness to implement total quality management and organizational culture and effectiveness of secondary school principals. Results showed that TQM can predict the effectiveness of the management and evaluation of customer orientation are the most effective managers [9].

Attitudes of professors and students from preschool to high school students about the suitability of TQM in education pay. The results showed that applying TQM in education with little resistance among faculty and students and teachers are facing. Analysis of variance showed that there is no significant difference between the groups [10].

Alobiedat (2011), research on the effectiveness of the Quality Management school administrators and school performance pay. In this study, the researchers sought to answer two questions:

- 1 - Is Total Quality Management on effective school performance?
- 2 - Do no significant difference in the effectiveness of the overall quality of schools using the variables gender, employment status there?

The second answer is that the difference between male and female managers, there was no significant difference in terms of work experience [11].

3- The research questions

1. *Do have relationship between managers ' skills of perception and self-evaluation component of the total quality management?*
2. *Do have relationship between the perceptions of managers with the skills component of total quality management of customer orientation?*
3. *Do have significant difference between the perception of the dimensions of the skills of managers in terms of demographic variables (gender, work experience and educational degree)?*

4- Methodology

The study was descriptive correlation. In this study, 250 participants were randomly selected clusters of school administrators. This tool has two main questionnaire Total Quality Management is customer-oriented and self-assessment. The validity of the questionnaire was used to assess content validity, internal consistency coefficients of the subscales were: customer-oriented test for Total Quality Management with 0.94 and 0.84 evaluated. (Table 1)

Table 1, coefficient alpha, Guttman and Spearman - Brown TQM questionnaire for assessment

Dimension	Guttman's coefficient	Alpha's coefficient	Spearman – Brown's coefficient
Customer-oriented	0.92	0.94	0.92
Self-assessment	0.81	0.84	0.82

Inventory management career triple skills (conceptual, human and technical), coefficient of internal consistency of the questionnaire on various aspects including respectively was cognitive skills, with 0.98 human skill with 0.95 and technical skills with 0.96. (Table 2)

Table 2, coefficient alpha, Guttman and Spearman - Brown questionnaire to assess management skills.

Dimension	Guttman's coefficient	Alpha's coefficient	Spearman – Brown's coefficient
Technical Skill	0.93	0.96	0.93
Conceptual Skill	0.97	0.98	0.97
Human Skill	0.88	0.95	0.9

Data analysis was carried out at two levels: descriptive statistics and inferential statistics. Descriptive statistics using statistical indices such as frequency, percentage, mean and standard deviation of the data analysis was performed. Inferential statistics at the level of the test analysis of variance test of Pearson, a one-sided test is used.

5- Findings

The first question: *Do have relationship between managers ' skills of perception and self-evaluation component of the total quality management?*

Table 3: The correlation between self-assessment component of a comprehensive quality management and perception management skills

Dimensions	Variance Percentage	Significant	Correlation
Self-assessment and technical skills of managers	40.58	0.001	0.637
Self-assessment and perceptual skills of managers	3.5	0.031	0.187
Self-assessment and human skills for managers	21.9	0.001	0.468
Self-assessment and skills of managers	27.68	0.001	0.526

As the above table shows the correlation between the component management skills, self-evaluation and perception of 0.526, which is the level of statistical significance ($p < 0.01$).

The above equation shows that one can say with 99% 27.68% of the variance in perception of skills in educational managers of the city's self-evaluation. Components in terms of management skills, perceptual skills, managers are correlated with higher self-evaluation. Cognitive skills and human skills correlated with self evaluation.

Second question: *Do have relationship between the perceptions of managers with the skills component of total quality management of customer orientation?*

Table 4: The correlation between the components of a comprehensive quality management and customer perceptions of management skills

Dimensions	Variance Percentage	Significant	Correlation
Customer orientation and technical skills of managers	22.09	0.001	0.470
Customer orientation and perceptual skills of managers		0.102	0.142
Customer orientation and human skills for managers	10.11	0.001	0.318
Customer orientation and Managers ' skills	15.68	0.001	0.396

As Table 4 - shows the correlation between customer component 0.396, which is the level of statistical significance ($p < 0.01$). The above equation shows that one can say with 99% ,15.68% of the variance associated with the customer's perception of management skills. Given the positive correlation can be said to increase the customer-perceived management skills will increase. Components in terms of perception management skills, perceptual skills, just the perception of the customer relationship management and technical skills, human skills, but was not significantly correlated with customer.

