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EXAMINING THE RELATIONSHIP OF VIRTUAL AND TRADITIONAL TEACHING METHODS WITH DEVELOPMENT OF MANAGEMENT SKILLS AMONG MANAGERS OF PUBLIC OFFICES

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ABSTRACT

The principal aim of the recent research was the relationship between virtual and traditional education methods with the development of management skills among government offices Managers in Bokan city. Research methodology was descriptive – correlation and 55 people among of the 64 manager departments of Bokan were selected randomly, using the Cochran sampling formula. Inventory research tools was management skills and the researcher made questionnaire that was about education methods (traditional and virtual). The results showed that there is significant positive relationship between the skills of managers and teaching methods, so that if the tendency of managers was the use of virtual education, Management skills is added. As well as relationship between teaching methods and Human skills, Perceptual skills and technical skills were positive and significant. The highest correlation was observed between teaching practices and technical expertise.

Keywords: *Traditional Education, Management Skills, Perception Skills, Human Skills, Technical Skills*

INTRODUCTION

Management skills and styles were discussed from the beginning of development of management until today. Necessary management skills for managers are classified into three categories: technical skills, human skills and perceptive skills (Katz, 1991). Classical theories cited that inherent characteristics are effective in success of management. In contrast, modern theories emphasized how management skills can be developed. In other words, successful management depends on proper behavior, skills, and performance of managers not personal characteristics of managers. Hence, training significantly promotes management skills and attitudes (Irannejad Parizi, 1994). In-service training is not a newly emerged phenomenon in Iran. The importance and value of training in organization cannot be neglected. In-service and pre-service training courses are important in all governments and private organizations. In every organization, training undeniably and surely improves performance quality and resolves organizational problems. Absence of training is one key and critical issue in any organization (Orangi, 2011). An education system should deliver modern and required knowledge and information to the employees with respect to rapid development of science and technology, so that the employees would always be prepared to properly undertake their tasks. Nowadays, education has undergone certain changes considering technological developments in various areas of science and technology. Current era is called the era of communication, era of information explosion, era of ultra-industry, era of knowledge. In this cycle of technological developments and progress, advent of information technology and communication has affected most human societies more than ever (Rezai Kalantari *et al.*, 2012). According to McLuhan Theory, the globe has been contracted into a village. Unbelievably, there is no individual gap between individual and communication is much easier than ever in the world. Simultaneously, training process as an essential and fundamental factor in any society has been developed and transformed considering rapid changes in technologies and skills and emergence of information technology and relevant effect on lifestyles. Remote training has been developed given the expansion of communities to make possible teaching and learning in remote and inaccessible areas or for those who cannot attend in a specific place for learning for various reasons. Remote training was performed through correspondence in earlier times. Correspondence education has progressed alongside other science and technologies and has emerged as

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electronic learning (e-learning) and virtual learning using a variety of technologies and products such as computers, communications and digital networking technologies. Virtual learning encompasses all training methods in virtual world of computers and networks using such electronic devices as audio, video, computer, network, etc. (Dilmaqhani, 2006). Numerous training courses are designed and implemented in various public offices and institutions with regard to policies of relevant ministry to achieve the goals of in-service training courses. Reliable and credible evidence can justify credibility of both general and particular in-service training courses and their impact on performance and skills of participants and learners. This issue emphasizes an important aspect of teaching and learning assessment. Optimal training courses should not only be prepared also be regularly implemented in order to ensure efficacy of training courses. Mahmoudi (1998) showed that in-service training made favorable changes in performance of employees, met training needs of employees in terms of their organization and consequently improved their productivity, reduced work-related damages and injuries and confirmed overall effectiveness of training courses (Mahmoudi, 1998). Rezazadeh Ozgoli (1994) showed that training increased technical knowledge, skills and capabilities of employees to effectively use the tools and devices needed in their career, increased discipline, accuracy and cooperation among employees. Vakilian (1997) showed that development of in-service training centers and emphasis on continuous education increase flexibility of education system and acquisition of new skills and expansion of capabilities of managers and inspectors. Kazemi (2002) showed that trained managers more effectively established human relations, welcomed training courses held by Bureau of Educational and Affairs and understood the importance of in-service training compared to untrained managers. Beheshti (2005) also showed that in-service training increased accuracy, promoted quality of activities and increased occupational skills of the employees. Rezai (2006) showed that training courses promoted culture of teamwork and group working, taught the employees to use work-related new technologies, increased happiness, cooperation, occupational incentives and creativity and flourished potential talents of the employees. Rezai Kalantari *et al.*, (2012) showed that three factors of hardware, software and human resources are effective in stabilizing in-service virtual courses. However, software factors were more effective than the other two factors in stabilizing in-service virtual courses. Orangi (2011) showed that in-service training courses had no effect on teaching methods and techniques, classroom management and academic performance of students. Etehad Nejad (2001) stated that human and conceptual skills of female managers are better than male managers. He also stated that age, history of management, field of study and education are effective in management skills of managers from the perspective of teachers. Shahi *et al.*, (2014) indicated the significance of program and resource management, learner-centered teaching, flexibility and communication tools, assessment, learning methods and strategies, organization, design method, objective analysis, media analysis, learner analysis, content analysis, principles, technology, tool assessment, virtual quality, time management, labor market management, virtual etiquette and thinking styles, priority of virtual teaching and experiences. The results were presented as descriptive statistics. Khazayi (2014) showed that students better learned English vocabulary using problem-solving process method through individual creativity in comparison with collaborative creativity. Babri *et al.*, (2014) showed that recreation was more important than other components of strategic planning such as strategic thinking, educational information systems, rethinking and rebuilding structures. Not Bourne, Carbonell, Hebert and Gijssels (2012) showed that occupational values are significantly and positively correlated to pleasure of learning and negatively associated with fatigue. In addition, occupational values in virtual learning are significantly and positively correlated to academic achievement and performance. Dick *et al.*, (2015) conducted a study entitled as Shock of Reality: The Role of classroom management techniques in novice. They showed that classroom management skills significantly affect proper relationships in classroom, stress management and reality shock syndrome in virtual training. Chu Yan Piav *et al.*, (2014) showed that multiple intelligence management skills affect occupational incentives, human relations, creativity and management skills. Rosen *et al.*, (2013) showed that action research approach can be used as a useful tool to develop training courses for management skill of managers. Seranamkam (2012)

