

## MUTUAL INFLUENCE OF SCHOOL MANAGERS AND THE EDUCATIONAL ENVIRONMENT

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### Introduction

The approached topic is a current one, each school unit pursuing the managerial performance.

With the development of the private education market, the management aspects become more and more important, becoming aware of the need to adapt the services offered to the market. This analysis is also necessary in view of the specifics of rural schools. Given the fact that the values, principles and methods of educational management penetrate with great difficulty, it is necessary to provide materials from which the staff of these units to find edifying elements.

The paper analyzes the concept of managerial style and its influence on the organization. The management style expresses the ways in which managers exercise their duties in planning, organizing, training and coordinating the activity, being defined mainly by the attitude towards subordinates.

The evolution of the concept of managerial style and its redefinition in relation to the behavioral variables of the manager is reflected in the typologies of managerial styles. This concept emerged based on the interdisciplinary contact of pedagogical research with the sociology and theory of leadership and, especially, social and organizational pedagogy. However, some particular aspects of educational styles have also been addressed in classical and traditional pedagogy, in the context of theoretical reflections<sup>2</sup>.

### The managerial roles of the teacher

In the class of students, during the instructive-educational activity, the teacher develops several fundamental behaviors. The basic roles of the teacher, in terms of student class

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<sup>2</sup> Adrian Gorun (coord.) *The theory of the educational process. Manual*, Craiova University Publishing House, 2019

management, are: planning, organization, communication, leadership, coordination, guidance, motivation, counseling, control, evaluation<sup>3</sup>.

a) The planning role involves - detailed analysis of resources - setting objectives and tasks - establishing and scheduling time activities of an instructive-educational nature - structuring the essential contents - specifying responsibilities (for teachers and students);

b) The role of organization involves - analysis of structures and forms of class organization, specific to physical education - to establish the balance of authority - power - responsibility - establishing and determining the climate and environment of learning activities - establishing rules for delegating tasks and responsibilities;

c) The role of communication implies - the establishment of the rules regarding the communication in the educational space - the establishment of the communication channels and of the specific signals - the formulation of the questions oriented towards a continuous dialogue  
- guiding and giving freedom to students to structure the answers  
- building an open, constructive and stable educational climate;

d) The leading role supposes - directing the instructive-educational process of the class of students - the application in practice of the didactic notions that facilitate the construction of the common ideas - the development of the didactic scenario through the efficient management of the planning and improvisation;

e) The coordination role implies - integration of students' activities in the global action of the class - proper management of students' class activities in order to synchronize the individual objectives of students with those common to the whole team - avoiding waste in the activity with the class of students - strengthening group solidarity;

f) The guiding role involves - directing students' activity towards knowledge, using specific interventions adapted to teaching situations - ensuring the inverse connection for the optimal functioning of the teaching process - proper management of advice and recommendations to support desirable behaviors and optimal reactions of students;

g) The role of motivation involves - supporting and directing students' activity through positive and negative reinforcements - using nonverbal language to reinforce positive behaviors -

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<sup>33</sup> M. Niculescu., *Managerial competences - perspectives of quality in education*, West University Publishing House, Timișoara, 2010

identifying and orienting negative tendencies in students' behavior towards positive values - proper management of students' soul moments;

h) The counseling role involves - identifying and classifying crisis situations - formulating a value judgment on the problematic situation - guiding students in the field of physical activities - school and professional guidance of students when appropriate.

i) The control role involves - supervising the functioning of the instructive-educational process - preventing situations of educational crisis - knowing the degree of achievement of objectives and their performance levels - regulating and adjusting the activity and attitude of students)

j) The role of evaluation involves - is the verification of the extent to which the goals and objectives of a certain stage have been achieved - obtaining information on the achievement of the proposed goals - developing assessments to further improve the activity

#### **The influence of the educational environment on school managers**

Where education is decentralized, the well-being of schools depends on the well-being of the locality / neighborhood where the educational unit is located<sup>4</sup>. Through complementary funding, town halls are the ones that provide economic resources to schools for all infrastructure works, scholarships, boarding schools and school canteens, transport, etc., and the budget of town halls in rural areas and disadvantaged areas is considerably lower than that of schools. urban.

In Romania, this inequality of access to economic resources is reinforced by state authorities, which allocate more funds to urban schools to the detriment of rural ones. Studies of how pre-university funding works based on cost standards show that rural schools are at a disadvantage with the current funding mechanism, as standard costs per pupil for spending on goods and services are low compared to distributed to schools in urban areas.

