

MANAGERIAL COMMUNICATION IN THE ROMANIAN PRE-UNIVERSITARY EDUCATION SYSTEM

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Abstract: Human relations are very complex and important; they represent, in fact, the texture on which life itself stands, the structure of successes, the miracles or human disasters. Characters and attributes, human facts (good or bad), looks and gestures – all can create a code, a model or a style of inter-human communication. Communication, in its full meaning, as a transactional act, unavoidable in interaction situations, becomes essential, fundamental, for personal life as well as for individual social life. Therefore, concepts like “communication”, “idiom”, and “language” have many meanings. This fact arises not only from the intrinsic complexity of each concept, but also from the fact that they represent the researching object of many scientific fields of study, such as linguistics, psychology, sociology, cybernetics etc.

Key words: concept, study, communication, knowledge, education, information

The Psychological and Etymological Meaning of Communication

Clarifying the psychological and etymological meaning of this concept manifests like a necessity, especially if we consider its anchorage in an inter-disciplinary system. Therefore, in Latin, the verb “communication” comes from the adjective “munise” whose meaning was “doing its duty, helpful, polite”. The word created, by derivation, a very big lexical family from which we mention “immunize”= exempt of tasks, exempt from a duty (e.g.: “imun” means exempted from contracting some disease, not having the disease). According to some researchers, “communise” means to “share tasks with somebody else”. In classical Latin, as the meaning of its current follower it meant “which belongs to many or all”. Afterwards, “Comunicus” initiated the verb “communico”, reaching in Romanian through French, together with a range of neologisms from the last century and a half. Communication as an act, system, code or way, stands to the basis of social organization and development, influencing horizontal and vertical report between humans – interfering even in their intimate goals, but also in knowing reality.

Various specialists accept the idea that the capacity to formulate and send thoughts in verbal terms is representative for humans. More than this, any skill or ability and the possibility to communicate through a fluent language represent universal and specific characteristics for humans. Concepts that are related together in order to discover communication functions and explanation are: idiom, language, message, brain activity etc. Some aspects have to be mentioned in order to analyze the unity between idiom and thinking. On the one hand, idiom has a main function in expressing thinking, and on the other hand, thinking can be made only in linguistic forms. It is recommended to approach the concept of communication from a wider psychological perspective, with strong social nuances. Thinking started from a primal level, developing by itself when it was confusing and difficult supported by a more abstract, and, at the same time, more systematic language.

Since in this work we do not have the intention to expand the connection sine qua non which exists in relation with language, thinking and the language system, we only suggest some patterns in their approach. Nevertheless, all concepts will be related to the most common binding matter, which is communication. The possibility of a total conversion of our thinking and experience in language is questionable, because of the contradiction between their infinite variety and its limited number of code elements, which are used to send messages to speaker (some dozens of words, from which only 2000 are currently used). M. Zlate (1994) demonstrated that ever since 1969 “communication exists for us, whenever there is an exchange of

meanings". We record the concept of exchange, but its content can be mentioned and the meanings can be sent by either verbal or non-verbal means.

Norbert Sillamy (1965) insisted on the feed-back character of communication. When information is sent, it produces an action upon the receiver and a retroactive effect upon the sender.

Anzieu and Martin (1969) highlight the component elements of communication as well as its orientation. Therefore, communication in education represents the set of psychical and physical processes by which the operation of connecting the teaching staff with the students takes place, in order to achieve the objectives of transmitting information to students about the field of study and required explanations in order for students to understand and learn.

Due to the communication-understanding process, many entities which communicate can reach conclusions, goals, norms, values and common principles, being able to create intra-group structures.

By the process of communication, communities are not only created but they also develop and, unfortunately, destroy. Communication is a process in which information is given and received. It is an implicative process in which members' participation of a certain group is necessary. This participation should not be understood to exist only at the communication process level because the existence of groups and their common actions involve participation. Co-participation represents a partial involvement. There is a constant core in any group, and it effectively participates in achieving the goal and it manages the entire difficulties of actions. Therewith, there are some elements which are neither hostile, nor passive, but which participate, sometimes, only in certain actions in order to achieve common goal.

