



THE RELATIONSHIP BETWEEN COMMUNICATION SKILLS AND MANAGERS' THINKING STYLE FUNCTIONS WITH THE JOB PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS IN URMIA, IRAN IN THE ACADEMIC YEAR 2018-2019

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Abstract:

Communication skills and managers' thinking style have a significant impact on teachers' job performance toward organizational goals. The purpose of this study was to investigate the relationship between communication skills level and leadership style of principals with job performance of primary school teachers in Urmia. This is a descriptive correlational study. The statistical population of this study consisted of principals and teachers of public primary schools in Urmia city in 2017-2018 with a total of 60 people. Thus, the districts and schools were first selected by cluster sampling then, by stratified sampling, gender and school type were observed and using a simple random sampling method, a number of principals and teachers were selected from the selected schools. Data were collected using three communication skills questionnaires: Kaufman (1999), Sternberg-Wagner (1997), and Paterson Job Performance (2000). Descriptive and inferential statistics were used for data analysis by SPSS software version 24. Pearson correlation coefficient and regression analysis were used to investigate the correlation between research variables. Research results show that; there is a positive and significant relationship between communication skills and managers' thinking style with teachers' job performance. Among the components of communication skills, perceptual skills and among the components of thinking style, judgmental thinking style has the most roles in explaining the prediction of teachers' job performance. Evidence from this study shows that in order to improve teachers' job performance, the high impact of perceptual skills and managers' judgmental thinking style is among the issues that should be seriously considered.

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1. Introduction

Teachers are recognized as the most important and effective factor in school and are responsible for their job performance and students' academic achievement (Yassini, Abbasi and Yassini, 2013). Managers of organizations are well aware that the most important factor in gaining competitive advantage is the human resources of organizations (Shining and Kazemi, 2014). They need effective staff with optimal performance to achieve their goals and without the effort and commitment of their employees, they will not succeed. Organizational performance is also dependent on job performance (Zuckerfield et al., 2011).

Performance is an important occupational and organizational attitude that has been of interest to researchers in organizational behavior and psychology, particularly social psychology, over the past years. The most crucial issue in any organization is job performance. The importance of job performance has led researchers to research more and more about it (Karami, 1977). Rogelberg (2007) defines performance as activities that are typically part of a person's job and activities and must do so (Gitter, Hoffmans & Peppermans, 2011). Job performance is the act that leads to the completion or execution of a task (Griffin, 2012).

Most scholars have focused their efforts on studying teachers to understand and identify factors that affect their career performance (Golesby et al., 1992). Past research has shown that managers' behavior can influence the behaviors and performance of teachers (Bass, 1981). Among the factors affecting job performance, management is one of the most important predictors and has a central role. Managers are directly connected to and influenced by individuals and social interactions (Eskani, 2000).

Management is an activity and practice that takes place in an organized position to coordinate and direct things toward specific goals (Hershey and Blanchard, 2010). Managers must have the skills necessary to successfully execute organizational strategies, interact with employees, and respond effectively. One of these vital skills in human resource management is effective communication (Koshtaran, Heidari and Ancient, 2011). Communication is the most important factor in human development and excellence. In other words, communication is vital to the success of a human being (Karami, 1977). Through communication, managers listen to others and contribute to understanding the information needed to motivate the workplace. No manager can do well without good communication and communication skills (Pourhosseini Mohammadabadi, 2013). Hosseini Nia (1996) states in his research that; Managers and leaders can encourage them to accept responsibility by having effective human skills and communicating with people (Khalvandi and Sharaf al-Din, 2017). Kelly (1912) states that; communication skills are defined and learned behaviors that individuals perform in their interpersonal relationships to obtain or maintain environmental reinforcement (Radmenesh, 2013).

