



<https://doi.org/10.26520/mcdsare.2019.3.179-185>

MCDSARE: 2019
International Multidisciplinary Scientific Conference on the
Dialogue between Sciences & Arts, Religion & Education

MANAGERIAL COMMUNICATION AND TEACHER'S
INFORMATION SOURCES. CASE STUDY: ROMANIAN
SCHOOLS

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Abstract

The research was carried out using qualitative and quantitative methods (the opinion poll, respectively the interview). The survey had as part of the characteristics of the school manager as a leader (internal and external communication, goal orientation, valorization of the subordinate staff, attitude towards work in the learning ability, the ability to innovate, the ethos imprinted to the school, the decision-making transparency). It is much more important for school principal to communicate within the school, setting and targeting clear goals than the printed ethos and the transparency of the means used. We could say that there is a paradox of opinion because, in our view, the transparency of the means used by the school principal is directly related to internal communication. As far as managerial communication is concerned, it correlates only with the level of staff motivation and authoritarian style. In the case of less successful schools, the authoritarian style, as well as the participative style, correlates strongly and very strongly with the variables, the percentage of determination being higher. Thus, in schools with very good results, teamwork explains valorization and satisfaction, valuing correlated strongly with participatory style. What is very important, authoritarian style in schools in good schools explains 85% of the manager's communication. So, in successful schools, communication is determined by authoritarian style, which is also reflected in the analysis of case studies. Covariance is higher for schools with poor results, which means that the variables correlate more, unlike those in successful schools. The sources of information for the teaching staff are diverse, but we can say that, in terms of the organization, "tradition" is to propagate from top to bottom. As such, the informational flow can comprise several internal elements of the school, but we considered that the role of the school principal in this plan is telling from the perspective of internal managerial communication, being a proof of its functioning, without claiming that we are exhausting this variable, managerial communication no can be achieved about "novelties".



Keywords: communication; leadership; management; school education;

1. INTRODUCTION

Communication management is an important function of management, a process that occurs intentionally and exchange of information from the transmitter (E/T) to receiver (R). Of course, managerial communication, transmitter / receiver is the school principal and actors with which it communicates. Moreover, the model Andresch, Staats and Bostrom and David K. Berlo (apud Pânișoară, O, 2008, 19) classical communication is no longer identifies and R, suggesting that the roles are dynamically retrieved by each of the communication partner. Thus, from the classical model, ER, proceed to Reply-Message and Content-ID. (apud Pânișoară, A, 2008, 20). Certainly, in the model management communication store essential elements of communication and idea of dynamic change of roles in communication may allow the adoption models in which the transmitter and receiver are dynamic and unrepresented focusing on the process, not the process components. The relationship between the pattern of communication and leadership style defined preponderant by way of communication. Samuel S. Certo, Trevis Certo (2012, 344) provide communication management as a condition of influence of employee in achieving organizational objectives envisaged.

Thus, says Lițoiu N. Oproiu (2013) the team can complete if communication is central to team size. These tests reiterated by Cristina Tripon (2017). Therefore, it can move to a model more appropriate for the new school context, even from a managerial perspective, according to lead. According to lead style, we can apply the general model to one applied shown in Figure No.1

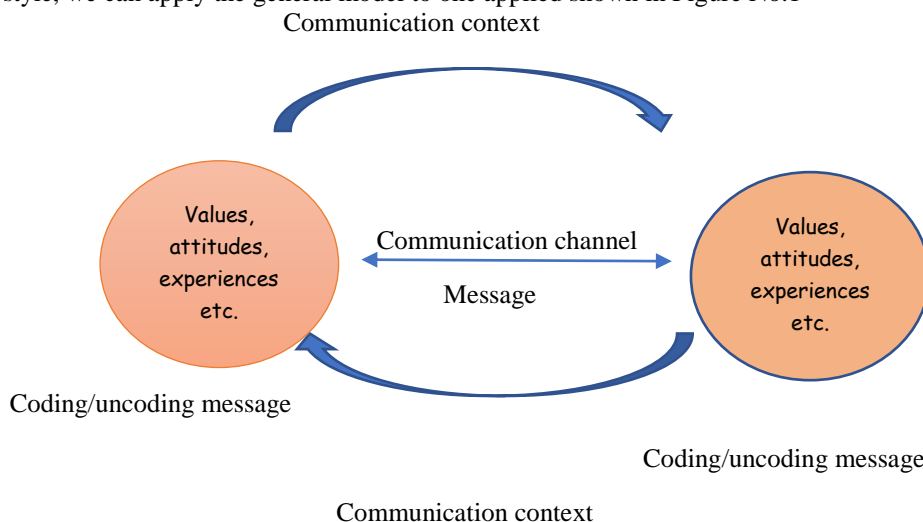


Figure no 1. Communication model without existence the roles of transmitter and receiver

Communication context may include barrier / disturbing factors of communication factors (noise, too cold, too hot, etc.). Thus, the manager must ensure that these factors are minimized and / or eliminated.

