



## TEACHERS INNOVATIVENESS AND SCHOOL HEAD MANAGERIAL SKILLS OF PUBLIC ELEMENTARY SCHOOL IN COTABATO CITY DIVISION

Jubaer H. Sendad, MAEd, LPT  
[jubaersendad@gmail.com](mailto:jubaersendad@gmail.com)

### Abstract

The main focus of the study is to determine the influence of the managerial skills of school head and teacher's attitude towards school development and teacher's innovativeness.

The study is both qualitative and quantitative research it used the descriptive correlation method of research.

The study was conducted in 12 elementary schools in Cotabato City Division. The respondents of the study were the school head and teachers of 12 elementary schools in Cotabato City Division. The respondents were taken from the schools and the criteria of the inclusion as respondents of the study were the nature of appointment. Those who holding permanent appointment was included in the respondents of the students.

Simple random sampling techniques was used in determining the respondents of this study. A research constructed questionnaire was used to gather information needed to answer the specific problem in the study. In describing the different variables in this study the descriptive statistics such as mean and Pearson r was used.

The managerial skill of school head in Cotabato City Division in terms of human relation skills was very satisfactory with a sub-mean of 3.32. The managerial skill of school head in Cotabato City Division in terms of technical skills were satisfactory with a sub-mean of 3.21. The managerial skill of school head in Cotabato City Division in terms of communicative skills was very satisfactory with a sub-mean of 3.30. The level of managerial skill of school head in Cotabato City Division in terms of decision making skills was very satisfactory with a sub-mean of 3.34.

In the light of the findings and conclusions of the study, the following are strongly recommended.

Training on managerial skills should be given to school head to make them more updated and competent in managing their school. Support to improve teachers innovativeness is highly recommended to improve teachers innovation in school development. Similar studies are strongly recommended to include other variable not within the scope of the study.

**Keywords:** *Teachers Innovativeness, Managerial Skills, ICT-Teaching Strategies, Cotabato City*

## INTRODUCTION

Organizational world today, that in fact can be "world Managerial skills are a set of behavior that leads to job of management" called, is a world chock-full of revealed performance. Managerial skills are acquiring and learning or hidden complexities and problems, therefore the abilities. According to the theory of Katz, three importance and the role of managers in facing with this category: human skills, conceptual and technical skills complexity and achieving to the organizational goals are more important skills, but over time these skills clear and imperative. Responsibility of managers have become various according to their importance and the job become heavier, their work and profession has become itself. Self-awareness, team building, devolution and goal more specialized and their role for administrating setting and are of this kind. In all developed organizations in proper ways has become more sensitive countries the banking system dominate on financial due to the increase of environment complexity and its markets Therefore in all these countries, these continuous development, there for understanding and fundamental are known as cores of basic important and analyzing of skills for managers to organize their patterns should help to accelerate economic growth and gain of behavior to increase efficiency of their organizations social welfare.

## THEORETICAL FRAMEWORK

Micro level studies in developing countries suggest managerial skills play a key role in the adoption of modern technologies. The human resources literature suggests that managerial skills are difficult to codify and learn formally, but instead tend to be learned on the job. In this paper we present a model of the interactive process between on-the-job managerial skill acquisition and the adoption of modern technology. The environment considered is one where all learning possibilities are internalized in the market, and where managers are complementary inputs to non-managerial workers. The paper illustrates why some countries may adopt modern technologies while others stay backwards. The paper also explains why managers may not want to migrate from

rich countries to poor countries as would be needed to generate income convergence.

### CONCEPTUAL FRAMEWORK OF THE STUDY

The figure below shows the relationship between independent variable and dependent variable. Independent variable measures the school head managerial skills such as human relation skills, technical skills, communicative skills and decision making skills the dependent will be measured in terms of teacher’s attitude towards school development and teachers innovativeness in terms of physical facilities development, institutional faculty development and ICT Teaching Strategies.

