IMPACT OF HUMAN RELATIONS SKILLS OF UNIVERSITY ADMINISTRATIVE OFFICERS TOWARDS ORGANIZATIONAL EFFECTIVENESS

Indika P Wijenayake M D
Senior Assistant Registrar
Wayamba University of Sri Lanka
Kuliyapitiya, Sri Lanka
mipwijenayake@gmail.com

Champa H Perera M A
Senior Lecturer Gr II
Department of Insurance & Valuation
Faculty of Business Studies & Finance
Wayamba University of Sri Lanka
Kuliyapitiya, Sri Lanka
champa9667@yahoo.com

Abstract

This research study was designed to analyze the impact of human relations skills of University Administrative Officers towards organizational effectiveness in the University system. In the present context, the effectiveness of the University system as a whole is of utmost importance. It is clear that there is a problem of effectiveness of the University system in Sri Lanka when referring to the literature in terms of internal administration, decision making process, leadership skills, styles, motivational skills, levels, communication skills of authorities etc. The importance of human relations skills of University administrative officers towards effectiveness of Universities has been highlighted in the past research studies too. This study aimed at investigating the variables of human relations skills while conceptualizing the model with eight indictors. Researcher adopted questionnaire was used to collect data. Data analysis using Likert methods and in analysis of findings, Likert mean, standard deviation, correlation, univariate, bivariate and multivariate analysis of variation were used.The study tested fifteen hypotheses using correlation and regression. It has been empirically and statistically proven that all independent variables are positively correlated with organizational effectiveness and listening, speaking, writing, creative problem solving, team building and goal setting skills are significantly influenced the organizational effectiveness whilst empowerment and handling/managing conflicts are not significantly influenced. The key findings of the study provide a substantial support for the hypothesized paths of the model. Most importantly this research could be used for formulation and implementation of suitable programmes with a view to improving competencies, capabilities and skills of University Administrative Officers for long term sustainability of the University system, while taking them to a new high.

Keywords: Human Relations Skills, Organizational Effectiveness, University Administrative Officers

Introduction

In a context of a globally driven (higher) education, it is wise to think about the university education in Sri Lanka in particular and its role as a generator of an employable graduate with adequate skills and knowledge, who could ultimately contribute to the social and economic development in the country.

In another sense, universities can be conceived as knowledgeable institutions which in turn perform an active, creative and innovative role and hence universities must establish an active intellectual enterprise. Moreover, universities are to promote and focus more and more on creating a culture of research among the community of the university from the perspective of contributing to the development. So with these efforts fifteen universities in Sri Lanka are striving to achieve the expected goals set for which all academic, administrative and non-academic i.e. whole working community are performing at their best in carrying out duties.

It is accepted that producing a quality graduate is seemingly difficult and it involves a complicated dynamics extending long process and extensively great contribution of all working community. The academic staff is directly involved in disseminating knowledge to the students while the administration and non-academic categories are involved in the administration and indirectly contributing to creating a final output - an employable graduate. Hence, the human relations skills acquired by administrative officers were analyzed by this research and its impact on effectiveness of the University system.

In early stages of theorization, according to Etzioni (1960) organizational effectiveness is the degree to which an organization realizes its goals. In reviewing studies on organizational effectiveness, after 1960s and 1970s thirty different criteria for measuring "organizational effectiveness" could be identified, such as, overall effectiveness, productivity, efficiency, managerial Interpersonal skills, managerial task skills (Robbins, 1990).

Wickramasinghe (2004) made an attempt to explore the meaning of Organizational Performance explicitly so as to best fit into the world of organizational theory in his book titled "Principles of Management and Organizational Theory" that, Organizational Performance is the extent to which an organization achieves the result the society expects of it and the same is affected in part, but not entirely, by managerial performance.

It is presumably correct that Administrative Officers perform their duties at their respective routine tasks processes with managerial skills i.e. conceptual, human relations and technical within the University system and thereby rendering a valuable service to the university. Therefore, as managers, administrative officers must exhibit certain skills as mentioned above in their respective managerial levels. According to Katz (1974) there are three (major) managerial skills, viz., Conceptual Skills, Human Relations Skills and Technical Skills and the degree of these skills required vary from levels of management and from an organization to another organization as such that the top-level managers (i.e. Registrars) require more conceptual skills and less technical skills and the lower-level managers (i.e. Assistant Registrars) require more technical skills and fewer conceptual skills. Middle level managers are in between these three skills. However, Human relations skills are required equally by all three levels of management.

