

An Analytic Examination and Prioritizing on the Keystone Factors of Success of Psychometric Governance and Managed Leadership in Small Size and Medium Size Psychological Institutions in Tabriz

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Abstract

The main problem in this research is that is it possible that we prioritize the keystone success factors of small size and medium size psychological institutions and use it as the road map for helping psychological administrators solve and resolve problems in these psychological centers? Research method was descriptive which regarding nature is apply-oriented and regarding methodology is survey-oriented. The static study population is live and working psychological and learning centers in Tabriz and the suburb. The total number of members in a population was 104 participants using Cochran formula and simple random sampling, 82 questionnaires were analyzed. To collect data, two separate questionnaires were used having 54 questions. Validity of the questionnaire was confirmed by content validity and its reliability was confirmed by Cronbach's Alpha. For the analysis of data obtained from the samples, multiple linear regression analyses and Friedman test were used. The results showed that the key success factors have a positive impact on psychological performance. Among the success factors, student focus with impact coefficient of **0.37** has the maximum effect and focusing components on the psychological resources and focus on competitors with impact coefficient of **0.321** and **0.301** have a positive impact on psychological performance. The results showed that the main key success factors in prioritizing are not equal and the Friedman test, the order of the factors is: 1. Focus on students, 2. Focus on psychological resources and 3. Focus on competition.

Keywords: keystone success factors, small size and medium size psychological institutions

Introduction

According to experts, small size and medium size psychological institutions and schools have different characteristics, such as number of employees less than two hundred and fifty, annual turnover less than one hundred thousand dollars and independent administration and management in case of important decisions; there is no external control over them. Note that there are many advantages and disadvantages in entering this section. Personal benefits for entering into small size psychological institutions include engaging in a challenging situation, psychological satisfaction, independent management and administration, job security, increasing employment opportunities for family, and increasing income taxes. Moreover, disadvantages and risks also exist in small size and medium size psychological institutions, including reduced number of students, intense competition, increasing responsibilities, financial losses, employee communications, regulations and red tape and threat of bankruptcy [1].

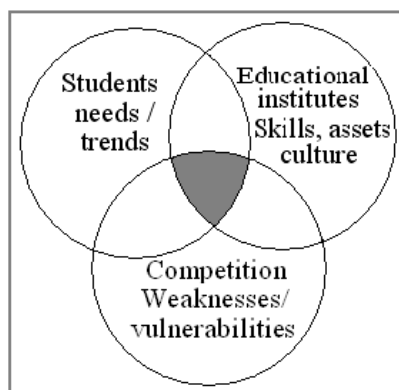
Small size Psychological institutions have an important role in economies of all countries. Small organizations will comprise more than 90 percent of the economy in many countries. The number of small size psychological units accounts for 90 to 95 percent of total psychological units [2]. Small size and medium size Psychological institutions are important factors in economic and social development [3]. And it is also considered as the pillars of the economy of each country and will play a very significant role in economic growth and development [4]. According to the United Nations Psychological Development Organization reports released in Europe in 2012, these centers accounted for 99 percent of economic activity in Europe and Europe Nation which is composed of 25 countries. There are 23 million small size and medium size psychological centers which have created 75 million jobs [5]. Also, small size and medium size Psychological centers devoted 99 percent of economic activity in Japan, China, and Hong Kong [6]. In Iran small size and medium size psychological institutions cover 90 percent of psychological agents and obviously have lion share of the country's economic growth and development [7]. The vulnerability of these units is so high that the rate of failures in these organizations is catastrophic. 20% of these institutions go bankrupt in the first year and 66% after 7 years [8]. Studies showed that almost half of small size Psychological institutions go bankrupt in the first five years [9].

