

The Perception of High School Students About Managerial Style of Teachers

Editha, Cosarbă

Ph.D. Student

*Faculty of Educational Science, Psychology and Social Sciences
"Aurel Vlaicu" University of Arad, Romania*

Abstract:

From the point of view of education, management is a system of concepts, methods, tools of orientation and leadership, coordination, used in achieving the objectives of education, at the level of expected performance. Management, in its current approach, finds a specific application in the field of education management, as a complex action of directing, designing and evaluating the training, development of the personality of each individual, according to formulated goals. The present study aims to identify the managerial style of teachers in an Arad high school, respectively which is the predominant managerial style, agreed by students. In this sense, the main tool used to identify the managerial style of secondary school teachers was a questionnaire consisting of 35 items in 5 steps of response on a likert scale. The results showed that although the authoritarian managerial style, from the point of view of holistic perception, is less agreed by students, when they relate to their favorite teacher, there is a weighted increase of 10 percent of this style.

Keywords: managerial style, educational management, education, teacher

Introduction:

Management activity is defined in the literature as "a set of actions of planning, organizing, guiding, controlling, deciding on a system (organization, institution, group of people, process, technology) actions likely to ensure the achievement the goal set, under the conditions of respecting the laws, general and special objectives, of satisfying the concrete social needs and of promoting social development ". (Stan, 2003)

In the social system of education and teaching, teachers must relate to those they educate, establish cooperative relationships with their parents, and other stakeholders in society. They educate not only at the department, in the classroom, but in every interaction or relational contact with students, carrying out a work of growth and development, leadership and direction (Iucu, 2006). The school structure imprints the same formal structure on the students' class, with well-defined positions and roles. The student class, as an organization, must be sustainable and innovative at the same time. Kriekemans (La Pedagogie generale, PUF, Paris, 1989) shows that the universe of the class "does not constitute a static domain, but a dynamic field, in which the game of multiple forces takes place: attraction, rejection, self-affirmation, ascension, retreat, suspicion, pretensions, esteem. The class is a group that has its own secret ".

The teacher should not limit himself to the role of source of knowledge and controller of how they were acquired by students. The complexity of the profession comes from assuming the responsibility of managers: organizer, coordinator, evaluator of the resources necessary to achieve the instructive-educational objectives. The need to look at the teacher as a class manager comes from the following studies:

According to Antonesei (2002, p.116-117), the teacher can become a model again if we are willing to accept that the profession involves the authentic manifestation of five types of competence:

- Cultural competence - consisting of specialized professional training;
- Psycho-pedagogical competence - which ensures the quality of a good transmitter to the beneficiaries of education;
- Psycho-affective and communication competence - including structural features of the teacher's personality;
- Moral competence;
- The managerial competence meant to ensure the efficiency of the organization and management of the activities, processes, collectives and educational institutions. The author argues that this competence has been neglected in recent decades, but is beginning to emerge as a "vital resource for the success of education".

In another paper, Andre de Peretti (1996, p.142) proposes new approaches to the role of contemporary teachers, identifying ten functions, more or less aware, organized into five categories: resource person (expert and methodologist, consultant on method, documentation guidance, defining objectives), responsible for relationships (meeting leader, group organizer, negotiator of study contracts, facilitator of initiatives, guide), technician (director, machine creator, internship preparer, handler of devices, computer scientist, audiovisual specialist), evaluator (needs prospector, program supervisor), researcher (creator of learning situations, teacher, observer). The main functions or managerial roles of the teacher can be grouped in the following components (Iucu, 2000): planning, organization, control and guidance, evaluation, counseling, educational decision.

Being a teacher - manager means a reformulation, at a higher qualitative level, of the old role of leader of the action of training - development of students, through teaching, learning and evaluation of the specialized discipline, through instructive - educational activities. According to E. Joița (2010) the educational process, as an instructive-educational process, represents a managerial process.

The managerial behavior of the teacher as educational manager is extended from the global, institutional, to the class level, of solving the different situations specific to the concrete instructive-educational process; teacher-student relations appear as a barometer of the application of the principles of educational management.