Consequently, we can consider communication-participation and co-participation extremely important in creating, maintaining and developing of the cohesion phenomenon regarding the inner group as well as about individual-group relation or the relation between two or more groups. Group existence and especially formal social structures within their frame involve automatically organization, alongside with norms, laws, regulations and hierarchy. We can state that one of the main advantages of actions' organization is represented by the shortening of time period needed to reach the target goal. Another great advantage of the organization is to increase the safety level to group members as well as confidence in reaching target goal. The ultimate important advantage which we mention about organization is represented by the possibility of controlling actions.

In the Romanian education, at the macro system level, communication-organization divides in two, resulting the intra-systemic communication-education, case in which, focusing is inside of the system and inter-systemic communication-education, in which actions are based on the connection system-educational system.

Society continues to exist through transmitting, communication, but it is correct to say that it exists in transmitting and communication. It is more than a verbal relationship between words like common, community, communication. People live in community due to their common things, and communication is the modality by which they reach to collectively possess these things. To form a community or a society, they should have common goals, beliefs, dreams, knowledge – a common understanding – "same spirit" according to sociologists. Communication is the one which assures similar emotional and intellectual moods, similar ways of responding to expectations and requirements.

In order to know and manage an education unit, it is needed to identify facts and events which generate data, by precisely delimitating knowledge and management objectives, by establishing information carriers, as well as modalities to collect and register data, methods and tools to operate this data and information destination, their transfer to public receiver. The communication-information process, which is realized between school and local community, is important especially through transmitting messages capable to make citizens and their children interested in school.

Communication in the Educational Process

The didactical process which satisfies student's needs according to its social, scientific and educational description is made through communication. The communication process has many agreements which we will present bellow. An agreement is based on informational transfer and counter-transfer. In other words, the agreement is based on information transmission, perception and giving a direction to this kind of information. The agreement between two entities (teaching staff and student) is realized according to the following principle: any sender entity (teaching staff) should have the capacity to transform itself in a

receiving entity and any receiving entity (student) should have the capacity to transform into a sender entity. Communication process, as agreement, is a circular one, in which the two participant entities constantly change their roles. Circular communication in didactical process is the most indicated in promoting active-participative methods. Otherwise, the didactic process could have only one direction, from sender (professor) to receiver (student), an old process which is not used nowadays.

A modern didactical process is the one in which the student participates to its entire development communicating with teaching staff on the debate topic, in this way succeeding in understanding the essence of the received information before leaving the classroom. This kind of communication process is presented in the bellow chart:



Based on the communication-understanding process, students communicate with the teaching staff and between them, reaching to common conclusions, goals, norms, values and principles, therefore, being capable to easily integrate in the social and economic structures, intra-group. Understanding is the positive valence under which we generally recognize communication, and misunderstanding is the negative one which can often have a positive effect.

Misunderstanding can appear between sender and receiver when the information flow is jammed or when the noise source is too high. Communication-misunderstanding can be also caused by non-crossing or crossing on very small portions of participant entities repertoires to the informational transfer or counter-transfer. Another cause of misunderstanding between two or more entities is represented by difference of opinions, of beliefs, but especially because of their different interests. Misunderstanding benefits to a group if this phenomenon does not pass some limits, if this leads to a constructive confrontation of ideas. It can also be a source of non-monotony but also a reason to divide the group in subgroups based on contrary interests. Thus, we can state that misunderstanding between two or more entities can create conflicts with enormous consequences.

Communication is done on three levels:

- Logical
- Para verbal
- Non-verbal

Experimental psychology studies on communication allowed the elaboration of a complex and systematic overview chart, for phenomena which are a part of this set of human activity – this does not mean that methods, purpose or effects are definitively explained. Methodologically, the communication study supposes two main aspects:

- the global approach of group communication;
- the details' neglect in the communication processes and mechanisms with warnings about the possible segmentation of global process.

There is clearly an interaction between various factors which influence didactical processes and the educational context which influences communication. Even if the obtained results in experimental psychology have a partial value, communication can be studied. In this kind of research papers, the factors which influence communication have only a relative importance. The set of factorial structures represents instead the level at which the interaction of the factors determining communication networks should be approached.