Keystone Factors Affecting the Success of Psychometric Governance and Managed Leadership of Small size and Medium size Psychological Institutions

Keystone factors for success as a top-down approach are adopted and used for strategic planning; because several factors are identified and can significantly show the information required for the organization's top administration. In addition, if you can determine the keystone success factors which are controllable, the

administration can take concrete steps to improve their potentialities [10]. Based on the keystone success factors approach, any organization requires capabilities and competencies for success and pre-eminency which constitute basic structure for the organization's success. Keystone factors of success include resources, skills and attributes of organizations in the centers that are necessary for success in the activity. They are for no doubt important factors for determining strategies for any organization. In keystone success factors literature, many definitions have been offered. Bruno and Leidecker expressed the keystone success factors including: characteristics, conditions or variables which if managed properly, can have a significant impact on the competitive position of the organization's success [11]. Also, Pinto and Slevin consider key success factors, which significantly improve the chances of creating the project [12]. In the field of strategic administration definition of keystone success factors are more comprehensive and represent an ideal link between environmental conditions and the characteristics of the activity [13]. Keystone success factors are the constraints that the organization needs to focus on in order to compete successfully. Identifying keystone success factors ensures the necessary attention to the areas that will contribute to the success of the organization [14]. Identifying keystone success factors is essential for the achievement of goals of any organization or project. Any psychological institution may use this technique as a tool to determine the critical elements of success.

3C model "Kenichi Ohmaee" considered key factors influencing success of small size and medium size psychological institutions consisting of three elements: coming students, competition among Psychological institutions, and centers for education resources for the organization. Symbolic gestures of the model are presented in the following figure:



1. **Coming** Students: people receiving the service or the results of a performance or those who need and benefit from it [15].
2. **Competition** among Psychological institutions: In this section, focus is on the present conditions of competition of the psychological institutions and competitors; the main factors of success or failure in competition must be identified in order to overcome competitors by enhancing them. Competitiveness is a process in which an element or an independent unit attempts to be better or higher than others in terms of performance; the element can be an individual, a psychological institution or a country [17].
3. **Centers for psychological institutions** resources: in order to remain competitive, organizations must be able to identify their main strengths and advantages so that by focusing on main strengths, they can ensure their survival. Here the focus is on the organization's resources [16].

Methodology

Research method is descriptive which in terms of purpose is practical and in terms of methodology is survey. Research population is small size and medium size active Psychological institutions in Tabriz city and its suburbs which according to the latest available statistics show they consist of 104 units. A sample of 82 cases is estimated sample selected by simple random sampling. Statistical characteristics of the respondents are reflected in Table 1.

Table 1 : characteristics of the respondents

Position					Experience					Education Degree					Gender		characteristics of the respondents
Others	principal	administrator	Head principal	Head administrator	Over 7	7-5	5-3	-13	Less than 1	Above BA	BA	undergraduate	Diploma	Under Diploma	Female	Male	
0	5	15	24	35	49	18	10	5	0	0	15	6	38	23	3	79	Frequency
0	/16	/022	/329	/742	/859	/022	/212	/16	0	0	/318	/37	/346	/028	/73	/396	Percentage

The data required are gathered by two questionnaires comprised of 54 questions. The first questionnaire included questions related to keystone success factors in small size Psychological institutions and second questionnaire is related to the performance of small active institutions in the education industry. Both questionnaires used Likert 5 scale range.

Information obtained from the first questionnaires is related to keystone success factors in small size and medium size Psychological institutions and covers three dimensions of students, competition and organizational resources. Also information obtained from the second questionnaires is related to the performance and success rates of case studied evaluates four perspectives including financial, processes, student and growth. The validity of the first questionnaire is confirmed by professors and experts specializing in this field. The reliability of the questionnaire, measured by Cronbach's alpha, was calculated 83 which has a high reliability and therefore might enjoy well reliability.

Research Findings

Regarding the examinations conducted on average and standard deviation of the variables focusing on organization's resources, student and competition along with their dimensions it is determined that the average of variable focusing on resources and competition is low and among them the only average of the variable focusing on the student is high. In our study it was found that in psychological centers and institutions in Tabriz city and suburbs the focus mostly is on students and these institutions partly disregard focusing on organization's resources and competition and utilize them less as the key success factors. Given the above data, psychological degree of school administrators and decision makers in the education industry is low in Tabriz. It can be inferred from sub-licensed employees (7/81 percent). The information in this table also showed that activists of education have levels of service and high levels of experience, as most of them (8/81 percent) are more than 5 years of experience in the education industry. Using the Pearson correlation test the results of the correlation between variables and parameters associated with each of them is evaluated. Pearson correlation test results in Tables 2, 3 and 4 focuses on three dimensions of organizational performance including students, organization's resources and competition.

