



---

## Managerial Skills And Its Impact On Professional Qualities Of Administrators In Higher Education

**SUMIA MAJEED BADAM** RESEARCH SCHOLAR, DEPARATMENT OF EDUCATION,  
CENTRAL UNIVERSITY OF KASHMIR.

**PROF (DR.) NIGHAT BASU** SENIOR PROFESSOR, DEPARMENT OF EDUCATION,  
CENTRAL UNIVERSITY OF KASHMIR. Sumiamajeed001@gmail.com

---

### ABSTRACT

The administrator having good managerial skills will be more competent to handle their jobs. The administrators will be professionally more competent by possessing the managerial traits. The productivity of the institutions also depends on the efficient management by the administrators. Therefore, this study is an endeavour to specify the influence of managerial skills on the professional qualities of administrators. The sample size consisted of 400 administrators selected through simple random sampling. In this study, academic administrators from colleges and universities gave information of their managerial and professional qualities by employing the instrument of Goodarzi (2002) and Martin et al. (2004). In the study the managerial skills of academic administrators had positive impact on the professional qualities of administrators. The professional qualities of administrators are related with the managerial skills of administrators and thus different skill development programs and workshops should be organized to further exalt the managerial and professional qualities in administrators.

**Keywords:** Managerial Skills, Professional Qualities, Administrators, Higher Education.

### Introduction

Education develops the critical thinking of an individual which helps in solving the daily life problems. Education helps us to cope various challenges in the future and thus educated can be viewed as a success for a developed nation. Education improves our vision of observing the society and increases the understanding of one's determination and privileges in life. The education therefore increases one level of tolerance and decrease conflicts. Educated persons are not getting easily manipulated and thus leads towards the development of society. Al-Shuaibi (2014), "Education is the key to success in the future and offer many opportunities in our lives". Education cultivates many different types of skills in an individual that their life occupied and thus helps to utilize different opportunities. It develops the mental health of an individual which indirectly influences the progress of society. According to Ahmad and Garg (2012), "Quality education plays an important role in the upliftment of socially excluded, economically backward and educationally disadvantaged sections of the society" ( Senol & Dagli,2017).

Education develops the scientific outlook of an individual which helps in making the society more knowledgeable.

### **Managerial Skills**

Management of an institution is a very complex process and requires different management skills to balance all the components. Therefore, the good management needs different types of skills from administrators for achieving the goals and objectives of an institution. Managerial skills refer to capabilities and competencies that the manager should possess to execute the managerial works in an institution. The administrator with good managerial skills is considered one of the pillars of an institution and thus helps to lead the institution towards success. According to Mintzberg (1973), “managerial roles of a teacher include informational, decisional, and interpersonal” (Gore & Begum, 2012 p.6). Fayol (1949), “managerial skills in an administrator help to plan, organize, coordinate and control the activities of the working staff” (Uzuegbu & Nnadozie, 2015, p.59). Fayol classified five elements of management as Planning, Controlling, Organizing and Leading that help administrator to improve the institutional effectiveness. “Planning includes vision and plan for the future, in controlling the administrator checks the performance of the group according to set ethics, organizing includes allocation and arrangement of resources for the successful execution of the plans, and leading ensures the accomplishment of all tasks on time and strict adherence to policies” (Uzuegbu & Nnadozie,2015).

### **Professional Qualities**

Professionalism is influential quality of an individual. It permits us to fulfil our role to the best of our capability. It helps to impress and encourage others. It provides a deep sense of gratification and self-confidence. Being professional is one of the key aspects that help to make a good impression and progress in our career. The professionalism in an individual develops overall personality characteristics and improve behaviour. A good professional always seeks to continue learning by doing the necessary research to grip new circumstances and difficulties as they ascend. It helps in ensuring good relationship with others, develop communication and thus the overall objectives of any institution can be achieved. The efficacious professionals can often attribute their achievements to their effective qualities. The professional qualities in an administrator includes effective communication, willingness to learn, discipline, timeliness, honesty, confidence, conflict resolution, ethical behaviour, organized, optimism and patience.

### **Review of Literature**

Literature review displays the investigator the status of the research community in exploring that topic and highlight gaps in the current study.

### **Studies related to Managerial Skills**

Raut (2021) evaluated the knowledge of headmasters regarding managerial skills. The study was conducted in Ahmednagar district. For the current study the survey method

was adopted. The population consisted of 906 higher secondary school headmasters and the sample size included 136 headmasters. The sampling technique included random sampling method. The results exhibited significant difference in the managerial skills of headmasters with respect to their gender. The results showed that the Knowledge regarding general managerial skills were at average level among male-female, rural-urban, non-science & science and low experienced & high experienced headmasters. The study recommended that secondary school headmasters should focus on managerial skills for better school management and better performance.

