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## The Relationship between Risk Management with Human Relationships: Secondary High School Teachers Perspectives (Zanjan Department of Education)

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### Abstract

The basic objective of this study was to investigate the role of risk management in human relations from the perspective of high school teachers in Department of education of Zanjan during the 2013-14 academic year. To accomplish the mentioned goal, in addition to theoretical studies and literature review, the data were collected using a Likert five-item questionnaire containing 29 questions made by the author and the validity of the questionnaire was confirmed by experts and the reliability of questionnaire was evaluated by Cronbach's alpha and they were calculated as 83.60% and 83.66%, respectively. Statistical population consisted of 1958 subjects among which 442 subjects were selected as the statistical sample using stratified random sampling. In terms of purpose, the research method was applied and in terms of data collection, it was of the research (survey and correlational) type. Data analysis through descriptive and inferential statistics showed that: 1. there is a significant and positive difference between innovation of teachers and human relations 2. There is a significant and direct difference between innovation of teachers and human relations. Therefore, according to the obtained results of this study and its comparison with other studies, we inferred that there is a relationship between the management and human relations. It is expected that the authors employ high-risk courageous managers and give them authority and power, so that they can lead education system toward excellence.

Keywords: Risk Management, Human Relations, Teachers, Education, Theoretical And Technical And Vocational Disciplines

**Keywords:** Risk Management, High School, Zanjan

### Introduction

The knowledge risk occurs when weak and imperfect knowledge is used. The relationship risk occurs when there is an ineffective collaboration. The operational processes risk occurs when

the useless operations occur. These risks directly reduce the productivity of employees' knowledge and lead to a drop in cost-effectiveness in terms of profitability, service, quality, reputation, brand value, and quality of income (Abdullah, 2006).

In fact, the intangible risk management allows risk management to identify and reduce the risks that lead to a decline in productivity and create immediate and direct values. Therefore, risk management is a function includes processes, methods, and tools for managing risks in the organizational activities. It provides a disciplined environment for pioneering and passive decisions (Dubrin, et al., 1984).

Considering the above points, this study aims to determine the level of risk-taking by managers in schools. Avoiding risks in modern constantly changing societies is virtually impossible. The risk taking of school managers is one of the important factors directly affects human relationships. However, the researcher tries to investigate the variety of risks faced by managers and employees in schools and identify and explain the impact of each of them on human relations in educational environments.

The major changes in the work environment such as globalization and rapid technological changes have increased competition and management difficulty in organizations. In today's business environment, the managers and staff should have the ability to deal with ambiguous and complex interconnections and dependencies between technology, data, functions, activities, processes, and people. In such a complex environment, organizations need managers who consider these complexities in their important decision- makings. Risk management which is based on a valid original concept constitutes an important part of the decision-making process (Michael, 2009).

Considering the dramatic changes in training technology, meanwhile, the educational institutions cannot be safe from the harms of risks. Therefore, education managers should always be able to identify the variety of risks, prevent them from occurring, and control them in case of occurrence. In today's turbulent world, educational institutions like other organizations need managers who are well familiar with risk management (Garner, 2005).

Different types of risks may threaten the education and training organization and endanger its health. This study is important, because by applying risk management, many changes will occur in human relations. Assessing the impact of various aspects of risk on human relationships, the researcher may provide strategies for correct usage of risk management and improvement of relationships between people in a group or organization.

Risk is an inseparable part of human life and most organizations face with such issue. Particularly, educational environments should pay special attention to this issue, because they aim to educate human resources. However, researcher interested to identify the types of risks faced by the educational environment as possible in order to identify ways to tackle them.

Another motivation which prompted the researcher to examine this issue is the human relations arise from any of the risks involved in the learning environment. The consequences of any of these risks could impact directly on human relations between people. Generally, this study aims to identify and explain the role of risk management in human relations from the perspective of high school teachers in Zanjan.

### **Methodology**

This is an applied research. Its purpose is to apply the results to make decisions relating to the education system. The descriptive (correlational survey) research method was used for collecting the data. The researcher gathered information about the role of risk management

in the human relations of high school teachers (second period), reported the situation as it was, and obtained the factors and variables through correlation and regression analysis. The population (N=1958, F=985, M=462) consisted of secondary high school teachers in zanjan. The sample was selected as follows:

A) They were selected randomly from all areas of education and training organization in Zanjan.

B) Considering the above mentioned areas, a total of 1958 teachers were identified from human science, empirical science, mathematics science, and professional and technical science.

C) According to Morgan table, 322 cases should have been selected as sample, but considering the decline in delivering the questionnaires, 500 copies of the questionnaire were distributed.

D) Overall, 442 questionnaires were complete and useable.

It should be mentioned that stratified sampling method was used for selecting the sample. After reviewing the concepts of human relations and management, first, a questionnaire with 50 questions was prepared to determine the validity of the research tool. Considering the opinions of experts and advisor professor and removing some of the questions, the final questionnaire was prepared with 29 questions and confirmed. The majority of teachers also confirmed the questions as appropriate and rational. Using SPSS, data were analyzed by descriptive statistics and inferential statistics. In descriptive statistics, the statistical parameters such as standard deviation, variance, mean, maximum, minimum, and graphs were used to analyze the data.