In contrast, the authoritarian style uses classical model of communication, creating numerous barriers response.

Communication context



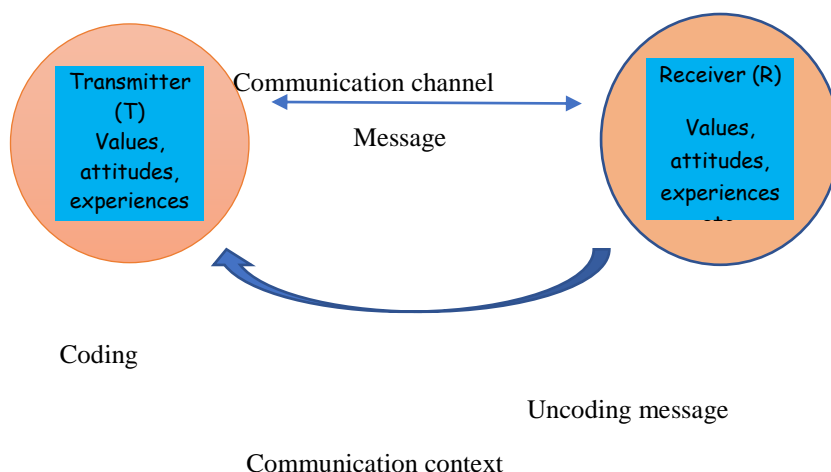


Figure no 2. Communication model with the roles of transmitter and receiver

2. PROBLEM STATEMENT

What is the purpose of management communication? In a first step, ensuring decisional transparency (employees are informed about what is happening in the organization), the manifestation of leadership (leader presents and explains the expectations and objectives at the organizational level, possible solutions it can create) the negotiation of certain issues, decisions, the agreement; Changing behaviours, attitudes, information, feedback. Communication is essential in teamwork, communication becomes vital organization. The concept is highly structured, becoming emblematic any domain. So, school principal, to implement new teaching methods in schools must communicate their vision to influence its application to measure its impact on beneficiaries and optimize the benefit of the students. As Chicioareanu Theodora Daniela and Lițoiu Nicoleta (2011) said that the modern methods used to bring more school organization and its beneficiaries regarding the purpose of its existence, learning.

Managerial communication directions identified are

-vertical (top down) - manager communicates to employees who are in hierarchically in a lower position with beneficiaries;

-vertical (bottom-up) – school principal communicates with colleagues hierarchical superior (school inspectorate, ministry etc.);

-horizontally – school principal communicates with other schools in the system. Compared to leading style and organizational ethos school principal builds his own network of communication. General models can be found in managerial communication. Laura Șerbănescu (2011) says that communication is a very important dimension in teacher's training.

-the wheel. The school principal is in the centre, can communicate with any employee of the school, he is the only reliable source. This communication network suggests that the school principal thinks a centralized system which he leads and manages it. School organization members can communicate with each other, but it is not credible and acceptable source; inside the organization the school principal who wants to be the centre of communication is usually predominantly authoritarian

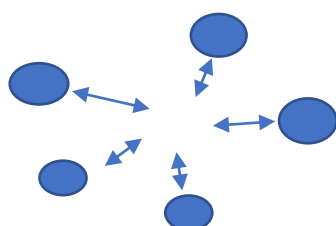




Figure no 3. The communication model as a wheel with school principal in the middle of the process of the communication

-the Y model. It is a half centralized model, the school principal communicates with three other closest of teachers. These are the teachers that transmit the information to the other teachers within the organization.

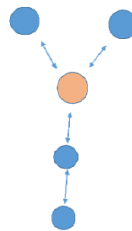


Figure no 4. The communication model as a Y with school principal that communicates with three teachers within the organization

-the chain model. Information is transmitted sequentially from one person to another in a predetermined direction; outside the organization, the method used to transmit addresses, each school / school principal knew exactly who submit; its success depends on each link to operate at maximum potential; It is a form of centralized communication can be carried out both horizontally and vertically; if used bottom-up and a link is missed, resorting to the following link, called "escalation". The main approaches sheep is using the technology to transmit information.