Some researchers of the fifth and sixth decades of our century suggested the approach of the communication structure from the perspective of a working group and also from discussion groups. The methods used as well as the communicated problems in the communication study show that this is one of the social life constituent; it is necessarily present in this group. Communication appears almost at the same time with the exchange of information. By its social nature, communication has an intermediary situation

in the sequences: purpose, means, and effects. Communication, as a circular phenomenon, modifies initial status due to its effect, modification which determines the inter-relationship process. Methodological consequences of the communication theory, from the perspective of “communication networks”, refer to:

- limitation or restraint of the communication phenomenon according to vocal emission;
- limitation or determination of temporal off cut of communication processes;
- limitation or determination of communication effects.

As we can easily see, according to Scheriff and Fraisse, communication between two subjects is made based on the number of units transmitted phoniatrically, adding the temporal segment. The communication process involves decomposition of the set in communicational units and sequence of units approached by each group member or by the group, as a whole. The unit of communication is the message or the speech transmitted by a person through a sender.

In experimental psychology research papers, the isomorphism between the communication structure and mechanisms is also mentioned, which is present in communication networks. Implicitly, communication processes are understood as intermediate phenomena which diversify according to certain situations, that are defining various purposes or that require communication with various “intensity”. Studies about leadership often considered the problem of researching the communication phenomenon. Communication theory can be nothing more than a connection of non-varied relations among social situations and meanings on the one hand, and a part of a relation between means capable to assure achieving goals in various situations, on the other hand.

Fauchex and Moscovici noticed that groups tend to have a centralized communication, and centralized structure is the most powerful limit situation. There is a generic orientation in experimental psychology to determine reports, categories and situations as communication type. Communicational categories are defined based on the relations established between the persons that are in inter-communication. According to Bales, the classification of communication (including the pantomime which transmits communicational aspects) is based on a logical and psychological construction of the group. Communication categories and communication styles are related to the sender which manifests or enters a communication process.

By using symbols associated with reality, the information transmitted through the process of communication is used to describe the specific order and organization in studying the meditation process, getting proper meanings for each field of knowledge. Generally, the information resulted from the communicational process is treated like knowledge, a reflection of objective reality into human knowledge.

The information is described mostly by its degree of subjectivity-objectivity, referring to its dependence on the user, the time cell to which it refers, but also to quantitative and qualitative aspects. The information should have a utility value and a savings hope, calculated as the difference appeared between the effects of a promoted decision, with or without the “knowledge” element of the related information. The utility value of information is strictly dependent on its physical aspect, but also on its moral aspect, a priority aspect caused by an environment described by a maximization of its dynamism.

The information in the educational process is under a high risk of damage, inducted by production and diffusion actions, actions which result from the multiple and complex interaction with the sum of environmental information. The risk of damaging information is influenced by execution of the conditioning process in a certain space and time, by the sum of users, students, as well as by their attitude against a certain process.

In order to efficiently solve their school tasks, students should learn to directionally address and to shortly and conspicuously communicate with teaching staff and between them, according to needs. As receiver of information, they must be able to discern exactly what their professors and discussion partners transmit. The student and its teaching staff should have a motivation, about the subject and the reason of communication, before sending a message. This is why the speaker will cover a process of searching, which helps to activate all relevant data for the debated topic.

School Secretary and Communication Categories

A school secretary is gradually transforming into a central of information commutation, where it converges from all parts of the school and from the outside. Modern secretariat work is characterized by processing, registering and transmitting information in vary ways: data, texts, graphics, images and speaking, the

output being usually, the documents. Besides the one that contain only text or numbers configuration, mix documents appear more and more often. Since the issuing of documents does not represent a purpose in itself, it is important to distribute it to receivers.

The secretariat represents an important communicational channel, an intermediary in transmitting information or a sender of information. The secretariat transmits information upward, to managers, in order to support them in making decisions and in establishing school objectives. The secretariat selects information by direct methods or authority delegation obtained from managerial departments.

Types of ascending information:

- - law articles
- - statistical information about the activity developed in school
- - abstract from certain documents
- - mail information which has been sorted and archived.

The secretariat receives information from managers about decisions already made which should be applied and done by subordinates. Transmitting this information can be done verbally or in writing by elaborating orders, decisions, dispositions or collective reports. Control information is transmitted ascending and in this way managers are informed about the way in which their decisions were done. This information is used by managers to complete some reports which describe school activity. A school manager work and the work done by a secretary are difficult to separate; manager actions and secretary actions are complementary, having a mutual goal. In modern organization of school units, it is very important that, in the selection of personnel for the secretary, employers should take into consideration not only professional education, literacy knowledge, but also about certain qualities and skills of communication.