Accordingly, its impact majorly on organizational effectiveness is found to be immensely high as in line with Wickramasinghe (2004) that, organizations performe well if managers are effective and efficient.There are around 450 Administrative Officers in state-owned universities (including Financial Officers) though they are not well recognized in public discourse. In this context, with reference to the particular category of Administrative Officers of the University system human relations skills serve better for the managerial performance while sustaining the productivity, overall efficiency, and organizational effectiveness ultimately being determinants of overall productivity. Hence, it is clear that the above Administrative Officers do need communication skills, critical and innovative thinking skills, dealing with conflict or difficult people, leadership skills, motivational skill etc. These skills inevitably lead to the best performance of their managerial roles, thus towards the organizational performance.

In conclusion, this research aims at analyzing the impact of human relations skills of University Administrative Officers towards organizational effectiveness. There are other managerial skills that would affect the performance of University Administrative Officers which would ultimately have an impact upon organizational effectiveness. Therefore, based on Katz's (1974) one of the main managerial skills i.e. human relations skills, that are basically needed by administrative officers for completion of their routine task management process while expecting a better completion of work towards organizational effectiveness was themed to undertake such a research.

Research Objectives

The study aims to achieve the following objectives after considering the significance of the research.

1. To identify the impact made by human relations skills of University Administrative Officers on organizational effectiveness in the Universities.

2. To identify the influence made by communication skills of University Administrative Officers on organizational effectiveness in the Universities.

3. To examine the influence made by leadership skills of Administrative Officers on organizational effectiveness.

4. To investigate the influence made by motivational skills of University Administrative Officers on organizational effectiveness.

5. To analyze relative influence made by human relations skills of University Administrative Officers on organizational effectiveness.

6. To offer possible recommendations on these findings which management in the Universities and the relevant authorities could make use of them to deliberate on the possible policy framework for enhancing human relations skills and knowledge which would lead to managerial performance of University Administrative Officers and finally towards the best achievement of effectiveness in the Universities.

Concept of Managerial Skills

According to Katz (1974) there are three managerial skills, viz., Conceptual Skills, Human Relations Skills, and Technical Skills. Accordingly, all managers require above three managerial skills. However, the degree of these skills required varies from levels of management and from organization to organization.

Human Relations Skills

According to Katz (1974) human relations skills, which is the indication of expertise ultimately resulting in effective and/or superior performance, which are also called Interpersonal skills. It is a kind of an ability to work with people; it helps managers to understand, communicate and work with other people; It also helps the managers to lead, motivate and develop team spirit. Human relations skills are necessary for all mangers at all levels of management.

Communication Skills

Conceptual framework for Human Relations Skills is developed by using communication skills, which is the transmission of information and meaning from one party to another. In any organization, communication is critical to effective management. Listening, speaking and writing are considered under communication. Listening is a mental process and considered to be an active process, and the most effective communication can take place when all the people are in conversation. Speaking can be best illustrated in terms of what to say and how to say it, asking questions and verifying messages and to clarify understanding which makes one an effective speaker. Written communication includes memos, letters, emails, reports and computer files etc. which can be recorded for frequent use.

Leadership Skills

Leadership is "the behaviour of an individual… directing the activities of a group toward a shared goal." Leadership is the influential increment over and above mechanical compliance with the routine directives of the organization (Katz & Robert, 1978, p.528). Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished. Leadership is the ability to step outside the culture to start evolutionary change processes that are more adaptive. Team Building, Handling Conflicts and Problem Solving are considered under Leadership Skills. A team is defined as a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable (Bateman et al 2002).Handling Conflicts can be conceived as the ability to manage conflict, which is unquestionably a most important interpersonal skill a manager should possess (Robbins & Coultar, 1996). This skill is very much essential for managers to create a work environment that enables people to succeed. When disagreements and multitude of opinions escalate into interpersonal conflict, leaders must intervene without delay.The manager's ability to solve problems creatively and find solutions to these problems are vital in order to create a healthy workplace for the employees. Constructing a problem, search and retrieve problem related

information, and generate and evaluate a diverse set of alternative solutions are involved in the process of creative problem solving.

