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Aspects related to management styles and manager types in the educational organizations

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Abstract

The way an educational institution is managed is very important, because it has to be functional and efficient. The persons managing the educational institutions (rector, pro-rector, high school principal, deputy directors, secondary school principals) have to be very good managers and to have the ability to successfully transform the human resources (pupils, students), the financial, material and didactic resources, and this is reflected in the school results, the development of pupils and students personality and in the entire instructive – educative process. Both in the management of a classroom and of an institution we noticed the same managerial functions: planning, organization, coordination, decision, evaluation and control. In the present study we made a sociologic experiment to evaluate the main management styles practiced by the managers of several universities and high schools from Timisoara (Romania), and from the analysis of the results we noticed that the authoritarian style from the institutions where it is used is ineffective compared to the institutions where the managers use a democratic style. An effective management involves both native talent and a continuous study, training and experience and one of the qualities of successful managers is flexibility.

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1. Introduction

The art of management is very important because the managers from the educational system (schools, high schools, universities) lead and influence through the managerial style two categories of people: the pupils or

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students and the teachers from these institutions.

The managers from education should have or should acquire several qualities like: organization spirit, observation spirit, the capacity to motivate students and teachers, to know very well the problems from the institution they manage, to have authority, prestige and credibility in everything they say and decide.

The specialized literature presents many classifications of the managerial styles.

In his opinion (Stanciu, 2003) the first experimental studies of the managerial styles belong to (Lewin,1935) who identified three management styles:

- the authority style where the leader determines the activities to be realized, establishes the tasks and the working methods;
- the democratic style where the managers discuss the problems and adopt together the decision;
- the permissive style where the leaders give the liberty to their employees to take decisions and act.

Many factors influence the managerial style (Ciurea, 2005):

- Qualities, characteristics and psychic structure of the managers;
- The methods and techniques used by the managers;
- The managerial motivation;
- The hierarchical position and the power concentration degree;

2. Material and methods

With this study we would like to help those persons who manage the pre-university and university educational institutions in order to reduce the malfunctions by adopting measures to optimize the management activity.

The research was realized by sending a survey in order to identify the employees' opinion related to the management style of the leaders in two pre-university institutions (a high school with theoretical profile and one with technological profile) and two universities (one with economic profile and one with agricultural profile) from Timisoara (Romania).

In this study we respected the following stages:

- We established the structure of the sample;
- We sent the survey;
- We collected the results;
- We analyzed and interpreted the results.

3. Results and discussions

Because the management style is defined by the way of working with people, the survey had several questions. One of the questions was: are you consulted when your managers have to take major decisions?

The participants had to choose the following answers:

- The managers decide by themselves;
- The employees are consulted in order to take the decision;
- The employees take the decisions;

The survey from the study allowed us to identify several managerial styles, so in table 1 we can notice: 51% of the participants answered that the managers involve the employees in taking the decisions, meaning that the dominant style is the democratic one.

Analyzing the answers of the participants from the university environment we notice that 61% of the participants from the Economic profile and 54% of the Agricultural profile consider that the dominant management style is the democratic one, but 68% of the participants from the technologic profile consider that in their institution the dominant managerial style is the authority one. This style is ineffective, generates tensions, dissatisfaction and frustration, there for we consider it is necessary that the manager of the institution should try to adopt an open managerial policy, to cooperate and communicate better with the employees and to be transparent when taking decisions.

Table 1. Participants perception related to the managerial style when taking decisions

| Managerial styles | Theoretic high school | Technological high school | Agricultural profile university | Economic profile university |
|---|-----------------------|---------------------------|---------------------------------|-----------------------------|
| Authority style the managers take decisions by themselves | 39% | 68% | 41% | 30% |
| Democratic style the managers consult the employees when taking decisions | 51% | 25% | 54% | 61 % |
| Liberal style the employees take the decisions | 10% | 7% | 5% | 9% |
| Total | 100% | 100% | 100% | 100% |

Concerning the involvement in tasks execution, in table 2 we present several types of managers (autocrat, altruistic, hesitant, promoter and realizer).