During communication process the following categories of communication can appear:

- the sender manifests solidarity, offers rewards and raises morale (status) of others;
- the sender manifests decrease of tension, he talks, laughs, jokes, expresses satisfaction;
- the sender expresses his agreement, accepts passively, obeys;
- the sender gives a suggestion, a direction, involving somebody's autonomy;
- the sender gives an orientation, a piece of information, repeats, clarifies and confirms;
- the sender demands an orientation, a piece of information, a confirmation;
- the sender demands an opinion, an evaluation, an analysis, expression of a feeling;
- the sender demands a suggestion, a direction, a possible action way;
- the sender manifest his disagreement, refuses passively, retains help;
- the sender negatively influences somebody else's status, but self-asserts.

Verbal behaviours represent one of the most important segments of human social activities. Human evolution, from the cultural point of view, was possible because people succeeded in speaking, listening, writing and reading. The main function of verbal communication is presented and made clear through its effects on other people, on other subjects. When we tell something to a subject, when we speak to somebody, we almost always expect that this conversation to lead or to convince the person to commit with us in this kind of conversation. In other words, we expect to perceive a reaction. It can often be considered that we are clearly advantaged by this kind of behaviour which becomes a way of communication, especially when we demand an object, information, or we request help in some action, or we participate in solving some problems. In other occasions, the subject transmits, asks, and requests something for a "social exchange": a little more attention or participation of some person during conversation. Even an uninteresting or expiring conversation is not meant to be without an answer because it becomes a way of communicating which determines the other person to look at us or eventually to answer us something.

Historically, it is known that, when seeing an animal, a person from a tribe could transmit the news to other tribe members, initially, by imitating the animal sounds; so, gradually, people obtained a vocal ability capable to describe animals, their number, their position in neighbourhood, as well as other details. Therefore, this infantile way of transmitting becomes an advantage form of communication. This type of communication supposed a growth of verbal transmission capacity and an increase of speaking complexity. Language, as a means of inter-human communication, should be learned. If a newborn who "aspires for

humanity” is transported somewhere, far away from the civilized world, and after a while returns to society, he will not be able to learn to speak, and he will try to communicate by non-articulated acoustical signals, or by uncontrolled gestures, that are not learnt, not received from the adult by action and imitation.

In this case, speaking mechanism from that brain cannot be used. In this material, we are not trying to clarify the problem of mutations during the long series of brain and speaking development, but we will mention that famous authors approached this subject in their action about human communication. Research papers written by Ekman (1980), Ekman & Friesen (1971, 1985) showed that, in fact, not all human communication is effectively transmitted through speaking or written words. Humans communicate their emotions and feelings by nuances in voice tonality, in facial expression, gesture and position.

Some research papers tend to confirm Darwin’s hypothesis according to which facial expressions of emotions are natively used. It is considered that a typical repertory exists for human species based on facial expressions with micro or macro movements. Members of some isolated tribes in New Guinea studied by Ekman and Friesen demonstrated that they have the capacity to recognize emotional expressions facially showed by westerners. These habitants do not have any problem in recognizing and production facial expressions such as sadness, disgust, joy and fear. Because they were using identical or similar expressions for situations in front of which they were not effectively exposed, Ekman and Friesen conclude that facial expressions are a part of behaviour types which are previously not learnt. People from other cultures are using different and various words to express particular concepts; elaboration of these words are not developing or increasing the amount of native answers, but they can be learned. Current detailed studies have not succeeded in determining whether other means of emotional communication (like tone of voice, hands movements etc) are learned, attained or partially native.

Inter-human communication is not simple since one cannot always know who receiver of the message is or to who gets to hear it. Taking into consideration that, in this way, confusion can easily appear, everyone, during lifetime, should tend towards a positive communication. This looks tiresome, but it is worthy. The better the internal communication is, the more successful its influence on the companion may be. As a final effect, it is really similar to operating on the computer. It gives me feedback and performs what I make it to, only if I strictly obey its rules.

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