

Impact of Katz's Skills of Managers in School Management: A Study of Pauri District in Uttarakhand, India

Divyanshu Panwar¹, M. C. Sati²

Abstract

This study empirically examines the impact of Robert Katz's skills of managers in private schools in Pauri district, Uttarakhand, India. The impact of technical skills (X1), human skills (X2) and conceptual skills (X3), considered as independent variables, on the effectiveness of school management (Y), the dependent variable, was analysed. Using relevant questionnaires, a survey was conducted in the privately managed schools of the region, through the convenience sampling method. The data obtained were 190 respondents from different schools, of which 102 were male and 88 females, consisting of staff, teachers, administrators and students. The data has been analysed by multiple linear regression method using SPSS 21 as statistical tool. The human skills were found to be the most important skills followed by the technical skills and the least being the conceptual skills in terms of their impact in school management.

Keywords: School management, technical skills, Human skills, Conceptual skills, Multiple linear regression.

1. INTRODUCTION

Robert L. Katz was an American organizational psychologist, best known for his work on management and leadership. He is particularly renowned for developing the widely used management concept known as the 'Three-Skill Approach' or the 'Skills Model', viz., technical skills, human skills, and conceptual skills. Katz's managerial skills are categorized into three types: technical, human, and conceptual skills (Tim O. Peterson and David D. Van Fleet, 2004). Technical skills add value to the managerial performance due to the supervisor- subordinate relationship. The subordinates are more inclined towards managers who has technical skills and provide them with more power, which provides more job satisfaction and performance to the manager. It makes the manager more rational which has positive effect on subordinates (Sylvia J. Hysong, 2006). According to Katz, successful manager must possess a combination of these three skills sets to effectively lead and manage within an organization. Managers need to work in groups and therefore, effectiveness of managers depend upon ability to facilitate group work and help a group in its problem solving and productivity (Frances Westley, James A. Waters, 1988). It tries to find out the relationship between managerial skills and managerial effectiveness. It shows that different managerial effectiveness has different managerial skills, like, group performance is related to motivational skills, perceived

¹ Department of Business Management, HNB Garhwal University, Srinagar (Garhwal)-246174, India, divyanshupanwar24@gmail.com

² Department of Economics, HNB Garhwal University, Srinagar (Garhwal) -246174, India, pradeepmangain24@yahoo.com

effectiveness is related to organizational skills, while organizational skills, motivational skills, communication skills and cooperativeness is related to leadership emergence and evaluation, and supervisory skills is related to leadership self-efficacy (Petr Smutny, Jakub Prochazka and Martin Vaculik, 2016). Katz's model has been instrumental in guiding the understanding of managerial roles and skills, emphasizing the significance of not just technical expertise but also the ability to work with and through people, as well as the capacity to think strategically and understand complex organizational dynamics. There is difference between project managers and functional managers in attributes, skills and experience (S. El-Sabaa, 1999). They both have different career path. It has been observed that human skills have the greatest influence among project managers while technical skills have the least. A project manager is required to understand cross functional relations to work and perform. People skill is important to achieve success. In the case of project management, it's an important skill to have where the company's business rests on project delivery. Project manager is trained in technical skills but the success of project rests on understanding people, management issues so the soft skills training can have positive impact on business (George Cowie, 2003). It has become evident that technical skills is not enough for the project manager to succeed. Interpersonal skills, soft skills are also required. The leadership style of the manager plays the significant role in the outcome (Sharlett Gillard, 2009). Katz has significantly contributed to the field of management and has been influential in shaping the curriculum of many business schools and management training programs. For efficient production today there is a need of skilled manpower far more than earlier times. Lack of attention reduces the effectiveness and efficiency of an organization and cause loss, accidents and dissatisfaction among workers. Therefore, human capital is one of the precious commodities of time (Kamal Ghalandari, 2012). Skilled workers are needed in the new economic scenario so it becomes important to retain them also. The way to do it is to promote a feeling of employee's satisfaction and wellness in work place by detecting and addressing stressing situations, increasing motivation and challenging workers to be more active (Josh Araujo and Gabriel Pestana, 2017).

School management refers to the process of effectively and efficiently running an educational institution, whether it be a pre-school, elementary school, high school, college, or a university. It encompasses a wide range of activities and responsibilities aimed at providing a conducive and productive learning environment for students and a well-organized institution for staff, teachers and administrators. Managerial skills consisting of technical skills, human skills and conceptual skills have greater impact on the effectiveness of a school. All these skills are important for effective schooling and its management, if the students have to perform well in the school and all over (Iizamatul Mukarromah, Mudjito and Endang Purbaningrum, 2019).