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showed that web-based teaching and virtual learning promote management capabilities of managers. Roshini (2012) found out that senior management skills are effective in job satisfaction of professors India among which human and conceptual skills had the most significant effect on job satisfaction of managers. Wei-Tao Tai (2006) conducted a study on 126 employees in Taiwan to predict the structure of training courses, self-efficacy and learning motivation of employees. They showed that reactions affected learning and incentives to be changed among the employees. The present study aimed to investigate the effect of various training methods on management skills to help managers and senior managers of different organizations to intend to embrace virtual training and e-content to quickly enhance their management skills or act more carefully. According to the above-mentioned materials, the study aimed to investigate the relationship of virtual and traditional teaching methods with development of skills of managers. In other words, the study intended to show how virtual and traditional courses have affected management skills of managers of public offices in Bokan.

MATERIALS AND METHODS

The results represented and described the relationship of teaching practices with management skills. Therefore, this was an applied, descriptive and correlation survey. The statistical population consisted of 64 managers of public offices in Bokan. The sample size was determined as 55 based on Morgan Sampling Table. Simple random sampling method was used to select the individuals. First, all public offices in Bokan were listed among which 55 offices were selected using simple random sampling method according to Morgan Sampling Table. A questionnaire was distributed among managers of offices. Management Skill Questionnaire Afshari *et al.*, (2010) was used to evaluate management skills of managers. The questionnaire items consisted of perceptual skills (conceptual) (Questions No. 1, 3, 6, 9, 12, 15), human skills (Questions No. 2, 5, 8, 10, 14, 17) and technical skills (Questions No. 4, 7, 11, 13, 16, 18). Validity of the questionnaire was approved. Reliability of the questionnaire was reported as 0.97 (Afshari *et al.*, 2010). Reliability of the questionnaire was calculated using Cronbach's alpha as 0.72. A questionnaire relevant to the most important features of virtual education in terms of content, tools, audience and evaluation of this type of training was prepared in order to evaluate tendency to wars virtual training. The questionnaire consisted of 15 items. Reliability of the questionnaire was determined using Cronbach's alpha as 0.70. Face and content validities of the questionnaire were confirmed by professors of management. Descriptive statistics such as central tendency, dispersion and standard deviation for each variable were calculated. Pearson correlation and regression analysis were used in order to evaluate the relationship between variables of teaching methods and management skills. SPSS version 20 was used for data analysis.

RESULTS AND DISCUSSION

Results

Main variables were teaching methods (traditional - virtual) and management skills. Descriptive statistics of these variables are as follows:

Table 1: Descriptive Statistics Relevant to Virtual Teaching Method

	Mean	Median	Mode	Variance	Standard Deviation	Maximum	Minimum
Teaching	37.90	38	39	32.64	5.71	25	53
Human	26.45	27	26	4.95	2.22	20	30
Conceptual	26.65	27	27	5.19	2.27	20	30
Technical	25.27	25	25	12.98	3.60	18	32

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The main hypothesis claimed a significant relationship between teaching methods and management skills of managers (human, conceptual and technical) in Bokan. Pearson correlation and regression analysis were used to test this hypothesis. The results are as follows:

