



RESEARCH ARTICLE

EXPERIMENTAL-PSYCHOLOGICAL RESEARCH OF PSYCHOLOGICAL COMPONENTS OF  
TEACHER'S ADMINISTRATIVE STYLE

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ABSTRACT

Teacher's administrative roles based on his individual style. One's attitude towards his own activity and its outcomes are among the factors impacting the formation of an individual method. This attitude includes intellectual, emotional, and volitional characteristics of a person. The development of creative activity, professionalism, teaching skills, and individual and pedagogical style are firstly connected with the requirements of personality in modern education. For this reason, the solution to the issues related to administrative style is currently considered as a mutual interaction with a teacher's personal life problems. Another reason behind the need to focus on this is that neither teachers' personal problems nor the relation between an individual and pedagogical style of the activity for different cultures in the education system were taken into account in traditional approaches in the preparation of scientific-theoretical basics of a teacher's individual style. Character indications that express the attitude towards the objects of the surroundings are also among the factors affecting the formation of an individual style. Special features such as one's honor, dignity and self-assessment are the key factors in the dynamism, stability, and flexibility of an individual style. In order to improve the style, it is necessary to boost character indications that reflects one's attitude towards himself such as individual dignity, discipline, responsibility, and independence. Character indications that reflects one's attitude towards the various kinds of activity: games, labour, training such as rapidity, flexibility, tidiness, attentiveness, and purposefulness are of great importance for the development of the style as well.

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INTRODUCTION

Implementing reforms related to humanisation and democratization in education, the integration of our education into the Bologna system, innovations in assessment system etc. have resulted in some changes in the administrative style of the teacher. In the light of these changes, there is desperate need to have an approach from different angle to human freedoms, renewing principals and methods of the relations between authorities and the others, and teacher-pupil relations(6). We should also take into account that management and administrative roles serve to meet physical and emotional needs of human. Administrative style, mutual interactions, perceiving and understanding each other of authorities take place as a consequence of a mutual impact of such kind of complex factors here. In pupil groups, a teacher is the head. He functions as a subject teacher (or a class teacher) in this group on the legal basis. His physiological features serve as an essential factor in organization of management system of pedagogical

process, efficiency, systematic character and dynamism of the activity. His administrative style is connected with mental processes, special features, motivation, etc. All of these, as well as the recognition of the other elements that constitute the structure of an administrative style of the teacher, are important in terms of self-improvement and self-education of teachers. From this point of view, the problem is urgent enough for the modern period. It is worth mentioning that a teacher's administrative roles connected with his individuality. The development of the activity occurs in the socialization process. This development is achieved by efficient building of an exact type of activity system that suits to one's interests and purposeful perception of the behaviours in real experience. In psychology, the issues related to social development of the individuality have their own problems. Teacher achieves his professional skills thanks to this kind of social development. This improvement occurs with the influence of his relations with his co-workers and pupils in an education environment. Learning the content of those relations and determining the role of this process in the formation of teachers' individual style and administrative skills also give grounds to the topicality of the research. According to the facts, teachers face a lot of difficulties in establishing groups, efficient arrangement

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of the work in these groups, and achieving productive results of group members in their cooperation. From this point of view, the recognition of a teacher's guiding role, etc. helps to recognize social-psychological issues of pedagogical administrative style at school in order to learn the role of a social facilitation phenomenon in the pedagogical process, and to increase a stimulating impact of participation of others on the behaviours of the others during cooperation.

### The concept and description of the problem

Since the 60s of the XX century, the problem has become the main subject of the investigations of the researchers from Europe and America (A. Adler, K. Levin, C. Mayers, A. Maslow, G. Olport, E. Fromm and others), from Russia (V. V. Davydov, Y. L. Kolominsky, I. S. Kon, N. S. Leytes, A. N. Leontiev, V. S. Merlin, A. V. Petrovsky and others), and from Azerbaijan (E. S. Bayramov, E. E. Elizade, M. E. Hemzeyev, B. H. Eliyev, K. R. Eliyeva, R. I. Eliyev and others). These researches defined that human's behaviour was regulated by mutual impact of internal events and environmental factors. Human activity should be assessed not only as a fact regulated such as mechanical and physiological processes, but also as a mutual agreement of all the factors of the environment that surrounds him (including cosmic impacts) with internal factors (including consciousness and subconsciousness). Of note, numerous researches have been dedicated to study of the issues of individuality and style that are the constituents of the problem (I. Pavlov, A. Adler, B. M. Teplov, A. Lazursky, S. L. Belikh, F. P. Tonkikh, I. P. Shkuratova and others).

