Education

THE TEACHER-MANAGER

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ABSTRACT *The work is structured on several parts: introduction, roles of teachers-managers, teacher's managerial obstacles, managerial personality. The goals of the work are: becoming aware of the necessity of the managerial professionalism of the teacher, the increase of the teacher's creativity and independence in the educational process, assuming responsabality of the teacher - manager. 1. In the introduction, there are compared the education and the management system with the purpose of emphasizing their interaction and the necessity of the teacher to become a true professional manager. 2. The roles of the teachers have been modified according to the changes occurred in the society. This is the reason why we have classified these roles by multiple criteria as it follows: - the environment the teacher comes from – the type of educational activity he practices – the interactivity of the roles: the information, the persons he interacts with, the decision 3. The managerial obstacles of the teachers that we processed are: perceptive, cognitive, emotional, cultural nature. In order to go over these difficulties, there is always necessary the teacher's managerial professionalism 4. The managerial personality is structured on a new pattern: - the basic personality – the psycho-pedagogical fields – the psycho-pedagogical representations - the psycho-pedagogical beliefs and the convictions – the crystallized personality – the educational style – the managerial style. The methods used in the work are: the documentation, the longitudinal observation and the the analysis of management models. The development of all their personality structures and their interaction give an unique character to the teacher's managerial personality. In conclusion, the teacher's managerial personality is an important factor of the increase of the managerial professionalism level and of the efficiency of the Romanian teaching system. The teachers' training in the field of the class and education management has positive effects on all the teachers of the pre-university and university education system. The originality of the work is given by the new structuring of the managerial personality and mainly by the focus on the systemic – situational managerial personality.*

INTRODUCTION

The definition of education itself seen as an aware, organized activity planned for personality training and development involves essential managerial elements. *The education process* was defined by I. Nicola as a managerial process. *The instruction methods of the modern pedagogy* – mainly participative are specific to the present managerial and systemic and situational orientations in which the concrete educational situation reports itself to the wider educational context, of the students' class, of the school, of the social and economical development area, to the educational system as a whole. *The education decentralization principle* is a defining principle both of the present educational reform and of the present management. The conception of educational partnership between teacher-student-parent-local social and economical community that takes shapes more and more in the educational practice from Romania is a systemic and participative managerial conception.

All these are arguments not only of the teacher's possibility to become a real manager, but also of the implicit necessity by the nature of his activity in it self S. Iosifescu enumerates some of the teacher-manager's characteristics: rationality, replacement of control with participation, students' stimulation, strategic option for communication, training, motivation. But all these characteristics are not genetic and they are trained, learned, developed by becoming professional and specialized.

The paper formulates the following questions regarding the teacher-manager

1. is the teacher of all specialties in Romania and a manager of the educational process or is it just an implement-

er? 2. He is aware of all his roles, interpersonal, decision-making information? 3. which of these roles are deficient, and why? 4. What are the most important obstacles in the processing of the Romanian educational system teacher in teacher-manager?

THE METODOLOGY

The methods used in the paper are: the documentation, the longitudinal observation and the analysis of management models. Through scientific documentation are put in evidence the roles of teacher-manager, the obstacles of managerial process and the teacher's managerial personality found in the literature. The longitudinal observation of 1989 till now on thousands of teachers who have done training courses continue to demonstrated the need to management profesionalization. Analysis of management models show what are the advantages and disadvantages of these models in terms of human resources, material and financial institution.

ROLES OF THE TEACHER-MANAGER

D' Hainaut in 1981 identifies several common roles of the teacher as educator and manager:

according to the environment he belongs, the teacher-manager is member of an environment :

professional, familial, political, cultural, social

From the point of view of the environment he belongs to, the teacher reports himself aware or less aware to the family where he grew up, to the models of the parents, friends and colleagues he had, to the personalities he admired. As a teacher-manager at present, he has a certain family, social, cultural and professional statute that mediates his

managerial relationships with the students and the class. Social learning, based on models, as main managerial training modality in these environments needs to be completed with the teacher's specialization in the field of educational management. The teacher's multiple statute leads to the shaping of a hidden informal résumé that can have a positive, but also a negative influence upon the trainees. As a member of a certain family, of a political party, of a social and cultural group, he is tempted to orientate the students towards the types of choices he made, towards the representations, beliefs and mentalities of his groups he belongs to. The teacher-manager's auto control just like his becoming a managerial professional are modalities to reduce the negative influences and to stimulate the students' orientation to their own opinion, beliefs and mentality formation, by processing the received information.

according to the activity type that he unfolds in these environments, the teacher-manager is:
receptor, transmitter, participant, organizer, responsible, designer, initiator, solution agent, counselor, mediator, progress agent, researcher, user, etc.