Motivational Skills

Motivation is "the set of processes that arouse, direct, and maintain human behaviour towards attaining some goal" (Greenberg & Baron, 2003) which is also more realistic and simple when considering the individual and his performance. Employee motivation is considered as one of the policies of managers to increase effectual job management amongst employees in organizations. Rutherford (1990) reported that motivation enhances an organization more successful since motivated employees often look for improved practices to engage in work, so it is essential for organizations to persuade motivation of their employees. Empowerment and Goal setting are considered under Motivational Skills.

Empowerment is defined as Hellriegel & Slocum (1996: 446) clearly said, "empowerment occurs when a leader shares influence and control with followers. In doing so, the leader involves employees (individual or in teams) in deciding how to achieve the organization's goals, thus giving them a sense of commitment and self-control". An empowering work environment created by the management provides employees with information required to perform their jobs effectively and efficiently it gives knowledge as to how they could use information and how to do their work; it gives power to make decisions that give them control over their work, and it gives rewards for the contributions they make.

In describing Goal Setting, Bateman et al (2002) classified that first, goals should be acceptable to employees which means, among other things, they should not conflict with people's personal values and that people have reasons to pursue the goals. Second, acceptable motivating goals should be *challenging but atta*inable. In other words, they should be capable of inspiring better performance. Third, goals should be specific, quantifiable, and measurable. Ideal goals do not simply push employees to improve their performance.

Methodology of the Research

Researcher has developed the research questionnaire based on the indicators identified in relation to Human Relations Skills. Methodology of the present research was also adopted in respect of the following:

Research approach is deductive, Research design is survey, Simple random sampling method was used (i.e. the study sample consists of 141 University Administrative Officers in 15 national universities of Sri Lanka. As the study involves statistical inference, the simple random sample method is the best method for selecting representative sample without sampling bias. The population is all Universities Administrative Officers [excluding Administrative (finance) Officers], which account for 222 at present attached to all divisions of universities (15), including Registrars, Deputy Registrars, Senior Assistant Registrars and Assistant Registrars.

Method of data presentation and analysis: data were analyzed by using regression and correlation as the statistical tools. [The researcher used SPSS software package for editing, classification and tabulation. Each question was inserted to SPSS package with defining variables.]

Research Hypotheses
H_1 - There is a positive relationship between Listening skills and organizational effectiveness.
H_2 - Speaking is positively correlated and significantly influenced on organizational effectiveness.
H_3 - Speaking skill has a unique positive impact towards organizational effectiveness than listening
H_4 - Writing is positively correlated and significantly influenced on organizational effectiveness.
H_5 - Writing is more influenced on organizational effectiveness than speaking
H_6 - Communication skills are positively correlated and significantly influenced on organizational effectiveness.
H_7 - Team building has a positive impact on organizational effectiveness

H$_8$ - Handling conflict has a positive significant impact towards organizational effectiveness

H$_9$- creative problem solving has a positive significant impact on organizational effectiveness.

H$_{10}$ - Leadership skills are positively correlated and significantly influenced on organizational effectiveness

H$_{11}$ - There is a significant relationship between managers' empowering skill and organizational effectiveness.

H$_{12}$ - There is a significant relationship between managers' goal setting skill and organizational effectiveness.

H$_{13}$ - Motivational skills are positively correlated and significantly influenced on organizational effectiveness

H$_{14}$ - Communication skills have a strong influence on organizational effectiveness than leadership skills

H$_{15}$ - Motivational skills have a strong influence on organizational effectiveness than leadership skills

Data Presentation and Analysis

Analysis of Sample Characteristics

The questionnaire was distributed to all 15 national Universities. The researcher aimed to collect 141 samples selected for the study (Registrars, Deputy Registrars, Senior Assistant Registrars, Assistant Registrars since those who are included into the category of University Administrative officers in terms of handling administration related matters substantially deviating from UAOs – Finance) from all 15 Universities mentioned above but received information from 104 samples. Accordingly response rate is 73% (104/141×100), which is said to be most reliable. After collecting data, the researcher developed the sample profile based on several demographic characteristics viz. the post, age, period of service, gender, educations level.