Important scientific researches work about the administrative activity of the teachers in accordance with ideological requirements of the period were carried out in the XX century. In this period L. I. Bojovich, A. V. Petrovsky, Y. L. Kolominsky, U. N. Myasishchev, N. D. Levitov, A. N. Leontyev, I. S. Kon, A. V. Mudrik, E. I. Rogov, R. S. Nemov, S. L. Belikh, D. N. Isaev, M. Sh. Kagan, (5,6,7) and others found out that teacher's administrative role was of special importance among the qualities of modern teacher. That's why we consider the investigation of the problem necessary. Azerbaijani psychologists E. S. Bayramov, E. E. Elizade, M. E. Hemzeyev, E. E. Gedirov, B. H. Eliyev, K. R. Eliyeva, G. E. Ezimov, R. I. Eliyev, M. I. Ismayilova, A. M. Mustafayev, U. A. Efendiyeva, and others have investigated relations between persons and administrative activity of a teacher in education groups and collectives. In these researches, a psychological concept of the administrative problems in group relations have been explained and relations between parent-child, educator-child, teacher-child, pedagogical communication, its conditions, a teacher's administrative activity process have been focused on (1,2,3).

**The aim of the research:** The aim of the research is to determine the content of the issues such as the structure of the teacher's administrative style, the styles the teacher prefers during his administrative role in pupil groups, types of pedagogical communication, facilitator role of a teacher in pupil groups, and dependence of the character of mutual relations on administrative style.

**Theory of the research:** Management, self-regulation, communication, motivation, and cognitive skills level as well as singularity of his activity alongside with his individual-

psychological features also condition the manifestation of teacher's administrative style.

### Research questions

- Are there associative relations among teacher's administrative style, individual style of psychological components basing on that, and development level of components that establish pedagogical communication style?
- A teacher's administrative style at school is conditioned by his individuality, self-improvement and socialization, and social-cultural atmosphere in which this process occurs, activity motif and profession interests. Does the teacher's administrative role at school depend on the development level of his professional skills and abilities?

## RESEARCH METHODS

We made an empirical research in order to find out which administrative style is dominant in the teachers working at general education schools of the Republic. Firstly, we determined the schools at which we would conduct research and we selected schools in the various regions of the Republic each having various material and technical base and cadre potential.

During the research the following methods have been used:

- Inquiry method
- Self-assessment method
- "Pedagogical situations" test

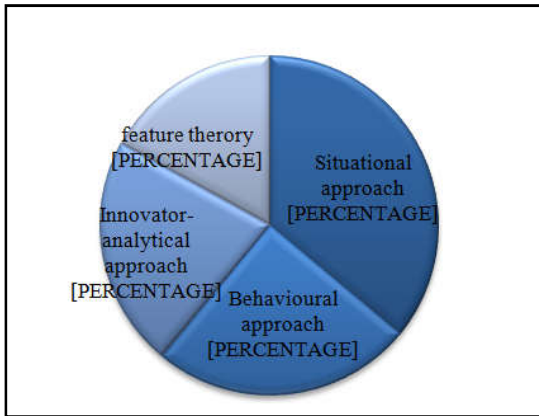
Defining investigations have been implemented in the high schools of Nesimi and Yasamal regions of Baku city, as well as, in Guba and Shirvan cities. Researches were carried out at schools number 5, 9, and 23 in Nesimi region, at schools number 18, 20, 21 in Yasamal region, and at schools number 1, 2, 3 in Guba and Shirvan cities. 40 teachers of each school in Baku city, 20 teachers of each school in the regions were involved in the research (300 people). Teachers' self-assessment related to administrative style was realized by the help of questionnaire inquiries.

### Mathematical-statistical treatment methods and stages of the data

In order to solve the tasks put forward in the research work, modern mathematical-statistical methods were used during treatment and analysis of the data that was gained as a consequence of the information, initial statistics (middle number, dispersion) were calculated. The classification of the gained data is relevant to normal classification and asymmetric and sessional indicators testify this as well (representation error was calculated), that is why for the comparative analysis of independent choices Student criteria were used. Correlation ratio was calculated with the help of Pearson criteria. In order to treat the empirical research data, SPSS computer program has been used. Research selection covered 300 people.

