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The Influence of Personality Factors In Defining Managerial Behaviour

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Abstract

Purpose of Study consisted in the analysis of the managerial conception of the school manager and in the determination of certain personality variables which influence the behaviour of the school manager. We have supposed that the manner in which the school manager exercises his/her role is influenced by the manner in which this one relates to the law as well as by his/her dominant personality characteristics. In order to achieve the objectives, we have used as instruments of research an opinion questionnaire (the analysis of the school managers’ perception on the manner in which law should be obeyed).

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1. Theoretical framework

A great many studies performed in school organizations reveal the emphasis on identifying new efficiency criteria for the managerial activity. In a broader view, organizational management represents a formal leadership of an organization/ institution or parts of this, by coordinating the activities of individuals/groups to achieve organizational objectives of a subcomponent. [1]

In this context, managerial activity is defined as the art of getting things done in organizations through others.

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*Educational Management* is the science and art of preparing human resources, to form personalities, according to finalities accepted by the individual and society, or by a particular community. It comprises a set of skills and functions, of management standards and methods, to ensure the objectives of the education system (as a whole or on components), to as high as possible quality standards and efficiency. [2]

In the narrow sense, *educational management* is a complex and dynamic activity that makes a manager implement certain management strategies - plans, projects - aimed at developing the organization he leads.

To be successful in their work, managers must possess a number of characteristics and qualities [3, 82]. There are many studies both in Romanian literature, but also in the European one, analyzing managerial behaviour in order to highlight the idea that personality traits influence the behaviour of school manager.

In Romanian pedagogical literature among the personal traits of an efficient manager there are mentioned: physical characteristics (age, height, weight) [3], level of education, social status, social mobility [4], intelligence, personality traits (self-confidence, influence, enthusiasm, independence, emotional stability, authority), job characteristics (responsibility, perseverance, success needs), ability to communicate, persuade and influence [5], self-confidence.

There are also mentioned organizational skills, energy and enthusiasm, desire to drive, initiative and charisma.

In other works there are specified the qualities and skills a manager needs to successfully achieve his responsibilities. Thus, top managers are characterized by conceptual skills, technical skills are very important for lower-level managers and for mid-level managers both technical skills and the human ones are characteristic [4].

In present Romania, the educational system is marked by an emphasized dynamics, both in terms of educational policy, but especially regarding how to implement them in concrete practical educational space. It is exposed to social dynamics and transition of the Romanian society in its attempt of flattening the social and economic crisis phenomena [6].

Therefore, how a school manager understands and interprets school rules and the extent to which considers the legal system as reference system for the development of the school can be characterized by a certain degree of subjectivity. This bias comes from their own conceptions, from professional skills which they formed [7].

Based on these assumptions, we wonder which would be the personality factors with the greatest influence on the behaviour of a school manager in the Romanian current education.

2. Research Design

2.1. The Study Purpose, Objectives and Hypothesis

The aim of the study was to analyze the managerial concept of school manager, as a vector of their own personalities. The study objectives were to identify their role in the performance of managerial functions. We assumed the way the school manager works and practices are influenced by his personality characteristics.

2.2. The Research Methodology

In order to achieve the objectives, we employed as research instruments an opinion questionnaire, addressed to school principals (36) who develop their managerial skills, and they are also students in the second year of MBA courses in educational management.

3. Results Analysis and Interpretation

In recent years there are increasingly heard various interpretations and approaches to how to exercise effective managerial role. It is accepted as a factor that must socially provide a good educational institutions functioning; according to the pedagogical aspect, making the basic functions of the educational system, personality formation; from the economic viewpoint, meet society's labour resources needs etc.
Some interpretations direct us to treat educational management in a complex manner, arguing that in their work, school managers must perform all tasks submitted to the educational system by society.

From this perspective, education management requires to the manager a continuous improvement activity, the implementation of some educational policies, reasonable exploitation of educational resources, psychopedagogical counselling etc. For a description of the management concept according to subjects interviewed, we were interested, of all, what was their opinion vis-a-vis the current legislative changes and their frequency in the Romanian educational system.

We found that managers are flexible, and, although asserting they are compliant to legislation and its requirements, this flexibility is not a personal characteristic, but was due to permanent changes, to the need to relate to changes, to cope with subjective interpretations of what the school rules require. We identify a lack of unity of the responses of subjects, each arguing more about their own views and representing them as unique landmarks in the exercise of their managerial role.

The attitude of each school unit manager towards the work they perform and the functions they exert are dictated by how they understand or define them. Being asked what they think makes a good manager, answers vary depending on the management experience they have.

The opinion of those with small and medium (below 10 years) management experience is that being a manager, especially a good one, whose positive results be passed on school work, means to be an effective member of the team they represent, a man of independent and constructive thought, a spokesman for education, a person able to make decisions and solve problems, a negotiator, with a good knowledge of financial problems (18%).

Those who have a longer managerial experience (43%) think that, certainly, being a manager became a profession that requires both theoretical knowledge and practical skills, in particular for the exercise of this function and experience. School manager must be able to settle any conflict (28%). Giving subordinates freedom of thought, independence in action, he must at the same time insist on group decision making, thus combining loyalty to team members with the requirements of knowledge management.

Sometimes, as a leader, you must insist on your own terms, even if they do not coincide with that of their peers, or, making decisions is a procedure that involves taking responsibility and involves awareness of long-term consequences. On the other hand, school manager also has the ability to make life easier for children and their peers, making it more interesting, in order to leave a "legacy" for future generations, which efforts will be rewarded with everyone’s gratitude (9%). Being asked to choose a school manager, either a school teacher or a manager - a person outside the school, which is not a teacher, the subjects’ point of view highlights the complex approach which they addressed to the managerial role.