The teacher's activity from a managerial point of view, distributes itself on general-managerial sub-activities of designing, planning, organization, management, counseling coordination of every activity having though an educational specific as knowledge transmitter-receptor, skill and ability trainer, problem mediator, educational counselor.

D. Davitz and Neacşu emphasize the teacher-manager's inter-active roles:
provokes interactions, organizes activities, decides, stages various roles

A. Woolfolk refers to the functions of:
expert of the teaching-learning act, motivator agent, leader, counselor, model, reflexive-professional

Interactivity, pro-activity, creativity, high decisional capacity are both features of the modern pedagogy and of the present contextual and systemic management.

In the educational Romanian system, there can be asked the questions whether the teacher accepts his new managerial roles, at what level of acceptance is the teacher-manager, what barriers faces in the transformation process of the teacher in teacher - manager?

The Romanian teachers are naturally divided in several categories as it follows: teachers who deny the necessity of becoming managers for various reasons - teachers who consider that they comply the managerial conditions - teachers who are at different acceptance stages:

take notice of the problem, postpone the problem, accept the problem in itself, practical probing, introversion as educational approach, generalization, system building.

As he passes faster and more mature from noticing the necessity of the teacher-manager in schools to the building of the integrated managerial system, the managerial problem solving of the Romanian school is more efficient.

Henry Mintzberg identifies *10 different manager roles*, that he groups in three big categories:

Informational roles: monitor, distributor, spokesman

Interpersonal roles: representative figure, leader, connection

C. *Decisional Roles - initiator, perturbation solving factor, resource allotment factor.*
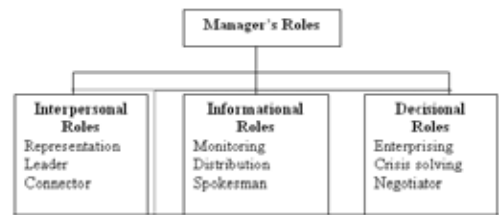
FIGURE NO.1-MANAGER'S ROLES

Figure no 1 – Manager's Roles
Source: Henry Mintzberg: The Nature of Managerial Work, Englewood Cliffs, NJ, Prentice Hall, 1980

Applying these managerial roles in education and instruction we can make the following observations:
the teacher-manager is the center of the information network only from the didactic point of view, he by the nature of his profession the one who selects the didactic information, he organizes it in didactic contents, transmits them to the students, assesses them. From other points of view, the teacher-manager can delegate these *informational roles* or even give them to some informal group leaders: colleagues or students.

the inter-personal roles are fulfilled by the teacher-manager also in official situations where he is the representative group figure, the leader and the connection person with other groups.

the decisional roles are in the case of the teacher-manager valid in all their hypostases. The modern teacher-manager has to have initiative, motivate the students for the activity, get involved in the financial resources allocation, in the material endowment of the class, prevent conflicts, solve them when they show up, negotiate for the group.

In all its complexity watch Northouse various aspects of management in terms of skills, traits, styles.

All these teacher-manager's roles are grafted on a certain type of vivid and concrete personality that introverts them in a way of his own. But staging all these roles, the teacher faces many obstacles.

TEACHER'S MANAGERIAL OBSTACLES
S. Iosifescu [10] considers that most of the **obstacles** that prevent the Romanian teacher to become teacher-manager are:

1. perceptive : a. saturation, b. stereotypy, c. false target.

The teachers of a certain age, but not only them, can enter a stereotypical teaching-learning-evaluation process crystallized, inertial, stuck where they don't leave space for change, innovation, improvement. This is one of the most dangerous stages in the educational process evolution, stage in which the teacher is not interested in the managerial perspective of his activity.

2. cognitive : a. ignorance, b. precedence, c. inflexibility, d. selective retention.