On the other hand, if the school principals of a community have the appropriate knowledge, skills and thinking style, the educational system will undoubtedly be highly productive (Khalvandi and Sharaf al-Din, 2017). Sternberg (1998) holds that: It is important to know one's thinking style in predicting career choices and successes (Azadmanesh and Rashidi Dahaneh, 2015). Because, according to Sternberg, people use their mental abilities in different ways and it helps people manage their daily activities and tasks and relate them to each other (Cheng et al., 2001). Different thinking styles of managers and individuals in different organizations can lead to different functions, because individual thinking style greatly influences how we analyze, relate to others, approaches, situations, organize, problem solve, leadership and management (Melanie, 2006).

Past research has shown that there is a significant relationship between communication skills and teachers' job performance. (Doa'i and Malekzadeh, 2012; Qasemi, 2013; Chen et al., 2005; and Karkerman, 2012). Harris, Wheeler, and Kakmar (2009) suggest that improving the relationship between staff and supervisors can enhance individual performance (Zaker Fard et al., 2011). Haddadi and Mansouri Gargary (1) showed that; there is a positive and significant relationship between communication skills and verbal skills, listening skills and feedback skills of managers with the job performance of employees (Haddadi and Mansouri Gargary, 2018). When school principals turn their attention to the human aspects of teachers' issues and interpersonal relationships, teachers feel empowered and perform better. (Pourhosseini Mohammadabadi, 2013). Also Mashayekhi and Pourmalek studies of Mahmoudabad (2017); Basiri and Dashti (2014); Yavarzadeh; Hosseinzadeh and Mohammadi (2015); Stenberg and Zhang, 2005 and Stenberg (1997) showed that: There is a significant relationship between thinking styles and job performance.

It seems that the lack of the necessary management skills and thinking style in the management affect the performance of teachers. Therefore, the importance of this research is because: The information obtained from this research, which can be seen from the teachers' point of view, can help school principals to identify and thus learn skills and familiarize them with their different functions from the point of view of teachers, which may have distanced some of them. It will also show managers that: what a positive impact their thinking style will have on their performance and thus their success (Imani, 2012). Considering the above, it is necessary to examine the relationship between communication skills and managers 'thinking style with job performance from the teachers' point of view.

2. Theoretical Foundations

2.1 Communication Skills

Communication skills are those skills that individuals can engage in interpersonal interactions and the communication process (Koshtaran, Heidari and Ancient, 2011). The topic of management skills was first scientifically and structured by Robert Al Katz

in a paper titled "The Skills of a Successful Manager" published in the Harvard Business Review magazine. In this paper, he divided the skills needed by managers into three groups: technical, human and perceptual. Post-Katz scholars have also developed other management skills, including Kantzes to design skills; Griffin to detection and analysis; Kyson Rowanewicz to computer skills and Part Volv to political skills (Khalvandi and Sharaf al-Din, 2017).

2.2 Technical Skills

Technical skills refer to understanding and mastering the methods, processes and techniques. Managers need technical skills in teaching, evaluation, accounting, decision making, and administration in their diverse tasks (Azizinejad, 2016). Technical Skills Required by Educational Managers, Educational Evaluation, Educational Guidance, Teaching Techniques, and Administrative and Financial Education Techniques (Khodadi and Hassumi, 2012).

2.3 Perceptual Skills

The purpose of this skill is to understand the organization as a whole unit. That is, the manager recognizes how each of the different tasks of the organization depends on the other, and the change in each of the parts will necessarily affect the other parts as well. (Jahanian, 2012). The education manager must have significant Perceptual skills because to be able to understand the educational environment, understand the interactions between different factors, identify educational priorities, make effective decisions, and deliver the best results through the actions of the educational system, (Khodadi and Hassumi, 2012).

2.4 Human Skills

That is, having the ability and ability to recognize in creating an environment of understanding and cooperation and doing the work of others, working effectively as a member of the group, understanding, attitudes, beliefs and feelings of individuals and groups (Parhizgar and Yazdani, 2013). Some of the human skill components include the following: Leadership skills, delegating authority, negotiating, emphasizing ethics, conflict resolution, managing, nurturing and developing human resources, ending dissatisfaction, the ability to work and understand others, the ability to motivate, work together, and group (Azizinejad, 2016).

