

# MANAGERIAL COMMUNICATION – MOTIVATING FOREIGN LANGUAGE TEACHERS IN THE EDUCATIONAL INSTITUTION

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## COMUNICAREA MANAGERIALĂ – MOTIVAREA PROFESORILOR DE LIMBI STRĂINE ÎN INSTITUȚIA EDUCAȚIONALĂ

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**Abstract.** This article explores the foreign language teachers' self-regulatory capacity as a central element in the expression of professional behavior within transformational and charismatic leadership. Another aspect explained is the self-perception of the foreign language teacher of the educational institution that is composed to: self-cognitive accessibility and non-cognitive skill constructs. Self-regulation refers to the process by which teachers seek to align their professional behaviors and self-concepts to regulate the achievement of promotion, prevention, or punishment.

**Keywords:** the relational self and the collective self, self-regulation, transformational and charismatic leadership.

**Rezumat.** Acest articol explorează capacitatea de autoreglare a profesorilor de limbi străine ca element central în exprimarea comportamentului profesional în cadrul leadershipului transformațional și carismatic. Un alt aspect explicat este autopercepția profesorului de limbi străine din cadrul instituției de învățământ care este compusă din accesibilitate autocognitivă și construcții de abilități noncognitive. Autoreglementarea se referă la procesul prin care profesorii caută să-și alinieze comportamentele profesionale și conceptele de sine pentru a reglementa atingerea obiectivelor de promovare, prevenire sau evitare a pedepsei.

**Cuvinte-cheie:** eul relațional și eul colectiv, autoreglare, leadership transformațional și carismatic.

The ability of educational leaders to influence and motivate members of the academic institution to achieve group goals or participate in a shared mission and vision is known as managerial communication within the higher education institution. This communication can take place at the intrapersonal, interpersonal, group, organizational, and intercultural levels. The psychological processes and procedures by which educational managers encourage foreign language teachers in their routine didactic activities require a significant deal of attention.

Recent advancements in motivation theory place a strong emphasis on the role of employees' capacity for self-regulation as a fundamental component of the manifestation of professional behavior [1]. This idea can be helpful in trying to understand how managers within higher education institutions can persuade and inspire teaching staff and other categories of non-academic staff to monitor how different management behaviors affect their motivation and performance, and to analyze the manager's motivation from the university environment in the leadership process - starting from the exploration of their own self and leadership style to achieve the desired results. Let's start with the fact that charismatic and transformational leadership are two of the most effective models for higher education institutions since they are built on changing foreign lan-

guage teachers' priorities and values while inspiring them to perform above and beyond what is expected of them. It indicates an exchange of benefits among teaching and non-teaching personnel for conformity and harmony as opposed to transactional leadership, which can be held between supervisors and subordinates being driven by rewards and penalties while adhering to explicitly stated goals. According to Bass and Avolio (1994), transformational leadership behaviors consist of four elements [2]:

1. inspirational motivation,
2. idealized influence,
3. individualized consideration, and
4. intellectual stimulation.

Creating and presenting a compelling vision for the professional area through emotive symbols and arguments, as well as displaying optimism and excitement in the teaching of foreign languages, are examples of inspirational motivation. Setting an example for others, leading by example, and upholding the highest ethical standards in the classroom are all examples of idealized influence in foreign language teaching. When teaching languages to English language pupils, support, motivation, and training are given to help the group work toward a common goal. Last but not least, intellectual stimulation in a foreign language context entails professional teaching techniques that heighten students' awareness of the nature of linguistic problems and push them to find innovative solutions.

The process of teaching a foreign language can be greatly impacted by charismatic managers, who can be identified by a variety of traits and behaviors. Strong evidence points to four leadership actions as being charismatic [3]:

- (1) communicating high performance expectations,
- (2) showing confidence in the ability of foreign language teachers to achieve educational goals,
- (3) assuming calculated risks that are contrary to the statute,
- (4) articulating a values-based vision of the future (Ehrhart and Klein 2001).

In the context of leadership theory, it is crucial to develop the self-concept of the foreign language teacher (Kark and Shamir 2002). According to this perspective, the self-perception of the educational institution's foreign language teacher is made up of two parts [2]:

- a) self-cognitive accessibility, which leads to the activation of a certain level of identity at a given moment, influenced by personality traits, relationships, organizational culture, and
- b) non-cognitive skill constructs, such as personality and values.

Thus, the self-concept of the foreign language teaching staff can change through exposure to different external stimuli including the influence and behavior of educational leaders (Kark and Shamir 2002).

It is important to understand how the dynamics of the academic communication paradigm operates in the didactic environment since they might affect many levels and facets of the teacher's identity. Thus, the relationship of self and the collective self are two ideas of the self that can be modified in the paradigm of communication among foreign language teachers by acting in different ways [2].