Ibay and Pa-alisbo (2020) studied the Managerial Skills and Professional Growth in Administrators. The study was conducted in secondary schools in Thailand . The study examined the managerial skills of administrators. The findings exhibited good managerial skills in administrators .The administrators require instruction in managing conflicts and require professional development to manage financial dealing, ICT knowledge and in advertising.

Ithikkal (2019) studied the impact of leadership skills, managerial aptitudes and environmental perception on work engagement of higher secondary school teachers. A sample of 382 teachers were collected by using stratified random sampling technique. The result exhibited a positive relationship between leadership skills, managerial aptitudes and environmental perception with the work engagement of higher secondary school teachers. The result also revealed significant impact of the leadership skills, managerial aptitudes and environmental perception on the work engagement of higher secondary school teachers

### **Studies Related to Professional Qualities**

Lakshminarayana (2019) studied professional competency of teachers in secondary schools of Vishakapatnam district. The results exhibited significant variance among professional competency of teachers with respect to their teaching experience.

Durkin et al. (2016) exploring the relationship between self-compassion, self-judgement, self-kindness, compassion, professional quality of life and wellbeing among UK community nurses. The quantitative data were collected using standardised questionnaires as Professional Quality of Life Scale; Self-Compassion Scale; Edinburgh Mental Wellbeing Scale and Compassion For Others Scale were used to measure the relationships. relationships between self-compassion, compassion fatigue, wellbeing, and burnout. The result explored that community nurses who score high on self-compassion and wellbeing, also report less on burnout. The profession quality was also positively associated with self-compassion for others, and wellbeing, whilst also being negatively correlated with burnout.

Porro, Yiga, Enon, Mwosi and Enon (2019) examined the influence of teachers competence on teaching performance. The study investigated the role of teacher's competence in improving teaching performance. The findings revealed the poor performance of pupils

in primary schools and a moderate association has been found between teacher competencies and teacher performance. The study further exhibited a significant positive correlation between teaching style and teaching competence.

### **Objectives of the Study**

The objective and sub-objectives of the study are:

- 1.. To study the relationship between Managerial Skills and Professional Competencies in the academic administrators.
2. To examine the impact of Managerial Skills on Professional Competencies in the academic administrators.

### **2.7 Hypotheses**

**H01:** There is no significant relationship between Managerial skills and Professional Competencies in the academic administrators.

**H02:** There is no significant impact of Managerial Skills on Professional Competencies in the academic administrators.

### **Instrument Development**

**Managerial Skills:** The managerial skills questionnaire was developed by Goodarzi (2002). The questionnaire was based on the framework of Katz's managerial skills. This includes conceptual skills, human skills, and technical skills. Conceptual skills were composed of 14 items, Human skills were composed of 17 items and technical skills were 9 items. The items with the lowest mean scores were considered for validation and discussion. The quantitative data were processed and analysed with the use of the Statistical Package for Social Sciences (SPSS). Instrument reliability was assessed using Cronbach's Alpha and the Composite Reliability. The score for Cronbach alpha coefficient is 0.973 which is larger than minimum threshold value of 0.60 (Hair et al., 2006). The validity was established by the opinion of the statisticians and professionals agreement on each selected statement.

**Professional Qualities:** The professional quality scale was developed by Martin et al (2004). The validity of the instrument was examined by the factor analysis. The factorial analysis found 3 factors that explained 39.6% of the variance in the total number of questions. These factors were very similar to the factors explored in previous validation studies such as management support, perception of workload and intrinsic motivation explained 17.0%, 13.2% and 9.4% of the variance, respectively. Internal consistency was high for each factor. The reliability of the scale was estimated by employing the Cronbach's Alpha. The reliability came out to be 0.81.

### **Population for the Study**

Population is the larger group from which the sample can be drawn. In selecting a sample, it is very essential that the researcher should define his/her population and estimate its

characteristics. The research population consisted of academic administrators in the colleges and universities in the Kashmir valley.

### **Study Area and Sample Frame**

The study area was the Kashmir Division and the data collection was done from the selected colleges and universities. It included government colleges as well as universities.

