# THE CHARACTERISTICS OF MANAGERIAL STYLES IN THE EDUCATIONAL SPHERE

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**ABSTRACT:** *The present paper aims to present the educational style that represents a synthesis of qualities, capacities and educational components, manifested in ways of designing, organizing, developing and evaluating the instructive-educational activities. The essential component of the pedagogical aptitude is the ability to train, which consists of the possibility to organize the material to be taught and to teach it in an accessible form. The skill to organize is dependent on the teacher's intelligence, its use in selecting the system of knowledge and skills in the subject matter and in their classification and writing in order to be transmitted. Teaching means "presenting facts, examples, patterns, themes, proposing to students an activity on them, that is, leading them to analyze them, compare them - so to work with this material - and then extract the essentials, fixing it in definitions, laws and principles.*

**KEY WORDS***: educational management, educator/teacher, psychological processes, school environment, behavior, leadership style, educational environment.*

**JEL CLASSIFICATION:** *I21, M21.*

## 1. INTRODUCTION

The leadership of the educational group is associated with many multidimensional difficulties, both at the individual and group level. The educator-manager is constantly confronted with these realities, being set in the position to investigate and analyze the nature, weight and role, played by internal and external factors, leading to major dysfunctions in the exercise of various managerial styles.

The scientific researches in the field of educational management, organizational psychology, anthropology aimed at the theoretical and applied study of the leading styles, bringing their contribution in the direction of diminishing the difficulties and optimizing the development of the educational process. The factors that

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generate these distortions are related to the cognitive, affective, attitude and aptitude aspect of the educator-manager personality, which insufficiently developed constitute barriers to the practice of an efficient managerial style.

## 2. THE MANIFESTATION LEVELS OF DIFFICULTIES IN LEADING THE GROUP OF STUDENTS

The evolution of research in the field of organizational management favored the widening of the perspectives on the factors leading to dysfunctions in the application of the leading styles at the level of the educational group. Many authors provide a complex, multidimensional approach to these issues, analyzing the realities of the school organizations, the relationships they develop both horizontally and vertically, the values and the problems they face.

These deficiencies manifested in the exercise of leadership styles can be grouped by their nature in the following categories: objective difficulties, independent of the will and desire of the educator-manager; a psychological, subjective difficulties, related to the peculiarities of the educator. These categories of variables target the sources and manifestations of a dysfunctional leadership by highlighting psychological pressures exerted on school managers and the impact of narcissistic behavior on the effectiveness of leadership.

The educator-manager is subjected to psychological pressure:

- Isolation of command. Educator-manager supports the development of stress, frustration, old relationships change, and former colleagues distance themselves.
- Power dependence - the fear of losing so hardly acquired power sometimes leads managers to resort to reprehensible actions.
- Fear of envy - some find it a very disturbing subject of envy, reaching the fear that leads to dysfunctional self-destructive behavior.
- Living it "And now ...? "- once they have seen their desire for life, leaders sometimes suffer from depression, the feeling that there is little to do for them to struggle.

All these psychological processes can cause stress, anxiety and / or depression, which in turn lead to irresponsible and irrational behaviors, affecting the normal development of the school organization and a dysfunctional school environment. These pressures experienced by an individual derive from the way they learn to confront and overcome the vicissitudes of narcissism.

The causes of these dysfunctions are very various:

- The over-estimation of individual differences: manager's inability to accept criticism; considering the actions of others as competitive and threatening; detention from personal relationships; lack of willingness to give trust or rewards; unwarranted hardness based on the mentality that it is only that which requires respect; indifference to capacity utilization; lack of desire to develop.
- Not recognizing motivational force as a key factor of efficiency: emotionalism, emotional reaction to a proposal that leads to blocking, abandoning new ideas; exaggerating their own functions and discrediting others.

- The fear of the unknown: the sense of insecurity; the tendency to wait for problems to solve by themselves; avoiding risk-taking, especially the escape of authority; search for coverage, a convenient formula of approach; blame of liability; lack of diagnosis, analysis and appreciation; failure to take account of alternatives in making a decision; the tendency to act after a previous model; prejudices against problem situations.
- The inability to overcome the level of an earlier function: the manager's inability to cope with the organization's realities; to be balanced; to act in conditions of tension and frustration; lack of manager's desire to delegate authority.
- The socio-economic-cultural conditions: particularities of the socio-cultural environment based on individualism, selfishness, competition.