Uttarakhand is the 27th state of India in the northern region. It is often referred to as 'Devbhoomi', because of its numerous temples and pilgrimages destinations. Uttarakhand is known for its natural beauty, with 86 percent of the hilly region and covered mostly with forests. Uttarakhand consists of 2 regions, the Garhwal, and the Kumaon, and its natives are called as Garhwali and Kumauni, respectively. From the administrative management the state comprises 13 districts, viz., Almora, Bageshwar, Champawat, Chamoli, Dehradun, Haridwar, Nainital, Pauri, Pithoragarh, Rudraprayag, Tehri, Udham Singh Nagar and Uttarkashi. Uttarakhand has quiet good literacy rate (87.40% male and 70.01% female) compared to other states. The importance of education is realized by the society and government and many initiatives has been taken for its betterment and upliftment. Uttarakhand has both government-run- schools and private schools, offering education in various mediums, such as English, Hindi, and regional languages. The education system in Uttarakhand is similar to the rest of India, following a 10+2 structure, and now as per National Education Policy (NEP), where students study for 10 years in primary and secondary schools, and then choose a stream (science, commerce or arts) for their final two years of senior secondary education.

2. OBJECTIVES OF THE STUDY

The study has been conducted to analyse the impact of skills of managers as described by Robert Katz on school management and to see which skill is more impactful compared to other skills.

3. METHOD OF RESEARCH

Survey method was adopted through structured questionnaire in the present study.

3.1 Sampling Frame and Data Collection Procedure

Primary data used for the study was collected through questionnaires distributed to 250 persons, which included administrators, students, staff and teachers of different private schools in Pauri district of Uttarakhand, India.

Depending on availability and approachability of people convenience sampling was adopted for the purpose of data collection.

The questionnaires were distributed after translating the questions in the native language for the convenience of the people after obtaining the consent of the owners/ school officials. Completed questionnaires received were 190, out of which 102 were from males while 88 were from females. The received data was used for statical purpose. The scale used in this study was a Likert scale, the answers to the statements in the questionnaire were asked to be given in a choice of score from 1 to 4, namely, very important- 4, important- 3, slightly important- 2, unimportant- 1 (Burns, Alvin; Burns, Ronald, 2008).

3.2 Data Analysis Technique

Data analysis includes statistical tests, data quality tests by conducting data validity and reliability tests. Regression analysis used was multiple linear regression method (Allen & Bennett 13.3.2.1, Assumptions, pp. 178-179) with the help of SPSS- 21.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where Y is effectiveness of school management; α is the value of intercept (constant); β_1 , β_2 and β_3 are the coefficients of the regression direction; X_1 is technical skill; X_2 is conceptual skill and X_3 is human skill; ε is an error.

4. DATA ANALYSIS AND INTERPRETATION

4.1 Validity and Reliability Test

Based on the primary data collected from respondents, the validity and reliability of the research instruments were tested. The validity test results of all research instruments produce a probability value smaller than 0.05 meaning all research instruments are valid. The reliability test results are as follows:

Table 1. Reliability test results

S. No.	Variables	Cronbach's Alpha	Description
1.	Technical skills (X_1)	0.703	Reliable
2.	Conceptual skills (X_2)	0.800	Reliable
3.	Human skills (X_3)	0.739	Reliable
4.	Effectiveness of School Management (Y)	0.730	Reliable

Source: Primary Data Processed, 2023.

4.2 Findings and Discussion

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.777 ^a	.603	.597	.29433

a. Predictors: (Constant), conceptual, human, technical skills

Source: Primary data processed, 2023.

1. The model indicates that 59.7% of variance of effectiveness of school management (Y) dependent variable can be explained by this model.

Table 3. Analysis of variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	24.352	3	8.117	93.701	0.000 ^b
Residual	16.027	185	0.087		
Total	40.379	188			

a. Dependent Variable: Effectiveness of School Management

Source: Primary data processed, 2023.

2. The p (Sig.) < 0.001 indicating that the entire model is significant.

Table 4: Coefficients(a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	0.444	0.180		2.462	0.015
	Technical skills	0.295	0.068	0.281	4.309	0.000
	Human skills	0.312	0.061	0.324	5.156	0.000
	Conceptual skills	0.264	0.053	0.301	4.983	0.000

a. Dependent Variable: effectiveness of school management

Source: Primary data processed, 2023.

3. The p value of technical skills (X₁), human skills (X₂) and conceptual skills (X₃) is less than 0.05. It means they are significantly associated with the effectiveness of school management (Y).

4. The multiple linear regression equation in case of the present model is as follows:

$$Y = 0.444 + 0.295 X_1 + 0.312 X_2 + 0.264 X_3.$$

5. It is clear from the above multiple linear regression equation that the coefficient of human skills (X_2) is the largest one, it means that human skills play the most significant part in the effectiveness of school management followed by technical skills (X_1) and the least significant being the conceptual skills (X_3).

5. CONCLUSION

The data was collected from 190 respondents, which included staff, teachers, administrators and students of the private schools of the studied district. The variable taken into consideration were technical skills (X_1), human skills (X_2), and conceptual skills (X_3). Multiple linear regression equation method was used as the statistical tool. The study conducted based on the collected data, it can be concluded that the human skills is the dominating factor influencing the effectiveness of school management. The most significant human skills is followed by technical skills and the conceptual skills contributes least in the effectiveness of school management in the schools of Pauri district in Uttarakhand state of India.

The limitation of this study is that the data has been only taken from the private schools of a district, which represents a small portion of Uttarakhand state, India.

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