Table 2: Regression Analysis of Management Skills Based on Teaching Methods

	Coefficient	Standard Deviation	Beta	T	Significance
Constant Value	53.004	5.64	---	9.38	0.001
Management Skills	0.147	0.147	0.530	4.54	0.0001

$P < 0.01, f = 20.65, R^2 = 0.280, R = 0.530$

Contents of Table 2 showed that beta-value (Pearson correlation coefficient between teaching methods (traditional and virtual) and management skills) was equal to 0.530, which was strong, positive and significant. Significance of F-value was also less than 0.01. Thereby, regression model is significant. As a result, teaching methods are effective in management skills. Regression coefficient between teaching methods and management skills is 0.147. T-value was equal to 4.54, which is significant at 0.01 significance level. Determination coefficient is equal to 0.280. In other words, teaching methods explain 28% of the dependent variable of management skills.

The first hypothesis claimed a significant relationship between teaching methods (traditional and virtual) and human skills of managers in Bokan. Pearson correlation and regression analysis were used to test this hypothesis. The results are as follows:

Table 3: Regression Analysis between Human Skills and Teaching Methods

	Coefficient	Standard Deviation	Beta-Value	T-Value	Significance
Constant Value	17.02	8.90	---	1.912	0.061
Human Skills	0.789	0.334	0.308	2.354	0.022

$R = 0.308, R^2 = 0.095, f = 5.53, P < 0.05$

Contents of Table 3 show that beta-value (Pearson correlation coefficient between teaching methods (traditional and virtual) and human skills) was equal to 0.3, which was moderate, positive and significant. In other words, increased tendency toward virtualization of teaching method increased human skills. In contrast, tendency toward traditional teaching methods reduced human skills. Significance of F-value was less than 0.05. Thereby, regression model is significant. As a result, teaching methods affect human skills. The regression coefficient between teaching methods and human skill was equal to 0.78. T-value was equal to 2.354, which was significant at 0.01 significance level. Determination coefficient was equal to 0.095. In other words, teaching methods explain 10% of changes in technical skills.

The second hypothesis claimed a significant relationship between teaching methods (traditional and virtual) and conceptual skills of managers in Bokan. Pearson correlation and regression analysis were used to test this hypothesis. The results are as follows:

Table 4: Regression Analysis of Conceptual Skills in Terms of Teaching Methods

	Coefficient	Standard Deviation	Beta	T	Significance
Constant Value	14.78	8.64	---	1.71	0.093
Conceptual Skills	0.867	0.323	0.346	2.68	0.010

$R = 0.346, R^2 = 0.120, f = 7.20, P < 0.05$

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Contents of Table 4 show that Pearson correlation coefficient between teaching methods (traditional and virtual) and teaching methods was equal to 0.346, which was moderate, positive and significant. In other words, increased scores of teaching methods and increased tendency toward virtualization increase human skill scores. In contrast, reduced scores of traditional teaching methods and traditional teaching methods reduce human skills. Significance of F-value was less than 0.05. Thereby, regression model is significant. As a result, teaching methods affect conceptual skills. Correlation coefficient between teaching methods and conceptual skills was equal to 0.867. T-value was equal to 2.68, which was significant at 0.05 significance level. Determination coefficient was equal to 0.12. In other words, teaching methods explain 12% of changes in dependent variable of technical skills.

The third hypothesis claimed a significant relationship between teaching methods (traditional and virtual) and technical skills of managers in Bokan. Pearson correlation and regression analysis were used to test this hypothesis. The results are as follows:

Table 5: Regression Analysis between Technical Skills in Terms of Teaching Methods

	Coefficient	Standard Deviation	Beta	T	Significance
Constant Value	11.75	4.755	---	2.76	0.007
Technical Skills	1.03	0.165	0.653	6.27	0.0001

$R = 0.653, R^2 = 0.426, f = 39.31, P < 0.01$

Contents of Table 5 show that the Pearson correlation coefficient between teaching methods (traditional and virtual) and technical skill was equal to 0.653, which was strong, positive and significant. In other words, increased scores of teaching methods and tendency toward virtual training increased technical skills scores.

In contrast, reduced scores of teaching practices also decreased scores of technical skills. In addition, significance of F-value was less than 0.01. Thereby, regression model was significant. As a result, teaching methods affect technical skills. Coefficient between teaching methods and technical skills was equal to 1.035. T-value was equal to 6.27, which was significant at 0.01 significance level. Determination coefficient was equal to 0.426. In other words, teaching methods explain 43% of changes in dependent variable of technical skills.