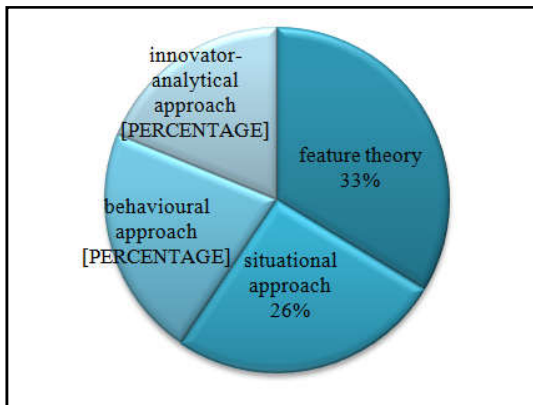
### The results of correlation analysis

According to the results, situational approach is more preferable for some of the 300 teachers we had in the inquiry; however, when they assess themselves, they do it in terms of ideas of feature theory. In the image 1, the answer percentage to the question "What do you think, which qualities are more important for teachers in order to be able to administer pupil groups?" is introduced. Here, the teachers prefer situational approach in administrative style- 36 %. Behavioural approach is on the second place- 25 %. The third place is innovator-analytical approach - 22 %. It is interesting that the last place is feature approach - 17 %.



**Image 1. Percentage indicators of qualities that are important for teachers' administrative role in pupil groups**

The answers to the next question have been more interesting. We could say that, the teachers would concern qualities that they preferred in administrative style to themselves in the same form, but they didn't. They preferred not "administrative-teacher" but "personality-teacher" criteria assessing themselves.



**Şəkil 2. Percentage indicators of qualities that are characteristic for teachers' administrative style by them**

In the image 2.6. percentage indicators for the answers to question "Which of the mentioned qualities are more characteristic to your administrative style?" is given. Feature approach dominates in the self-assessment of teachers in terms of qualities that are peculiar to administrative style. 33 % of them consider that, they are highly intellectual, strong-willed, initiative, well-behaved, energetic, self-confident, friendly, and reliable. The next one is situational approach. 26 % of the teachers assess themselves as administrative-teachers who build good relations with pupils, coordinate them, treat them as real partners, explain the concept of the tasks in a clear and exact way, and help with their realization. 22 % of the teachers consider

that they often consult pupils, are open with them in their communication, involve pupils in decision-making process, and provide active participation of pupils in planning and realizing things in the classroom. That is to say, the ones who include in this group, concern administrative qualities to that are peculiar to behavioural approach to themselves. Finally, the teachers who are in the last group think that they enjoy being at school. They work with energy; they are known as an innovator-teacher; they show interest in new information and ideas; they produce numerous and alternative ideas; they achieve in quick acceptance of purpose, and decisions; they well integrate into collective behaviours; they demonstrate patience to failures; they are able to pay attention to others' opinions. Thus, those teachers see themselves as innovator-teacher - 19 %. In the analysis of the results, explanation of the following opinions are aimed at:

- Empathic behaviour of the teacher;
- Teacher's pedagogical communication style;
- Teacher's managing the activity of pupils;
- Administrative style in the class collective;
- Style of giving directives and guidances;
- Use of regulating effects in teaching process;
- Solving conflicting situations.

Thus, we held self assessment inquiries as the following with the 300 teachers that were involved in the research (150 people from natural sciences, 150 people from humanities).

- "Which of these are singular to your pedagogical activity?"
- "Which of these does your individual work style coincide with?"
- "As a class manager which of the following managing styles coincide with you?"
- "Which of the pedagogical communication styles is singular to you?"

We generalized the results and compared the teachers of the subjects in natural sciences and humanities (Table 3.1.). In this table, the materials that can answer several questions in the direction of defining teachers' administrative style are collected.

45 % of the teachers state that their pedagogical activity is active, energetic, and busy, but also dependence belongs to it. 35 % of them consider themselves active, energetic, and productive. 20 % of them think that their pedagogical activities can be assessed as extremely active, independent and initiative. 54 % of the teachers answered to the question "Which of these coincides with your individual work style?" such as emotional-inspiring, 46 % of them answered as critical-methodical type. Of note, the advantage of emotional - inspiring type has been obtained based on high results of teachers who work in humanities field. In the subjects of humanities it is 64 %. In the answers to the 3rd question there is also difference in the ones by the teachers of humanities and natural subjects. As a whole 32 % of the teachers consider themselves authoritative, 40 % democratic, 28 % liberal. Finally, in the answers given to the last question that was related to pedagogical communication style, the results were as the following. 31% prefer dialogical communication style; 24% prefer mutual trust; 22 % build noble-style relations; 10 % keep pupils in control; 13 % choose monological communication style. The inquiry "The study of teacher's activity motif" was held based on the question "What is your purpose in choosing teaching as a

profession?". The inquiry was held with 300 teachers involved in the research. In the sequence of given answers there are differences in Baku city and regions. When we ranked the preferred opinions out of 12 in terms of quantity, the graph is as below. (Table 3.1.).

