

The Analysis of the Managers' Behaviour in the Knowledge-Based Organizations from the Educational System

Mihail Aurel Titu and Viorel Bucur

Abstract— The authors of this paper aimed to emphasize the ways in which the managers' decision making is strongly influenced by several categories of stressful factors. In order to obtain as lifelike information as possible, we created a questionnaire which allows to obtain a correct evaluation of managers' behaviour – and not only – for certain categories in the educational environment (undergraduate and university). The questions refer to: the attitude towards stress and the changing of managers, the organizational climate in stressful conditions, the motivation and satisfaction towards work. The answers to the questions have well shaped scoring and interpreting items, thus ensuring a correct differentiation and evaluation of the behaviour of the managers involved in the decision making process of the educational environment (undergraduate and university) in Argeş and Sibiu counties.

Index Terms — Stress, Stress management, Communication, Management, Strategy.

I. INTRODUCTION

The remarkable researcher in the field of stress, Hans Selye, rector of the International Institute for Stress Research in Canada, defined stress as “the body's reaction to the challenges of the environment”, mentioning three specific stages (alert, resistance and exhaustion) which the body goes through, from the point of view of medicine and biology. [1]

Following the pursued research and studies, the authors of this paper seek to obtain answers to the various effects and reactions which “stress and the stressful factors” cause to the human body, to the managers, whose decisions and behaviour are distorted, thus determining “significant losses” in the department of the organizations' performance. [2]

Among the multiple forms of stress, research especially refers to the “physical and psychological” forms, which have been known to generate various clinical manifestations, with direct effects on the managerial act and the decision-making system. [3]

We aim to identify the causes which determine the modification in the organizational behaviour, especially on an individual level, by identifying those elements which stand out the most as far as the work place is concerned. [4]

Manuscript received January 03, 2010.

Mihail Aurel Titu is with Lucian Blaga University of Sibiu, Romania (e-mail: mihail.titu@ulbsibiu.ro). He is the corresponding author.

Viorel Bucur is with University of Pitesti, Romania

II. STRESS AND MANAGERS' BEHAVIOUR

The authors aim to identify the ways in which we can minimize the effects of stress upon the managers in the educational system, which is constantly subjected to processes of reformation and change.

They want to find answers regarding the causes which determine the implementation of certain decisions which cause negative effects on collaborators and subordinates (pupils, students, teachers, parents etc.) and which influence their performance. [5]

The questionnaire prepared in this purpose contains five distinct sections, with well shaped scoring and interpreting items. Its construction follows the specific standardization norms. [6]

The answers will allow us to create a psychological evaluation of human resources and to know the organizational climate in the educational system, by identifying the way in which the managers show a certain attitude towards stress, change, organizational climate, motivation and satisfaction given by work. [7]

III. THE MANAGEMENT OF THE EDUCATIONAL SYSTEM

Teacher with managerial positions and responsibilities may have a decisive role in dealing with the atmosphere and the climate in undergraduate and university educational institutions. The events generated by the group of factors from the environment which is external or internal to the educational organizations may generate a certain layout, which may have certain effects on their performance, according to fig. 1. [8]

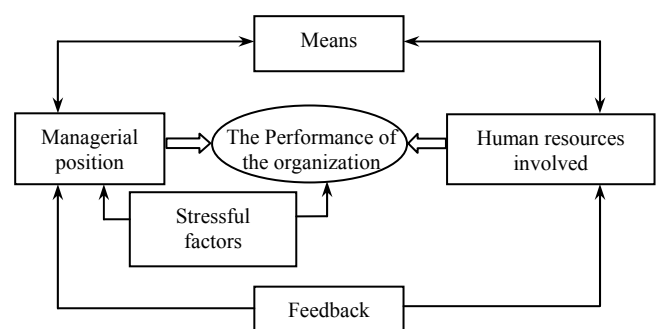


Fig. 1. The interaction between the managerial position and the performance of the organization

In this paper, the educational organization is approached from a systemic point of view, and the events succeed each other coherently, as processes influenced by a group of disruptive (stressful) factors, according to fig. 2.

