

Educators training tools annalysis and processing in elaboration and implementing of some efficient managerial approach alternatives

A. Petroi

Anca Petroi

„Aurel Vlaicu” University of Arad, Romania
Department for Teaching Staff Training
Bd. Revoluției, nr. 81, 310130 Arad

Abstract: Consequently, educators and learners active and creative involvement in the interaction processes, especially their training, within the meaning of adaptation and change, become necessary conditions and prior educational aspirations achievement. The students group who're developing an effective social organization, characterized by transactional and transformational managerial styles, a division of tasks and responsibilities delegation, information systems and optimal communication, there is an adaptive advantage in organizational and social environment.

Keywords: school organization, educational environment, management strategies and styles, transformational and transactional management approach, organizational development project, operational leadership, monitoring and evaluation, feedback and selfregulation managerial practices.

Informative experiment – Developmental strategies in tranzactional and transformational managerial style approach - we started from some assumptions, outlined in educational practice:

- school organizations current processes of change do not develop by itself, requiring an active orchestration, voluntary intervention of educational stakeholders, which direct the educational process in a given direction exercised by management styles.
- ensure the quality of school organization and management at the default group of students, cover the whole range of skills and managerial styles, and how teachers promote good educational value

on the level of field management practices.

- the complexity of the managerial styles process development among teachers is that they act in differentiated learning environments, but can be identified elements which intertwine and influence themselves, generated by simultaneous roles adopted by the educational subjects.
- the assumption of managerial styles in complex situations, is witnessing an increase in the role of educator in management, coupled with planned and flexible change, professional skills and information and communication technologies.
- management styles in the educational process will bear the mark of creativity in overcoming reflection stereotypes, by their release from the captivity of mental patterns and pitfalls of routine.

In this approach we overcame a number of scientific prejudices and barriers manifested in the collective mentality that are reflected at the institutional level:

- conservatism and resistance to change of some teachers;
- indifference and disinterest of teachers for managerial formation;
- low interest for moments of reflection and insight into the impact of managerial styles and strategies on educational climate;
- teacher turnover in management;
- reduced involvement of the school members in the management process.

Formative process aim addressing a flexible and interactive approach of the educators training process in rural schools, in Arad county, through the implementation of specific developmental methodologies, transversal management approach and transformational styles, so capitalizing the complex interactions at school organization-level.

The priority direction is to improve and optimize the schools management practices, thus exceeding the explanation, observant, appreciative or critical level which are prevailing in such actions.

The objectives which are guiding the experimental approach, to improve the quality of management, were correlated with possible action, achievable and tailored to the needs of the target group. In this way it follows:

- *Connection to professional development dynamics by identifying conditions that are able to optimize the educators continuous formation process and facilitate a transformational management approach, adapted to new learning contexts.*

- *The active involvement of educators in their own training process, developing transversal skills and implicitly of managerial transformative approach styles, in conjunction with the school organization climate.*
- *Developing evaluation and self-evaluation strategies of the managerial styles effectiveness, both at individual and organizational levels.*
- *Sensitizing educators-managers to the role and importance of organizational and individual development, through the implementation of monitoring strategies and performance evaluation.*
- *Metaevaluation stimulation, as a method of constant reflection on management style influences in the development of educational climate*

Formative intervention was built around the general hypothesis: *Implementing in the continuous training programs addressed for teaching staff, specific strategies for educators training in the processes of design, operational management, evaluation and self-management practices, using modeling, role and design play, facilitates the adoption of transformational management styles and increasing managerial performance.*

Throughout the formative experiment, they applied various methods and instruments to stimulate the use of strategies and transactional and transformational managerial styles, tackled by educators in the experimental group. These methods and tools have been optimally incorporated in formative activities with interactive characteristics (future's creative workshop, situational modeling, role and project play). Below are some methods and tools, considering that their effective implementation, require creativity and flexibility, manifested by the trainer, as well by the educators, transactional approach represents an intrinsic quality of any management approach:

- *educational needs quantitative and qualitative analysis data sheets;*
- *checklists on situational modeling;*
- *observational protocols of management approach;*
- *strategies and management styles efficiency self-assessment worksheet;*
- *project to improve and optimize the educational relations;*
- *organizational and individual projects development inter-evaluation sheet;*
- *training diary;*

- *other products and tools used during the formative experiment.*

Educators from the experimental group were involved throughout the formative experiment, in realizing of an interactive observation process, analysis, reasoning self and inter-evaluation of designed strategies and management styles and implemented in the frames of the creative workshop and managerial interventions simulation, in case of problem-situations. It was assumed that the use of interactive methods (panel discussion / Balint group / Toledo role playing / world-cafe / creative workshop) and some specific tools, allows educators involvement in developing and implementing effective management alternatives, to develop transversal competences (intercom, networking problem solving, group decision-making). In chapter are presented a series of descriptive and inferential results.