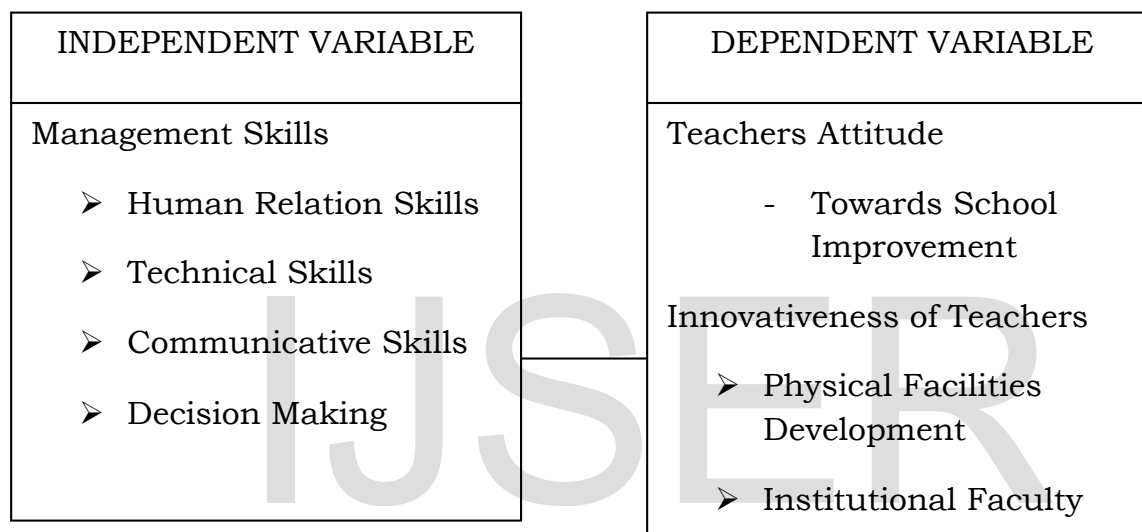


Figure 1. Showing the Relationship Between the Independent and Dependent Variable

### STATEMENT OF THE PROBLEM

The main focus of the study is to determine the influence of the managerial skills of school head and teacher’s attitude towards school development and teachers innovativeness.

Specifically, the study seeks to find answer to the following research problem.

1. What is the level of managerial skill of school head in Cotabato City Division in terms of Human Relation skills, Technical Skills, Communicative Skills and decision making skills?
2. To what extent do school are developed in terms teacher’s attitude towards school improvement?

3. To what extent do teachers' innovativeness are developed in terms physical facilities development, institutional faculty development and ICT teaching strategies?
4. Is there significant relationship between the level of managerial skill of school head in Cotabato City Division and the teacher's attitude towards school improvement?
5. Is there significant relationship between the level of managerial skill of school head in Cotabato City Division in terms of human relation skills, technical skills, communicative skills and decision making skills and the extent to the extent of innovativeness of the teachers in terms physical facilities development, institutional faculty development and ICT=Teaching Strategies?

### **RESEARCH HYPOTHESIS**

**Ho1:** There is no significant relationship between the level of managerial skill of school head in Cotabato City Division and the teachers attitude towards school improvement.

**Ho2:** There is no significant relationship between the level of managerial skill of school head in Cotabato City Division in terms of human relation skills, technical skills, communicative skills and decision making skills and the extent to the extent of innovativeness of the teachers in terms physical facilities development, institutional faculty development and ICT=Teaching Strategies.

### **SIGNIFICANT OF THE STUDY**

The result of the study will be significance not only to researcher but also to the teachers, pupils and the school administrator as well.

To the researcher the result of the study will be of great help in developing plans and program that would help further the school head in improving their school. Similarly, the teacher will also benefit to the result of the study as their basis in developing plans that could help school management develop the school. Moreover, the result of the study also serves as basis of school head as input to them in planning comprehensive program that contribute much to development of the school and the teachers as well. Finally, the result of the study will serve as base line data for further study that would include other variable not in the scope of this study.

### **SCOPE AND LIMITATION OF THE STUDY**

The study is limited to describe the managerial skill of school head in Cotabato City Division in terms of human relation skills, technical skills, communicative skills and decision making skills, the innovativeness of the teachers in terms of physical facilities development, institutional faculty development and ICT teaching strategies.

Moreover, the study is delimited to determine the relationship between the level of managerial skill of school head in Cotabato City Division and the teacher's attitude towards school improvement. further, the study is also

delimited to determine the relationship between the level of managerial skill of school head in Cotabato City Division in terms of human relation skills, technical skills, communicative skills and decision making skills and the extent to innovativeness of the teachers in terms physical facilities development, institutional faculty development and ICT teaching strategies in Cotabato City Division elementary teachers.

## **REVIEW OF RELATED LITERATURE AND RELATED STUDIES**

This chapter presents the related literature and related studies that have bearings on the present study. This includes inputs taken from the different website in the internet and books.

### Related Literature

Tanz (2003) provided a brief history of management over the period 1909 to 2001. He notes that despite all the advancement of almost a century we still do not know what quantifies management, and alludes that maybe some theorist in the next century will come along and discover the key to managing.