The lack of information about educational management, the fact that in that class or school there was not formulated the teacher-manager issue, the selective retention of some difficult aspects or less important, constitute as many cognitive obstacles of the managerial process. "I don't know about this, I haven't heard about the teacher -manager at other schools, why should I complicate myself ?" there are as many negative cognitions, that prevents the receptivity for innovation, information, learning the managerial behaviors.

The teacher's rigidity in his classical roles of specialized person in transmitting knowledge, already elaborated, to be in the center of the educational process (dixit magister)   to decide and to evaluate excludes the student from knowledge discovery, from his location at the center of personality formation and development space, from living the mobilizing satisfaction for learning and evolution.

3. emotional: a. whim,   b. hab c. preference for what is familiar, d. risk fear, e. dogmatism, f. strict observance of standards, g. affective certainty.

The already known trodden path, the change risks, the anxious or conformist personality type are examples of obstacles that from emotional point of view can prevent the teacher's transformation into teacher-manager. Are there whimsical teachers, lacking receptivity for change, do they prefer the already known situations, that offers them a state of high certainty? The affirmative answers to these questions are non-pedagogical in their essence and preserve the teacher's statute in a stage outrun by the modern pedagogy.

4. of environment: a. homeostasis, b. lack of support from the group, c. non-acceptance of critics, d. head masters' domination, e. affirmation of some auto-accomplishable prophecies.

Preserving the given balance, a non-receptive teachers' staff, a dominating head master, negative auto-programming at the level of an entire staff can constitute environment obstacles that block the teacher's managerial transformation. The teacher-manager is an actor of the educational – class, school scene, but each time he has to play the role in an innovative, creative and decisional way not only in the relationship with his stage partners – the students.

5. cultural :   a. intellectualist pre-suppositions,   b. respect traditions, c. thinking through power-of-attorney

The teacher has to remain teacher, by tradition he doesn't deal only with teaching-learning-evaluation, things have to remain the way they are - here are a few of the cultural obstacles of the educational management. The Romanian school intellectualism developed on French channel, the coercive conceptions according to which the students don't learn unless they are forced, by authoritarian methods can be fought by the new conceptions of the interactive, pragmatic and creative pedagogy.

All these change obstacles can be outrun by what it is called **teacher's becoming managerial professional**. The present fashion stage in which the management is perceived in education will transform in a managerial trend that will determine the teachers' managerial training. But these conception changes have to be gradually, coherently, stimulatingly introduced so that they lead to the superior valorizing of human resources. The teacher himself has to be both the one who accepts as well as the one who determines the change management. He has to understand the teachers' new managerial mission, to approach the educational process on long term, about also on medium and short term. Gradually the teacher has to develop a managerial culture that should contain the following components:

- general and specific managerial knowledge to education,
- pedagogical, psychological, sociological, ethical, juridical, ergonomic, axiological, computer science knowledge referring to the education and instruction process.
- flexible intellectual capacities, operational competences for applying this knowledge in concrete educational situations, in strategic projects and programs.
- render professional the managerial activity by theoretical and practical training, by the passage from the managerial occupational concept to the one of managerial profession.
- Thus, there can be defined the teacher's managerial roles, in interdisciplinary manner, there can develop his managerial personality.

THE TEACHER 'S MANAGERIAL PERSONALITY was structured in a new model by R. Iucu starting from the known acquisitions about the personality in:

1. basic personality(Kardiner) 2. psycho-pedagogic field 3. psycho - pedagogic representations 4. psycho - pedagogic beliefs and convictions 5. crystallized personality, (Cattell) 6. educational style 7. managerial style

1. Basic personality represents the internal personality structure flexible, partially polyvalent with which the teacher enters in the professional psycho-pedagogic field. This contains the two big dimensions:

- *the real personality* made up of representative functions, processes, trends, interests for education

- *psycho - pedagogic aptitudes* represented by the elements:

temperamental, intellectual-cognitive (sensorial, language related, intellectual capacities),affective-motivational, instrumental, stylistic, regulatory (attention, will), relational- valoric (character, self image).