2.5 Thinking

Robert Sternberg (1994) named different ways people process information as thinking styles (Azadmanesh and Rashidi Dahaneh, 2015). Thinking style is a way of thinking, not a style synonymous with ability, but a way of using ability, people may have ability, so their thinking styles are different (Ahmadi, Motlab and Khodadadi, 2018). Sternberg's Self-Management Theory describes thirteen types of thinking styles in five dimensions of functions, forms, levels, domains, and trends. Only the functions of the

thinking styles discussed in this study are discussed below. Functions: There are three types of mental self-management actions: legal, executive, and judicial (Viskerme et al., 2012).

- **Legislator style:** People with a legislative mindset want to do things the way they prefer and decide for themselves what to do and how to do it. Legislator people like to make their own laws and deal with issues that are not previously planned and organized. The types of jobs that these people prefer and give them the opportunity to better showcase their lawmaking are jobs such as creative writing, science, acting, sculpting, invention, shareholding, policymaking and architecture. The legislator's style actually leads to creativity, because creative people are not only able to create innovative ideas but are more interested in the subject.
- **Executive Style:** Executives are willing to follow the rules and undertake tasks that are already planned and organized. They want to play their role within existing structures rather than creating new ones. Their favorite activities include solving mathematical problems, applying the principles of solving lectures and teaching based on others' viewpoints, and insisting on implementing the rules. Some suitable jobs for executives include: Lawyer, law enforcement, implementation of predetermined plans, adherence to different plans, and management consulting.
- **Judging style:** People with judgmental thinking want to evaluate laws and programs. They prefer things in which ideas and things are analyzed and evaluated. A person with a judgmental style would prefer activities such as writing critical articles, presenting opinions, judging individuals and their work, and evaluating the program. Judge, critic, appraiser, consultant, inspector, contractor and system analyst are such a system analyst (Stranbrag, 1997).

2.6 Job Performance

Job performance in the field of management is an important factor in the development and advancement of organizational goals and it is the cognition that measures how the goals of an organization or institution are met (Namur and Beheshti, 2014). It is also believed that: Job Performance is a hybrid structure whereby successful employees can be identified by unsuccessful employees through a set of distinct owners (Shokrkon, Neysie, Taami and Mehrabi Zadeh, 2001). On this basis, Tafari (2014) describes teachers' job performance as assigned tasks that they accomplish over a specified period of time in order to achieve educational goals. More precisely, the job performance of teachers is how and to what extent the duties and responsibilities assigned to them by the educator are particularly relevant to their main professional task / function, ie teaching (Safa & Azarnejad, 2017).

Performance can be divided into two types of task performance and contextual performance. The part of the performance that is usually included in a formal job description is called task performance. Contextual performance is defined as behaviors

that contribute to an organization's effectiveness through its impact on the psychological, social, and organizational contexts of work. (Fallah Nia and Kikha, 2018).

3. Methodology

3.1 Subjects

Sampling method was defined in three levels to select the appropriate sample: Cluster sampling method, Stratified sampling method and simple random sampling. Thus, from the 5 urban areas of Urmia, zones 1, 2 and 3 were selected. Then, 3 schools from each district were selected randomly; finally, a number of principals and teachers were randomly selected from each school. 100 questionnaires were distributed which for some reasons such as lack of cooperation of some principals and teachers, absenteeism and others, about 35 questionnaires were not returned. Five out of 65 returned questionnaires were rejected due to total defect finally, 60 questionnaires were analyzed by SPSS software.