Status of the Respondents

The most important question in the general information is job title of the employees since it has a direct impact on the acquisition of knowledge on the level of human relations skills over the period and its relative impact on OE. The Table 1 shows that 44% of the respondents represent or consist of Assistant Registrars (ARs) in the sample and at the same time 41% was included in the category of Senior Assistant Registrars (SARs) which comes under Middle level Executives in the system due to the fact that majority of the sample represent from ARs and SARs while Registrars represent only 6% of the sample and Deputy Registrars (DRs) represent nearly 9% of the respondents. And it concluded that ¾ of the sample comprises ARs and SARs, which in turn represent the large segment of the above category, adequately included in the middle and lower level executives in the university system.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Registrar	6	5.8	5.8	5.8
	Deputy Registrar	9	8.7	8.7	14.4
	Senior Assistant Registrar	43	41.3	41.3	55.8
	Assistant Registrar	46	44.2	44.2	100.0
	Total	104	100.0	100.0	

Table 1 - Post/ Designation of the Respondents

Statistical Methodology

The research is to analyze the impact of human relations skills of university administrative officers towards organizational effectiveness. To analyze the level of human relations skills of the above segment, the researcher has used identified main three variables such as communication skills, leadership skills and motivational skills and their eventual effect on organizational effectiveness. Therefore, the researcher has sought to analyze the above while utilizing statistical measures such as Reliability of measures by using Cronbach's Alpha, Single Measure Analysis i.e. Univariate Analysis (Descriptive Statistics), Bivariate Analysis and Multivariate Analysis.

Reliability of Measures

The researcher has intended to analyze the reliability and validity of the measures by using one of the widely used internal consistency method, Chronbach's Alpha. According to the Alpha all measures used in this study indicate acceptable level of reliability. Table 2 shows measures and relevant levels calculated.

Measure	Alpha
Listening	.501
Speaking	.778
Writing	.536
Team Building	.726
Handling Conflicts	.545
Creative Problem solving	.729
Empowerment	.526
Goal Setting	.686

Table 2 - Results of Reliability Analysis

Single Measure Analysis

To describe a particular variable Single Measure Analysis is required. It describes the characteristics of single variables. Normality of the Distribution of Variables and Multicollinearity is considered here. First the normality of distribution of the variables was tested. For this purpose, kolmogorov Smirnov Z test was used. All the variables tested for normality in line with listening, speaking, and writing, teambuilding, handling conflicts, creative problem solving, empowerment and gaol setting were normal. Significance levels of tests are presented in the Table 3.

Measure	Kolmogorov Smirnov Z
Listening	**1.194**
Speaking	**1.049**
Writing	**1.698**
Team Building	**1.557**
Handling Conflicts	**2.337**
Creative Problem solving	**1.779**
Empowerment	**2.076**
Goal Setting	**2.325**

Table 3 - Normality Test of variables

According to the Table 3, significance level of kolmogorov Smirnov Z test is higher than .05 and therefore the distribution of all variables are approximately normal. Multivariate violation of normality was tested by examining the patterns of residuals. Histogram of standardized residuals (Figure 1) shows that it approximates a normal distribution. Accordingly, no variable tends to be faced with problems with violation of normality.
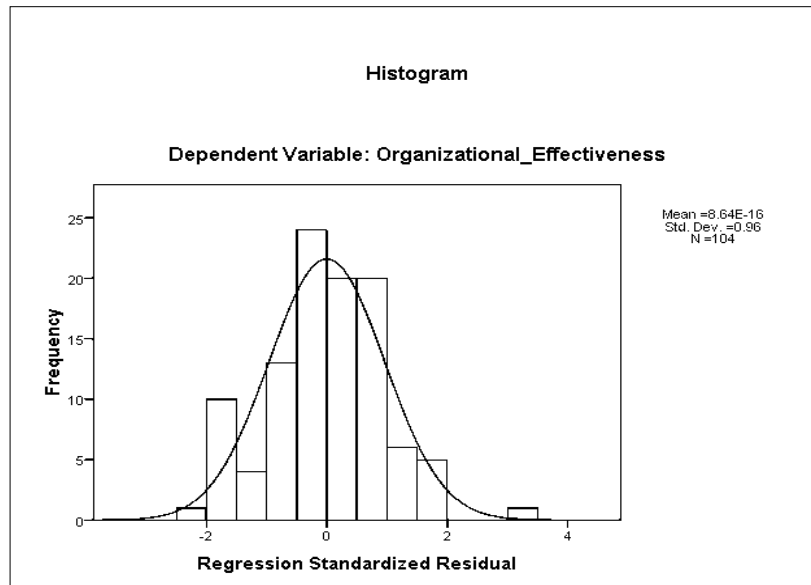