The roles of the manager teacher can be deduced mainly by reference to the general attributions of the manager (managerial functions) and then operationalized in specific management tasks (planning, organization, decision, coordination, control, guidance, assessment and regulation), ensuring the conditions of basis (communication, information system on the activity, student participation and management of specific resources).

According to the opinion of the pedagogue D`Hainaut (1981), the general roles in carrying out any activity are the following: receiver of different messages; sender of various messages, participant in specific activities; director, organizer and action manager; designer of actions, strategies, programs and plans; initiator of ideas, hypotheses and models; solutions agent, counselor, mediator of situations and conflicts; agent of progress as a researcher, creator and innovator; user as a practitioner in the application of ideas and models; source of information, model of behavior and bearer of values; counselor and guide.

The management style groups developed by Lewin, Lippit & White comprise three categories: authoritarian style, democratic style and permissive style (*laissez - faire*).

The authoritarian style is peculiar to those managers who refuse to accept the participation of subordinates in the performance of managerial duties. Authoritarian-style managers make decisions on the objectives and means of achieving these objectives in a personal way. They will be concerned with the performance of tasks, the control of how distributed tasks are performed. These leaders give unlimited confidence to the organizational measures in the direction of achieving the objectives. In terms of the consequences, the authoritarian style will trigger the unexpressed resistance of subordinates.

Such a managerial style reduces the opportunities for professional development of subordinates. The restriction of these possibilities derives from the limitation to the exclusion of subordinates from the adoption of decisions. The impossibility to participate in the decision diminishes the sense of responsibility, hinders the creative-participatory interest. This style opens the way to exaggerate the critical attitude or to erase the professional interest (professional alienation) of subordinates.

Likewise, the exaggeration of the control will have the effect of disorienting the executors in the absence of the manager, which induces, causes the need for control. The reduction of the work efficiency in the absence of the manager will determine him to intensify the control. So, by extending the time allotted to control, authoritarian-style managers simultaneously reduce the time allotted to creation, innovation.

The dysfunctional effects of exaggerated control are:

- shifting the interest of subordinates from the objective to be achieved to the observance of norms (rules);
- creating an increased need for control.

The authoritarian style is also characterized by the selection and promotion of techniques, learning procedures, ways of working, and the stages of the activity actually directed by the teacher. He structures time, does not encourage initiatives, sanctions the attitudes and results of students' training, and maintains a certain distance from the group. From a pedagogical point of view, it unbalances the correlation between the subject and the object of the action, by emphasizing the role of the educator to the detriment of the educated one, which blocks the external inverse connection channels. Characteristics: the general objectives of the group are established by the teacher; the working methods and the stages of the activity are established or decided by the teacher, so that the members of the group will not know in advance what is to be achieved, the teacher is the one who decides and imposes on each task and the collaborators with whom he will carry out this activity. is characterized by the decision and promotion by the teacher of all teaching tactics, working methods, techniques and stages of activity that are effectively communicated and directed by him; the teacher structures the time, the initiatives are not encouraged or admitted; the teacher assumes a great responsibility in teaching and directing the learning process, praises or criticizes him; he rewards or sanctions the attitudes and results of the students' training, and keeps himself at a certain distance from the group.

The democratic style is characteristic of managers who ensure the participation of subordinates in the leadership process. Managers with this style use the collaboration of subordinates both to set goals and to distribute tasks.

In terms of consequences, it is appreciated that the democratic style determines a reduction of tensions, conflicts, and strong participation.

The efficiency of the group is the presence or absence of the manager. The orientation of managers with this style towards reduced control generates reserves for innovative work.

The teacher encourages the active involvement of students in the learning process, initiative, their creative potential; enhances students' cognitive experience, cooperates and works with students in organizing the learning situation; presents the common criteria of appreciation, of positive / negative reinforcement that they respect together with the students; behaves like a member of the group. The democratic style fully capitalizes on the resources of the correlation between the subject and the object of the educational action. Characteristics: the manager encourages the active participation of all members in the debate of the general objectives of the group; the development of activities is the result of collective decisions; the distribution of tasks is decided by the group, and the choice of collaborators is made freely; the manager tries to behave like a regular member and equal to the other members of the group. The teacher conditions the use of the students' participation possibilities, of their initiative and experience; the perspective and the lines of development of the teaching-learning activity are defined and decided through cooperation and collaboration with the students; this means that the teacher's style is distinguished by the fact that he elaborates and proposes several teaching-learning variants, the students having the possibility to choose; students have the freedom to partner with whomever they want to solve certain learning tasks and problems. The teacher presents the common criteria of appreciation, praise, criticism that he respects in common with the students; he behaves, in a way, as a member of the group;