Table 2. Participants perception related to the tasks execution

| Types of managers | Involvement in tasks execution | Theoretic high school | Technological high school | Agricultural profile university | Economic profile university |
|-------------------------|---|-----------------------|---------------------------|---------------------------------|-----------------------------|
| The benevolent autocrat | Is concerned by the realization of the objectives, knows the internal problems, is updated concerning the new working methods and techniques, has as main purpose the objectives achievement and has a high level of efficiency | 49% | 39% | 27% | 35% |
| The altruistic | Low concern for the tasks execution, is interested mainly in human relationships | 5% | 4% | 3% | 7% |
| The hesitant | Is the type of manager concerned in tasks execution but with low interest for the results, adopts a very cautious position. Takes decisions only when absolutely necessary | 4% | 6% | 5% | 2% |
| The promoter | Is concerned to increase the efficiency of the activity, incites others to work, and believes in the force of the personal example. | 10% | 7% | 12% | 9% |
| The Realizer | Is the type of manager, who is constructive, perseverant, the main objective is the effective organization of the collaborators' efforts in order to obtain immediate and long term results. | 32% | 44% | 53% | 47% |
| Total | | 100% | 100% | 100% | 100% |

In the study we notice different answers concerning the types of managers: 49% of the participants from the theoretic high school consider that their manager is autocrat, 44% of the participants from the technological high school consider that their manager is a realizer.

Analyzing the answers given by the participants from the two universities we noticed that they consider their managers as realizers.

In table 3 we presented the participants perception concerning the unfulfilment of the tasks and objectives.

From the study we notice that both in the university environment and pre – university environment, the unfulfilment of the objectives is due mainly to the faulty communication between the managers and subordinates but also because of the ineffective communication between the employees.

Table 3. Participants perception concerning the tasks and objectives unfulfilment

| Tasks and objectives unfulfilment | Theoretic high school | Technological high school | Agricultural profile university | Economic profile university |
|--|-----------------------|---------------------------|---------------------------------|-----------------------------|
| Manager's lack of involvement | 12% | 28% | 19% | 11% |
| Faulty communication between the manager and the employees | 45% | 31% | 47% | 34 % |
| Employees lack of experience | 2% | 9% | 6% | 2% |
| Ineffective communication between the employees | 41% | 32% | 28% | 53% |
| Total | 100% | 100% | 100% | 100% |

We consider that the performance and the success in the educational environment are influenced by the communication, relationship and negotiation skills and for that the managers should change their style, to become more flexible and to communicate with the teachers, parents, students and with all the persons they get in touch with.

In the survey there was also the question: "What management style you would adopt if you were the manager of the institution where you work"?

Table 4. Participants perception concerning the preferred management style

| Managerial styles | Theoretic high school | Technological high school | Agricultural profile university | Economic profile university |
|-------------------|-----------------------|---------------------------|---------------------------------|-----------------------------|
| Authority style | 8% | 2% | 1% | 5% |
| Democratic style | 73% | 47% | 82% | 57% |
| Liberal style | 19% | 51% | 17% | 38% |
| Total | 100% | 100% | 100% | 100% |

In table 4 we notice that 73% of the participants from the theoretic high school said that if they were managers they would adopt the democratic style. The same answer was given by the participants from the university environment but the percentages are different: 82% from the Agricultural University and 57% from the Economic University.

The participants from the technological high school would adopt a liberal style (51%) and only 47% would adopt a democratic style.

4. Conclusions

In high schools or universities the management style differs from one manager to another, due to their personality and their knowledge even if their have the same professional and educational training.

Analyzing the answers we noticed that the main management style practiced by the managers is the democratic one both in the theoretic high school and in the university environment, except the technological high school where the participants indicated the practice of an authority style.

Concerning the tasks execution we noticed that the majority of the managers can be classified as realizers.

The study shows that both in the university environment and in the high schools, the unfulfilment of the objectives is due mainly to the faulty communication between the managers and the subordinates, but also because of the ineffective communication between the employees.

The performance and the success in the educational environment are influenced by the communication, relationship and negotiation skills and therefor the managers should change their style, to become more flexible and better communicate with the teachers, parents, students and with all the persons they get in touch with.

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