### 2.1. The psycho-individual level

At this level there are dysfunctions related to the individual, differential peculiarities of the educator-manager personality. H.Schaffer (1971) appreciates the duality of human behavior, determined by the constant interference between rational and irrational, conscious and unconscious, logical and affective. In this respect, it highlights the tendency of man to avoid situations that cause anxiety, depression or those in whom he feels incompetent, weak and to seek situations that offer safety, promotion and acceptance.

All these psycho-social phenomena, generated by personal needs, lead to the development of defense mechanisms of the individual, even unconsciously, which are transposed into behaviors that may be favorable or unfavorable to the practice of leadership styles at the level of the school organization. "Any management strategy based on ignoring or distorting the reality of these defense mechanisms is intended for failure, just like any strategy based on the idea that these fundamental schemes can be easily changed to an individual or a group." The most important rationalization of leadership consists of providing time for respite, meditation.

The unfavorable behaviour to efficient management according to this vision are: escape to the system, to the formal structures and rules of the school organization; denying difficult behaviors; xenophobia; Perpetual and unjustified accusation of others; focusing on things that can not be achieved; invoking the lack of time.

These behaviors are determined by the teacher's defense mechanisms and have some general characteristics, being:
- universal;
- necessary (they have the role of psychological balancing of the individual);
- individual (characterizes each person and depend on the particularities of ontogenesis);
- stable.

In the 1980s the emphasis would be on the motivation of the leadership, so that in the 1990s it would be shifted to the transferable skills required in the educational process, and in the present discourse the transition to the formation of character would be achieved. Thus, the personality of the educator-manager and the character traits

become an explanatory part of the successes and failures at the level of the school organization.

Kets de Vries (2002) takes into account the "managers' irrationality", which can act as a barrier to the evolution of the educational organization. It will refer to certain despotic and neurotic leadership styles of the manager (paranoid, obsessive, hysterical, depressive, schizoid) that generate organizational pathologies.

Alain Kerjean (2002) considers the character as the one that facilitates or constrains the success of the organization: "character is more important than c. But it must be formed, built. Forging character is equivalent to empathic empowerment, adaptability, responsibility and integrity. "

The model of the dinosaur type educational organization has been overtaken, with high and rigid hierarchies, with the organization of the fish bank being promoted with rapid movements and constant adjustments. The new type of organization implies the accountability of educational actors, going beyond mere delegation, inducing person emancipation and changing attitudes, behaviors, and offering opportunities for career development by using all the resources available.

It is appreciated that in such a context the lack of the teacher-manager character or his fragility creates great difficulties for the organization, which has undergone essential transformations and is subject to three shocks: the computerized society; of mondialisation; of the scientific and technical civilization. An effective leadership style is the one that induces behaviors and performance.

## 2.2. The psycho-organizational level

Nathaniel Steewart (1967) believes that "weaknesses appear in the conception and perspective of man and inevitably in his attitudes, behaviors and actions as a leader. They are in many respects serious enough to contribute to what leads largely to the lack of leadership maturity. "It will make a categorization of weaknesses that act as barriers to effective leadership: those from Se are found to be predominant of psycho-individual nature, and other psychosocial or psycho-organizational:

- the human nature;
- reporting leaders to ideas and values;
- the problem management;
- confronting the realities of life in the organization.
- the main categories in which they fall;
- to look for an adequate way;
- apply the right measures;
- counteract.

These weaknesses are of a temporary, situational nature and need to be analyzed in order to be overcome without prompt intervention becoming automatism and chronicling. All these deficiencies are generated by the way educator-managed is reported to students, the way he / she conceives interpersonal relationships and how he / she realizes them in school practice. They represent the sedimentation, crystallization and selective generalization of the human interaction plan:

Although reactive narcissism is the most common factor in disfunctional management, there are other personality configurations that can contribute to organizational and leadership dysfunction. In some cases, driving style is rigid, neurotic, strongly mirrored in inappropriate strategies, structures, and models.