### **Sample Unit**

The sampling unit is a critical component of the research process as it represents the entity which needs to be surveyed. The sampling unit should represent the population to make fair predictions about it. The college principal and the dean and head of the higher education institutes constitute the sampling unit for this research study.

### **Sample Size**

The population in the present study encompasses the academic administrators. The academic administrators include college principals and dean and heads of universities. Based on the total population of the administrators, the investigator by using the flat criteria selected 40 % of the total population. Therefore, the final sample size selected for the study is 400. Further the investigator dispenses the questionnaires to extra respondents. The total numbers of questionnaires were distributed to 440 respondents to take into account any attrition rate (some of the questionnaires which may not be returned by the respondents). The sample size of 440 was divided equally amongst the districts of Kashmir region.

### **Sampling Method**

The sampling method chosen was Multi-stage Sampling. The present study was conducted in Kashmir valley which comprised 10 districts. The Kashmir division was divided into three geographical units as North, South, and Centre. At the first stage, 2 districts were selected randomly from each geographical unit. In the second stage, random sampling method was employed to select the number of colleges and universities from each district. At the next stage, the departments chosen from each university and college were selected again by employing the simple random sampling and the administrators were distributed proportionately amongst them. And at the last stage, the administrators were chosen from each department again using the simple random sampling. Thereafter, using the flat criteria 440 questionnaires were distributed in equal proportion among male and female teachers of the selected districts. It resulted in the distribution of 440 questionnaires.

### **Research instrument**

The study instrument is a structured questionnaire which was meticulously developed for collecting primary data from selected higher education institutes in Kashmir valley. The measuring items employed in the study were sourced from existing literature and different scales. The items of the factors were derived from the past researches and

existing validated scales of the managerial skills questionnaire developed by Goodarzi (2002) and Professional Quality of Life Questionnaire by Martin et al. 2004. Apart from the socio-economic variables which consisted of Nominal Scales, the responses were generated by utilizing a Five-point Likert scale (ranging from 1= Strongly Disagree to 5= Strongly Agree).

## Data Analysis

### Corelation Analysis

**Table 1: Pearson’s Correlation between Managerial skills and Professional Qualities among academic administrators**

		Managerial Skills	Professional Qualities
<b>Managerial skills</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>.353**</b>
<b>Sig.(2 tailed)</b>			<b>.000</b>
<b>N</b>		<b>400</b>	<b>400</b>
<b>Professional Qualities</b>	<b>Pearson Correlation</b>	<b>.353**</b>	<b>1</b>
<b>Sig. (2 tailed)</b>			
<b>N</b>		<b>400</b>	<b>400</b>

**\*\*Correlation is significant at the 0.01 level (2-tailed).**

### Regression Analysis

The regression analysis applied on the dependent variable and independent variables exhibited results as shown in Tables 4.7 (a-c) which summarizes our regression model.

**Table 4 (a).... Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.58 <sup>a</sup>	0.496	.457	.30752
<b>a. Predictors: (Constant), Managerial skills.</b>				

The regression Table 4.7 (a) summarizes the regression analysis of the variables Managerial Skills and Professional Qualities. From the table, R represents the correlation coefficient, comprising value 0.58 which can be decrypted as Professional competencies has a positive relation with the variables Managerial Skills while as R<sup>2</sup> is the determination coefficient, comprising value 0.496, signifying that 49.6% difference in the variable Professional Competencies is elucidated by the variable Managerial Skills.

**Table 4.11 (b) ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.635	9	3.436	4.532	.000 <sup>b</sup>
	Residual	236.670	398	.632		
	Total	245.305	407			

**a. Dependent Variable: Professional Qualities**

**b. Predictors: (Constant), Managerial Skills.**

Table 4.7 (b) exhibits the model fit, a significant regression is found  $F = 4.532$ ,  $P < 0.01$  (Significant at 1 percent level) which can be understood that Professional Qualities as the dependent variable is more reliable and the model of regression is statistically significant. Hence, means that the managerial skills have a significant impact on the professional qualities of administrators.

**Table 4.7 (c) Parameter Estimates of Multiple Regression Coefficients.)**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constant	3.463	.245		6.284	.000
	Managerial Skills	0.242	.027	.182	2.967	.037

Table 4.7 (c) exhibits the parameter estimates of multiple regression coefficients. From the table it is displayed that the beta value is .182. Thus, it can be concluded that the managerial skills predict the change in professional qualities of academic administrators.