Discussion

The present study aimed to investigate the relationship of virtual and traditional learning methods with development of management skills of managers in public offices in Bokan. The main hypothesis claimed a significant relationship between teaching methods and management skills (human, conceptual and technical) of managers in Bokan. Pearson correlation analysis and regression analysis were used to test this hypothesis. The results showed a significant and positive relationship between teaching methods and management skills of managers. Increased scores of teaching methods (i.e. tendency towards virtual training) promoted skills of managers. These findings are consistent with those obtained by Basranamkam (2012), Dick (2015), Reza Zadeh Ozgoli (1994), Rezai (2006), Kazemi (2002) and Roshini (2012).

Rezazadeh Ozgoli (1994) showed that virtual teaching methods enhanced spirit of cooperation. Rezai (2006) showed that virtual teaching methods promoted culture of teamwork and collaboration. Kazemi (2002) showed that virtual teaching methods increased importance of education. Roshini (2012) showed that virtual teaching methods increased in-service job satisfaction. Beheshti (2005) showed that virtual teaching methods promoted occupational expertise. Orangi (2011) and Vakilian (1997) emphasized acquisition and development of new skills. They showed that virtual teaching methods enhanced recognition of occupational tasks, organizational position, objective recognition and organizational mission by employees.

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The results showed that teaching methods (especially virtual teaching methods) can improve the three management skills. These results are consistent with those results cited in literature review section. The first hypothesis claimed a significant relationship between teaching methods (traditional and virtual) and human skills of managers in Bokan. Pearson correlation and regression analysis were used to test this hypothesis. The results showed a significant and positive relationship between scores of teaching methods and human skills. As a result, increased scores of teaching methods (i.e. tendency toward virtual training) promoted human skills.

These findings are consistent with those results obtained by Shahi *et al.*, (2014), Etehad Nejad (2001), Reza Zadeh Ozgoli (1994), Roshini (2012), Kalantari (2011) and Rezaei (2006). It should be noted that in-service training aim to develop and promote human relations in organizations. Various studies have shown that in-service training significantly affect efficiency and effectiveness of the organization. In total, it can be stated that development of teaching methods aim to establish proper social and human relationships between employees as well as between employees and customers in order to improve human skills of managers.

The second hypothesis claimed a significant relationship between teaching methods (traditional and virtual) and conceptual skills of managers in Bokan. Pearson correlation and regression analysis were used to test this hypothesis. The results showed a significant and positive relationship between teaching methods and conceptual skills.

Thereby, increased scores of teaching methods (i.e. tendency toward virtual training) promoted conceptual skills of managers. This finding are consistent with those obtained by Note Born (2012) and Chu Yan Piaui (2014), Mahmoudi (1998) Reza Zadeh Ozgoli (1994), Vakilian (1997), Kazemi (2002) Roshini (2012) and Wee Taoist Tai (2006). Mahmoudi (1998) showed that in-service training made favorable changes in occupational performance of employees, satisfied training needs of employees in terms of organization and consequently improved job satisfaction and promoted productivity of employees due to better perception of job position. Rezazadeh Ozgoli (1994) showed that in-service training increased discipline and accuracy. Vakilian (1997) showed that in-service training increased flexibility toward working system. Kazemi (2002) showed that in-service training increased the importance of education.

Roshini (2012) emphasized the role of in-service training in job satisfaction. They showed that various in-service training methods can lead to better understanding of occupational tasks, organizational position, organizational objectives and mission by employees. Wee Taoist Tai (2006) found out that teaching methods predicted self-efficacy and learning incentives of employees. Thereby, reaction affected their learning and incentives to be changed. In general, the results showed that paying attention to teaching cognitive skills significantly promoted conceptual skills of managers, self-recognition, occupational position, organizational position and goals. These results are consistent with those results obtained in following studies.

The third hypothesis claimed a significant relationship between teaching methods (traditional and virtual) and technical skills of managers in Bokan. Pearson correlation and regression analysis were used to test this hypothesis. The results showed a significant relationship between technical skills and teaching methods. As a result, increased scores of teaching methods and tendency toward virtual training increased scores of technical skills. Conversely, reduced scores of teaching methods decreased technical skills. These results are consistent with those obtained by Shahi (2014), Khazayi (2014), Babari (2014), Roseni (2013), Beheshti (2005), Vakilian (1997) and Orangi (2011). Beheshti (2005) showed that in-service training improved occupational skills of employees. Vakilian (1997) emphasized acquisition of new skills and development of capabilities of employees and managers. However, Orangi (2011) showed that in-service training through continuous acquisition of proper skills, rules and attitudes improved performance of people at workplace.

In general, it can be stated that technical skills and expertise are emphasized in in-service training methods. In the present study, teaching methods had a significant relationship with technical skills. These

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results were confirmed in other studies. Since traditional and virtual teaching methods had a significant and positive relationship with management skills and relevant components, it is suggested to focus on virtual teaching methods to promote human skills of managers.

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