



MANAGEMENT FUNCTIONS: A MECHANISM FOR INTERPERSONAL TRUST AMONG COLLEGE PRINCIPALS

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KEYWORDS :

1.INTRODUCTION

In order to frame curriculum and courses in management education these managerial functions are widely used. For many the exposure of management concept in entry level courses serve as a formative role in influencing values and behavior. Management training programmes also serve as the potential catalyst influencing individual perception. Trust is of course a desired outcome, whatever it is a educational management systems, training and development programme, etc, but the result can be achieved only by enhancing the level of trust between principal – subordinates because the trust at the fundamental level has the potential to create a congenial relationship with other human being that produces or yield sustainable result.

Trust is always a key component of institutional relationship and management approach to the issues of trust is of academic and practical significance further more trust is something that must be a central part of any institutions, it generates a sense of commitment and loyalty. It is regarded as fundamental to the notion of multiple social exchange that occur within the organization

In educational management a principal perform five important managerial functions of planning, organizing, staffing, directing and controlling. In developing the leadership (good) style principals can enhance employee trust by focusing upon effective two way communication and open exchange of information.

Trust foster innovations and investment in new project. Apart from educational institution even in corporate organization the term industrial relation is very common but a good healthy relationship of employee and employer depends upon the level of trust among them, if the element of trust decline it will affect the productivity and results in poor industrial relation.

If a work place is able to foster a strong sense of trust within their workplace they can see a number of benefits including increased productivity among staff improving the confidence of the subordinates trust is the basis of all the relationship and interactions. It is just as important in professional relationship as it is in personal ones. An organization is able to create a strong sense of trust in the work place trust is built through actions not words

2.Principal – Teacher Interpersonal trust in the light of motivational theories in management:-

Review of literature related to principal teacher includes studies linking the quality of supervision employee relationship with outcomes including, but not limited to performance, institutional citizenship, behavior and commitment. there is considerable interest understanding factors associated with effective management (Page Wilson, Inkson 2003) as well as the quality of the dynamic relationship between principal and teacher (Graen & Uhl-Bien 1995). According to Prision Lawrance (2010) Management theories and practices are facing numerous challenges of course there are varieties of characteristics associated with effective management being recognized as an important concept in management (McDonald 2010). According to Covey (1989 p- 178) Trust is the highest form of human

motivation. It brings out the very best in people. This perspective is mirrored by others who have described trust as a fundamental need for any organization or institutions. A number of valuable outcomes are associated with employee trust. College courses on management are often founded in the four functions of management that involved from Fayol's writing on management theory and practice of management. The essential content of these functions are intended to serve as a prescriptive overview of managerial responsibilities and to provide a framework for what students (future managers) should do in the practice of management. Fayol proposed five basic management functions of management planning, organizing, commanding, coordinating, and controlling. He also recommended fourteen principles. A review of these principles reveals no regard for the importance of employees trust in supervisors. McGregor (1967 p-8) observed that "Managerial principles appears to reflect at least a tacit belief that motivating people to work is a mechanical problem that it requires the application of external force to motivate him to work. This approach of McGregor describe as theory X. McGregor proposed a counter belief called theory Y which held's a more organic view of a man in that employee are oriented towards work, to seek responsibility to be creative in workplace. Theory Y beliefs mutual trust is the base of professional relationship. The emergence relies upon open communication, mutual support (McGregor 1967).

Thus for McGregor, the practice of effective management clearly require the development of trust. Maslow for need for self actualization argued that people have the capacity to grow and develop throughout life and that management principle can hinder or support growth.

