

TEACHER'S MANAGERIAL ROLES

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Abstract: *Considered one of the most important factors which determine the efficiency of the students' development process through its teaching, learning and evaluation activities. According to the specialized literature the development process can be associated with a managerial process, so the teacher can be compared to a manager with its corresponding activities.*

This study is a theoretical review with the scope to present the teacher's managerial roles.

Key words: *teacher, roles, management*

INTRODUCTION

The education institutions, as "factories" providing manpower, are those on which depends the development of specialists, but one of the necessary conditions is the competence and the efficiency of the teachers, the educational management.

The teacher practices an important profession which ensures the development and the preparation of the personality of young generations and their professional training in the educational institutions. During its entire activity the teacher has many specific roles strongly related to the characteristic of didactic activity leader. The teacher is the one who takes decisions concerning the teaching process as an expert of the teaching – learning process, the teacher also motivates, maintains the interest for the learning activity, leads and guides the students in different activities, represents a positive model through its behavior and personality, supervises the students entire activity.

As a manager, the teacher has several roles which can be noticed in comparison with the general activities of a manager and which can be transposed in specific management tasks, like: forecast – planning, organization, control, evaluation, consulting and decision.

MATERIALS AND METHODS

In this theoretical review the authors present a point of view regarding teacher's managerial roles. In order to do that, they used different publications from the specialized literature, sources which were mentioned in the biography section. The stages from the realization of the article were: setting the purpose of the article, study of the specialized literature, setting the targets and conclusion stating.

RESEARCH RESULTS

Studying the specialized literature and formulating their own opinion, the authors find that teacher managerial roles are the following: forecast – planning, organization, control, evaluation, consulting and decision.

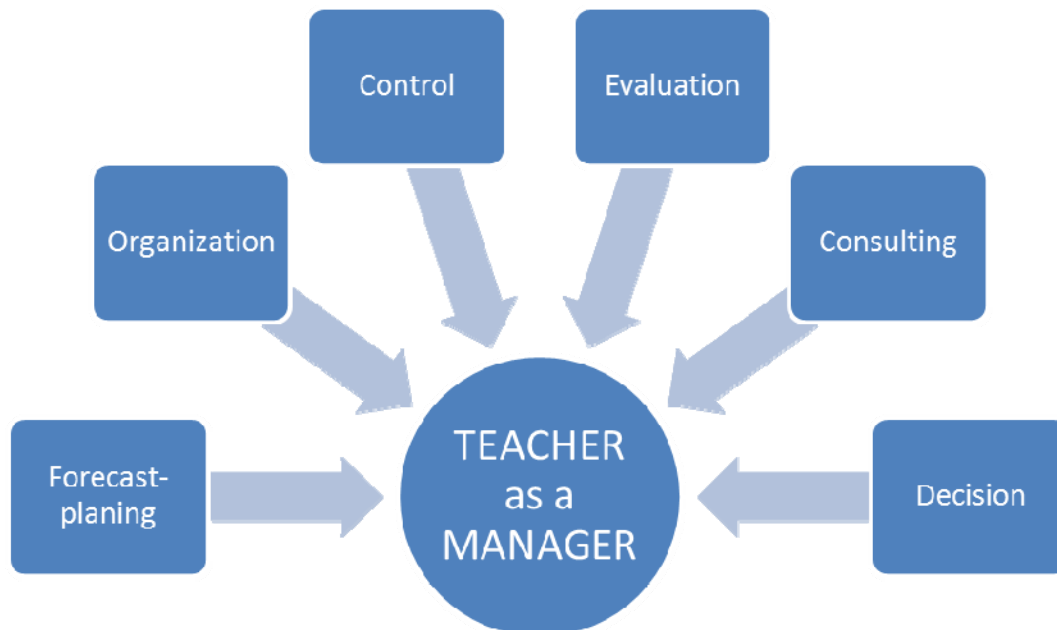


Figure 1 Teacher's managerial roles

In general, forecast – planning means to anticipate the future activities and results. Planning also means to find an optimum correlation between objectives, resources and time. In the teacher's activity, forecast – planning can mean: establish and analyze the main objectives, preparation of the unit for action, preparation of the disciplines' charts, of the time planning, etc.