Figure 1 - Histogram of Standardized Residuals

Multicollinearity

Multicollinearity of independent variables was tested using statistics of Tolerance and Variable Inflation Factor (VIF). These statistics are shown in the Table 4.

Measure	Tolerance	VIF
Listening	.667	1.499
Speaking	.594	1.684
Writing	.585	1.708
Team Building	.738	1.356
Handling Conflicts	.773	1.293
Creative Problem solving	.613	1.631
Empowerment	.913	1.095
Goal Setting	.758	1.320

Table 4 - Test of Multicollinearity

The Table 4 shows that the tolerance of each independent variable is greater than 0.2 and VIF for each independent variable is less than 5. Hence, none of the independent variables are faced with problems of Multicollinearity.

Univariate Analysis

Univariate analysis is the simplest form of statistical analysis. The analysis is carried out with the description of a single variable and its attributes of the applicable unit of analysis. Univariate analysis is used primarily for descriptive purposes. A basic way of presenting univariate data is to create a frequency distribution of the individual cases which involves presenting the number of attributes of the variable studied for each case observed in the sample. This can be done in a table format with a bar chart or a similar form of graphical representation. In Univariate analysis Range, Maximum, Minimum, Mean, Standard Deviation, Mode, Median can be calculated as descriptive statistics. The Table 5 presents the statistics for variables. Accordingly Theoretical Range, Actual Range, Theoretical Mean, Actual Mean, and Standard Deviation (SD) of each factor of research are indicated. The theoretical and actual ranges are determined to measure the relevant mean values for each variable. Mean measures the central tendency of data values while SD measures the dispersion.

Variable	Theoretical Range	Actual Range	Theoretical Mean	Actual Mean	Standard deviation
Listening	6-30	6-16	18	10.64	2.048
Speaking	6-30	6-17	18	10.96	2.573
Writing	3-15	3-9	9	4.51	1.262
Team Building	4-20	4-13	12	6.93	1.725
Handling Conflicts	4-20	4-18	12	7.43	2.546
Creative Problem solving	5-25	5-15	15	9.21	1.804
Empowerment	6-30	6-28	18	12.97	3.559
Goal Setting	4-20	4-12	12	7.64	1.576
Organizational Effectiveness	7-35	7-20	21	11.40	2.679

Table 5 - Univariate Data of each Variable of the Research

According to the questionnaire, the responses of University Administrative Officers for each question have been measured on the following scale:

1. Strongly Agree
2. Agree
3. Neither disagree nor agree
4. Disagree
5. Strongly Disagree

That is, the minimum value of the response for each question is 1 and the maximum value of the answer is 5 i.e. the range for each question is 1-5, and also the theoretical mean for each question is 3.

Bivariate Analysis

Bivariate Analysis is concerned with the relationship between pairs of variables (X, Y) in a data set. Bivariate analysis explores the concept of association between two variables. Correlation coefficient and simple linear Regression can be used to identify the relationship of two variables.

