

## **A SURVEY OF PSYCHO – EDUCATIONAL INTERVENTION STRATEGIES AND STYLES IN EDUCATIONAL CRISIS SITUATIONS**

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**Abstract:** *An investigation offers the opportunity to gather current data, revealing views of teachers, their needs, interests, motivations and aspirations in relation to the optimal management of educational crisis situations. Educators who consider that intervention strategies and styles effectiveness in educational crisis situations is determined by focus on the intervention outcome, show idealized influence at an organizational level, promote intellectual stimulation frequently using situational rewards and monitoring deviations.*

**Key words:** *problem situations, educational crisis, strategies, intervention styles, reactive, proactive approach.*

### **1. Methodological foundations of the research**

Educational research and managerial approaches have always been linked to the problems generated by situations of educational crisis and their implications in organizational development. Naturally I ask a series of questions, which constitute the objectives of this study:

- What is the current significance of the educational crisis?
- What does proactive mean in effectively managing these situations and understanding the dynamics of school organization / group of students?
- How does the quality of intervention strategies and style in problematic situations influence the development of the organizational environment?
- How does realizing group processes increase the quality of the educational process and implicitly the management strategies we use?
- How can we encourage students to prevent and mediate and solve crisis situations by acting creatively?

The field of this investigation was the stage of knowledge and application of intervention strategies and styles on an educational level, their purpose being of efficiency and effectiveness. Identify how to address problem situations by teachers, is a vital component in the ascertaining study entitled: *Impact of intervention strategies and pedagogical styles in educational crisis situations on personal and organizational development.*

The ascertaining stage has the role of determining the level of knowledge, skills and attitudes of educators regarding the optimal development of the educational environment, by applying effective intervention strategies and styles in crisis

situations, the degree of recognition and self-assessment criteria of managerial effectiveness, at the start of the educational experiment, both for the experimental sample as well as for the control sample. In this stage were administered questionnaires, to subjects in the experimental group and the control group in order to take measures of improvement.

In this regard, we resort to establishing a sample of subjects, also choosing a method of statistical representativeness and a way to connect with teachers from the selected institutions. For the selection of the subjects involved in this questionnaire-based survey, we used the technique of parallel samples (M.Bocoş, 2003) with equivalent properties in terms of teaching staff category-*with management /non-management capacities* (Table 1) and *level of professional development - junior/ final degree/ second degree* (Table 2). 190 teachers from pre-university educational institutions, rural and urban, in Arad, were selected.

Table 1. Sample structure equivalent to the category of personal

<b>Subject sample</b>	<b>Staff category</b>		<b>Total</b>
	<i>Teachers with managerial functions</i>	<i>Teachers with non-managerial functions</i>	
<b>Experimentel group</b>	23	72	95
<b>Control group</b>	24	71	95
<i>No. Of subjects</i>	47	143	190
<i>Percentage</i>	24,74%	75,26%	100%

Table . 2. Sample structure equivalent to the level of professional development

<b>Subject sample</b>	<b>Level of professional development</b>				<b>Total</b>
	<i>Debutante</i>	<i>Tenured teacher</i>	<i>Second degree teacher</i>	<i>First degree teacher</i>	
<b>Experimentel group</b>	16	29	38	12	95
<b>Control group</b>	16	28	39	12	95
<i>No. Of subjects</i>	32	57	77	24	190
<i>Percentage</i>	17,11%	30,27%	40,01%	12,61%	100%

Regarding the content, we mention that we were trying to reveal the following key issues:

- significance given to psycho - educational intervention strategies and styles by teachers;
- the extent that educators have the necessary information for implementing effective intervention alternatives in these educational crisis situations; concrete management approach methods;
- realization of intervention effectiveness and self-assessment of management performance;
- optimization the training of educators from a transactional and transformational approach perspective of problem situations.

## **2. Correlation analysis between the dimensions of the investigation survey of management approach styles**

A relevant issue in terms of the prediction is the statistically significant relationships between the variables investigated in this research. Therefore, we investigated the relationships between the dimensions of the questionnaire "Investigating intervention strategies and styles of educational crisis" (ISSISCE) and its subscales. To determine which relationships are important and what is their purpose, we calculated *r* Bravais - Pearson correlation coefficients.