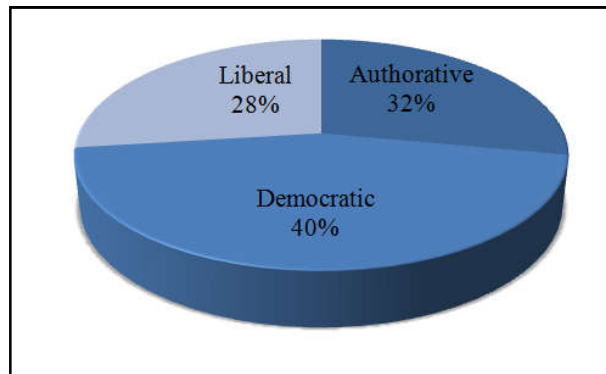
require setting limits to feelings and wishes of pupils. For this reason, a pupil learns the rules to some extent after he works in group for several times. The pupil who wants to succeed actually begins to regulate himself, by aiming to obey the same rules.

**Table 1. Self-assessment of teachers on individual work style**

Questions, variants	1			2		3			4				
	a	b	C	a	b	a	b	c	a	b	C	D	E
Natural sciences-150 people	65	53	32	54	96	63	51	36	41	33	32	16	28
Human sciences-150 people	41	78	31	112	38	34	70	46	53	39	35	11	12
Total	106	131	63	166	134	97	121	82	94	72	67	27	40
Percentage	35	45	20	54	46	32	40	28	31	24	22	10	13

**Table 1. Teachers' self assessment on activity motivation**

N	The given sequence of opinions	The assesment sequence of opinions		
		S. s.	Baku city	Regions
1)	I want to serve and contribute to my Motherland and People	1.	3)	1)
2)	Teaching activity is appealing for me	2.	7)	3)
3)	The opportunities to use one's capacity is more expanded in teaching profession	3.	6)	7)
4)	I see teaching as a temporary activity	4.	12)	8)
5)	I attach great value to education	5.	5)	2)
6)	It is possible to earn enough money in teaching profession	6.	11)	5)
7)	I confirm myself better in this profession	7.	1)	11)
8)	I feel safer in this profession	8.	8)	12)
9)	Because there is a huge respect towards teachers in the society	9.	1)	9)
10)	I like working with children	10.	2)	4)
11)	I enjoy working with teens and youngsters	11.	9)	6)
12)	I have no other option	12.	10)	10)



**Image 3. Teachers' assessment due to individual work style**

**Table 2.**

Brainstorming	brainstorming, KWL, auction, cluster, questions, word associations
Discussions	discussion,debate, discussion maps, classic dialogue,aquarium, forums, round table discussion
Role play	role play,simulation, business play, dramatize
Presentations	demonstration,panels, essay
Conducting research	problem solving,the cube, case study, Venn diagram, projects, sociological inquiry, interview, decisions tree, mind map, reflection, committees
Methods that are aimed at the development of logical mentality processes	algorithm – from analysis to synthesis, choose the most important one, game plays: game-riddle, game-competition, algorithm chains
Methods aimed at the development of critical thinking processes	Assessment on criteria, ambivalent assessment, viewpoint
Methods aimed at creativity	Realizing creative works,unusual use of objects, prognosis, work on proverbs, binomial fantasy, free prefix, polynomial fantasy, method of focal objects, morphological analysis (morphologicalbox, development)
Insitutional methods	jigsaw puzzle or mozaic, carousel
Working in groups	Number, number according to birthdays, general features, drawing of lots, mozaic, sociometric method, searching songs
Activation	climate setters, ice breakers, energizers.

The opinions presented to teachers in inquiry text have been ranked in terms of public value, but in the answers of teachers this factor isn't seriously observed at all. Methods that condition efficient administrative role of ateacher while organizing active(interactive) lesson. Applying these rules

After some time, the disruption of the rules by any pupil occasionally can be considered the indicator of high development of self-regulation in him. According to the results of the test "Pedagogical situations", 32 % of the teachers scored 56-70 points. That is to say, their pedagogical

excellence is high level, they have abilities, such as being responsible for their work, successfully solving problematic situations, controlling communication with pupils and mutual relations on necessary level. They have democratic communication type. Pedagogical excellence of 58 % of teachers who scored 29-55 points is middle level. They sometimes face difficulties in mutual relations with pupils, and as they don't always understand them well, they give decisions hastily and face problems. These teachers have authoritative-liberal communication style.