Referring to the psycho-pedagogic aptitude – we consider that there is no predetermined temperament for education, but, there can be modeled those temperamental features as : balance, force, mobility, effort and stress resistance, sociability, activity, dynamism, that would constitute the fundamentals for efficient educational-managerial personality development. The intellectual-cognitive features from the psycho-pedagogic aptitude structure are: fluidity, flexibility, sensitivity to problems, originality, productivity, convergent-heuristic, explicative thinking that can ease knowledge comprehension, consolidation and process for students.

The affective-motivational components refer to the positive, optimist and balanced coloring of affectivity and motivation, to the modeling and development capacity of the students' intrinsic motivation, to the emotion control,

to the superior humanist sensitivity development. The efficient instrumental components are pedagogic skills, habits and socio-educational abilities. The relational-value component synthetically represented by character is one of the most important components of the psycho-pedagogic aptitude –we consider its core. The attitudes towards the self, the attitudes towards others and the attitudes towards the activity are taxed by the value element, of auto-appreciation and inter-appreciation. Unfortunately the character is neglected both in rendering the teachers professionals as well as in the students' initial training and educational process.

2. The psycho-pedagogic field is defined according to the field theory elaborated by K. Lewin by the teacher-manager's subjective life environment. It is represented by:

- teacher' s socio -economic statute in society,

- external influences on him: social (society expectations), political (attitudes towards educational policy), familial (relationships with his parents), ergonomic factors, that constitute the school material goods, deontological norms, interactive communication, at macro-educational level – with the teaching staff and at micro-educational level with the students.

3.The psycho-pedagogic representations as ideas, perceptions, images, attitudes were classified by R. Iucu in several categories: *didactic* of: design, strategy, interactive, evaluation, *socio-educational,* parents' status, family position, sex, race, ethnic, deontologicalnorms, of professional ethics.

What are the teachers' ideas about the didactic design, what importance is conferred to this activity, how do they practically do it, do they have a strategic conception on long term that they combine with the tactic one or on short term? What are the teachers' perspectives about the ethnic role in the educational activity, about the sex and race criteria in the educational process, what about their professional ethics behavior?

4. Psycho-pedagogic beliefs and convictions
According to the researchers about beliefs, the belief represents a durable organization of relative perceptions and knowledge, from a specific field of our daily life. The belief has a complex structure:

axiological, objective, psychological (cognitive, affective, will related), experiential

The psycho-pedagogic beliefs and convictions, relatively little researched have an important psycho-value core due to which they take more time to get formed, they are strongly interiorized and difficult to change. Their knowledge and self-knowledge is a managerial efficiency condition. The beliefs, with which a child grew up in a family, the rules imposed by his parents remain at the personal unconsciousness level for a long period of time, if not for the rest of his life. The rules imposed by school assimilated at various degrees by the child are gradually metamorphosed, becoming belief or even convictions about education. Becoming a professional in the field of education involves not only theoretical and practical knowledge, capacities formation, educational attitudes development, but also the rooting of beliefs and convictions more or less aware, more or less determining. The models the children had, in the family, at school, in the society, that resonate

more or less with their own to be formed personality are decisive in the formation of beliefs and educational convictions. At the level of beliefs and convictions the combination among cognitive, affective and will is stronger that at other psychic phenomena, that is why they are more inertial and more difficult to change. The beliefs and the convictions have not only a complex structure, but also an ambivalent one: positive-negative. The belief in truth, right, beautiful, decency is doubled by the belief in lie, unfairness, ugly, impudence, shamelessness, that can be as active and strong as the first one. The dissociation between them is difficult, it is made in different stages of the students' personality and morality development: Kohlberg , Piaget.

Katz elaborated a model of the managerial abilities mix that highlights the interaction among the various types of cognitive, interpersonal and technical abilities.

FIGURE NO.2 - MANAGERIAL ABILITIES MIX

Figure no 2 – Managerial abilities mix
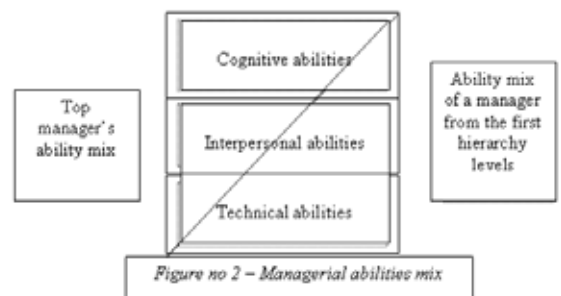
Especially in education manager needs to know what to do, (cognitive skills) with what people (interpersonal skills) and with what means (technical skills). He has to set goals and objectives, he need to choose the right people for these objectives and to use the best means to achieve these objectives**.**