Below you can find the correlations between the dimensions of the ISSISCE questionnaire encoded in the table as follows: E1= *reactive intervention strategies and styles*; E2= *proactive intervention strategies and styles*; FH1= *transformational management approach*; FH2= *transactional management approach*; FH3= *passive/avoidant management approach*; I1= *construction of meanings and perspectives of intervention*; I2= *focus on the outcomes of the intervention* and H= *management performance self-assessment*. In Table 3 the coefficients of correlation between the results obtained for all the dimensions in the pre-test phase of the subjects in both groups are listed (experimental group and control group).

Table 3. Correlations between the dimensions of the ISSISCE questionnaire for results obtained during pretest phase

		E1	E2	FH1	FH2	FH3	I1	I2	H
E1	<b>r</b>	1,000	<b>,396</b>	<b>,238</b>	<b>,239</b>	<b>,125</b>	<b>,178</b>	<b>,177</b>	<b>,155</b>
	<b>p</b>	,	<b>,000</b>	<b>,000</b>	<b>,000</b>	<b>,002</b>	<b>,000</b>	<b>,000</b>	<b>,000</b>
E2	<b>r</b>	,396	1,000	<b>,185</b>	<b>,209</b>	,034	<b>,209</b>	<b>,129</b>	<b>,164</b>
	<b>p</b>	,000	,	<b>,000</b>	<b>,000</b>	,404	<b>,000</b>	<b>,002</b>	<b>,000</b>
FH1	<b>r</b>	,238	,185	1,000	<b>,532</b>	-,001	<b>,349</b>	<b>,074</b>	<b>,163</b>
	<b>p</b>	,000	,000	,	<b>,000</b>	,883	<b>,000</b>	<b>,086</b>	<b>,000</b>
FH2	<b>r</b>	,234	,209	,532	1,000	<b>,107</b>	<b>,258</b>	<b>,188</b>	<b>,238</b>
	<b>p</b>	,000	,000	,000	,	<b>,046</b>	<b>,000</b>	<b>,000</b>	<b>,000</b>
FH3	<b>r</b>	,125	,034	-,001	,107	1,000	<b>-,095</b>	<b>,331</b>	<b>-,104</b>
	<b>p</b>	,002	,404	,883	,014	,	<b>,027</b>	<b>,000</b>	<b>,017</b>
I1	<b>r</b>	,178	,209	,349	,258	-,095	1,000	<b>-,051</b>	<b>,238</b>
	<b>p</b>	,000	,000	,000	,000	,027	,	,228	<b>,000</b>
I2	<b>r</b>	,177	,129	,074	,188	,331	-,051	1,000	,055
	<b>p</b>	,000	,002	,089	,000	,000	,228	,	,190
H	<b>r</b>	,155	,164	,163	,237	-,104	,237	,055	1,000
	<b>p</b>	,000	,000	,000	,000	,017	,000	,190	,

Analyzing the results we noted the following correlations:

- Strategies and styles of intervention in educational crisis situations oriented reactively correlate positively with all the other dimensions investigated.
- Psycho-educational intervention strategies and styles proactively oriented correlate positively and significantly with: reactive intervention strategies and styles, transactional management approach, transformational management approach, intervention significance and perspective elaboration, focus on intervention results and management performance self-assessment.

- Transactional Management Approach in educational crisis situations correlate significantly and positively with: reactive intervention strategies and styles, proactive intervention strategies and styles, transformational managerial approach, intervention significance and perspectives elaboration and management performance self-assessment.

- The transformational management approach in education crisis situations correlates significantly and positively with all the other investigated dimensions.

- Passive/hesitant management approach of problematic situations correlates significantly and positively with: reactive intervention strategies and styles, focus on the results of psycho-educational intervention.

- A passive/hesitant management approach in educational crisis situations negatively correlates with intervention significance and perspectives elaboration, namely management performance self-assessment.

- Intervention significance and perspectives elaboration correlates significantly and positively with most other dimensions, except for passive/hesitant management approach of problem situations, with which it correlates negatively ( $r = -.095$   $p = .03$ ) and with focus on intervention results it does not correlate significantly as far as statistics is concerned.

- Focus on psycho-pedagogical intervention results correlates positively and significantly with most of the other dimensions, except for intervention meanings and perspectives elaboration and management performance self-assessment.

