

STUDY ABOUTH IMPORTANCE OF EFFECTIVE LISTENING IN COMMUNICATION OF EDUCATIONAL MANAGEMENT

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Abstract

The concept of communication can be defined as a process of transmission and reception of information, ideas and opinions from one individual to another and from a social group to another.

In education, communication management is an essential process, which is exchanged messages and information are subject to a process of interpretation and processing from each member of the educational institution. It is therefore very important that messages and information sent to quality and to be correctly perceived by interlocutors. In this respect an important role in the efficient management of communication is occupied by active listening.

Studies presented in this paper was conducted in two educational institutions and relates to the checking listening skills and the ability listening and opportunities to improve their.

Key words: educational management, communication management, active listening, educational institutions.

"Try first to understand ... and then to be understood! "

Stephen R. Covey

Man Learns to speak Three years and a lifetime to Hear.

André Malraux

How we communicate with those around us in the work, but not only, has an impact on results. The quality of communication in educational management depends on how human resource use and in particular labor productivity gained by it. Each individual has a certain style of communication formed by education, skills, beliefs and personal goals. It does not always ensure effective and efficient communication.

Listening, with speaking, reading and writing is a fundamental component of the communication process. Active listening involves a series of activities to ensure accurate reception of the message and retain it. Interactive Listening involves the ability to interact directly with the speaker in two ways: by asking questions and through exposure, the confirmation request message.

American Association Management established 10 rules for effective communication:

1. Issuer must clarify ideas before communicating them;
2. Examination of the true purpose of the communication before it is made;

3. The issuer must take into account all the physical and mental elements of the context;

4. Issuer to pay attention to nuances and basic meaning of the message;

5. Empathy-capacity indispensable that the issuer must have developed;

6. Expression reactions by participants in communication;

7. Communication participants must communicate in the future;

8. Issuer must support secure communication;

9. Participants must understand the communication between them (to be understood, to be good listeners).

So that's why effective listening is considered as one of the most important attributes of communication. We define active listening as that ability that show the caller that we are interested in what he says and offer them support and encouragement to communicate.

MATERIAL AND METHOD

Instruments used in data collection were different, as follows:

- consulting the literature and previous experience of research team;
- data collection based on three questionnaires the authors designed and implemented by the research team;

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- oral communication testing personal style school managers and its influence on their work in education, school;
- semi-structured interviews with managers organize school teachers and two educational institutions.

RESULTS AND DISCUSSIONS

Studies presented in this paper was conducted in two educational institutions and relates to the checking listening skills and the ability listening and opportunities to improve their.

School managers and teachers dincele two schools were asked the following questions in the questionnaire that they had to complete:

- to select the most important communication skills they use in their current work;
- to choose between these skills on those that want to improve.

From the data obtained it was observed that subjects questioned focused on listening skills.

Specialized studies show that in everyday life people listen more than 25% of spoken messages aimed at them.

Immediately after the message normal listener remembers only 50% of the information received, 48 hours later and still kept in active memory only 25% of incoming messages. All subjects were investigated agree that there following obstacles to good listening:

- **overloaded message** and focusing on all the essential ideas lead to loss of data;
- **lack of attention** - often only interested listener seems to give comfort speaker;
- **physical stimuli** - cold, noise, another conversation heard in parallel;
- **critical speech and appearance** - because of personal prejudices and perceptions many people tend to judge others immediately in connection with their appearance or how they speak thus ignoring the message content. We like to listen to long speeches thus losing details that do not concern the essence of the message or the entire message.

Communication process always ends with providing feedback and therefore must pay special attention to this last link, because it opens the door listening effect. Effective managerial communication strategies is one of the instruments of change in education.

School managers have learned some skills, behaviors and techniques. Fundamental techniques of communication management can be grouped into:

- techniques for receiving messages;
- techniques of interpretation of the message;
- rendering techniques messages.

In carrying out educational approach may appear artificial barriers in communicating with teachers school managers because:

1. Difficulties in the ability of information.

This includes:

- insufficient documentation;
- the tendency to oversize introductory explanations,
- tend to turn dialogue into monologue;
- using a high tone and marked by irritability (partner intimidation and lack of response);
- use of inappropriate language receptors (too commonly used terms too strict pupils or specialist);
- lack of attention or skill in conducting the dialogue to achieve a goal;
- deficiencies in the ability to listen.