There are five types of neurotic organizations most common: drama-tic / ciclotim, suspicious, detached, depressive and obsessive. Each of these organizational types has strong points and weaknesses. In many cases, a strong point (such as the leader's intense attention to rival actions) becomes weak in time (as if a healthy provision becomes a strong suspicion), polluting the atmosphere of the organization, and when that happens, it is needed a change for her survival. Unfortunately, change never comes easy.

The first step towards change is to recognize the dangerous signs of dysfunctional leadership and organization, requiring the desire of educators-managers of introspection and honest assessment. Because it is difficult to identify problems and make good choices when the whole organization is caught in a self-destructive model, managers in this situation should gather their courage to ask for help. Encouraging them to see what they have done to their organization and providing them with reliable behavioral alternatives, outside professionals can find these alternatives for resolution.

I best achieve when addressing collective imagination, giving them a purpose and a sense. To actually accomplish these tasks, they must defeat their narcissistic strides, staring deep inside and realizing their own imperfections. They have to cultivate a sense of emotional intelligence, a process that begins with the knowledge of the self, which is not a novelty.

The relational transfer, ie the use of relational models from the past to solve present situations, is a common phenomenon. In fact, each of us " runs " past reactions to current stimuli. The psychological traces left by our educators and parents cause confusion in time and space, so we react to others today as if they were the important people in our past. These traces remain with us and guide our interactions for the rest of our lives.

At work, there are two common types of relational transfer: mirroring and idealization. It is said that the first mirror of the child is the figure of his mother. A person's identity and mind are easily formed by contact with his mother, especially during the early stage, of his development. Beginning with this first mirror, the process of reflection, by taking on the way of being and behaving from others, becomes a continuous aspect of everyday life and relationships with others. Idealization is another universal phenomenon: trying to overcome feelings of helplessness, we idealize the important people, starting with our first educators, whom we see almighty. Thus, we try to fight helplessness and gain some of the power of the admired person.

When idealization and reflection occurs in the formation of an organization, those who follow the leader do not react according to reality unless the leader is a significant figure in their past, like parents or other authoritarian persons. The emotional dignity of subordinates makes them transfer most of their hopes and fantasies to those in leadership and authority, inducing a sent.

## 2.3. The psychosocial level

A serious barrier to the effective exercise of leadership styles is the lack of social interactional experience. Many educator-managers do not have adequate behaviors to play their social roles, they do not know how to counsel their students, do not transmit the information correctly, do not initiate group actions, do not settle conflicts within the group of students.

Karl Stefanic-Allmayer (1970) formulates 33 principles of leadership in which we find difficulties: lack of time for reflection; inappropriate dosage of behavior; ignorance of the group's neuralgic points; lack of overall vision of the organization; insufficient development of the "sense of essence" at the manager; lack of in-person competence.

Mamali C. refers to other difficulties: errors in the perception of the seed; inertia of perception (we appreciate it from the perspective of previous behavior); social inertia; the irradiation of prestige and authority over other domains, over others, may exacerbate the gap between the formal and informal hierarchical structure; perceptive errors (exaggerated simplification of behaviors, attribution of non-existent features, stereotyping, prudence, indulgence.

K.de Vries (2000) considers the theater leaders to be true leaders, many roles are prescribed, creative, others are associated with negative effects (in the context of interpersonal relationships of secret, harsh understanding). A good adult is the one who responds best to their own affective problems.

R.Mucchielli (2001) establishes a relational pathology:
- the patriarchal sovereign and the need for father, mother: he is the protective head who seeks adoration, addiction,
- the model leader, represents the self-worth of subordinates,
- the sadic tyrant requires a severe discipline
- the boss who seeks love and subordinates offers it
- the boss is the scapegoat and the subordinates are unloading their anger
- do it all alone,
- inciting, initiator,
- hero.