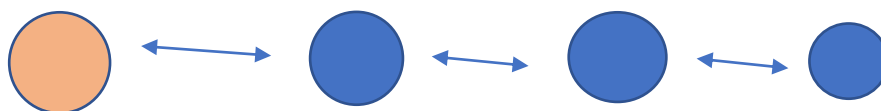


Figure no 5. The communication model as a chain with school principal that communicates with teachers within the organization

-circle model. The information is transmitted in a clockwise or anticlockwise, it is chain-like network, but increases participative communication in the sense that a school principal can communicate with two others persons within the organization

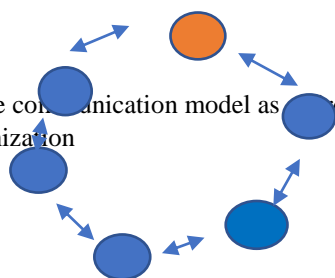


Figure no 6. The communication model as a circle with school principal that communicates with teachers within the organization

-Star model. It is a network where communication can take place in any sense, each participant, manager or subordinate being active participants in it; It is used in highly decentralized organization

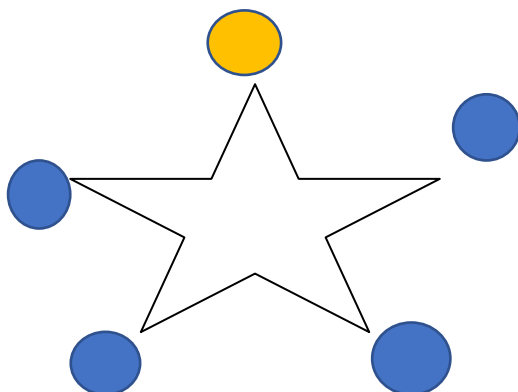


Figure no 7. The communication model as a star with school principal that communicates with teachers within the organization

Communication management includes the feedback adapted the model and the structure's feedback (according to Pânișoară, O, 2008, 54) is evaluative and nonevaluative. Evaluative feedback is:

-positive (Yes!)

-negative (No!)

Nonevaluative feedback is:

- Sounding ("How did you find the discussion?")
- Supporting ("Come on, you can!")
- Comprehension (" Let me understand that you are dissatisfied with the performance of Romanian language teacher, don't you? ")
- message me ("I think we should be more careful when talking with students" he said manager teachers present at the meeting)

It is preferred a nonevaluative feedback because the transmitter give the message, but in a diplomatic way.

3. RESEARCH QUESTIONS

The research questions are structured as follows: in what extent communication management ensures communication process in a school; which the sources of information of a school are; how to structure the communication system in a school

4. PURPOSE OF THE STUDY

The aim is to identify whether there is any correlation between the results of a school and the communication of school and communication management working.

Hypotheses from which we started is based on:

- If communication management works very well in school when teachers feel like being part of organization management communication
- If the communication management is very well, which are the sources of teachers

5. RESEARCH METHODS

First point, a research was conducted that used qualitative and quantitative methods in schools appreciate the good or less good to identify relationships between variables and if they correlate with management communication.

Second point, 1,230 questionnaires were applied to teachers in schools in the first quartile (Q1) are considered the best schools and quartile 4 (Q4) for the less good schools. There have been correlations between variables and leadership style of school principal

6. FINDINGS

In conclusion, the current managerial communication style does not correlate with participatory, but only with the motivation and authoritarian style schools in Q1 and only authoritarian style schools in Q4. So what we try to emphasize is that the hypothesis are not confirmed. Also, schools in Q1 authoritarian style correlates scale Cohen's medium and strong with all of the other variables, focus on end, teamwork, valuing staff satisfaction, even if the coefficient of determination R² establishes that 21% of the authoritarian style explains finalities orientation, and 86% of the outcomes is explained by the focus on teamwork, explained schools in Q4 to 94% .It is observed that if schools Q4 authoritarian style, as well as participatory style are strongly correlated and very strong variables, the greater the percentage of determination. Thus, schools in Q1 explains valuing teamwork and satisfaction, value correlating all too strong participatory style. What is very important, authoritative style schools in Q1 explains 85% of the communication manager. Therefore, schools in Q1 communication is determined by the authoritarian style, which emerged from the analysis of case studies. Covariance is higher in schools in Q4, which means that the variables correlate more, unlike the schools in Q1.

7. CONCLUSION

The research questions confirmed that communication process is very important within a school. The staff would feel more safer inside the school, would feel more valued if the communication takes part of their day to day professional life. The teachers that answered to survey described the communication system as a natural one, with a special place where the important announcements were listed and all the communications were done within meetings. Because the lack of any procedure for communication process, there are many conflicts among the school caused by the misunderstanding of messages or because of lack of communication. Which is the most effective communication system? According to teachers, an effective communication system has a few characteristics: is designed, decided and implemented by the staff with the school principal, is improved all the times, it is a common teamwork, it is simple and with fewer barriers and intermediaries, is transparent. Also, there is a correlation between the good system of communication with an effective managerial communication and the student's outcomes. This could be explained by the leadership of school principal and by the teachers that feel more valued according with their work. In these schools, the source of information is always the school principal. He/she is among the staff, among the students, he/she has many discussions with all them.

Acknowledgments

Managerial communication is very important within a school because of its implication effectiveness. Being more connected to school, teachers can work more effectively and students' outcomes can increase. That's why, the main aim of a manager is to create with the staff the best communication system, functional and adopted by all staff.

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