1. Reduced capacity incorectă listening or hearing due to:

- lack of respect for personality manifested by lack of attention interlocutor, **impatience**, rushing to finish faster, solve other problems in parallel;
- low ability to concentrate on the substance of the problem, which diverts attention to the form of communication;
- tend to occur during exposure, and contrary to present accurate version;
- resistance to the introduction of new ideas.

To remove these barriers that can disrupt communication of educational managers interviewed agree that the benefits from practicing active listening are:

- gathering information to clarify the situation;
- Encourage verbal and non verbal caller to express such ideas and highlight it;
- better decisions than checking information, data, facts.
- encourage the caller to gain confidence.

All teachers agreed that we like to be heard when exposing an idea and appreciate that when a person:

1. It focuses on what is said by us, as are tempted to leave his mind to fly;
2. Sometimes confirms what was said by us without us stop;
3. attend and has patience to finish the idea. Interrupts are extremely rude and even dangerous in the business world. It is a color difference between occasional disruptions made to confirm and made to boil with impatience that other person to express their own seems;

4. make questions when not understanding and enable us to explain technical issues unknown or misunderstood terms;

6. Encourages us to continue the verbal and nonverbal. Body language that you perceive is that the person in front of our head slightly inclined to

the approval, smiles and leans slightly to hear us better;

7. quiet waves not paper, not on the phone and not to interfere with gestures as communication barriers.

Table 1

Channels of communication in educational management

	Examples and characteristics	Advantages	Disadvantages
Post	Letters, memos, reports	Permanent records. Consistent messages to all receivers. Can be read and can be answered at the right time.	It needs storage space. Lack of personal involvement. Excessive volum. Late response
Electronic	Email messages, fax, video conferences	Fast, with a low-paper, the answer may be right if the receiver is on the line. Often costs less than sending postcards.	Possible only among those who are in the network. The Danger leakage of confidential information.
Meetings	The meeting of two or more persons. Formal-Informal, Planned-Unplanned Structured-Unstructured	Effective mechanisms to concentrate efforts for the transmission of information, problem solving, decisions documenting etc.. Can provide group commitment to the objectives set	Large consumption of time. Not all discussions are important for all participants. If they are not structured can be handled in order to avoid making any decisions.
Phone calls	Concrete way, immediate and direct transmission or obtaining information	Getting an immediate response. Provides a type of personal contact	There is no written record. Do not allow visual feedback
Face to face	The most commonly used communication channel. Most preferred channel	The most commonly used communication channel. Most preferred channel	Time consuming. There is no written record

We formulated from the survey, a set of rules to ensure their active listening and effective communication in educational management:

1. follow the agreement between verbal and nonverbal language;

2. we focus on message content;

3. listen to understand the message, not to prepare response;

4. Overhead evaluation to understand the full message;

5. grouped ideas to detect message structure so you can easily remember;

6. summarize the message as a mental outline of main points;

7. Take notes from time to time to help you save the message, preventing distractions and demonstrate interest in what you say interlocutor;

8. not anticipate what the speaker wants to say and not complete sentences in his place;

9. not behave impatience or boredom revealing nonverbal (checking the clock, yawning, looking elsewhere, uncontrolled movements etc.).

CONCLUSIONS

When communication is ineffective causes loneliness, conflicts, professional dissatisfaction, psychological distress, illness.

We may improve our communication skills as follows: each of us can learn to communicate better, each of us can change. The change law says that: things do not remain the same, if not change for the better, then it will change for the worse.

Managerii who understand the communication process have larger control over changes and less failures.

The first technique used for active listening in managerial communication from the educational field is silence. To know how to be silent in order to allow caller to speak or to look for ideas.

Active listening involves active effort because it is not enough that participants to focus on facts, figures or ideas but to establish links with their own experience processing data into useful information that can be used later.

Active listening in communication in educational management must be accompanied by empathy.

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