

Relationship between manager's communicative skills and parent-teacher associations in elementary schools in Ardabil during 2012

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Abstract: Skills with parent-teacher association function in elementary schools in Ardabil. The statistical population included 180 managers in first and second district of Ardabil and 940 parent- teacher association member. The sampling method was cluster random sampling. The data was collected through Barton's standardized questionnaire on communicative skills, and researcher – made questionnaire concerning parent-teacher association members. Using cronbach's Alpha the reliability of the tools was 0.72 and 0.80 respectively. Descriptive and inferential statistics such as frequency, T test, Pearson's correlation and ANOVA were used. To analyze the data SPSS software was used. The results showed that there was a significant difference between the managers' communicative skills communicative and parent-teacher association function. The results also indicated Female members' function more than male members. One- way ANOVA showed a significant difference between the parent-teacher member's academic schooling and their function. The higher the academic level, the more is their participation in the process.

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Key words: communicative skills, (verbal, listening (audition), feedback), Parent – teacher association.

1. Introduction

Organizations are dependent on communications and any manager will spend most of their time to make communication. To create harmony between the human and material elements of an organization like an efficient and effective networking, good communication is essential.

Communication is required to coordinate the group's activities, the tasks of leadership and management tasks. The role of communication in organization's performance is clear for everyone [1]. Schools to carry out their mission properly and enjoy the support of the community are required to communicate effectively with all aspects of society.

In today's world, collaboration and education are the basic foundations of three institutions, home, school and community, the need for cooperation between them is manifested [2].

Obviously, communication between people is a part of life at all levels of human activity; this in itself is one of the greatest forces in human being. All we are doing communication, or at least trying to do communication [3].

Parents-teachers association (PTO) can be considered as an essential and impartible part of education since its main goal is improving social relations and creating appropriate and meaningful parental participation in education activities in schools. So making communication with parents in

school affairs could provide grounds for their protection, participation and social assistance [4].

Conducted Studies show that parents are involved in their children's academic affairs; they know about their children's educational condition as well as raise some issues as emotional and social development.

On the other hand, studies on the impact of school, family and community connections verify the student achievement and effective and positive communication between family and student success, regardless of race, ethnicity and parents' level of education is visible to everyone [5]. Effective communication can clarify people's mind regarding education, its mission and objectives, status and importance of schools and the necessity of its programs.

Basically, students' parents must have direct or indirect participation in matters relating to the education and development of their children.

Parents should not blindly entrust their children to school but they must try to understand their responsibilities with respect to the educational problems for their children. The role of human relations in educational administration is very serious.

When we agree the point that management is the master key of development must agree that education represents a better use of developed facilities. As a result, education management who performs the process of human perfection via directing main

processes is considered as a leading role in economic and social development. Human relations in this kind of management are regarded as factors [6].

An informed and empowerment manager should ask him/herself how the school under his management can achieve the above objectives and to achieve success what ways must be selected. It should be considered that the major problem of education in many countries of the world is the lack of a close relationship between home and school. Although our education system has taken the steps necessary to solve this problem but have not been innocent of these large defects [7]. According to appearance of issue, it seems that the basic communication skills of managers and functions of PTA suffer from some challenges.

Due to the importance of elementary school and children are still very dependent on their parents, adequate interaction between home and school can have a large impact on the growth and development of students.

It can be acknowledged that schools' success can be tied to working with parents or their representatives as PTA.

Communication skills are defined in different ways and from different perspectives.

Communication skills of Sarmast point is the process by which people exchange information and reach optimal response and understanding [8].

Verbal Skills include speech content which lead to convey thoughts, feelings, desires to audience, and to listen mutually their thoughts and feelings and [3]. Some authors call this skill feedback mechanism that will lead us towards the goal and in fact, any kind of each response that is given to a person to lead him to the goal is called feedback [9]. Mir Kamali, in his study, reached the conclusion that: In educational organizations, among the participation of teachers, parents and students in schools with educational organizations, there is a significant correlation [7].

Jahanghard (1995) in a study entitled "Parents and teachers Association" has assigned parents unawareness of their duties, lack of parent awareness of school problems, lack of determined funding and expenditures made in the school, some of barriers to participation [10].