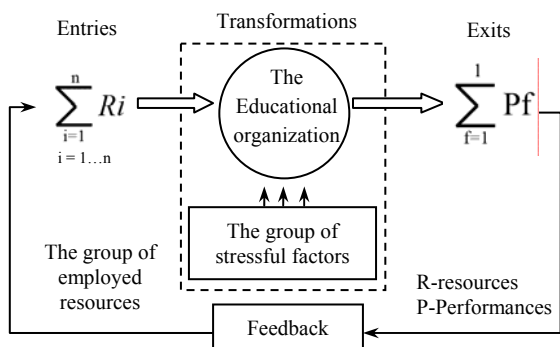


Fig. 2. The systemic approach of the educational organization

The behaviour of managers from educational organizations is influenced by a group of disruptive (stressful) factors, among which the most significant ones are:

A. The quality of relationships:

- a) inside the educational organization:
 - with the managerial team;
 - with the other teachers;
 - with the pupils / students.
- b) outside the educational organization:
 - with the representatives of certain institutions;
 - with family, friends, parents (of the pupils / students).

B. The type of the educational organization:

- a) the level of the organization:
 - urban / rural;
 - undergraduate / university.
- b) the dimension of the organization:
 - local (primary school, junior high, college);
 - county-level (inspectorate, institute, university etc.);
 - national (direction, ministry).

c) the property form:

- public;
- private.

C. The ambiguity of roles and tasks:

Is generated by:

- the lack or insufficiency of information;
- the lack of knowledge about tasks;
- the lack of knowledge about motivational criteria, evaluation and control.

These factors are in the structure of the questions from the questionnaire, in the climate, satisfaction and motivation sections.

The sections of the questionnaire

The construction of the questionnaire approaches specific aspects, so that the structure of the questions may allow the formulation of clear, direct answers, devoid of ambiguities.

a. The evaluation of the attitude towards stress

The answers to this group of questions will allow the emphasis of the opinions of managers from the educational organizations in the geographical areas mentioned.

b. The evaluation of change in stressful conditions

The questions refer to the need for change, the type of change expected as well as to the educational organization's attitude towards change.

c. The evaluation of options towards the organizational climate

This section mentions the factors which are found in the specific standardized instruments, so that the answers may allow the emphasis of the intensity with which the analyzed factor manifests itself.

d. The evaluation of the motivation towards professional activity

The factors taken into consideration are in direct connection to the professional activity of the teachers (managers) asked to answer the questions of the questionnaire, by following the specific rule of grading and interpretation.

e. The evaluation of the satisfaction given by work

The construction of the questions enables the emphasis of certain answers, through which the respondents may state their opinion concerning what they believe about their work, the way in which they are appreciated, promoted or paid.

IV. CONCLUSIONS

The results obtained will allow us to emphasize the way in which the leadership style, the status, the role in the educational organization, the relationships within it on the level of a chair or managerial team etc., may trigger or aliment stress to alarming levels, decisively influencing the leadership style, management system and performance of the organization.

REFERENCES

- [1] Constantin, T., Organizational Psychology, Iasi, (2003).
- [2] Garry, J., Organizational Behaviour, Economic Publishing House, Bucharest, (1998).
- [3] Goupil, G., Hans Selye, The Wisdom of Stress, CORESI Publishing House, Bucharest, (1991).
- [4] Daniels, A., Managementul performantei – Strategii de obtinere a rezultatelor maxime de la angajati, Editura Polirom, Bucuresti, Romania, (2005).
- [5] Dinu, M., Comunicarea, Editura Stiintifică, București, Romania (1997).
- [6] Oprean, C., Titu, M., Managementul calitatii in economia si organizatia bazate pe cunostinte, Editura Agir, Bucuresti, Romania (2008).
- [7] Oprean, C., s.a., Metode si Tehnici ale Cunoasterii Stiintifice, Editura Universitatii Lucian Blaga, Sibiu, Romania, (2006).
- [8] Titu, M., Oprean, C., Managementul strategic, Editura Universitatii din Pitesti, Romania, (2007).