3.2 Research Tools

Libraries and field methods were used for data collection. But three questionnaires were used for data collection:

- A) **Kaufman Communication Skills Questionnaire:** The Perceptual, Human and Technical Skills Questionnaire were designed by Kaufman et al. The questionnaire consists of 18 questions and three dimensions designed in Likert format (Moghimi and Ramadan, 2011 and Saatchi, Kamkari and Askarian, 2012). The reliability and validity of this questionnaire has been evaluated by Imani (2012). The reliability coefficient calculated using Cronbach's alpha coefficient in perceptual skills (0.74), human skills (0.73) and technical skills (0.87).
- B) **Sternberg-Wagner thinking style questionnaire:** The Sternberg-Wagner thinking style questionnaire used in this study is a 24-item questionnaire that measures three executive, legal, and judicial styles, and the answers are on a seven-point Likert scale. The first 8 questions are for the legislator and the second 8 for the executive and the last 8 for the judiciary (Ahari and Khosravi, 2001). The reliability and validity of this questionnaire has been evaluated by Pourashishi and Zamani (2016). The reliability coefficient calculated using Cronbach's alpha coefficient was legal thinking style (0.75), executive thinking style (0.77) and judicial thinking style (0.77). The validity of this questionnaire was confirmed by face, content and constructs validity.
- C) **Paterson Job Performance Questionnaire:** McCullough, Paterson, Davies, and Lowe (2000) Job Performance Questionnaire were used to measure job performance and included 15 questions adjusted for the Likert response spectrum (Saatchi, 2010). Its reliability was reported (0.64) and Cronbach's alpha (0.64) and (0.74) in the Master and Sugar Breaker, respectively. The validity of this questionnaire was confirmed by content validity.

4. Results

The sample consisted of 100 principals and teachers, 67.3% female and 32.7% male. 3.3% of the respondents are 20-29 years old with the least frequency and 64.1% are most commonly aged 40-50 years. 4.3% of the respondents with the least frequency of postgraduate education and 59.4 are the most frequent bachelor of education. 8.9% of respondents are single and 91.1% are married. Mean communication skills were equal (4.03), thinking style (3.96) and job performance (3.97).

Given that the significance level of the test error for the confidence level is 0.95 is greater than 0.05, it can be stated that: Distribution of variables of communication skills, thinking style and job performance is normal and parametric tests should be used to analyze the hypotheses.

Table 1: Central indicators of communication skills, thinking style and job performance

Statistics	Communication skills	Thinking style	Job performance
Average	3/97	3/96	4/03
Standard deviation	38	.36	.42

Table 2: Kolmogorov-Smirnov test results to determine the normality of the distribution of research variables

Statistics	Communication Skills	Thinking Style	Job Performance
Z value of Kolmogorov-Smirnov	.053	.052	.093
The significance level	.933	.995	.639

Pearson correlation test was used to examine the correlation between the components of communication skills and thinking style with teachers' job performance.

Table 3: Pearson correlation coefficient test results between components of communication skills and thinking style functions with job performance

Research variables	Job performance	
	Correlation coefficient	Significant level
Perceptual skills	0/759	0/000
Human skills	0/666	0/000
Technical Skills	0/284	0/028
Communication skills (general)	0/780	0/000
Legislative style	0/799	0/000
Executive style	0/770	0/006
Judging style	0/833	0/000
Thinking style (general)	0/881	0/010

Since the significance level of the test error for the confidence level is less than 0.99, it can be stated that: The components of communication skills (perceptual, human and technical) and thinking style functions (legislator, executive and judicial) have a positive and significant relationship with teachers' job performance.

Multivariate regression analysis was used to investigate the predictive ability of communication skills components and teachers' thinking styles and job performance. Regression assumptions were first examined. The assumption of independence of errors was first examined by the Watson camera test. According to this statistic (1.85) it was found that this assumption is valid and regression can be used. The normal distribution diagram was used to check the normality of the errors and the results of this analysis showed that this assumption is also true. Table Nos. 5 and 4 present the results of analysis of variance to test this model.