According to the Regulatory Focus Theory, which Higgins created in 2002, there are significant disparities between the ways in which personnel approach pleasure and avoid pain in their pedagogic professions. The ability of the educational leader to track each institution member's capacity for self-regulation, including the foreign language teachers, is one of the key tenets of educational management. The process through which foreign language teachers attempt to harmonize their professional behaviors and self-concepts in order to govern the processes of promotion, prevention, or punishment is known as self-regulation [1].

While preventive objectives reflect the must self, which includes duties, obligations, and responsibilities, promotion goals for foreign language teachers represent the ideal self, which includes dreams, wants, and aspirations. The perception, decision-making, emotion display, behavior, and performance of foreign language teachers are all impacted differently by each regulatory focus [1]. Foreign language teachers, who act primarily for promotion, are more concerned with success and aspirations, sensitive to incentives' existence or absence, more inventive in their problem-solving techniques, willing to take chances, and ready to experience competitive emotions. Teachers of foreign languages, who work in the field of prevention and regulation, are more concerned with duties and obligations, are perceptive to the presence or absence of punishments, employ avoidance as a tactic to help students meet their academic goals, and go through a range of emotions, from agitation or anxiety to calmness and tranquility [3].

The drive for stability versus the motivation for change is the foundation of the promotion-prevention effects. In an academic setting, both motives are crucial for the survival of the teaching and non-teaching personnel; prevention serves to guarantee safety and security, maintain regularity, and maintain academic standing. Promotion is meant to encourage growth and change as well as to investigate the potential benefits of innovative, new teaching methods.

The values and importance that foreign language teachers and managers place on various identities in the course of academic communication are related to the success between the teaching staff and management [4]. According to Lord and Brown (2001), the values held by managers and foreign language teachers in the educational system act as regulatory guidelines and have a significant impact on how individuals are motivated, and emotionally charged.

Values are essential to developing a charismatic and transformational manager, and they make it obvious how educational managers lead their staff. The conflict between two sets of higher-order values is the subject of the value circle:

- change versus conservation,
- self-guidance and stimulation versus security,
- conformity and tradition, or continuous self-improvement versus achievement.

The best alternative is, of course, when the educational management places the most emphasis on the second higher dimension of values, namely openness to change as opposed to conservation.

Chan and Drasgow identified three significant factors that underlie managerial personality variations [5]:

1. the affective component, where managers are motivated to lead because they enjoy the process of doing so;
2. the second motivational component, which is normatively social, where employees are motivated by a sense of duty and social responsibility;
3. the third component, which is uncalculated, where managers are motivated but do not take into account the costs of management in relation to the benefits they receive from doing so.

Personality traits, general cognitive ability, socio-cultural values, leadership experience, and managers' self-efficacy were all examined by Chan and Drasgow. The self-regulation aspect of the manager, however, needs to be emphasized [1] because it acts as a strong motivator and a key motivational principle that affects a variety of university operations.

As a result, different methods of motivation are used by foreign language teachers depending on their regulatory capacities. Promotion-oriented teachers are primarily driven by internal motivations like promotion, development, and self-improvement (performing their work because they enjoy it rather than out of obligation); they seek to realize their ideal selves, their dreams, and their hopes [3]. As a result, these foreign language teachers are categorized as pro-

ponents of the affective domain, also known as professionalization for pleasure. Teachers who focus on prevention, in contrast, are typically driven by outside factors like societal pressures, obligations, and social responsibilities (they perform their roles out of a sense of duty, because they have to). As a result, these workers are referred to as social normative field agents. It seems unrelated to the urge to activate without constraints or limitations [6].

Individualism against collectivism and vertical/hierarchical versus horizontal characteristics of social behavior are the two primary variables on which educational managers place their focus [5]. This conceptualization suggests that while teachers of foreign languages who exhibit high levels of vertical individualism are more achievement-focused and competitive, while those who exhibit high levels of horizontal individualism cherish their individuality and distinctiveness. Teachers of foreign languages with strong horizontal collectivism promote group cohesion and equality, in contrast to those with high vertical collectivism, who accept social hierarchy and tend to subordinate their ambitions to the majority. Chan and Drasgow demonstrate using this conceptualization of values how managers who score highly on the competitive and affective dimensions (i.e., are vertical individualists) and managers who score highly on the social normative dimension (i.e., are vertical collectivists) value social hierarchies but reject social equality (horizontal collectivism) [3].

It is possible to draw the conclusion that values are unquestionable realities that reflect underlying distinctions but lack any cognitive justification. According to Schwartz's theory, managers are either motivated to lead affectively by valuing rivalry and achievement or they have values of self-direction and stimulation with an openness to change [7] when focused on the openness to change versus conservation component. Socially normative managers, on the other hand, are more likely to respect social hierarchies and submit their objectives to consensus or authority or to espouse conservation values like security, conformity, and tradition.

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