The permissive style (*laissez-faire*) is characterized by avoiding any intervention in the organization and leadership of the group, emphasizing spontaneous organization and leadership. The presence or absence of the manager has no effect on performance. The difference between a permissive style and a democratic style is the state of morale. In the case of the democratic manager, morale is high because the leader supports the group. In the case of the permissive manager, the morale is a bit lower, because the leader does not support the group in carrying out the task.

This style reveals the passive role of the educator, indifference, minimization of significant phenomena in the training process; accepts students' decisions, common or individual; does not make evaluations to the students' behaviors, manifests a low level of aspirations and pedagogical exigencies of teaching; let the didactic approach go by itself; favors the obtaining of poor results of the students at the learning and the manifestation of the deviant behaviors. The permissive style unbalances the educator-educated correlation by emphasizing the role of the educated, which leads to the blocking of internal reverse connection channels. The style defined by "*laissez-faire*" expresses a teacher who believes that it is always enough what he teaches, how much he teaches and how he teaches, being sure that students understand, but giving them help at their request; they have a minimum of initiative in terms of making suggestions.

Alternatives to this classification system are known in the sociological literature. These alternatives target the categories of authoritarian style and democratic style, keeping the same essential distinctions between the two categories of stimuli. Thus, Brown subdivides democratic-style managers into "genuine democrats" and "pseudo-democrats," and those

with an authoritarian style into "strictly authoritarian," "benevolent," "incompetent authoritarians."

Petrescu & Mirinian (2002), develops the three-dimensional theory of management, based on three defining dimensions of the managerial style: focus on task, human relations and efficiency. Depending on how these three dimensions are combined, the following types of teaching styles can be distinguished:

- Achievement style - possesses all three characteristics; he is a true leaderis receptive to the new, accepting innovations and proposals; knows how to mobilize students; aims to create a positive work climate; resolve conflicts within the group of students;
- Negative teacher style - does not possess any of the stated characteristics; it is uninteresting; avoids problems; it is refractory to any change, it does not accept innovations or proposals; demoralizes subordinates.
- Promoter style - emphasizes performance and human relationships; stimulates the staff and attracts them in the activity.
- The style of the benevolent autocrat - emphasizes efficiency and tasks; neglects human relationships.
- Hesitant style - shows interest in tasks and human relationships; is not very interested in results; make decisions under pressure; make compromises.
- Bureaucratic style - the manager aims to fulfill his role, to respect the administrative regulations, being more attentive to what his hierarchical superiors say, than to what his subordinates say.
- The altruistic style - is concerned only with human relationships, leads to poor performance, disorganization.

Material and methods

The present study aims to identify the managerial style of teachers in an Arad high school, respectively which is the predominant managerial style, agreed by students. In this sense, the main tool used to identify the managerial style of secondary school teachers was a questionnaire consisting of 35 items in 5 levels of response on a likert scale: always, often, occasionally, rarely, never. This questionnaire was applied to the 43 teachers who teach in the gymnasium institution. The nominal variables of the questionnaire showed that 11 respondents are male and 32 are female (see table 2).

A large part of the teachers participated in a focus group that had as its first objective the sedimentation of the notions of "student class management", "educational management", "managerial style".

Compared to the age category of teachers who completed the questionnaire, there was a significant variation, so 3 percent of teachers are at most 25 years old, 18 percent are between 26-35 years, 42 percent are between 36-45 years, 32 percent between 46-55 years, and 5 percent between 56-61 years (see table 2).

