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Study on management styles of the teacher

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Abstract

Management style requires a balance between two of its constituent areas: the central area - constant reference, a kind of hard core identifying the leader - and the periphery - flexible, ensuring adaptability to circumstances. When the central area expands and covers the peripheral one, is less likely to adapt to the specific situation and, therefore, increases the risk of ineffective leadership. If, on the contrary, the periphery tends to grab and cover the central one, behavioral mobility and flexibility of the leader fluctuates and becomes inconsistent, which will further increase the risk of failure.

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1. Paper rationale

In defining management style there are some difficulties rooted in its dependence on a number of personal variables that cannot always be described rigorously. For this reason typological descriptions of management styles are descriptive and metaphorical, with some distance between them and actual reality.

The concept of learning style has developed through research on teaching behavior of teachers, the relationship between teacher and students. The concept arose due to contact interdisciplinary research and teaching in sociology and management theory, especially social and organizational pedagogy. Classical and traditional pedagogy also approached some aspects of teaching styles.

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Leadership style reflects the "art of applying the principles of modern management, staff leadership personality and objective and subjective factors that determine it. Management style must be addressed as a strategic variable because it exercises great influence on the performance and at the same time can be improved, given that there is a direct relationship between personality as head of leadership and results and between type of behaviour adopted and efficiency.

Style designates a uniform system of action means (design and execution) with a relatively stable character through which the decision-making and execution bodies contribute to the objectives.

In reality there is a dominant style that originated in a combination of styles which makes it not always constant of a person with certain relativity. Same individual in different situations produces different managerial behaviours generated by personal driving style, which is a combination of personal variables with the contextual-situational ones.

Style is the actual behaviour of the manager, meaning the way he/she actually applies the concept of manager and qualities.

A good manager is tested by what he/she does and how he does it, in this case management process analysis being based on the characteristic behaviour of the manager: what he does, how he forwards tasks, the way he communicates with subordinates and tries to motivate them, how he performs tasks.

Management styles can be captured by the behaviour pattern, according to three sets of "forces" that help shaping management (Hoffman, O., 1996, p.240):

- *Forces the manager*, that consider knowledge, values and experience of the manager
- *Characteristics of subordinates*, which play an important role in choosing by the leader of the conduct style. Originally, the manager must change the climate of the group, target it to new values, motivations and behaviours, to influence it so that he can effectively change the management style. The role and responsibility of the manager is to adopt that style that can be most efficient for the organization
- *Situational forces*: specific of the group, nature of tasks, environmental factors etc.

E.E. Geissler believes that only certain modes of behaviour, namely the ones "preferred and returning with some regularity" become management styles and not all responses to environmental, not all attitudes towards situations that become complementary to the style (Joița, E., 2000 p.155).

Fred Fiedler makes a difference between behaviour (understood as a set of specific acts which engage the individual in the activity) and style (which is the fundamental necessity that motivates the behaviour of a leader), claiming that the first changes depending on external circumstances, while the style remains constant.

From the organizational perspective, management style is "the way the manager assumes the power he is invested with by his status in the school and the art of using power management practices that allow both school organization objectives and ensure a climate of participation and personal expression of each member of the school community" (Păun, E., 1999, p.121).

Management style, emphasizes Romița Iucu (2000, p.129) is "a process by which a person or a group of people identifies, organizes, activates, influences the human and technical resources of a classroom in order to achieve objectives."

In shaping the management style, important roles have the following factors (Joița, E., 2000 pp.159-162)

- personality factors;
- motivation;
- expectations, influences and pressures exerted on affirming the role of the teacher. These factors determine teacher's management style resulting from the specific of the school as an organization "that teaches and produces learning" (Păun, E., 1999, p.87) specific pedagogical processes;
- organizational climate that can define, strengthen and adapt management style of the teacher.

Style is a causal variable on which depends a great part of the aspects of life and work of people in an organization, estimating that only by improving the style performance can increase by 15-20%.

In the conception of Fred Fiedler, efficiency of management depends on (Iucu, R., 2000, p.129):

- Manager's personality – considering the fact that managers are motivated by interpersonal relationships and managers motivated by educational tasks;
- Situational variables – considering the favourable and unfavourable circumstances.

Some authors argue that modern management can contribute heavily to the Romanian education reform

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