**Table 3. The results of the "Pedagogical situations" tests**

Scores	The number of teachers - 60	
	The number	Percentage
56-70 scores	19	32 %
29-55 scores	35	58 %
14-28 scores	6	10 %

10 % of the teachers scored 14-28 points. The pedagogical excellence of these teachers is low, they face failures in various pedagogical situations. They have difficulties with communication with pupils, don't understand them. Teachers who had these results aren't recommended to work at school.

While generalizing the results of the test "Pedagogical situations" the comparison was made between the answers teachers gave in the first research and their assessment by pupils as well. It has become clear that the teachers who had low results in the test "Pedagogical situations" have also had corresponding results in the first research. Pupils assess them either authoritative or liberal. Either "keeping in control", or "monological" style is preferred in pedagogical communication style of these teachers.

## RESULTS

The research made clear that a teacher's administrative style phenomenon is original conformity of various manifestation of human and professional personality. That is to say, the notion "a teacher's administrative style" characterizes psychological spheres, principals, ways, methods, and means that aimed at the development of these spheres, wholeness of method and pedagogical impact means that are in mutual connection with one another in the pedagogical process. As it is whole, individual administrative style isn't transferred. It is original, singular, and it differs with its individual performance. Shortly speaking, a teacher's individual activity is pedagogical activity style that belongs to only teacher himself, and differs a teacher from his colleagues. The analysis of teachers' administrative style has been conducted in the direction of management psychology in social psychology, theoretical-conceptual issues of managing school (pupil) groups have been determined in those researches. The research defined that the issues that expressed the notion teacher's "administrative style" which is the main component of management sphere of education are explained with theories and validities that regulates its implementation. Above-mentioned theories that were claimed by several researchers in sociology and psychology, enable to learn efficiency level of teacher's administrative style, to determine the ways to increase this level.

We can generalize the following results based on conducted theoretical analyses and realized experiments in this field:

- Social-psychological content of a teacher's administrative style depends on the features of self-

improvement and self-socialization, and the quality of capacity building in teaching. Here the psychological skills of a teacher are an important factor in the formation and development of his administrative style. They include reflection, the prognosis of solutions of problematic situations, modelling of pedagogical technologies, intuitive cognition, benefiting from own opportunities, stimulating pupils, psycho-diagnostic, psycho-consultative, and psycho-therapy abilities.

- Teacher's pedagogical attitude also influences the development of his individual method. Pedagogical attitude is the status that pedagogue has in his mind during his mutual relations with pupils, it defines his choice of behaviour with them. Here we should mention a teacher's pedagogical paradigms as well. That is to say, a teacher's pedagogical attitude plays a central role in pedagogical paradigms that are necessary for the concretization and systemization of his administrative style.
- The concept of administrative style of a teacher are based on ethno-culture, customs and traditions of the social atmosphere he lives, stereotypes in the regulation of mutual relations, personal (family) culture, in general, social-psychological components of "Me as an administrator" relations.
- The most useful way of studying teacher's administrative style is the study of his work activity. During his work, a teacher, the people he has communication with, the groups these persons are represented, the character of his work activity, the public functions of educational enterprises they represent and the character of the work are studied. In this field, (social) attitudes of pupils are the most reliable source, because individual, social, psychological, and pedagogical effects observed in their social assessment get complex.
- Currently, not all the pedagogues working at general education schools can fulfill the requirements that are important for social facilitator at school groups at the necessary level. Though teachers have knowledge about administrative style they don't show much interest in applying it. For this reason, the majority of pupils assess the administrative style of their teachers either authoritative or liberal. As a result, some contradictions in building favourable social relations in the pedagogical process take place between teacher and pupils, and its results are observed in pupils' success in their education.

There is direct dependence between teacher's administrative style and their management style of pedagogical situations:

- The main indicator of the efficiency of a teacher's administrative style is the sequence of his individual work style with cognitive needs of pupils, meeting style, speed, dynamism, flexibility of these needs. If the teacher can organize group work, teaching new things and shaping vital skills in pupils in accordance with their learning interests, we can claim that a teacher's administrative style is efficient.
- Administrative method codex of a teacher in the pedagogical process should be determined. Its content should include main components such as a teacher's first outer (sensor) impact on pupils and ranging from impressions appeared from these impacts (attire, configuration, behaviour, gestures, mimics, and other

emotional means) to technologies he applies in the regulation of pedagogical communication, mutual relations. Administrative style codex of a teacher should directly cover the qualities related to the regulation of the peoples' activity in the pedagogical process, their being directed to individual approach and development. Here, among the qualities belonging to professional activity of the teacher we should highlight his qualities related to administrative-teacher, not personality-teacher.

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