Correlation Analysis (In between each two variables)

Correlation analysis was used to determine the nature of the relationship existing among variables. The correlation analysis exercised using the total values received for each of the variable considered in this study. These values were used to determine the relationship and the significance of the relationship existing among the variables. At 0.05 level of significance (95% confidence level), there is a significant correlation as in between the variables shown below:

- There is a positive relationship in between listening and organizational effectiveness as the correlation coefficient is 0.216 and with a P value of .028 between the variables.
  At 0.01 level of significance (99% confidence level), there are significant correlations as in between the variables shown below:
- There is a positive relationship in between speaking and organizational effectiveness with a correlation coefficient of 0.380, and with a P value of 0.000 (P < 0.01).
- There is a positive relationship in between writing and organizational effectiveness with a correlation coefficient of 0.404 and with a P value of 0.000 which is P < 0.01.
- There is a positive relationship in between Team building and OE with a correlation coefficient of 0.365 and with a P value of 0.000, which is P < 0.01.
- There is a positive relationship in between Creative problem solving and OE with a correlation coefficient of 0.380 and with a P value of 0.000, which is P < 0.01.
- There is a positive relationship in between Goal setting and OE with a correlation coefficient of 0.287 and with a P value of 0.003, which is P < 0.01.

  And the following are exceptionally not significant at any level of significance but exhibits positive relationships in between two variables;

- There is a positive relationship in between Handling/ Managing Conflicts with a correlation coefficient of 0.152 and with a P value of 0.123, which is in significant (it violates condition of P < 0.05).
- There is a positive relationship in between empowerment and OE with a correlation coefficient of 0.110 and 0.265 of P value, which is insignificant ((it violates condition of P < 0.05).

Regression Analysis (In between two variables)

To measure the impact of independent variables on the dependent variable, simple regression analysis was used. Here, the separate impact of independent variables, namely listening, speaking, and writing, teambuilding, handling conflicts, creative problem solving, and empowerment and goal setting on organizational effectiveness was measured using simple regression analysis.

- The variable of listening explains moderate effect on organizational effectiveness   [the strength of effect is 4.7% , coefficient for the listening is (0.216)]
- The variable of speaking has substantial effect on organizational effectiveness [the strength of effect is 14.4% , coefficient for the listening is (0.380)]
- The variable of writing has substantial effect on organizational effectiveness [the strength of effect is 16.3% , coefficient for the listening is (0.404)]
- The variable of Teambuilding has substantial effect on organizational effectiveness [the strength of effect is 13.3%, coefficient for the listening is (0.365).
- The variable of Handling/ Managing Conflicts has moderate effect on organizational effectiveness [the strength of effect is 2.3%, coefficient for the listening is (0.152).
- The variable of Creative Problem Solving has moderate effect on organizational effectiveness [the strength of effect is 14.4%, coefficient for the listening is (0.380).
- The variable of Empowerment has moderate effect on organizational effectiveness [the strength of effect is 1.2%, coefficient for the listening is (0.110).
- The variable of Goal Setting has moderate effect on organizational effectiveness [the strength of effect is 8.3%, coefficient for the listening is (0.287).

Multivariate Analysis of Data

Multivariate Analysis is concerned with the relationships among two or more variables in a data set. Multiple Regressions can be run to identify the relationships among two or more variables.

- The collective/overall impact of communication skills on organizational effectiveness has been significantly explained by the three variables of communication skills. [20% of variance (R square)] and writing is the strongest explanatory variable with a largest B coefficient of .294 and highest t value of 2.663, which is also significant at any level implying a positive relationship]
- The collective/overall impact of Leadership skills on organizational effectiveness has been significantly explained by the three variables of Leadership skills. [20.5% of variance (R square)] and Creative problem solving is the strongest explanatory variable with a largest B coefficient of 0.301]
- The collective/overall impact of Motivational skills on organizational effectiveness has been significantly explained by the two variables of Motivational skills. [8.4% of variance (R square)] and Goal setting is the strongest explanatory variable with a largest B coefficient of 0.277]

Conclusions

Based on the findings in the study, the researcher found that the identified factors of human relations skills of University Administrative Officers i.e. Communication skills, leadership skills and motivational skills have a positive linear relationship with organizational effectiveness. Therefore the study of these factors is very important in terms of organizational effectiveness. Accordingly, the researcher came to several conclusions:

- Communication skills, leadership skills and motivational skills have positive correlations on organizational effectiveness. However, overall impact of human skills on organizational effectiveness can be less than or almost 50%.
- Communication skills are more influential than that of other two variables in relation to its comparative significance in determining organizational effectiveness;
- Although all variables were significant with positive relationship towards organizational effectiveness and while based on the findings, most influential variable is writing over speaking and listening.
- Leadership skills are important but its impact is relatively less than communication skills since the fact that handling/ managing conflicts was not significantly influenced on organizational effectiveness.
- Motivational skills had a positive relationship towards organizational effectiveness but not much substantial significant impact, in which empowerment has not significantly influenced upon organizational effectiveness whereas goal setting has a significant relationship upon organizational effectiveness. Accordingly, Motivational skills can be considered as the least significant factor on organizational effectiveness.
- In an overall sense, communication skills are highly influenced on organizational effectiveness than any other factor.

Therefore, the researcher was able to fulfil the research gap through the key findings of the study.
It has wider practical implications for understanding of human relations skills and how these skills acquired by university administrative officers could affect organizational effectiveness, particularly in the university system. Therefore, the following recommendations could be made based on the findings of the study, which could also be relevant for concerns of individuals, institutional and national levels.

In relation to Communication Skills, it is recommended that programmes should be designed in consultation with approved professional bodies i.e. skills development institutes, human resources institutes and hiring qualified professionals that in turn would be beneficial to the respective bodies i.e. universities and UGC to implement such programs, workshop and seminars, in order to improve active listening that must be necessarily acquired in terms of Intensity, Empathy, Acceptance, and Willingness to take responsibility, and speaking that could be in terms of using standard pronunciation, and other tactics and ways and in most specific term; proficient use of English language, and finally in terms of writing that could be in the form of various documents with accuracy and clarity among university

administrative officers .

In relation to Leadership Skills, it is recommended that in most specific terms, relevant leadership programmes, competency building programs targeted at improving competencies and capabilities while sustaining substantial skills should be created and implemented with the assistance of governing authority of the university in particular while alternatively   in consultation with other approved professional bodies i.e. skills development institutes, human resources institutes and hiring qualified professionals in order to add high value for the university administrative officers.

In relation to Motivational Skills, it is recommended that although empowerment has not significantly influenced organizational effectiveness, it could be improved in such a way that programs in terms of creating an employee with highly empowered, i.e. improved status, increased knowledge and access to decision making while being competent, or capable of performing their jobs with skill, should be designed by governing authority of the university in line with the proper implementation of the programs, procedures and structures so that the UAOs could perform at their best while increasing the level of organizational commitment.

And further, it is recommended that since goal setting has a significant relationship upon organizational effectiveness and the top and the middle level (not in most times) executives of university administrative officers those who are directly related to the setting of goals for the non-academic employees in particular, should be involved in setting goals for the employees, in consultation with the governing authority of the university in formulating corporate plans etc. Accordingly, organizational effectiveness could be increased by way of getting them involved in the above process.

References Cited

Bateman, T. S. & Snell, S. A. (2002) Management - Competing in the New Era (5th edition), MacGraw: Hill Irwin.

Etzioni, A. (1960) Two approaches to organizational analysis: a critique and suggestion. Administrative Science Quarterly 5: 257-258.

Greenberg, J. & Baron , A. R. (2003) "Behaviour in Organisations", Prentice Hall, Vol. 8, pp.188-215.

Hellriegel, D. & Slocum, J. W. (1996) *Management*, (7th edition), Cincinnati: South-Western.

Katz, D. & Robert L.K.(1978) The Sociology Psychology of Organizations, New York: john Wiley.

Katz, R.L. (1974) Skills of an effective administrator. Harvard Business Review, Vol 52 (5), 90-101.

 Robbins, S.P. (1990) Organization Theory: Structure, design & application, Prentice-Hall, Englewood: Cliffs,NJ.

Robbins, S. P. & Coultar, M. (1996) Management, (5th edition), New Jersey: Prentice-Hall.

Rutherford, D. G. (1990) Hotel Management and Operations. New York, NY: Van Nostrand Reinhold.

Wickramasinghe, E. S. (2004) Principles of management and organizational Theory, Asliya Printers.