Kazemikordassiaie (2002) concluded in his research that there was a significant relationship between the human skills of managers and participation of students' parents in the school affairs [11].

Sobhaninejhad (2005) in his study of parent-teacher partnerships achieved this result that school managements have a large impact on the participation of parents in schools and there is a relationship between leadership style and level of parent

involvement with the schools. He found that schools are run in collaborative leadership style were more successful Seeking parents partnerships with schools [12].

Tajvar (2008) conducted a study with a review of barriers and strategies to improve parent participation in school and reached some findings which indicate that a constant interaction and cooperation between the school and the PTA, can assist teachers in identifying problems [13].

Based on the research conducted it has been concluded that there is a relationship between atmosphere of the school with the participation of parents and the family in their children's education. They concluded that if school is willing to engage parents, then the school climate will be Positive and families will be more participated in their children's education [14].

Arnold (1998) in a case study examined effective management of parent involvement in elementary schools. Based on the study results, the success of parental involvement in a school depends on beliefs, decision-making and communication skills of the school's principal [15].

Walberg & Lareau have concluded that the work of parents in schools can clearly enhance teachers' productivity [4]. Griffith (2000) comment that such schools as educational institutions need active parent involvement [16].

Carl Patman suggests that all human achievements are the results of the participation of citizens in public affairs so it is necessary to institutionalize the issue among citizens [4]. Mack Farland realized vital and important function of management in actuation parents to involve in school affairs.

According to the theory of Fishbayen and Ayzen, if the parents feel accepted by school's principals, there will have a positive feedback; if so, they would be interested to participate in school activities [17].

According to Kaplan, if the school administrators act thoughtfully on education, that will cause to serious involvement of students' parents.

Also based on the theorem of Humans success, if parents feel that their views are effective in interaction with school, they will try to participate more in school affairs.

The aim of the study was to determine the relationship of communication skills between executives and parent-teacher associations of Ardabil elementary schools. Therefore, the following hypothesis was tested.

Hypothesis 1: there is relationship between the communication skills of managers and PTA functions.

Hypothesis 2: there is relationship between the verbal skills of administrators and PTA functions.

Hypothesis 3: there is relationship between the feedback skills of administrators and PTA functions.

Hypothesis 4: there is relationship between the audile skills of administrators and PTA functions.

Hypothesis 5: there is difference between the level of education of the members of PTA and their functions.

Hypothesis 6: there is difference among the function of the PTA by gender.

2. Methodology

The study design is descriptive and correlational. The statistical population of the study includes 940 women and men managers working in elementary schools of Ardabil city as well as all parents who are member in PTA of the schools in 90-91 school-years (180 managers and 760 members of PTA). 4 original members per 1-300 students to be elected members are selected and per 100 additional students a member is added to the PTA.

Using the Cochran statistical formula the managers' number reached 120 and the number PTA statistical samples reached 240 members using equalization method. Our sampling method the study was a random cluster.

2.1. Methods of data collection

Data was collected using a standard questionnaire of 18-point communication skills Barton (1990) questionnaire and a questionnaire for PTA functions.

To determine the reliability of PTA functions questionnaire, it was conducted on 30 cases out of determined sample and its reliability coefficient was determined by Cronbach's alpha of 0/80.

To determine Validity of the PTA functional questionnaire literal content validity methods as well as guidance of advisor, counselor, and another professors were used.

SPSS statistical software has been used for data analysis and Pearson correlation coefficient, independent T-test and ANOVA were used for theory analysis.

Furthermore, multiple regressions were used to determine the severity of such a relationship.

3. Findings

3.1. Hypothesis 1 (general hypothesis of the study)

There is relationship between the communication skills of managers and PTA functions of Ardabil elementary schools.

As it is observed in Table 1, the obtained results from Pearson correlation coefficient suggest that there is a positive and meaningful relationship between the communication skills of managers and PTA functions ($R=0.66$). Also, prospective index was 0.448; it shows significant difference of relationship.

Table 1: correlation between manager's communicative skills and PTA functions

Manager's communicative skills	Parameters	PTA functions
	Pearson's correlation index	0.669
	P-value	0.001
	No. of samples	240

3.2. Hypothesis 2

There is relationship between the verbal skills of administrators and PTA functions.