Tanz (2003) accredits Peter Drucker as the most influential and wide ranging management thinker of the 20th century. Drucker's work is still being used today in many organizations.

Tanz (2003) also makes mention of Frederick Winslow Taylor who created "Taylorism" which encouraged management to see employees as replaceable. There was a big change in the late 1920's to another style of management, which came about from the results of a study known as the "Hawthorne Experiments". The results revealed that workers were not only motivated by wages. They also needed to have their emotional needs satisfied. Group decision making was introduced in and is now the norm at the same time the Human Relations movement was born.

According to Tanz (2003) James MacGregor Burns who is noted for his doctrine on transformational leadership and Robert Greenleaf on his philosophy of servant leaders also were influential in bringing management to where it is today.

Waters (1980) This research paper written while at McGill University looks at the process of management, how managers do their jobs, the behaviors and the skill set required. This research paper although written for education professionals also covers areas of interest for business professionals.

Management Skills: Scholars define managerial skills as specialized technical knowledge incertain jobs that managers should posses them to perform their duties and roles and by education these people can be equipped with these skills. Managerial skills are acquiring and learning abilities In other words we can say that management skills are a set of behaviors that lead to effective job performance and without them in many cases the knowledge of managers does not have any effects. Katz defined managerial skills as the manager ability to transform information and knowledge in to practice Viten and Cameron, two famous researchers in a article as "Most-common skills of effective managers",

classify the basic skills of managers in two groups, personal and communication skills. also they have divided managerial skills into three groups in their newest work, include: Personal Skills Including: Developing self-awareness, stress management, problem solving skills and ... Interpersonal Skills Including: Communication skills, power of influencing others, conflict management, skills of motivating people and ... Group Skills Including: Empowerment, team building, authority delegation and ... Betly in 1999 provided a list of managerial skills. These skills depend directly or indirectly on the activities and roles analysis of managers, these skills in conclusion include the following components: Communication Skills, including: Expression technique, letter writing, effective listening, reporting, power of interaction and negotiation techniques ... power, power of designing mental models and Conclusion power and... Skills Related to Creativity Including: Courage in new thinking, capability in idealizing, inappeasable, in available solutions, risk taking, imagination power and Blanchard and Heresy consider competency, equivalent to skill. They believe that there are general competencies or skills in the work of leadership: Diagnosis: Ability to understand the position that the person wants to influence in it. That is a kind of cognitive competencies. Adment: The ability to match ones behavior and other personal resources for Dealing with possible conditions that is a kind of behavioral competencies. Contact: The ability to create a way that people easily understand it and accept that it is kind of a process competencies. Lobankin and Viga in their Research in 1999 to identify the most important skills managers, mentioned to skills such as; negotiation, eloquence, expression technique and communication as the most important skills for this people. In Druckers' point of view , some of the most important skills that are required or the Manager are include; time management, authority delegation, establishing effective communication, problem solving and decision-making and leadership Riply: One of the present experts in management, classified management skills in to five following general groups: Technical skills with an emphasis on new technologies Technical skills with an emphasis on specialized and detailed skills Human skills With an emphasis on supervising skills Human skills With an emphasis on negotiation techniques Conceptual skills The most common classification of managerial skills was conducted by Robert Katz. Robert Katzin in his pattern mentioned to three basic skills for managers including: technical skills, human skills and conceptual skills. Katz in this model points to the important note increase output, in Other words the aim is to Find the saying that the importance of management skills differ with the change in levels of management. Middle managers and lower levels depend more on technical skills and senior managers mainly need conceptual skills. Katz beside these basic skills in One of the books also point to political skills. Management Skills in the Heads of Branches Bank: bank branch managers are in the Level of operational management and have responsibility for guidance, supervision, training and coordination of the employees under their supervision.

Successful and effective management is a management that lead to organizational objectives or something more than these. Experts believe that

managers who want to achieve organizational goals and perform their own duties need to gain managerial skills. In order to assessing managers' performance and determining their success and effectiveness, we can use efficiency measure. performance efficiency is a measure that assess the cost of resources that were used in the process of "gaining goals" It means that with comparing the outputs obtained to input consumed, in addition to the cost of human resources, the cost of equipment used, maintenance, facilities and the rate of return on investment and so on are measured. there for to increase organizations efficiency and achieve organizational goals, we need managers with managerial skills. Since banks are service industries and with consideration of computational purposes, we can define efficiency in this way:"ratio of minimum possible cost to the achieved cost to providing certain amount of output, comparing with similar units in the industry. Based on the definition above, any waste of resources and non-optimum use of these, Inappropriate structure, non-essential splurge, unequal credit policies, excessive Policy, staff discontent and Lack of a dynamic monitoring system.