Table 2: Correlation analysis of organizational performance by focusing on organizational resources

Sig	R Square	r	N	Variable
0/000	0/186	0/431	82	Focus on Organization's Resources
				Organizational Performance

Table 3: Correlation analysis of organizational performance by focusing on students

Sig	R Square	r	N	Variables
0/000	0/374	0/612	82	Focus on students
				Organizational Performance

Table 4: Correlation analysis of organizational performance by focusing on competition

Sig	R Square	r	N	Variables
0/002	10.1	0.332	82	Focus on Competition
				Organizational Performance

The observed R (0.05) showed a significant correlation between three variables focusing on students, organization's resources and competition. Also, according to the above information showed the highest correlation or relationship is between students variable and organizational performance.

Table 5 summarizes the intensity of the relationship between independent and dependent variable of the model,

linear multiple correlation coefficient between the observed values and predictive values of the dependent variable. Large value indicates a strong relationship. The values of determination are the square of the multiple correlation coefficients. According to the table, the regression coefficient is 76/0, which represents about 76 percent of the variation in the organizational performance along with independent variables defined in the model.

Table 5: Summary of regression

Multiple Determination Ratio SD	Modified Multiple Determination Ratio	Multiple Determination Ratio	Multiple Correlation Ratio	Model
0/1989	0/741	0/76	0/872	1

Regression analysis of ANOVA table statistically evaluates the acceptability. Unlike the summary table model of the results, these tests showed no relationship intensity. ANOVA results are reported in Table 6. Regression row shows information about the changes predicted by the model and the remaining rows show the information about the changes unpredicted by the model. According to the table F statistic significance is less than 05/0 of which confirms changes shown by the model do not occur accidentally.

Table 6: ANOVA results

Significance Level	Statistics (F)	Square Average	Freedom Level) df(Total Square	Model	
0/000	38/84	1/53	3	6/15	Regression	1
		0/04	78	1/94	Remaining	
			81	8/09	Total	

After validation of the overall ANOVA model the coefficients for each variable must be estimated. Coefficients estimated by the regression model separately for each variable are presented in Table 7. The column significance (Sig) in Table 7 determined that the independent variables, "focusing on organization's resources", "student focus" and "competition" has a significant role on organizational performance. In other words, the calculated Beta coefficients column "customer focus", "focus on organization's resources" and "focus on the competition" "respectively with ratio of 37/0, 32/0 and 30/0 play the most important role in the validity of this process of the model, since they have the most effect on the dependent variable.

Table 7: regression coefficients for each variable in separation

Linear Statistics				Standardized Ratios	Non- Standardized Ratios		Model
VIF	Variation Range	(Sig)	t	Beta	SD	B	
		0/601	0/526		0/272	0/143	Fixed Amount
1/073	0/932	0/000	4/88	0/321	0/046	0/226	Focus on Organization's Resources
1/055	0/948	0/000	5/15	0/37	0/04	0/246	Focus on students
1/030	0/97	0/000	4/53	0/301	0/042	0/212	Focus on Competition

Conclusion

1. Focusing on organization's resources can predict the success of small-scale psychological institution. Due to B levels for the variable equals 321/0. The significance level has statistically validated of 95/0; it can be argued that this hypothesis is not rejected. And in fact focusing on organization's resources has a significant positive impact on psychological institution industry's success.
2. Focusing on the student is able to predict the success of small size psychological institution. Due to B levels for the variable equals 321/0. The significance level has statistically validated of 95/0, it can be argued that this hypothesis is not rejected and in fact focusing on students has a significant positive impact on psychological institution success.
3. Focusing on the competition is able to predict the success of small size psychological institution. Due to B levels for the variable equals 0/301. The significance level has statistically validated of 95/0, it can be argued that this hypothesis is not rejected, and in fact focusing on competition has a significant positive impact on psychological institution success.

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