5. The crystallized personality is made of:

1. scientific competence: *abilities of knowledge processing, selected and real scientific information, knowledge transmission capacity, intelligence, wisdom, flexible didactic experience, aptitudes for research, creative capacities and strategies, transfer and application capacities*

2. psycho-social competence: *capacities to relate to the students, adapt to various roles, group communication, authority-freedom relationship, enthusiasm, comprehension, authority*

3. managerial competence: *capacity to influence the class, design and planning abilities, decisional force and opportunity, organization and coordination of class activity, correct management of reward and punishment, supportability in conditions of stress*

4.psycho - pedagogic competence: *capacity to access the information, capacity to understand the students, empathic capacity, educational work capacity, stimulating attitude, methodic clairvoyant spirit*

After this exhaustive presentation of the teacher-manager's personality we can formulate a few questions:

• can any teacher become a manager ?

- can the teacher's necessity of managerial training become of obligatory character ?
- does becoming didactic professional involve also training in managerial field ?
- will the perspective vision of the didactic training allow the existence of the non-manager teacher ?

At these questions as well as at others of this kind will answer by underlining the vocational character of the teacher profession. You get trained as a teacher, and you become a teacher if you have certain pedagogic abilities, you like it, you are passionate about the educational field, you are dedicated to the personality formation and modeling. Becoming a psycho-pedagogic professional involves also managerial training, but this is not enough, the specialization in the field of educational management being stringent, mainly during this development period of the Romanian education system.

6. Educational style was defined by R. Iucu as a set of constant associated elements behaviorally set in the contact region with beliefs and convictions, directly perceptible. The educational style is made of:

- non -operational personality components,- organizational variables,- directional, directivity and permittivity variables,- socio-affective variables

7. Teacher's managerial style can be rendered according to various patterns. According to **Vroom [18],** there were identified several managerial styles as it follows:

- *autocrat I*, where the manager takes the decision by himself according to the information had up to that moment,
- *autocrat II* - the manager gets supplementary information and only afterwards takes the decision
- *consultative I* – the manager presents the problem to some relevant members and takes the decision by himself,
- *consultative II* - the group members take the decision,
- *group II* – the manager implements the decision taken by the group.

Likert identifies 4 government and leading systems:
authoritarian-exploiting: has the power, control, monopolizes the decision, it the top of the hierarchy

authoritarian - benevolent: develops opportunities for consultation,

consultative: develops deep interactions, reward system, a great degree of responsibility assumption,

participative: the lateral communication is encouraged, a favorable climate based on respect is set.

Of all these managerial styles, consultative I and II, according to Vroom and consultative and participative – according to Likert can be considered the most efficient in the educational process, for the teacher-manager. The systemic situational management as managerial orientation and the democratic, consultative, participative, motivating styles or that are differently called but that lead at the group taking decisions, to the students' stimulation, but also to assuming their responsibility, are the most efficient in the didactic and educational process.

The managerial style of the consultative-teacher or participative – applied to the educational context represents desirable educational styles that have of course the personality profiles of those teachers.

In higher education management has a conceptual character grew up depending on who works with human resources. Knowledge of the educational environment, knowledge of the changes that have occurred in education lead to choosing the best means of management and intervention of the best solutions for institutions and people.

DISCUSSION

In the Romanian educational system the teacher continues to be more of a performer than a designer of managerial programs. The causes of these facts are situational nature of politics and educational policy.

The teacher is unaware of his various roles but cannot put into practice the political and financial reasons. Decision-making, strategic roles are most deficient in the Romanian educational system.

All obstacles are important for the romanian teacher, their hierarchy depends on the personality of each teacher, its history, its preparation, cultural environment from which it originates.

CONCLUSION

1. The teacher's managerial personality is an important factor of the increase of the managerial professionalism level and of the efficiency of the Romanian teaching system.

2. The teachers' training in the field of the class and education management has positive effects on all the teachers of the pre-university and university education system.

3. Managerial training of teachers is absolutely necessary for their development.

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