#### Are physical facilities really necessary?

The essence of education is learning. Teachers, textbooks, educational technology, physical facilities and administration are all means to expand and accelerate learning. The physical facilities component of this interdisciplinary support system is viewed as both friend and foe by planners. Some argue that handsome and well-equipped build-ings send a message of political support for education. Others express consternation over the high cost of the physical facilities component which siphon resources away from teacher salaries and learning materials. Often they try to diminish the importance of the physical environment by citing the Ghandi position that learning can take place under the trees.

#### Shelter

Just as we need shelter to protect domestic activities from the elements and to provide security, so must we provide shelter to education. Ghandi had the good fortune to lead to independence a country with vast regions of warm climates where much of domestic life takes place out-of-doors and where, for part of the year, learning could be attempted out-of-doors also. However, while outdoor learning may have been a viable emergency expedient in India when it was a newly emerging country, recent research in that country and elsewhere indicates that the 'no building' solution is unsatisfactory for an emerging industrial and political power, particularly where more and more schools are located in noisy urban neighborhoods'. It is now known that many Indian schools without their own building (and which hold classes under the trees or in space borrowed from other schools or from other users) tend to have poor attendance and those who do attend are inclined to have a poor academic performance (Govinda; Varghese, 1993).

Not all tropical countries have the accommodating climate of India's hill country which would enable them to consider having schools without buildings. Many suffer heavy rains, blistering sun and intense winds during the school year, all of which make effective learning without shelter is almost impossible.

Neither are all developing countries in the tropics. Whole countries (as well as parts of certain tropical countries) are in mountainous or high desert areas where learning without shelter and supplementary heat is unimaginable.

#### Machines for learning

The renowned Swiss architect, Le Corbusier, said dwelling units should be a 'machine for living' (1923). Educational buildings as well as the sites that surround them and the furniture inside, are 'machines for learning' specially designed to accommodate their specific functions including receiving lectures, discussions, discovery and individual learning.

The challenge is to create physical facilities that respond to a variety of criteria; they need to be functional, economic, structurally sound and attractive. Achieving this requires architects and educational planners to see themselves as members of a multi-disciplinary team that also includes furniture designers, engineers, building cost specialists, educational economists and town and country planners. It is through collective work that they can achieve the objective so succinctly posed by Guy Oddie for the OECD in 1966: "It is axiomatic that an effective school building investments policy will succeed in building the right kind of schools in the right places at the right time and at the right cost."

#### Quantitative Demand

On a global scale, the amount of educational space needed is growing due to five factors: populations continue to grow in all but a few countries; it is increasingly accepted that basic education must be provided to all children as well as young and middle-aged adults who seek it; the number of years considered to comprise basic education is rising. As educational quality standards rise there is a tendency to increase the number of specialized spaces and to increase the size of educational spaces to accommodate the trend toward active groups which is replacing traditional class lecturing and, finally, the realization of lifelong education is bringing adults back to school for a variety of learning experiences.

On the other side of the ledger there are two factors which tend to reduce the overall demand for educational space. Those countries which have succeeded in providing space for all pupils and students but have shrinking birth rates will find that the decline in the school-age population leaves them with empty learning spaces, particularly in rural areas. In addition, those countries which are able to launch large-scale programs for learning at home (be it through distance education or home schooling) are able to reduce substantially the space needed for schools with full-time attendance.

Non-formal education has been much touted as a means for getting education to those who have missed out on formal schooling.

Typically, these programmes take place in 'found' space which has other primary uses, be it living rooms as in the case of Bangladesh (Ahmed et al., 1993) or Rajasthan, India (Lok Jumbish, 1997). An innovative solution adapted to the African situation is the Literacy Caravan of Senegal, Cameroon and other countries where teachers and learning materials are brought to rural areas and an educational fair is held which involves motivating the community to become literate. The initial physical facilities are demountable tents that can be



transported overland which are ultimately replaced by more permanent learning resource centres. These are supported by UNESCO clubs and the UNESCO office in Dakar.