- Management performance self-assessment significantly and positively correlates with both conceptions regarding intervention strategies and styles in problem situations, transactional and transformational managerial approach as well as intervention significance and perspectives elaboration. Negatively it correlates only with passive/hesitant management approach in educational crisis situations.

Based on these correlations it can be noted that the subjects of this investigation relate to the styles and strategies of intervention in problem situations, as part of a transforming process, dominated by activism and initiative or a process of passive adaptation, focusing on constraints. So, without absolutely adhering to a certain conception of intervention strategies and styles, reactive or proactive, educators, depending on the context, they relate differently to these circumstances. From this perspective, the distinction can be made between subjects that promote a transformational management approach and design intervention strategies and styles both proactive and reactive, by situational adaptation and those who exhibit a passive/hesitant management approach in educational crisis situations, designing intervention strategies and styles just in terms of reactivity.

Teachers who practice a transformational management approach, via intervention strategies and pedagogical styles, develop an educational climate focusing on educational change and innovation, while those who prefer a passive/hesitant management approach in educational crisis situations is not actively involved in solving individual and group problems.

The conception educators have regarding pedagogical strategies and styles of intervention is closely related to management performance self-assessment. If educators get a high score for transformational and transactional approaches, then they

are likely to estimate a higher level of management performance. If educators get higher scores for the passive / hesitant managerial approach in educational crisis situations then subjects will estimate a lower level of management performance. Surprisingly, the correlated study does not highlight the existence of a link between the design educators have on strategies and styles of intervention in problem situations and the exclusive preference for a certain educational environment, which reveals that the impact educational environmental has in this field is reduced.

We calculated the correlation coefficients between the subscales of the ISSISCE questionnaire, to study the relationships between the investigated aspects (Table 4). There were statistically significant correlations at a threshold of  $p < .01$  for *reactive intervention strategies and styles* (E1) and *proactive intervention strategies and styles* (E2) with the following scales: *intervention significance and perspectives elaboration* (I1); *focus on the results of the intervention* (I2); *management performance self-assessment* (H).

Table 4. The correlation coefficients between scales of conception regarding intervention strategies and styles in educational crisis situations and managerial efficiency, i.e. management performance self-assessment

		E1	E2	I1	I2	H
E1	<b>r</b>	1,000	<b>,396</b>	<b>,178</b>	<b>,177</b>	<b>,155</b>
	<b>p</b>	,	<b>,000</b>	<b>,000</b>	<b>,000</b>	<b>,000</b>
E2	<b>r</b>	,396	1,000	<b>,209</b>	<b>,129</b>	<b>,164</b>
	<b>p</b>	,000	,	<b>,000</b>	<b>,001</b>	<b>,000</b>

Between the two concepts on pedagogical intervention strategies and styles there is a positive correlation, which indicates that teachers view them as not being dichotomous. A higher score for designing proactive intervention strategies and styles increases the scores for designing reactive intervention strategies and styles. Educators agreeing with the statements concerning the design of intervention strategies and styles in educational crisis situations is reflected in their expectations regarding improved efficiency and management performance. The higher the level of agreement between educators in relation to statements in the questionnaire aimed at the designing of pedagogical intervention strategies and styles, the higher the anticipated level of management performance.

Next we shall present the ISSISCE questionnaire subscales coding, as follows: *v= age; for the transformational managerial approach: F1= idealized influence; F2= inspirational motivation; F3= intellectual stimulation; F4= individual assessment; for the transactional managerial approach: F5= circumstantial rewards; F6= proactive involvement; F7= developing strategic practices; F8= monitoring violations; F9= performance evaluation; for the passive/hesitant managerial approach: F10= passive adaptation; F11= responsibility and action taking avoidance; F12= no systematic reaction to problem situations; F13= perception inertia.*