Third question *Do you have significant difference between the perception of the dimensions of the skills of managers in terms of demographic variables (gender, work experience and educational degree)?*

3.1: do have the difference between the perceptions of the elements in terms of skills, managers work experience?

Table 5 - Results of one-way ANOVA with variables related work experience

Dimensions	Sum of the square	Df	Mean of square	F	Significant
Technical skills	3930.323	5	786.065	4.599	0.001
Perceptual skills	461.865	4	115.466	0.983	0.419
Human skills	2419.163	5	483.833	3.915	0.002

Table 5 - is shown significant difference between the component management skills of managers

(Technical skills, human skills) of their working experience. Based solely on perception skills and work experience **perceptual** component, there is no difference. It can be expressed in terms of management experience in various technical skills, human skills and general management skills are significantly different.

3.2: *Is there any difference between components skills of managers' perceptions of sex?*

Table 6 - Results of one-way ANOVA with the variables of gender

Dimensions	Sum of the square	Df	Mean of square	F	Significant
Technical skills	27.204	1	27.204	0.140	0.709
Perceptual skills	13294.416	1	132294.416	555.340	0.001
Human skills	35.060	1	35.060	0.255	0.614

As shown in Table 6 - is found only among the variables of cognitive skills, there was no significant difference between men and women. No other significant differences were noted. According to tables 6 it can be concluded that cognitive skills are significantly higher in men than women.

3-3: *Are the differences between managers' perceptions of the components of skills in terms of degree are there?*

Table 7 - Results of one-way ANOVA with variables of degree

Dimensions	Sum of the square	Df	Mean of square	F	Significant
Technical skills	86.250	1	56.250	0.436	0.510
Perceptual skills	16.282	1	16.282	0.137	0.712
Human skills	2.844	1	2.844	0.021	0.886

As can be seen in Table 7- times a degree in any of the components of the study showed there was no significant difference.

6- Discussion and conclusions

One of the most important activities in the modern management of human social life. With the help of this activity, goals and mission of the Organization for the realization and operation of existing facilities and resources and human talent and ability within the Organization of the judiciary comes to verbs. Human entry to the world of knowledge-driven and the increasing need for him to work, the role of education and training organizations, managers of the sensitivity of the manifold. Educational organizations, as well as a comprehensive expansion of the necessity of a skilled and capable manager in specialized

scientific knowledge and experience made the double. These managers with training on other jobs on direct influence to strive to contribute as a whole society [12].

In the case of this study, it can be said that the perception of the dimensions of the skills of managers in terms of demographic variables (gender, work experience and educational degree) there is a difference. Research on the gender dimensions of skill between the variables and the leadership of the merely in among women and men the difference was significant. Also, depending on the degree of customer orientation in the educational component of their assessment, the difference was significant. The realization of universal quality management requires the existence of a few vital operating supports and commitment of managers, management quality, efficient and capable organization and increased understanding of the Organization's goals of employees. In explaining these findings can be said to improve the quality of education, through the construction and improvement of processes, organization, the first thing that will be discussed the role of managers of training centers and their skills in the continuous improvement of the quality with a very constructive role based indicators.

Comprehensive quality management of schools is that student, and their demands to meet the needs and special attention. Therefore, in front of their needs as well as social changes and transformation of CRP is able to show rapid and may be their limited resources focus on activity that will be to the satisfaction of the contempt for them. To change and improvement of the quality of the school, the Manager must know that a key factor in the level of the school. Our schools are in need of effective leaders and managers of knowledge and transformation-oriented managers, managers are circuit process of gathering financial resources, human and knowledge required for effective innovation, you will know the lesson well. Means of entry to the school system in focus, attention, and the process of the future and some way to change the proposal. He uses quality tools, the collection has been identified and the causes that they try to make them invisible problems does the cycle of quality improvement as they used to in the way of progress and a step by step upgrade.

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