## Findings

Question 1: Whether there is a relationship between the innovation of managers and their human relations in school?

Given the fact that both variables are measured at interval level, the Pearson correlation coefficient was used to determine the relationship between innovation of managers and human relations in school. The data of this test are listed in the following table:

Table 1: The data related to test of first question

Pearson correlation coefficient		Innovation managers	of Human relations
Innovation managers	Pearson value	1	0.920(**)
	Significance level	0	0.000
	Number	442	442
Human relations	Pearson value	0.920(**)	1
	Significance level	0.000	0
	Number	442	442

According to the data in the above table, it is observed that the Pearson correlation coefficient test is significant with coefficient value of 0.920 at below 0.01. Therefore, with a certainty over 99%, it can be said that there is a relationship between the innovation of managers and human relations in school. In addition, since the sign of the Pearson correlation coefficient is positive, then, the relationship between these variables is direct and incremental. In other

words, by increasing the amount of managers' innovation, the human relations in school improves and vice versa.

Question 2: Whether there is a relationship between the innovation of teachers and their human relations in school?

Given the fact that both variables are measured at interval level, the Pearson correlation coefficient was used to determine the relationship between innovation of teachers and human relations in school. The data of this test are listed in the following table:

Table 2: The data related to test of second question

Pearson correlation coefficient		Innovation of teachers	Human relations
Innovation of teachers	Pearson value	1	0.755(**)
	Significance level	.	0.000
	Number	442	442
Human relations	Pearson value	0.755(**)	1
	Significance level	0.000	.
	Number	442	442

According to the data in the above table, it is observed that the Pearson correlation coefficient test is significant with coefficient value of 0.755 at below 0.01. Therefore, with a certainty over 99%, it can be said that there is a relationship between the innovation of teachers and human relations in school. In addition, since the sign of the Pearson correlation coefficient is positive, then, the relationship between these variables is direct and incremental. In other words, by increasing the amount of teachers' innovation, the human relations in school improves and vice versa.

Question 3: Whether there is a relationship between the innovation of teachers and managers and their human relations in school?

The multivariate regression analysis was used to investigate the relationship between these variables and predict the amount of their human relations in school through independent variables such as managers' innovation and teachers' innovation, simultaneously. The stepwise model was used in this method. The output can be seen in the following tables:

Table 3: The added and removed variables from the model

Model	Added variables	Removed variables	Method
1	Innovation of manager	0	Stepwise
2	Innovation of teacher	0	Stepwise

Dependent variable: human relations

Table 4: Summary of model

Model	The correlation coefficient	coefficient of determination	Modified coefficient	Standard error
1	0.920(a)	0.846	0.846	1.46119
2	0.923(b)	0.852	0.851	1.43615

a prediction: constant value, innovation of manager

b prediction: amount, innovation of manager, innovation of teacher

c dependent variable: human relations

### Discussion and Conclusion

Question 1: Whether there is a relationship between the innovation of managers and their human relations in school?

The Pearson correlation coefficient test was significant with coefficient value of 0.920 at below 0.01. Therefore, with a certainty over 99%, it can be said that there was a relationship between the innovation of managers and human relations in school. In addition, since the sign of the Pearson correlation coefficient is positive, then, the relationship between these variables was direct and incremental. In other words, by increasing the amount of managers' innovation, the human relations in school improves and vice versa.

This study concluded that there is significant difference between innovation of managers and their human relations in school. According to mentioned foreign literature, this study is not consistent with the findings of Clark. Perhaps one of the reasons for this inconsistency is the limited and prepared guidelines for education planners in Iran. This study showed there is a significant and increasing difference between innovation of managers and their human relations. Considering the Persian literature, it seems this finding is consistent with the study of (Ansari and Pirsarayi, 2009).

Question 2: Whether there is a relationship between the innovation of teachers and their human relations in school?

The Pearson correlation coefficient test was significant with coefficient value of 0.755 at below 0.01. Therefore, with a certainty over 99%, it can be said that there was a relationship between the innovation of teachers and human relations in school. In addition, since the sign of the Pearson correlation coefficient was positive, then, the relationship between these variables was direct and incremental. In other words, by increasing the amount of teachers' innovation, the human relations in school improved and vice versa.

This study concluded that there is significant difference between innovation of teachers and their human relations in school. According to mentioned foreign literature, this study is not consistent with the findings of Sara Howard. Perhaps the reasons for this inconsistency are as follows:

A) Difference in studied places may affect this discrepancy because different communities have different equipment and technologies.

B) Difference in questionnaire may be another reason for the discrepancy because the study questionnaires are a researcher made questionnaire and Sarah Howard's standard questionnaire.

This study showed there is a significant and increasing difference between innovation of teachers and their human relations.

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