Table 5. The correlation coefficients between conception scales of intervention psycho-pedagogical strategies and styles and managerial approach

	v	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	
E1	r	-.001	<b>.214</b>	<b>.229</b>	<b>.157</b>	<b>.110</b>	<b>.224</b>	<b>.165</b>	<b>.183</b>	<b>.144</b>	<b>.189</b>	<b>.097</b>	<b>.120</b>	.063	<b>.095</b>
	p	.851	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.012</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.001</b>	<b>.000</b>	<b>.025</b>	<b>.005</b>	.145	<b>.027</b>
E2	r	-.014	<b>.175</b>	<b>.204</b>	<b>.125</b>	.050	<b>.264</b>	<b>.136</b>	<b>.151</b>	<b>.121</b>	<b>.122</b>	.000	<b>.106</b>	.015	-.012
	p	.698	<b>.000</b>	<b>.000</b>	<b>.002</b>	.237	<b>.000</b>	<b>.001</b>	<b>.001</b>	<b>.003</b>	<b>.003</b>	.897	<b>.015</b>	.670	.718

Statistically significant correlations are observed at a threshold of  $p < .05$  between the dimension scales *educators' outlook on psycho-pedagogical intervention strategies and styles* and all the scales referring to *managerial approach*, except for the subscale related to *the lack of systematic response to problem situations* (Table 5). Increased adherence to the designing of reactive psycho - pedagogical intervention strategies and styles determines an increase in scores for all subscales of transformational and transactional management approach. Designing reactive intervention strategies and styles causes lack of systematic response to problem situations.

An increase in scores is recorded for designing *proactive intervention strategies and styles in educational crisis situations* (E2), which determines a change in scores concerning the subscales of *managerial approach*, except for the following subscales: *individual assessment* (F4), *passive adaptation* (F10) and *lack of systematic response to problem situations* (F 12).

Table 6. The correlation coefficients between the scales regarding the methods of management approach in educational crisis situations

	v	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13	
F1	r	.001	1,00	<b>.372</b>	<b>.412</b>	<b>.257</b>	<b>.275</b>	<b>.292</b>	<b>.264</b>	<b>.304</b>	<b>.290</b>	.021	<b>.109</b>	.073	.035
	p	.844		<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	.579	<b>.012</b>	.088	.392
F2	r	<b>.140</b>	<b>.372</b>	1,000	<b>.451</b>	<b>.336</b>	<b>.239</b>	<b>.322</b>	<b>.173</b>	<b>.305</b>	<b>.318</b>	<b>.105</b>	.034	-.001	.050
	p	<b>.001</b>	<b>.000</b>		<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.015</b>	.409	.888	.231
F3	r	.061	<b>.412</b>	<b>.451</b>	1,000	<b>.409</b>	<b>.337</b>	<b>.394</b>	<b>.161</b>	<b>.537</b>	<b>.385</b>	-.110	-.079	-.065	.059
	p	.165	<b>.000</b>	<b>.000</b>		<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	.012	.068	.127	.165
F4	r	<b>.104</b>	.241	<b>.336</b>	<b>.409</b>	1,000	<b>.253</b>	<b>.259</b>	<b>.219</b>	<b>.382</b>	<b>.360</b>	-.086	-.075	-.053	.035
	p	<b>.018</b>	.000	<b>.000</b>	<b>.000</b>		<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	.047	.082	.212	.390
F5	r	<b>.093</b>	<b>.275</b>	<b>.239</b>	<b>.337</b>	<b>.253</b>	1,000	<b>.563</b>	<b>.371</b>	<b>.412</b>	<b>.445</b>	<b>.072</b>	<b>.172</b>	-.027	.058
	p	<b>.031</b>	.000	<b>.000</b>	<b>.000</b>			<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.090</b>	<b>.000</b>	.495	.169
F6	r	<b>.045</b>	<b>.292</b>	<b>.290</b>	<b>.394</b>	<b>.259</b>	<b>.563</b>	1,000	<b>.364</b>	<b>.490</b>	<b>.416</b>	-.089	<b>.147</b>	-.015	.072
	p	.280	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>			<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.041</b>	<b>.001</b>	.664	.096
F7	r	-	.265	.173	.161	.219	.371	.364	1,00	.227	.380	-.164	<b>.325</b>	<b>.341</b>	.187
	p	<b>.031</b>	.000	.000	.000	.000	.000			<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>
F8	r	.013	.304	.332	.537	.382	.412	.490	.227	1,000	<b>.489</b>	<b>.158</b>	.020	-.032	.006
	p	.699	.000	.000	.000	.000	.000	.000			<b>.000</b>	.616	.427	.778	
F9	r	.074	.290	.318	.385	.360	.445	.416	.380	.489	1,000	<b>.122</b>	.055	<b>.090</b>	<b>.087</b>
	p	.085	.000	.000	.000	.000	.000	.000	.000	.000		<b>.005</b>	.193	<b>.040</b>	<b>.044</b>
F10	r	-	.021	.105	-.110	-.086	-.072	-.089	.164	-.158	-.122	1,000	<b>.411</b>	<b>.457</b>	<b>.309</b>
	p	.795	.579	.015	.012	.047	.090	.041	.000	.000	.004		<b>.000</b>	<b>.000</b>	<b>.000</b>
F11	r	-	.109	.034	-.079	-.075	.172	.147	.325	.001	.055	.411	1,000	<b>.421</b>	<b>.400</b>
	p	.061	.012	.409	.068	.082	.000	.001	.000	.583	.193	.000		<b>.000</b>	<b>.000</b>
F12	r	-	.073	-.001	-.065	-.053	-.027	-.015	.341	-.032	.090	.457	.421	1,000	<b>.353</b>
	p	<b>.013</b>	.088	.888	.127	.212	.495	.664	.000	.427	.040	.000	.000		<b>.000</b>
F13	r	-	.035	-.050	.059	.035	.058	.072	.187	-.006	.087	.309	.400	.353	1,00
	p	.405	.392	.231	.165	.390	.169	.096	.000	.778	.044	.000	.000		

