

EFFICIENT MANAGEMENT STRATEGIES OF PROBLEM BEHAVIOURS IN SCHOOL ORGANIZATIONS

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Abstract

According to the strategic guidelines for the development of managerial skills of teachers, the focus shifts from results, to the generation of new meanings and perspectives to problem- management approaches, occurring at different levels within the school, and assessment of the opportunity of constructive analysis of the development and implementation of actionable alternatives (strategies and management styles) by experimental subject groups. The formative approach targeted the flexible approaches and interactive training processes of educators in schools in urban and rural education, in Arad, by implementing a specific methodology for the development of transversal competences and styles of transformational management approaches, drawing such complex interactions by the school. The department's priority was to improve and optimize the management practices of school organizations, exceeding the explanatory ascertaining, appreciative or critical spirit that prevails in such action. At the same time, this process of reflection and self-assessment of personal involvement and participation mechanisms is of particular relevance for formative experiment, the results obtained in step post - test and retest. During the formative experiment, subjects in the experimental group used a specific instrument – training journal to stimulate meta-evaluation as a means of constant reflection on the process of development of managerial styles and strategies, and their impact on a personal and organizational level. Respecting the experimental design, we conducted 12 semi-structured individual interviews (3 in each school that included the experimental sample) to find and highlight the changes in terms of styles of management approaches, as a result of the subject's participation in formative experiment, but also after the implementation of projects to improve and optimize the educational interrelation. Qualitative analysis of information provided during the interviews by the subjects, especially those drawn from formative logs reveal important issues regarding the facing educators to new concepts and guidelines of management approach. Through active involvement in the development of educational programs, educators have noted that they are part of a process of transformation, restructuring of the interrelationship mechanism, while acknowledging at the same time the limits of passive / avoidant managerial styles. The use of strategies of qualitative and quantitative analysis of school climate within the ongoing training program was assessed as having special value for educators, facilitating their involvement in achieving institutional and individual diagnosis.

Keywords: *management strategies, problem behaviors, school organizations*