Pearson correlation coefficient was used for the hypothesis that its result is seen in Table 2. The rate of correlation coefficient was in meaningful level of $p=0.001$. Also, prospective index was 0.407; it shows significant difference of relationship. The test shows that there is a meaningful relationship between the verbal skills of managers and PTA functions; so we conclude that high verbal skills of managers lead to high PTA function.

Table 2: correlation between manager's verbal skills and PTA functions

Manager's verbal skills	Pearson's correlation index	0.638
	P-value	0.001
	No. of samples	240

3.3. Hypothesis 3

There is relationship between the audile skills of administrators and PTA functions.

Again Pearson correlation coefficient was used for the hypothesis. Considering above table it will be clear that the result of the test is $r=0.67$ with meaningful level of $p=0.001$ which suggests there is a meaningful relationship between the audile skills of managers and PTA functions. Also, prospective index was 0.450; it shows significant difference of relationship.

Table 3: correlation between manager's audile skills and PTA functions

Manager's audile skills	Pearson's correlation index	0.671
	P-value	0.001
	No. of samples	240

3.4. Hypothesis 4

There is relationship between the feedback skills of administrators and PTA functions.

Again Pearson correlation coefficient was used for the hypothesis. Considering table 4 it will be clear that the result of the test is $r=0.60$ with meaningful level of $p=0.001$ which suggests there is a meaningful relationship between the feedback skills of managers and PTA functions. Also, prospective index was 0.366; it shows significant difference of relationship.

Table 4: correlation between manager's feedback skills and PTA functions

Manager's feedback skills	Parameters	PTA functions
	Pearson's correlation index	0.605
	P-value	0.001
	No. of samples	240

3.5. Hypothesis 5

There is difference between the education level of the PTA members and their functions.

Table 5 shows the results of meaningfulness test of unilateral variance analysis. According to the table and considering that $F=42.86$ as well as the meaningful level of test error ($p=0.001$) there is difference between the education level of the PTA members and their functions.

Table 5: results of ANOVA for showing significant differences

Variables	Sum square	Mean square	F	P-value
Between groups	8681.76	2893.82	42.86	0.001
Within groups	15931.70	67.50		
Total	24613.16	-		

Scheffe post hoc test to determine differences according to Table Lone was used to peers groups matched group and its results are presented in Table 6.

As the results in Table 6 shows, the mean difference between diploma and bachelor's degree, diploma and master's degree, with a bachelor's and master's degree in is significant mean function of PTA; whereas the average difference between the diploma and bachelor's degree is not significant compared with its difference with master's degree.

Based on table6 minimum operation of the PTA was in of diploma degree with an average of 52.32 and its maximum rate was in masters with an average of 66.91.

Table 6: results of scheffe test

Level of education	Group 1	Group 2
Diploma	52.32	-
High diploma	53.37	-
Bachelor of science	-	64.83
Master of science	-	66.91

3.6. Hypothesis 6

There is difference among the function of the PTA by gender.

Based on the results in Table 7 and considering that the meaningful level of test error is lower than 0.05 for confidence level of 95%, so it can be said that there is a meaningful and the rate of women's work is more than men's work.

Table 7: results of independent t-test for showing statistical difference between groups

Gender	No.	Mean	SD	Difference	t	p-value
Male	124	48.92	5.71	17.29	25.27	0.001
Female	116	66.22	4.81			

4. Discussion

Considering the results demonstrated in table 1 it was found that there is a significant positive relationship between managers' communication skills and executive functioning PTA (at level of 0.001).

The following researches and theories confirm the obtained result:

Porter & McKibbin in a study on commercial institutions demonstrated that weakness of directors of these institutions often is due to lack the human skills to communicate with others not because unworthiness and weakness in the technical skills.

A manager must be able to lead people, to motivate them, communicate with people, Work as a member of one group, to resolve issues related to simulation and relationships between individuals [18].

Researches that have been conducted in the United States of America, demonstrate that the key of successfulness of under studied engineers and managers is related 15% to their Expertise and 85% to their behavior [7].

According to a report of the American Association, the majority of 200 managers who participated in a study have agreed that the lowest skill for a manager is his ability to adapt and deal with people. In other words, according to most participants in this study, the most important skill for a manager is human skills. Managers, who participated in this study, knew the human skills for management more necessary than intelligence, decisiveness and knowledge and job skills. It was also consistent with the result of research conducted by Rezaei 1994 on the role of communication skill and its influence on improving organizational communication of managers [19].