In the spirit of formative and training assessment, we used - *Formative instruments assessment grid* - so that items of this grid will be the variables whose evolution we will review below. As regards *design* variable, it has scores which is added together the results obtained for the following sub-variable (table 1):

- *educational actors involvement;*
- *linking strategy and management approach style to the identified priorities;*
- *establish performance indicators, deadlines and responsibilities;*
- *assessment of appropriate character, feasible and acceptable design;*
- *awareness of strategic goals and addressability.*

Table1. Descriptive statistics for the design sub-variables

	<i>Strategic goals and target audience</i>	<i>Level of involvement</i>	<i>Strategies-management styles - priorities</i>	<i>Performance indicators-Timelines-responsibilities</i>	<i>Necessary character, feasible, acceptable</i>
Average	2.7857	2.8971	2.8800	2.6144	2.6057
Median	2.0000	3.0000	3.0000	2.0000	3.0000
Module	3.00	3.00	2.00	2.00	3.00
Standard deviation	.93834	.79898	.96998	1.08925	1.05109
Minimum	1.00	1.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00

For *operational management*, we summed scores of the following variables:

- *educational stakeholders involvement and participation mechanisms awareness;*
- *creating the facilitator context for conscious participation;*
- *determining actionable alternatives;*
- *adapting leadership styles to the situational specific;*
- *identifying difficulties in the management process.*

For variable components, *operational leadership* - have received above theoretical average marks, which shows that educators in the experimental sample, have a medium to high level of development of leadership styles (table 2).

Table 2. Descriptive statistics for operational management sub-variables

	<i>Involvement and participation mechanisms</i>	<i>Facilitator background</i>	<i>Alternative actions</i>	<i>Situational Adaptation</i>	<i>Management difficulties</i>
Average	2.3229	3.3600	2.6487	2.5200	3.5229
Median	2.0000	4.0000	3.0000	3.0000	4.0000
Module	2.00	4.00	3.00	2.00	4.00
Standard deviation	1.01226	.60869	.76989	.88434	.55662
Minimum	1	1	1	1	1
Maximum	5	5	5	5	5

Managerial performance evaluation variable scores are summing the following sub-variable scores:

- *effectiveness assessment - the suitability of managerial styles to specific educational situation;*
- *individual efforts focus to achieve organizational goals;*
- *assessing the effectiveness of management style approach – fulfilled objectives and resources used;*
- *error awareness in situational managerial approach.*

For variable components - *evaluation of management performance* – it shows recorded low scores, for the adequacy of management styles to the specific educational situation: individual efforts focus to achieve organizational objectives, but significant scores above the average theoretical, for efficiency of managerial styles and errors awareness degree of the situational management approach (table 3).

Table 3. Descriptive statistics for managerial performance sub-variable evaluation

	<i>Effectiveness</i>	<i>Concentration of individual efforts</i>	<i>Management styles efficiency</i>	<i>Errors awareness</i>
Average	1.9715	2.2029	2.9401	2.9915
Median	2.0000	2.0000	2.0000	2.0000
Module	2.00	2.00	2.00	2.00
Standard deviation	.67230	.79650	.82116	.71456
Minimum	1.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00

During the formative experiment, subjects in the experimental group were use a specific tool - *training log*, designed to stimulate meta-evaluation, as a means of constant reflection on the process of developing managerial skills and styles, but their personal and *organizational* impact. Respecting experimental design, we conducted 12 *semistructured interviews* (3 in each school included in each experimental cohort), to find and highlight changes in terms of management approach style, by subjects participating in the formative experiment, but also for project implementation, improvement and optimization of educational interrelation. In terms of obtained averages, a comparative analysis was done, by reporting to the following independent variables: *gender of investigated subjects* (table 4), the category of *teaching staff* (table 5) and the *professional development* (table 6). In relation with these criteria, we find that there are significant differences between averages obtained, this being shown by additional calculations performed by SPSS (variance calculation with ANOVA method and calculation of the partial regression coefficient). *Educator- manager portfolio* variable evolution is there fore in a very small extent predicted by variables: gender of subjects, teaching staff category and level of professional development.

Table 4. Differences between the averages obtained from the variable - gender

	<i>Gender</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	
<i>N</i>	80	110	190
<i>Average</i>	30.91	31.99	31.54
<i>Standard deviation</i>	7.250	9.036	8.314

Table 5. Differences between the averages obtained from the variable - personal category

	<i>STAFF</i>		<i>Total</i>
	<i>Teachers with leadership positions</i>	<i>Teaching non-management staff</i>	
<i>N</i>	46	144	190
<i>Average</i>	30.00	31.96	31.54
<i>Standard deviation</i>	9.073	7.972	8.314

Table 6. Differences between the averages obtained from the variable - the professional development

	<i>Professional development level</i>				<i>Total</i>
	<i>Beginner</i>	<i>Permanent degree</i>	<i>Second degree</i>	<i>Academic 1st degree</i>	
<i>N</i>	32	58	76	24	190
<i>Average</i>	30.24	33.78	30.04	32.65	31.54
<i>Standard deviation</i>	5.531	8.235	9.530	10.048	8.314

Quantitative and qualitative analysis of the products that make the educator-manager's portfolio, and the instruments used during the formative intervention emphasized among educators of the experimental group, the restructuring trend in management style approach, in the sense of assuming own responsibility, action and a personal efforts to enhance implementation of transactional and transformational managerial styles.

Regarding the effects induces by managerial styles optimization on educational intra-and inter-relation we considered as relevant and useful monitoring and assessing the following aspects:

Personal management skills includes:

- *consciousness of our own affects, reactions and resources:* knowledge of own strengths and weaknesses, confidence in our capabilities, intuitive recognition of our own actions which are affecting others.
- *selfcontrol:* mastering our emotions and a way to act honestly and with integrity, channeling our feelings to achieve positive goals.
- *motivation:* emotional tendencies that lead us towards personal achievement.

Development of interpersonal skills that include:

- *empathy*: perception and awareness on others feelings;
- *sociability*: forging links with others, conflict resolution, communication in a clear and convincing / eloquent manner, stimulating others to work in cooperation.

The developmental process of management skills must be addressed in a dynamic perspective, focusing on complex and practical analysis. Responsibility for professional development is educator-manager of career development path is determined in relation to personal aspirations, with its vision of what will be done in future.

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