The correlation coefficients between scales aiming at the methods of management approaches in educational crisis situations are presented in Table 6. The following can be observed:

- There are significant correlations at a threshold of  $p < .05$  between scales referring to methods of management approach of problem situations, correlation coefficients values being between 0.087 (at threshold of  $p = .044$ ) for the correlation between perception inertia and management performance evaluation and 0.490 (at a threshold of  $p = .000$ ) for correlation between proactive involvement and monitoring violations scales.

- There are significant positive correlations between the age of subjects and inspirational motivation, individual assessment and circumstantial rewards respectively.

- There are significant negative correlations between the age of subjects and the development of strategic practices, lack of systematic response to problem situations and focus on the results of the intervention.

These findings lead us to consider that the component subscales referring to scale management approach in educational crisis situations influence each other (eg. changing the value of the subscale *idealized influence* (F1) has influence on the value of the other subscales included in *the transformational managerial approach* (FH1) and *the transactional managerial approach* (FH2).

In this regard, it can be noted that transformational management approach in educational crisis centered on idealized influence, inspirational motivation, individual assessment is made more effective by developing strategic practices through proactive involvement, monitoring violations and evaluation of psycho-pedagogical intervention performance. As the subjects' age increases, there is a decrease in the values regarding the lack of response to problem situations and passive/hesitant management approach. As the subjects' age increases, there is a higher level of anticipatory involvement efficiency, and of management approach focusing on the inspirational motivation and individual assessment.

There is a negative correlation between *idealized influence* and *responsibility and action taking avoidance in educational crisis situations*, the greater the subject's preference for idealized influence the lower the wish to avoid taking responsibility and action. Between *the inspirational motivation* (F2) and *individual assessment* (F4) variables there is a significant influence in the sense that increasing interest of educators towards proactive educational intervention styles and strategies, greater importance is given to assessing the interests and potential of each member of the organization. Educators' efforts to stimulate intellectually their educational partners is correlated with a decrease in their interest in relation to monitoring and sanctioning violations.

Subscales related to circumstantial rewards, proactive involvement, monitoring and evaluation of deviations intervention performance assessment correlates with individual assessment and idealized influence. Higher scores for the development of strategic practices (F7) variable are correlated with a decrease in the passive adaptation to new problems manifested in educational contexts.

Educators' concern to improve pedagogical intervention, using circumstantial rewards if obtaining early performances, is associated with a significantly higher level in terms of avoiding accountability and action. Focusing on the results of the intervention, on the process of individual performance evaluation is associated with a lack of systematic response to problem situations and a certain inertia of perception. Even if educators frequently use deviation monitoring strategies and the intervention performance evaluation at individual and organizational level, it can be noted that they exhibit a certain inertia of perception regarding educational crisis and do not react systematically to solve problems efficiently. In this case we can say that these people are marked by a certain fear of the unknown, which generates a sense of restlessness, because the awareness of their own managerial shortcomings.