The differences between schools, depending on the specifics of the locality, are even greater if we take into account that schools in rural areas are, in general, less equipped and have a smaller number of students. Underfunding and maximum vulnerability are those schools that operate in socio-economically disadvantaged communities, which have students at risk of

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<sup>4</sup> [https://www.aracis.ro/wp-content/uploads/2019/08/Raport\\_analiza\\_ARACIS\\_BT.pdf](https://www.aracis.ro/wp-content/uploads/2019/08/Raport_analiza_ARACIS_BT.pdf), accesat la data de 22.02.2021

dropping out of school, including students with disabilities and/or SEN, whose schooling requires a very wide range of educational interventions. and support.

The main problem of the Romanian education system is the fact that ideologically it offers equal opportunities for all students, but at the empirical level it does not offer equal opportunities between groups that have different social characteristics. The issue of equal opportunities in education is important in the context in which, in the post-communist transition, inequality increases and there are large differences between schools and even social segregation (sometimes ethnic), ie schools that have mostly students with high socio-economic status, respectively schools that have mostly students with low socio-economic status.

This phenomenon is manifested mainly among high schools. As the analysis in the field (Scheerens quoted by Hatos)<sup>5</sup> shows for developing countries, there are significant positive effects in the case of at least two indicators of investment in education related to school performance: the level of teacher training and the provision of materials. educational activities of schools.

The data obtained from interviews with principals confirm the phenomenon of "polarization" of the Romanian education system on socioeconomic criteria and the existence of "elite" schools that prepare students with high socio-economic status and the existence of schools with low pass rates, which prepare students with a low socioeconomic status. The differences between these two categories are best reflected in the attitude of principals towards funding, outcomes, prestige and the school community, detailed below.

The comparison was made between the national college in the urban area and the three middle schools located in the rural area, two of which in socio-economically disadvantaged areas.

Principals from other rural schools do not mention that there would be problems with the results of national tests, although, according to the MEC page dedicated to the evaluation, in 2020, for one of the schools out of 16 enrolled students passed the exam 6 students, and in the other case out of 59 of students, 23 had a grade over 5 in both subjects.

If elite schools enjoy institutional prestige and results in school competitions and extracurricular activities are a source of pride in the community, in the case of the two disadvantaged rural communities included in the research, the local press publishes negative

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<sup>5</sup> Analysis Report 2019, *Romanian school principals in relation to learning*, New Horizons Foundation

articles about the school. , one on the results of national tests and the other on discriminatory practices against a Roma child.

Both situations were considered unfair by the directors concerned, who accused the press of simplifying and distorting reality. Community for an elite high school means parents who are mayors, hospital directors or police officers, while community for rural principals often means parents who cannot afford auxiliary textbooks, go abroad to work or "without studies".<sup>6</sup>

Obviously, all these differences definitely influence the opinions and practices of school principals in Romania, but they are not enough to fully explain how they perceive and build their role, especially in relation to learning. There are significant differences between the two rural schools in disadvantaged areas analyzed in terms of representations of principals, which can not be attributed to the socio-economic environment, differences that will be analyzed later<sup>7</sup>.

### **Conclusions**

Performance management, where properly introduced, can be a significant factor contributing to the success of the organization. If used incorrectly, it can lead to resentment and frustration, the starting point for the failure of many organizations. The quality level of management is decisive for achieving the expected objectives, for achieving performance, or more recently, excellence, in any type of collective action, regardless of the given organization. Neglecting to implement high-performance, high-quality management generates much of the failure of organizations.

A first factor in conditioning the level of managerial performance is the competence of those who exercise the management processes, respectively of the managers, but also of those who operationalize the decisions, ie the subordinates (executors). Obviously, the decisive role belongs to the managers, regardless of the position occupied in the structural configuration of the educational organization (director, deputy director, chief accountant, manager, etc.), they fundamentally influence the managerial behavior of this educational organization. Competence can be approached in two ways, on the one hand, as a competence granted or assigned (also called official authority), and on the other hand, as a competence proper (personal authority).

A manager is always interested in the results that an employee gets and less in what he actually does.

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<sup>6</sup> Adrian Gorun, *The second treatise on education. (Cultural viruses and projected viruses)*, Universitaria Publishing House, Craiova, 2017

<sup>7</sup> R. Chivu, *General elements of education management*, Meronia Publishing House, Bucharest, 2008

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