A fast questionnaire was applied to the 392 students in the gymnasium cycle, containing several nominal reference variables, respectively three items regarding the managerial style of the teachers. In this sense, out of the total number of respondents among students, 236 are female and 157 male. Compared to the age category, 24 percent are students in the fifth grade, 27 percent in the sixth grade, 25 percent in the seventh grade and 24 percent in the final grade. There is a certain similarity in the distribution of students by class, taking into

account that for each level of study, there are three parallel classes. As a time to apply the questionnaires, we note that they lasted for a period of about 3 months. Obviously, the application of the questionnaires among the teachers was carried out in a much more organized, rigorous way, while the opinion poll applied among the students required a longer period of time.

Results

Following the analysis and interpretation of the questionnaires applied to teachers regarding the determination of the managerial style, the following data emerged: out of the number of 43 teachers, 8 teachers were identified who agree with an authoritarian managerial style, 13 teachers manifest the characteristics of a permissive managerial style. 22 teachers manifest a democratic managerial style.

Trying to find out what the teachers think about the deepening of specialized courses in educational management, we organized a focus group in the form of interactive discussions. Out of the 43 teachers employed in the school, 37 teachers participated. All the teachers interviewed had the quality of leader of the class of students. The discussion started around the scientific terms of "student class management", "educational management" "managerial style". The results were not at all surprising, and highlighted the fact that about 100 percent of teachers came into contact with these terms. Significant differences were found in the correct use of the concepts. The term "education management" has been associated with management activity, which specifically refers to the director of the institution. What was noticed after this focus group was the fact that 21 percent of the number of participating teachers consider that the management of the student class is limited only to the activity of the leader of the student class.

The survey of the 392 students regarding the managerial style of the teachers was carried out with the help of a questionnaire applied online. In the first phase, a short presentation of the 3 managerial styles of Lippit & White (Scheidlinger) was offered, in order to give an overview of the choice of the agreed managerial style, followed by 3 specific questions: "What is the managerial style you agree with", "Think of your favorite teacher. In your opinion, what is the managerial style that he adopts in class", "What managerial style of the teacher would be appropriate for the leader of the class of students you belong to".

Reported to the first question, the respondent students answered in 41 percent that they agree with the democratic managerial style, 37 percent appreciate the passive managerial style, and 22 percent consider that an authoritarian managerial style of the teacher is best appreciated. It is noted here that the two extremes of styles are mostly appreciated by students. However, if we refer to the second question applied in the questionnaire, in which students must identify their favorite teacher and associate a managerial style with him, the authoritarian style of the teacher gains ground. Although only 22 percent of respondent students like authoritarian style when it comes to identifying their favorite teacher and style, 31 percent of students believe that their favorite teacher has an authoritarian managerial style. The results that obtained similar shares in the answers given by the students, are those that refer to the democratic managerial style. This style is the most liked by the students, the most appreciated, and the students expressed through the answers given the desire to continue to have such teachers.

Discussions

The question therefore arises as to whether the students were truly mature in perceiving, understanding and mastering the terms. Another aspect would be the torch of sincerity. If the students really chose their favorite teacher knowingly, they chose a series of qualities of other teachers that he associated with a single managerial style. Another aspect that would be worth analyzing would be the correlation of the chronological age of the students, their family back-ground from which they come, if all these are associated with the chosen managerial style.

The answers given by the students showed that they most liked the managerial style of the democratic teacher, and would still prefer to learn from teachers who have mastered this style. However, the question arises as to whether the students' desire could materialize. That is, to what extent teachers who have developed a certain managerial style would be willing to undergo change (see table 3).

Conclusion

The teacher's role as an educator is influenced by role expectations and pressures, formulated by organizational and personality factors (motivations, feelings, expectations), by factors in the field of interpersonal relationships, etc.

The teacher only has to be aware, to analyze and balance these categories of expectations, to harmonize the normative requirements of the school with the pedagogical ones of the concrete realization of the educational process; and here comes the new role, that of teacher-manager.

Teachers participating in this study agree that they can positively influence the relationships between students in the class or school. The way they manage to do this depends on their quality as trainers. From the experiences shared within the focus group, the teachers consider that by placing students in benches, lasting friendships can be created.

In conclusion, the managerial competence of the teacher confirms the assertion that not only individual skills matter most, but also the attitude manifested in actions specific to educational management, certain regulatory abilities in terms of motivation and volition, to paint the portrait of what we like to call the ideal teacher!