Below we present the correlation between intervention strategies and styles effectiveness in educational crisis situations, achieved either by focusing on the outcomes of the intervention, or by constructing meanings and perspectives of action and management approach scales (Table 7).

*Table 7. The correlation coefficients between the scales referring to management approach in educational crisis situations, managerial efficiency and intervention performance self-assessment*

	v	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12	F13
I1	r	,005	,290	,286	,279	,194	,251	,241	,088	,201	,202	-	-	-
	p	,853	,000	,000	,000	,000	,000	,000	,044	,000	,000	,130	,299	,055
I2	r	-	,093	,044	,115	-	,124	,149	,205	,147	,081	,239	,318	,230
	p	,005	,033	,292	,007	,537	,003	,001	,000	,001	,061	,000	,000	,000
H	r	,853	,202	,122	,133	,038	,228	,113	,149	,232	,196	-	-	-
	p	-	,000	,003	,003	,356	,000	,009	,001	,000	,000	,067	,001	,103
		,095									,120	,876	,010	,001

*Effectiveness of intervention strategies and styles in educational crisis situations achieved by constructing meanings and perspectives of action* correlate positively and significantly with the scales included in the transformational management approach dimension, and the transactional managerial approach dimension respectively. For a passive / hesitant managerial approach in educational crisis situations, we have a significant and negative correlation between the construction of meanings and perspectives of action and perception inertia ( $r = -0.099$   $p = .023$ ). Subjects who are preoccupied about giving a new meaning to problem situations and creating new learning opportunities generated by these, obtain high scores in the transformational managerial approach dimension, and the transactional management approach in educational crisis situations dimension respectively and show no perception inertia.

*Effectiveness of intervention strategies and styles in educational crisis situations obtained by focusing on intervention results* significantly and positively correlates with the following aspects of transformational and transactional management approach: idealized influence, inspirational motivation, intellectual stimulation, situational rewards, proactive involvement, developing strategic practices, monitoring



deviations. There are significant positive correlations between focusing on results and all the scales belonging to the passive/ hesitant management approach of problem situations.

A significant negative correlation can be noticed between intervention strategies and pedagogical styles effectiveness in educational crisis situations achieved by focusing on results and the age of the subjects, which indicates that the more advanced the age of the subjects the more they exhibit an attitude of rejection towards intervention strategies and styles centered excessively on tasks and results.

Based on the correlated study we can conclude that subjects which exhibit a passive/hesitant management approach in educational crisis situations relate to intervention strategies and styles by effectiveness focusing on tasks and outcomes, while subjects who use a transformational and transactional management approach are less influenced by excessive focus on the results of the intervention.

Next we shall analyze the correlations between management performance self-assessment and the scales involving management approach methods in educational crisis situations. It is noted that self-assessment correlates significantly and positively ( at a threshold of  $p < .01$  ) with all the scales involving transformational and transactional management approaches, except for individual appreciation. Expected managerial performance is higher once subjects start preferring transactional and transformational managerial approaches in these problem situations. Individual assessment is not reflected in management performance. Significant negative correlations are recorded between management performance self-assessment and lack of systematic response to problem situations, namely perception inertia. The more the subjects anticipate a higher level in terms of management performance, the more systematically they react to solve problems.

### **3. Conclusions**

Relevance of the information obtained and the impact of changes caused in relation to the studied phenomenon largely depend on locating the research in real school life. While conducting the study different methods and tools were used for data collection, both qualitative (interviews and focus groups) and quantitative (questionnaire) that were made during visits to all schools in the sample group.

Statistical processing and interpretation of the obtained data after using the methods and tools of investigation, analyzing descriptive results and inferential processing may cause a reconfiguration in the experimental design, and the selection of new formative methods and tools.

Consequently, the active and creative involvement of educators and learners in interactional processes, but above all in psycho - educational intervention, in order to adapt and change, become necessary conditions prior to achieving educational aspirations. The group of students which develops an effective social organization, characterized by transactional and transformational management strategies and styles, a division of tasks and delegation of responsibilities, information and communication systems, shall show an adaptive advantage in the organizational and social environment.

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