### Managing Qualitative Dimensions

What are the quality issues that need to be addressed in an effort to providing the most appropriate physical environment for education? Of course, buildings need to be structurally sound so that they provide a secure learning environment but a soundly constructed building that hinders education may be more a liability than an asset. Thus educational buildings need to be conceived around concepts of quality learning. By starting the planning process from the level of individual learners the issues of quality are best addressed.

### Links Between the Environment and Learning

In the argument has been made that physical facilities are functionally necessary, but just how much impact do they have on learning by those who use them? The search for this 'holy grail' of educational facilities planners has gone on for decades (University of Michigan in the 1960s; King and Marans, 1979; Fuller, 1990; Varghese, 1993, Cash, 1993 and 1994, and Lackney 1994). The recent accumulation of solid research data is revealing that physical facilities are a fundamentally important factor in both school attendance and achievement.

Education is a complex process that may be influenced by factors both inside and outside the walls of the classroom (Murimba, et al., 1995). A major concern of educational planners is to identify those factors that have a stronger relationship with school achievement than others. An analysis applying multivariate statistical procedures conducted by IIEP with the cooperation of the Ministry of Education and Culture in Zimbabwe revealed that — all things being equal — pupils could not be expected to learn effectively if the classroom did not have fundamental items such as a blackboard, sitting and writing places for all pupils and basic storage facilities for books and teaching aids.

Other researchers have conducted investigations and have provided empirical evidence to support the theory that in developing countries, low levels of learning among children can be partly attributed to poor and inadequate facilities in school (Heyneman, 1980). An investigation conducted in Nigeria (Urwick and Janaidu, 1983) formed the conclusion that facilities like buildings, separate classrooms, students' desks, etc., determine the very organization of teaching/learning activities and these factors do influence learner achievement. Research in India indicates that the existence of school desks, and to a lesser degree school buildings, are important if a school is going to be a success (Varghese, 1995).

### Role of Teacher in Education

The role of a teacher in the educational process is always challenging and dynamic. The teacher's work is not only transmission of knowledge but it is something more. Teachers great task is inspiring and guiding the students

towards cherished goals. The teacher in a naturalistic set up is only a setter of the stage, a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place.

Teaching is the core profession and the key agent of change in today's knowledge society. Issue of teacher quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all.

### Importance of Attitude Towards Teaching

Attitude is a tendency to react favorably or unfavorably towards a designated class of stimuli such as a national or racial group a custom or an institution (Anastasi, 1982).

Attitude is an underlying disposition that enters, along with many other influences, into the determination of the variety of behaviours towards the attitude object or class of objects, including statements of beliefs and feelings about the attitudes object and approach-avoidance actions with respect to it, Cook and Selltiz (1964).

A teachers' attitude is "the relatively stable overt behavior which affects his status" Bain (1928). When a certain type of experience is constantly repeated a change of set is brought about which affects many central neurons and tends to spread over other parts of the central nervous system.

## **METHODOLOGY**

This chapter presents the research design employ in this study, the research locale, the respondents, sampling techniques, instrumentation, data gathering procedures, and statistical treatment.

### **Research Design**

The study is both qualitative and quantitative research and used descriptive correlation method of research. This method of research is suit to describe the managerial skill of school head in Cotabato City Division in terms of human relation skills, technical skills, communicative skills and decision making skills,

and the teachers innovativeness are developed in terms physical facilities development, institutional faculty development and ICT teaching strategies.

Moreover, this method of research also suited to describe the relationship between the level of managerial skill of school head in Cotabato City Division in terms of teacher's attitude towards school improvement. Further, study is also limited to determine the relationship between the level of managerial skills of school head in Cotabato City Division in terms of human relation skills, technical skills, communicative skills, decision making skills, and the innovativeness of the teachers in terms in physical facilities development, institutional faculty development and ICT Teaching Strategies.

### **Locale of the Study**

The study was conducted in 12 elementary schools in Cotabato City Division particularly in district I-VIII public elementary school.

### **Respondents of the Study**

The respondents of the study were the school head and teachers of 12 elementary schools in Cotabato City Division. The respondents were taken from the schools and the criteria of the inclusion as respondents of the study were the nature of appointment. Those who holding permanent appointment was included in the respondents of the teachers.

### **Sampling Techniques**

Simple random sampling techniques was used in determining the respondents of this study.

### **Research Instrument**

A research constructed questionnaire was used to gather information needed to answer the specific problem in the study. The self-made questionnaires were divided into parts. Part I describe the school head managerial skills in terms of human relation skills, technical skills, communicative skills and decision making skills. Part II of the research instrument are designed to evaluate the teachers' attitude towards school development and teachers innovativeness in terms of physical facilities development, institutional faculty development and ICT teachers strategies.