Communication skills and good organizational communication have significant importance in improving the management of various organizations, and managers require to improve their communication skills in addition to planning, problems solving, crisis, and so.

The second finding of the study suggests that there is a significant positive relationship between the verbal skills of managers and PTA functions.

So it can be concluded that managers who have high verbal skills, enhance their school's PTA functions. This finding corresponds to the results obtained by Sammie on Maragheh schools [20]. Also,

corresponds with the results obtained by Ardashirzadeh and Rezaie [19,21].

So when administrators' verbal skills (speech, rhetoric, negotiation, transparency, feedback, receiving recommendations) are increased, the diversity and number of their communications will be increased.

The third finding of this study revealed that there is a meaningful positive relationship between listening skills and PTA functions.

This finding is consistent with the results obtained by Rezaei (1994) that the correlation between effective audile has weak and inverse relation with organizational communication but is consistent with Sammie's study (2008) on the relationship between managers' communication with teacher morale.

The fourth finding of the study showed that there is a significant positive relationship between managers' feedback skill and PTA performance.

These findings are consistent with the results obtained by Asadollahi (2008) which shows that managers as an effective member of PTA require more skill in order to provide the necessary areas for members' participation. And considering the importance of management skills and professional information on participation, managers' lack of sufficient skills can't be successful [22].

These results also correspond with the results of Sammie and Ardshyrzadeh [20,21]. Therefore, these findings demonstrate that the more the managers' feedback skill, the greater the PTA feel satisfied with their work; as a result their cooperative level and effectiveness are enhanced.

Considering tables 6 and 7, the fifth finding of this study, showed a significant difference between the level of PTA members' education and their performance. The results of the tables showed that the mean difference between diploma and bachelors' degree, diploma and master's degree, upper diploma and bachelor's degree, upper diploma and master's degree is meaningful in PTO function. While the average difference between the diploma and upper diploma, bachelor's degree and master's degree is not significant.

The results of this research and the results of Hussein Chary (2006) about the relationship between shyness and communication skills are consistent. Also corresponds with the results of Rezaei and Ardshyrzadh [19,21].

According to Table 8, the sixth finding suggested that there is a difference among PTA by their gender. This finding does not consistent with the result obtained by Yousefi (1994) that there is no relationship between gender and communication barriers but consistent with the result obtained by Sammie (2008) that there is difference between communication skills of women and men managers and teachers' morale. The following researches and theories demonstrate that students' parent can participate effectively in school's planning:

There is a positive relationship between Parent involvement in the planning and implementation of training programs to improve the education process [25].

Roe & prake expressed about Home-School Co-operation that school is an expanded form of the house. So, active and intelligent participation in training programs and to inform parents of school conditions and educational needs is necessary [4]. Researches demonstrate that Denmark, Greece, Spain, Ireland, Austria and Great Britain have surpassed other countries in parent involving and the right of decision-making and participation surpassed other school affairs such that in some of these countries parents involved do school budgets, hiring teachers, providing curriculum and identify methods.

So with regard to performed studies in the field of managers' human and communication skills of administrators and parent participation in school activities, it can be inferred that in the current state the educational administrators requires the application of human and communication skills to qualitative exploit the parent cooperation.

5. Suggestions

Considering the importance of PTA participation in school affairs and the necessity of communication skills for school administrators to absorb and utilize the Parent participation in school governance, based on research findings, the following suggestions are offered to improve the communication skills of managers:

1. According to research findings in the field of managers' communication skills it is recommended that these fields are included in in-service training programs, training and communication skills with psychology professors and experts in these areas to improve these skills.

2. Conducting accurate assessment of the status of managers' communications skills and managers who achieve better communication and parent participation rate in high schools would be invited to express their achievements in a Workshop.

3. The acceptance criteria for the directors, their knowledge of communication skills and methods for enhancing the criteria are considered.

4. New ways to communicate and attract global parents participation would be educated by Brochures provided to managers.

5. in "peivand" magazines (depended on PTA) and "Rosd" are addressed the communication skills; then the magazines are provided to principals.

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