Effectiveness of interpersonal trust in the shadow of managerial functions:

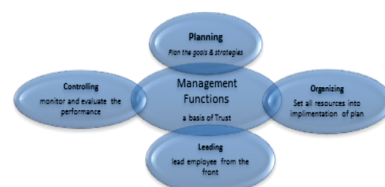


Figure 1: Functions of Management: A basis of Interpersonal Trust

(1) Planning:- Planning is the first and for most function of management, planning is typically where direction of the institute is established through a variety of activities including the development of goals. As such the planning function of management embodies various level of decision making. In fact allowing employees (Teacher) to participate in making this decision may generate additional ideas that offer valuable insight (Leung & Kleiner 2004). These new ideas could in turn have a positive impact on the quality of the plan since teacher have a variety of different education level, experience and skills of particular interest in the context of current article are finding that employees involvement is linked to higher level

of trust (Mahajan al 2012).

Indeed managerial trust is associated with increased levels of employees' involvement in decision making (Tzarfirir 2004) The role of the principal covers many different areas including teachers' evaluator, student discipline and many more. Being an effective principal is hard work and is also time consuming, so it requires a careful planning process.

(2) Organizing:- organizing is another important function of management after planning. The organizing function of management composed of numerous activities directly or indirectly related to the allocation of resource in ways that support the achievement of goals and plan that were developed in the planning phase (Leung & Kleiner 2004). Included within the organizing framework are various human resource management related activities such as Job design and the assignment of job duties and responsibilities. In order to use effective HRM practice employees (Teachers) trust may also be promoted through the specific structure of their work assignment. For example the creation of enriched job may be interpreted by teacher (employee) as an indication that organization trusts the employees enough to give them some degree of autonomy, authority or flexibility in performing their job assignment. Having received these employees (Teachers) then may be inclined to reciprocal through the increased level of trust.

(3) Leading: - leadership is the quality to influence people. It is a multidimensional process that includes motivation and influence of employees (teacher) (Howell & Costley 2006) Leadership & effective communication shares hand & glove relationship. As a part of this process of motivation and influence exceptional leaders are typically skilled communicator (Blazey 1997) communication in turn is positively associated with trust (Zeffan et al 2011) More importantly the quality of supervisor (Principal) communication has been linked to trust (Graen & Bien 1995). In the context of leadership trust play a valuable role in the job attitudes displayed by employees (teacher) in the work environment.

In facts principals share their complex managerial duties with teachers and vice principals, that most teachers willingly ready to give their time to contribute to the success of the institution or organization in this way and understand the need of doing so.

(4) Controlling:- the forth function of management is control which includes managerial efforts directed towards monitoring both organizational (Institute) and employees (Teachers) performance and progress towards objective (Costa & Frankema 2007) educational Institutions and principal utilities a varieties of strategies or methods related to control. These methodologies range from overt, highly restrictive and assertive form of control. The techniques and methodologies may includes the use of various management information system but it has been manifested in the past by principal directing teacher telling them how to do their job and close monitoring of the teachers performance (Miles & Creed 1995).

In a practical sense, the traditional form of control may still have some values but are no longer sufficient. Management must rely on trusting its employee not to act selfishly but to make the right decision and perform in a way fulfill organizational goal (Jagd 2010).

The effective principal participates in School activities and encourages teamwork s(he) does not make decision alone but ask people what to do , how to do, when to do and finally approves their suggestions one and more processes in which an individual or groups takes part in specific decision making and action and over which they may exercise specific controls.

1.DISCUSSION AND CONCLUSION

Principals typically perform the four important functions of planning, organizing, leading, and controlling. This research paper basically throws light & discussed ways in which that these four functions can be performed that will enhance the level of trust among teachers regarding their principals which will in turn have positive implications for the institutions. By allowing teachers to participate in these managerial functions. Organization can leverage new ideas while also indicating through their action that employee input is valued allowing teachers to get more engaged in organizing process by allowing them to participate in planning task and activities related to their specific job. Specific human resource practices, leadership, so principals

(Managers) can enhance teachers (employees) trust by focusing upon quality communication. The final functions controlling can enhance teachers (employees) trust in numerous way such as teachers will get more timely feedback if they are directing involved in control process In summary, management is an important function for the educational institutions and trust is a vital factor in institution and management as well management training programme might be improved through more intentional effort to emphasize the implicit value of principal and teacher interpersonal trust within the contest of four management functions.

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