## 3. DISTURBING EFFECTS ON THE SCHOOL ENVIRONMENT

The etiological factors of the educational environment can be quantified through the following indicators:
- interpersonal relations between teachers and students;
- informal relationships between group members;
- relationships between manager and collaborators;
- satisfaction or dissatisfaction of educational actors;
- mobility enters and intergroup;
- the atmosphere in the group;
- group dynamics;
- collective participation;

- performance standards;
- responsibilities of members;
- the quality of the educational act and the role of the climate; concerns about working conditions;
- leadership receptiveness to suggestions and proposals made;
- attitude towards social and moral values.

In the specialized works, the educational environment is assessed by reference to several dimensions: school motivation; satisfaction; the attitude; interpersonal relationships; the information circuit; cooperation; participation in decisions and performance. In ensuring the optimal educational environment, both subjective and objective factors are involved, such as:

- the didactic logistics (classrooms, laboratories, didactic technology),
- the teacher attitudes towards pupils
- the students' attitudes toward educators;
- the students' motivation for learning;
- the intellectual potential;
- the didactic strategies.

## 4. THE CONSEQUENCES OF FAULTY MANAGEMENT

1. From a managerial point of view, the most important cause is the overworking of students. Educators ignore the availability of limited effort of students in their involvement in different learning tasks in time and effort contexts. Overloading has as a major cause the variable-time training system, plus the multitude of tasks in class and at home, and day and week regimen. The leadership manager needs to better organize learning and schedule the effort for everyone.

2. Lack of motivation refers to the absence of classical elements regarding intrinsic and extrinsic, cognitive and affective motivation and self-control of motivation. Successes are achieved due to motivation, and in the absence thereof, non-involvement occurs, resulting in a depreciation of the educational environment that influences the atmosphere, morale, affective state. The manager should be concerned about the transfer of product-to-process reasons, given the motivation to achieve intellectual and social performance, the role and status of the student in the classroom. It is the health indicator of an educational group and can be an indicator of differentiation.

3. Educational skills of the educator in preventing negative behaviors by working with parents.

4. Non-involvement, indifference, distancing, dissatisfaction, duality

5. Disciplinary abortions, school dropout

Research has found that adequate management can create a good climate in the classroom, causing open behaviors, lack of fear and inhibition on the part of students. This allows them to concentrate on learning tasks, makes them engage in engaging social action.

A flawed management style leads to lying, to verbal and non-verbal aggressive behavior. Aggressiveness, occurrence and manifestation is dependent on managerial

intervention or nonintervention. Tensions are emerging and their degree of development is evidence of the efficiency of managerial styles.

In education, it is important to prevent such manifestations, through leadership style, the educator-manager can influence the resolution of these conflicts. Crisis management is a very important aspect of managerial activity, the conflict being serious gaps in management, must be reported, analyzed and resolved. These have long-lasting effects: absenteeism, abandonment, indiscipline, lagging behind in learning. There is a crisis at the level of the class, the group, the activity, the relationships, and the worsening of the educational environment. In order to prevent crisis situations, we must observe: the climate of activity, discipline, attention.

For a good manger one can not say that a tense state is spontaneous. Interpersonal relationships can generate tensions. Causes: pupil ignorance, expectations are not stimulated equally, attention is not paid to inadequate behaviors, subjective assessment, poor communication.

The manifestation of an authoritative style of leadership characterized by the fact that the educator is the key character that fulfills the functions of management translates into the educational practice through: remote, individualist climate; lack of cooperation and competition; failure to recognize the individual contribution; Ensuring an extrinsic motivation; absence of interpersonal competition; there is no intergroup cohesion and between groups, there are predominant rejection relationships; communication is limited to short, sharp orders, and distinctions are made in the spirit of individualization rituals; non-involvement in student issues and in the process of their formation;

A leadership style based on the lack of consultation of the student group in making decisions leads to errors or omissions of important issues with respect to that decision. In some school organizations in which the practice of authoritarian style has become a tradition, there are phenomena of disinterest that gradually put that estrangement of students in relation to the decision-making process and then to what constitutes the culture of that organization (values, norms, principles).

The pupils' interest in developing relationships decreases as they find themselves ignored without being consulted on the decisions to be taken. Developing such a climate at the level of the student group, even if it generates performance for a short period of time, will prove ineffective due to excessive concentration on one leader as the sole decision-maker on the organization's problems.