## Discussion of Findings

### Relation between Managerial Skills and Professional Qualities of Academic Administrators

The managerial skills and professional competencies are correlated by employing Pearson product moment correlational technique. The results displayed a positive relation amongst Managerial skills and Professional Qualities. The correlational coefficient comes out to be .233 which signifies that the Managerial skills and Professional Qualities of academic administrators are positively correlated at 0.01 level. Hence, it can be inferred that Managerial skills affects the Professional Qualities of academic administrators

### Impact of Managerial Skills on Professional Qualities of Academic Administrators

The result estimates of the multiple regression shows that the Managerial skills significantly influence the professional qualities of the academic administrators. The Professional qualities as the dependent variable is more reliable and the model of regression is statistically significant. Therefore, the managerial skills have a significant impact on the professional qualities of administrators.

### **Implications**

- The administrator should be furnished with basic managerial skills in response to the changing trends and demands of educational institutions.
- This study will contribute to identify the knowledge, awareness and performance according to the indicators related to the managerial skills of the administrators.
- The administrators should be equipped with many professional qualities such as willingness to learn, positive attitude, conflict resolution, integrity, helpfulness, calm behaviour, self-motivated etc
- A positive relationship has been found out between the variable managerial skills with the professional qualities of academic administrators. It therefore reveals that professional qualities of administrators are related with their managerial skills and thus workshops should be organized for further development in their skill level.
- In the study the managerial skills of academic administrators have positive impact on the professional qualities of administrators. Considering, the evolving environment within which the administrators are working, researchers have been calling for continuous assessment as far as the managerial skills of administrators are concerned which directly influence their professional qualities.
- The Deans and HOD'S of the universities as well as colleges adopt different management skills to sustain good working environment in the institutions and to develop their professional qualities.

### **References**

Ahjuja, S. (2018). An in-depth studies of teaching competencies of higher education teachers and its relation to social capital (Doctoral dissertation, Jamia Hamdard University). <http://hdl.handle.net/10603/211522>.

Durkin et al. (2016). A pilot study exploring the relationship between self-compassion, self-judgement, self-kindness, compassion, professional quality of life and wellbeing among UK community nurses. *Nurse education today*, 46, 109-114.

Gore, V. & Begum, S. (2012). Role of a Teacher in 21st Century. *The Criterion: An International Journal in English*, 3(3).

Goodarzi, M. (2002). The framework of managerial skills (technical, human, conceptual) in management of physical education organization in Iran. A dissertation presented in partial fulfilment of the requirements for the degree of doctrine in sport management. unpublished. Tarbiat Modares University, Tehran, Iran.



Hair, J. F., Anderson, R. E., Black, W. B., Babin, B., & Tatham, R. L. (2006). *Multivariate Data Analysis*. Auflage, Upper saddle river. (Seven, Ed.).

Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (Vol. 6). New Jersey, USA: Pearson Prentice Hall.

Hair, J.F., Jr., R.E. Anderson, R.L. Tatham, and W.C. Black (2002). *Multivariate Data Analysis*. 6th ed. Upper Saddle River, NJ: Prentice Hall.

Ibay, S. B., & Pa-alisbo, M. A. C. (2020). An Assessment of the Managerial Skills and Professional Development Needs of Private Catholic Secondary School Administrators in Bangkok, Thailand. *World Journal of Education*, 10(1), 149-163.

Lakshminarayana, K. (2019). A study on the professional competency of teachers in secondary schools of Visakhapatnam district (Doctoral dissertation, Andhra University). <http://hdl.handle.net/10603/377690>.

Martín J, Cortés JA, Morente M, et al. [Metric characteristics of the Professional Quality of Life Questionnaire [QPL-35] in primary care professionals]. *Gaceta Sanitaria*. 2004 Mar-Apr;18(2):129-136. DOI: 10.1016/s0213-9111(04)71817-8. PMID: 15104973.

Poro, Sammy & Yiga, Andrew & Enon, Julius & Mwosi, Fabian & Eton, Marus. (2019). Teacher competence and performance in primary schools in Nwoya District, Northern Uganda. *International Journal of Advanced Research*, 4, 3-8.

Raut, G. P. (2021). *Development of Managerial Skills Improvement Programme MSIP for Headmasters* (Doctoral Thesis, Savitribai Phule Pune University). <http://hdl.handle.net/10603/349484>.

Senol, Hülya & Dagli, Gokmen. (2017). Increasing Service Quality in Education: Views of Principals and Teachers. *Eurasia Journal of Mathematics, Science and Technology Education*. 13. 4857-4871. 10.12973/eurasia.2017.00969.