Table 4: Analysis of Variance and Statistical Characteristics of Regression
 between Dimensions of Management Skills and Job Performance

	Variables	R	R ²	F	P	B	T	P
Predictive variables	Perceptual skills					0/673	15/710	0/000
	Human skills	0/949	0/900	0/894	0/000	0/538	0/193	0/000
	Technical Skills					0/107	0/453	0/017

The correlation coefficient between the components of communication skills and job performance was 0.94 and the coefficient of determination was 0.90. The significance level of the F test error for the confidence level is 0.95 less than 0.05. It can therefore be said that the independent variable can predict the dependent variable. Also, considering the significant levels of the last column, it can be concluded that the beta value of technical, human and perceptual skills is significant ($P < 0.05$). This means that these dimensions can predict teachers' job performance.

Table 5: Analysis of variance and statistical characteristics of regression
 between thinking style functions and job performance

	Variables	R	R ²	F	P	B	T	P
Predictive variables	Legislative style					0/233	2/117	0/039
	Executive style	0/886	0/785	0/774	0/000	0/288	3/051	0/003
	Judging style					0/452	4/368	0/000

The correlation coefficient between the components of thinking style with job performance was 0.88 and the coefficient of determination was 0.78. The significance level of the F test error for the confidence level is 0.95 less than 0.05. Therefore, it can be said that the independent variable can predict the dependent variable. Also, considering the significant levels of the last column, it can be concluded that: Beta value of technical, human and perceptual skills is significant ($P < 0.05$). This means that these dimensions can predict teachers' job performance.

5. Conclusion

The purpose of this study was to investigate the relationship between components of communication skills and thinking style with job performance of primary school

teachers in districts 1, 2 and 3 of Urmia. The findings and results of the present study show that: There was a significant positive correlation between communication skills and thinking style with teachers' job performance.

The results of the hypotheses showed that skills and abilities are capable of predicting roles. In other words, managers with the skills and thinking styles suggested can better serve the assigned roles and increase teachers' job performance.

In general, the results showed that, from the managers' point of view, they were: Human skills (teamwork, team building, understanding others, motivating), Technical Skills (Feedback, Organization and Coordination, Computer Knowledge, Professional Skills) and communication skills (expressive, expressive, engaging with others) Predictive power is more important than roles and more important. This finding is correlated with research results (Farabi, 2002; Nikoyan, 2002; Ismaili and Hosseini, 2011; Hui, 2006; Patterson, 2004; and Robbins & Cutler, 2001). Carmel and Tischler (2006) showed in their research that: Managers' perceptual skills influence the performance of the organization. The results also showed that among the functions of thinking style, legislative thinking style had the most influence on teachers' job performance (Sternberg & Grigorenko, 1997; Kano-Garcia & Hogg, 2000).

Studies of persistence (1999), Rahmati (2005), and honey vegetation (2005) showed that there is a relationship between managers' thinking style with their productivity and performance.

The complexity of the concept of performance makes it time-consuming and time-consuming interventions to influence various factors. In other words, performance is the consequence that one must exhibit in behavior. So it takes a long time for supervisors to influence the performance of their subordinates. What is important in performance evaluation is efficiency and effectiveness. Performance, improving inputs based on output, and effectiveness is effective outcomes (Radnor & Barnes, 2007). Therefore, achieving efficiency and effectiveness in a long-term process performance is difficult. It is therefore suggested that other researchers examine the effect of teaching perceptual skills to supervisors and managers on their performance and that of their subordinates.

5.1 Suggestions

- Conduct communication skills training courses for managers and distribute reputable journals and journals on communication skills in the organization.
- Try to set up a permanent information network about the status of organizational performance to internal resources and decision makers, specifically, with emphasis on factors influencing managers' communication skills and thinking style.
- According to the results of this study, emphasis should be given to managers of educational centers on cognitive skills among the dimensions of communication skills and legislative thinking style among the dimensions of thinking styles functions.

- Given the role of schools in the education system, to appoint and assign managers to different managerial levels, first evaluate their thinking style and assign appropriate management positions according to their thinking style.
- Given that thinking styles are instructive, with appropriate training and with the appropriate managerial attributes necessary for managerial positions in schools and education, individuals with the expected thinking skills for managing different educational units will be trained to enhance the quality of the higher education system.

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