The expression of decisions as definitive and irrevocable decisions limits, but, worse, makes it impossible to stimulate cooperation and competition, lacking the intrinsic motivation to engage in the learning activity of the group of students, the moral support for a firm commitment. Students can not affirm their personal opinions, they are not given the opportunity to capitalize their professional knowledge or managerial skills, the possibility to predict and analyze certain consequences.

The training of students in solving their learning tasks is determined by a lifestyle learning process that provides ongoing formative feedback support, fostering solidarity among students and identifying with a representative figure in the organization. Otherwise, it will be manifested: criticism and personal attacks, envy for performance, verbal violent attitudes, hatred.

Educators do not know how to attract their pupils, to bring them closer, considering that they are difficult to adapt; they do not find the right place in the collective; student participation is only noticeable when expressing dissatisfaction or disagreement; non-acceptance of norms, values or principles of culture; non-involvement of pupils in creative and decision-making processes; the organization does not meet their expectations; the beliefs and convictions highlighted by organizational culture prove to be unfounded. All of this leads to unequal participation in the mechanical fulfillment of learning tasks.

A free constructive leadership style that is not limited to imposed barriers can be considered as a disruptive potential for group balance, and the conflicting situations that will arise will be misinterpreted in scope and size. It is difficult to carry out an activity to support competition in the conditions in which the conflict acquires unpredictable proportions, being seen by the majority as a destabilizing order, according to norms at the level of the group or organization. Under these conditions, the functional character of the conflict disappears, especially at the level of ideas that arise from contradictions, the practical application of which leads to the achievement of some performances.

The components of the educational environment can be wrongly directed through a managerial style that flattens and unifies in the name of a wrongly understood group cohabitation, model of thought and action. If, at the level of the pupil group, the educator's leadership style promotes conflict-free rules, principles, and values through rigorously drawn behavioral patterns, students will not be encouraged to express and support their non-conforming views even if they can thus contributing to the optimization of the educational climate and the motivational development, discouraging the initiative and the critical spirit.

The inefficiency of the communication system at the level of the pupil group largely determines the failure to achieve the educational objectives and prevents the achievement of the school performance. The training of pupils in the whole process of teaching-learning-evaluation through the communication strategy depends on: the volume and importance of the information, their propagation speed, the possible short circuits of the communication channels, eventualy.

## 5. CONCLUSIONS

The managerial style clearly contributes to optimizing or blocking communication in the student group. The educator, as the formal leader of the group, selects information by deciding who, how and when to convey them. Many mistakes: intentionally concealing, knowingly omitting certain information, observing the rules of group communication, increasing personal and group responsibility in relation to information circulated, active listening, suggesting creative ideas even if they contradict traditional values.

There are many situations in which the practice of a certain style of leadership by an inadequately situational educator can generate at the level of the group a series of formal relationships which gradually become impersonal, reserved and sometimes give

rise to feelings of rejection, these profoundly marking the development of the personality of the children in affective -emotional.

At the same time, these dysfunctions in the managerial style of the educator make possible the development of an educational environment characterized by the isolation and alienation of students according to the principle of "divide et impera". Thus, that culture of differentiation is facilitated and perpetuated, while neglecting the promotion of socially desirable social norms based on mutual collaboration and mutual support.

The educator's managerial styles must contribute to stimulating and developing the emotional intelligence of students, promoting the expression of true feelings, revealing their experiences and their own way of living and acting in the spirit of increasing cohesion in the group of students.

In these situations, the opportunity to be offered to each student to be actively involved in cognitive, affective, motivational and psychomotor cooperation and competition within the group of pupils is limited and then disappeared.

Through the leadership styles exercised, the educator-manager will fight against wear and routine, assuming responsibilities in line with his professional vision. This may induce the search for new types of organization of the educational process, the distribution of group tasks in a flexible manner. There is a new informal hierarchy at the level of the school organization, made up of a subtle alliance between different sources and leadership. This tendency of equitable distribution of management responsibilities within the field of competence of educational actors, to a large extent, satisfies the new authority ratios.

The reality shows that there is and will always be a gap between good intentions and management strategies centered on change processes, developing institutional projects, steering task groups and actively intervening in debating the issues.

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