### **Validity and Reliability of the Instrument**

The self-made instrument was subjected to validity of the outside expert particularly on content validity of the instrument. For the reliability of the survey instrument this was administered to 20 respondents who are excluded in the final conduct of the study. The response of the 20 respondents was processed and analyzed using the split-half method. All items need to be improved, revised

or deleted based on the result of the item analysis was improved or changed before it was used as final research instrument.

### **Data Gathering Procedure**

This part described the procedures in the gathering of data needed in this study. For proper and systematic approach in gathering the needed data in this study the following stage or sequence was followed:

A written communication was secured first from the Schools Division Superintendent, and to the school head of the different elementary school in Cotabato City Division. As soon as the approved letter from the school head was secured the researcher start distributing the research instrument to the respondents.

The second stage was the distribution of the research instrument to the respective school. the respondents and a brief conference with the respondents to explain the objectives of the research was done. Enough time was given to the respondents to answer the questionnaires so that they can read and understand properly what is asked in the questionnaires.

The third stage was the retrieval of the questionnaire; 100 percent retrieval was achieved.

### **Statistical Treatment**

In describing the different variables in this study the descriptive statistics such as mean and person was used.

Weighted average mean was used to describe the managerial skill of school head in Cotabato City Division in terms of human relation skills, technical skills, communicative skills and decision making skills, and the extent to which teachers innovativeness in terms physical facilities development, institutional faculty development and teachers attitude towards school development.

Moreover, Pearson r was used to described the relationship between the level of managerial skill of school head in Cotabato City Division and the teachers attitude towards school improvement and the relationship between the level of managerial skill of school head in Cotabato City Division in terms of human relation skills, technical skills, communicative skills and decision making skills and the extent of innovativeness of the teachers in terms physical facilities development, institutional faculty development and ICT Teaching Strategies.

## **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of findings, conclusions and recommendations.

### Summary of Findings

#### A. The Level of Managerial Skill of School Head

1. The managerial skill of school head in Cotabato City Division in terms of human relation skills was very satisfactory with a sub-mean of 3.32.
2. The managerial skill of school head in Cotabato City Division in terms of technical skills was satisfactory with a sub-mean of 3.21.
3. The managerial skill of school head in Cotabato City Division in terms of communicative skills was very satisfactory with a sub-mean of 3.30.
4. The level of managerial skill of school head in Cotabato City Division in terms of decision making skills was very satisfactory with a sub-mean of 3.34.

#### B. The Extent of Teachers Innovativeness

1. The extent of teachers innovativeness in terms of physical facilities development was satisfactory with a sub-mean of 3.15.
2. The extent of teachers innovativeness in terms institutional faculty development was very satisfactory with a sub-mean of 3.29.
3. The extent of teachers innovativeness in terms of teachers' ICT-Teaching Strategies was very satisfactory with a sub-mean of 3.26.

### Conclusion of the Study

On the basis of the findings of the study the following conclusion were drawn.

The school head in Cotabato City Division possess good qualities of managerial skills in terms of human relation skills, technical skills, communicative skills and decision making skills. The teachers in Cotabato City Division are of very innovative in terms of physical facilities development, institutional faculty development and teachers ICT-teaching strategies. Managerial skills influence the teachers innovativeness.

### Implication of Study

1. The managerial skill of school head in Cotabato City Division in terms of human relation skills was very satisfactory. This implied that school head were expert in establishing rapport with his/her teachers.

2. The managerial skill of school head in Cotabato City Division in terms of technical skills was satisfactory. This implied that school head were expert in technical skills.
3. The managerial skill of school head in Cotabato City Division in terms of communicative skills was very satisfactory. This implied that school head were expert in communicating others.
4. The level of managerial skill of school head in Cotabato City Division in terms of decision making skills was very satisfactory. This implied that school head were expert in making decision.
5. The teachers innovativeness in terms of physical facilities development was satisfactory. This implied that school has adequate school facilities.
6. The teachers innovativeness in terms of institutional faculty development was satisfactory. This implied that the school has faculty development program.

#### Recommendation of the Study

In the light of the findings and conclusions of the study, the following are strongly recommended.

1. Training on managerial skills should be given to school head to make them more updated and competent in managing their school.
2. Support to improve teachers innovativeness is highly recommended to improved teachers innovation in school development.
3. Similar studies are strongly recommended to include other variable not within the scope of the study.

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