The success of the planning can be checked only during the optimum implementation, organization and evaluation of the managerial processes from the classroom.

When we talk about organization as teacher's role in the educational institutions this can be both action related or structural.

Action related organization means the contribution of the teacher in harmonizing the activity in its classroom, the way he/she schedules the tasks, how he/she motivates the students and coordinates different activities. The teacher is the one who manages the relationship between formal education, non-formal education and informal education, individual and group activities, combines the methods, ways of working and organization forms of the educational process. In the present the action related organization means to combine the pedagogic criterion with the praxeologic one and the managerial one, meaning an approach of the teaching activity based on ration, creativity, efficiency and participation.

The structural organization focuses on efficient usage of the material and human

resources by their strategic coordination and by obtaining valid systems. For the classroom management, the organization is more active for the class master/leader but it is the same for any other teacher.

The structural organization implies that the teacher knows: the internal regulations for the management and functioning of the education institution, the informational system of the institution, the hierarchic relationships and also encourages the students to extend their communication relationships, involving them in the organization of different events.

The control means to check the functioning of the system, to compare the obtained results with the expected results or objectives. Many times the control and the consulting are considered by many teachers an unimportant, useless and inefficient activity.

Also, through control we check the compliance with the regulations, in order to identify the gaps, constraints and obstacles which could prevent the achievement of the objectives. Control means monitoring, reversed connection, preventing the possible crisis situations, correction and perfection. The control role is to adjust the students' behavior and activity. Also, the control means cooperation, active, rhythmic and solid guidance, initiative stimulation, exchange of ideas and opinions in order to optimize the educational process.

The evaluation means to check at which extent the scopes and objectives were achieved. It is a very efficient managerial and psychological foundation for the optimization of the classroom interactional activities.

The consulting represents a special relation, developed between the teacher and the student, the teacher providing support for the student who is in a special situation. The consulting consists in the following stages: clarification of the student's problem (the existence of trust, confidentiality, listening and usage of proper communication language), correct description of the student's problem, intervention, conclusion (end of crisis situation, return to the normal teacher – student relationship). When the teacher takes the consulting role, in order to avoid unpleasant situations she/he has to make sure that the intervention is necessary, the problem is correctly defined and it is the right time for intervention, the next steps are properly established, other persons are involved if necessary.

Considered the main function of the management process, the decision is the engine, the core of the process because it is the one which can combine the objectives with the material and human resources.

In strong relation with the other managerial roles of the teacher, the decision is a dynamic process where based on some information the teacher chooses an action from a certain number of alternatives in order to obtain a result.

The educational decision has a complex characteristic compared to the decisions from other domains because it has a special importance, its consequences directly influence the future of the student's personality and carrier.

A very important aspect which should be mentioned is that all the managerial roles work in a continuous interdependence. Beside the managerial roles the teacher has also other roles (the parent role for example). In order to be successfully fulfilled these roles need effort, organization, devotion, patience from the teacher's side.

CONCLUSIONS

The teacher as an educational manager can be considered at global, institutional and classroom level, when he/she faces different situations which are specific to the

educational process, situation when the relationship student – teacher can be considered an indicator for the educational management appliance.

In the educational process, the teacher uses different managerial dimensions, meaning the roles to coordinate the activity of teaching – learning – evaluating, to support the students, to involve in the educational partnership, in the research and information activity or to achieve the institution's objectives.

The main roles of the teacher are: orientation, guidance and rational management of the human and material resources in order to achieve the objectives.

In present time the teacher has to take into account the available human resource, which is like a “dough” that has to be “shaped”, and has to establish cooperation relationship with other factors (parents, business environment, job offers, etc).

The teacher's role is not reduced only to the classroom activity; he/she also fulfills activities related to the students' development and growth, to management and guidance of any contact with the students.

A general view of the teachers' managerial roles cannot be realized without taking into account the educational and managerial resources.

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