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No.	If I were in charge of a class of students	I	A	O	R	N
1	I would try to be the spokesperson for the group					
2	I would encourage the group of students to work outside of class hours					
3	I would give each student the freedom to express themselves					
4	I would standardize as much as possible the working procedures of the group					
5	I would avoid asking members closed-ended questions					
6	I would encourage the spirit of competition between the group of students					
7	I would try to control everything, in order to avoid the group making mistakes					
8	I would judge each student by the results obtained, giving secondary importance to the efforts he made to achieve them.					
9	I would rarely ask the students in the group what they think about the decisions I intend to make					
10	I would agree to work with high potential students					
11	I would work hard to get a trial					
12	I would make an effort to listen to those who present me with ideas even if they clash with my beliefs.					
13	I would speak on behalf of the group in some situations					
14	The group's objectives would be chosen in direct collaboration with group members					
15	I would ask the members of the group to carry out my tasks quickly					
16	I would be sensitive to compliments even if they were said by people I would know were manipulating					
17	I would give a lot of importance to all the details					
18	I would suffer from the fact that the other members of the group are able to perform better than me					
19	I would accept without any difficulty that the members of the group put their personal motivations before the interests of the group					
20	I would decide what to do and how to do it					
21	I would have a hard time keeping calm in front of those who do not share my ideas					
22	I would try to keep the minimum of responsibilities in order to give the maximum of the group members					
23	Things would go as planned					

24	I would devote a lot of time to listening to everyone in order to better understand their personality					
25	I would give each member of the group a well-defined task					
26	I would leave everyone the opportunity to make changes in the group					
27	I would ask each member of the group to work harder					
28	I would gladly accept the idea that an individual should find satisfaction in his personal life rather than in his professional life.					
29	I would devote a lot of time to planning everyone's work					
30	I would take some time to explain to the group members the reasons for my decisions					
31	I would try to convince others that my ideas serve their interests					
32	I would leave it to the group to determine the pace of work					
33	I would encourage the group to go beyond their own potential					
34	I would act without consulting the group					
35	I would ask everyone to follow pre-established rules					

Table 1. Questionnaire

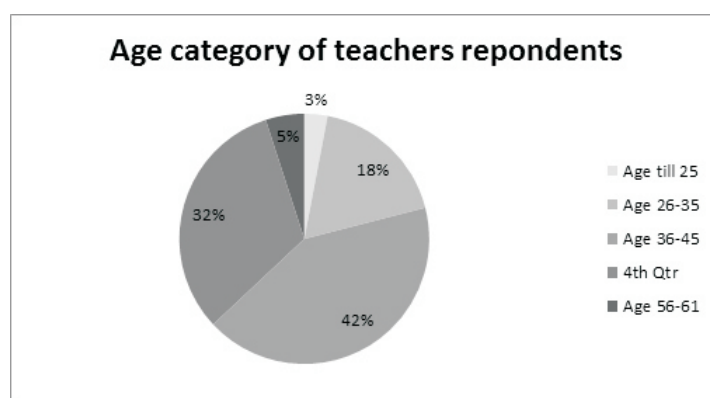


Table 2. Age category of respondent teachers

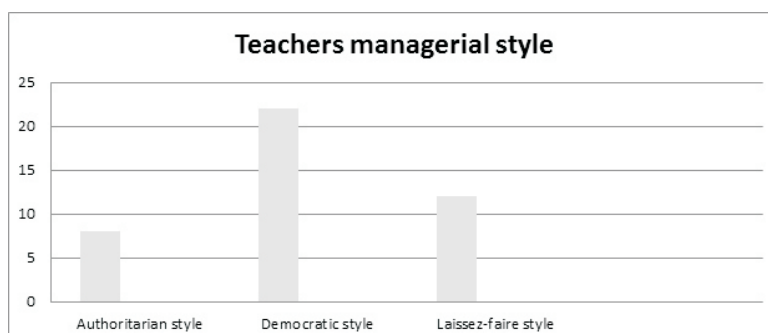


Table 3. Teachers managerial style following the answers of the questionnaire