A manager should be a school teacher (42%) who has completed courses in educational management (16%) and has an experience (38%), to assure sufficient knowledge of the institution he is about to lead. In this way he can know from within the school’s strengths and weaknesses and can decide, together with the Administration Board, on the development of new directions. There should be met a broad set of features from which cannot miss:

<table>
<thead>
<tr>
<th>Table 1- Variables of school teacher</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>specialized training</td>
<td>18</td>
</tr>
<tr>
<td>objectivity, requirement and respect for employees</td>
<td>15</td>
</tr>
<tr>
<td>confidence</td>
<td>11</td>
</tr>
<tr>
<td>sincerity</td>
<td>11</td>
</tr>
<tr>
<td>accepting dialogue</td>
<td>11</td>
</tr>
<tr>
<td>spirit of justice</td>
<td>10</td>
</tr>
<tr>
<td>sense of humor</td>
<td>5</td>
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<tr>
<td>patience</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
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</table>
There may also be listed as personal traits that ensure, according to subjects, managerial success: intellectual balance, the need for innovation, organizational capacity, modesty, honesty, understanding.

Also, to be a positive example, to lead the team in a rational way, to be honest, courageous and determined, not to be intimidated and not blame others.

Manager personality traits become part of the team culture. If the manager is very competitive, the team will likely be competitive. It is possible that the team takes over sensitivity, generosity, kindness or aggression, or authority of the manager.

The manager’s role causes more worry because there will never be enough resources to solve all problems, and those already settled can generate new ones. Effective school management is achieved through optimal use of resources, the ability to motivate personnel towards objectives and conduct the organization according to skills, good horizontal and vertical communication, current assessments, targets and incentives for all staff, rational collaboration with the partners, proper delegation of tasks to subordinates, use of modern management techniques.

Ineffective school management results from a misuse of resources, through tense organizational climate, bottlenecks in communication, conflict between employees, between staff and responsibilities, unforeseen circumstances that prevent the activity, over crowding of the manager, lack of collaboration with partners, managerial style exaggerated, erroneous assumption of responsibilities, but also involving subordinates in activities other than the specific job they should carry on.

4. Discussion

The description of the school manager’s role between the two complementary axes – administrative and academic – and instrumental-expressive allows the identification of a fundamental characteristic of the school climate [4].

This one is defined by the intersection of the two components, being an expression of the manner in which the manager exercises the managerial functions and being a vector of his/her personality [6].

Findings of the study prove that school manager exercises the managerial functions according to the personality type which defines him/her.

The measured data prove that managers appreciate and value human dimension mainly, as regards own behaviour through a certain subjectivity implied by the human-managerial behaviour and also concerning the behaviour of members in the institution, through their valorisation, motivation and responsibility.

The variables experience and the level of professional training influence the managerial behaviour, through the manner the managers perceive and apply norms.

Gaining maximum efficiency in teaching is dependent on a “full behaviour” of the teacher, the interaction of all teaching behaviours (cognitive, socio-affective, normative dimensions, psychological, situational, interrelated issues in the classroom).

Effective management is based on negotiation and partnership in the group. They are necessary not only to ensure effective control of the classroom, and to engage students in a critical exercise: choosing and accepting responsibility for your choice.

Moreover, the teaching should be seen as spatial and temporal context confrontation consciousness of a multitude of experiences, lifestyles (students and educators) that intersect and cooperate to achieve win-win solutions for both parties.

All together amplifies the energy performance of authority, influence the generation and expansion of connections, contributing to the control of an attribute as volatile as the power to dominate resistance to change.

Conclusions
Conclusions of the study prove that managerial behaviour can be defined according to the manner the manager exercises the managerial role imposed by the managerial status which reflects the objectives of the organization he/she leads, but also by his/her personal qualities.

The study concludes that becoming a manager is a process of personal transformation. Broadening the perspective, the worldview and outlook on life, the increase in the level of awareness, work with oneself, finding the right motivations and principles creates prerequisites for becoming a person able to lead others, that is a person worthy to be followed by others and to take care of them, not subordinate.

Optimistic people who relate easily with others, who are organized, excellent communicators, endowed with intuition and empathy, which demonstrate strength of character that have a developed sense of social communication and develop their technical skills necessary to be effective in their task.

In current approaches, elements of style are the product factor situational and interactional dynamics. In the context of this analysis, the outline and layout style educational mobility. Style belongs to a human individual who has certain personality traits that are subject to ongoing rebuilding and rebalancing.

Another variable relationship to personality / style was considered experience, contrary to arguments that were supported from the negative influence of entropy. It prevails to end his career, felt the stiffening routinist. Blue creative role of personality dimensions. A great experience can be associated with an impairment of style, which is flat, inflexible style like a rookie in his teaching career.

Thus arose in another dimension learning style analysis, pedagogical beliefs that their structure cognitive, affective, favours a certain consistency of style, but does not block its progress. As human specific processes, open to repeated and intensive social contacts, they are subject to change through various training activities (training, assistance, circles, discussion) with consequences on the emotional side of the participants.

Recent research has shown that customizing the style is the important step of the negotiation process. This custom has two stages: establishing your own style and assess the advantages and disadvantages arising from the use of that style.

The study show that school manager practice management functions in accordance with the personality type which defines him/her.

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References