

APPROACHES TO COMMUNICATION AND THEIR RELEVANCE FOR TEACHER- STUDENT COMMUNICATION IN AN EDUCATIONAL CONTEXT

Abstract

This paper objective was a survey on current academic debates on teacher-student communication. The methodology used in this paper was the study of a range of published materials (articles, reports, research studies), which provide theoretical research on teacher-student communication and ITC solutions in enhancing teacher-student communication and relations. Themes discussed ranged from: what is communication - dimensions and current theoretical delimitations, communication with and without words and dimensions of teacher-student communication. The paper provides information on each author's perspectives on communication and accomplish to cover a gap in the literature regarding different approaches to teacher-student communication. The value of this paper is that it summarises recent developments in the field and provides a context-setting narrative within which the other papers that comprise this special issue can be situated.

Keywords: communication, student-teacher communication, ITC solutions

JEL CODES: A20, A23, I23

ABORDĂRI PRIVIND COMUNICAREA ȘI RELEVANȚA COMUNICĂRII PROFESOR-STUDENT ÎN CONTEXTUL EDUCAȚIONAL

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Rezumat

Obiectivul acestei lucrări este realizarea unei cercetări cu privire la dezbaterile academice privind comunicarea profesor-student. Metodologia a constatat în studierea unei game variate de publicații (articole, rapoarte, cercetări științifice), care asigură o cercetare teoretică privind comunicarea profesor-student și utilizarea soluțiilor TIC în îmbunătățirea acestor relații și a comunicării. Temele abordate au variat de la: ce este comunicarea, dimensiunile și delimitările curente ale acesteia, comunicarea cu și fără cuvinte. Articolul prezintă informații cu privire la perspectivele fiecărui autor asupra comunicării și încearcă să completeze un gol în literatura de specialitate. Valoarea acestei lucrări constă în faptul că sintetizează ultimele cercetări în domeniu și oferă un cadru narativ în care alte lucrări, care abordează același subiect, se pot situa.

Cuvinte cheie: comunicarea, comunicarea profesor-student, soluții TIC.



Proceedings of the 10th Administration and Public Management International Conference
"Economic Sociology, Human Resource Management and Organizational Dynamics"

1. INTRODUCTION

Communication has been an ongoing concern for people since old times. In ancient Greece, for example, those who master the art of communication stated more easily in society and could gain special privileges in this way. Communication is a pervasive aspect of any human activity, personal or professional, putting his mark on the success achieved in these actions. Moreover, it is part of the infrastructure of any organization, it is the base of understanding, cooperation and action. In essence, the ability of an organization to perform depends on the content and nature of the communication, that makes information to spread, to obtain desired behaviours and to achieve objectives, but it can also distort the messages, mess things up, to cause frustration, tension or conflicts (Sabie and Androniceanu, 2012).

Over time there have been concerns on the definition of communication, both overall and in respect of certain sides of this phenomenon. So, we remember the contributions of Oliver (1997), Nemteanu (1997), Bovee and Thill (2000), Spence (1994), Eisenberg and Goodall (2004), O'Rourke (2004), Kalla (2005) who were concerned of the general definition of the communication phenomenon, stressing the two sides of the process studied as interdependence or its transactional character. Căndea and Căndea (1996), Prutianu (1998), Daft (2000), Covey (2000) and Adler and Rodman (2006) dealt closely with interpersonal communication and Simon (1997), Drenthe et. al (1998), Myres and Myers (1982), Witherspoon (1997), Burduş and Căprărescu (1999), Buckley and others (1998), Burduş, Căprărescu, Androniceanu and Miles (2000), Cheney (2007), De Ridder (2003) with organizational communication.

The levels of communication is another important issue, with contributions from Prutianu (1998), Vasile (2000), Căndea and Căndea (1996), Burduş and Căprărescu (1999), O'Rourke (2004), which identifies several distinct levels communication - intrapersonal, interpersonal, group and mass.

2. COMMUNICATION - DIMENSIONS AND CURRENT THEORETICAL DELIMITATIONS

Communication within the organization, as a form of human communication, has some features that can be studied and learned, since it constitutes a major influence factor level. Nature and role of communication is not often the subject of research or analysis, as they are considered obvious, although their importance within the organization is far from being very clearly defined.

2.1. Defining communication

What is communication? How important is it to the organization? What are its' effects on work groups results? All these questions are very important and should find their appropriate response considering the fact that managers spend at least 80% of their working day in direct communication processes with others (Mintzberg 1973 quoted by Căndea and Căndea, 1996). In other words, 48 minutes of every hour is spent in meetings, at telephone, or less formal conversations, management has a crucial position in the communication networks formed within the organization. Communication "enter" all functions to meet the managers, communication skills and basic decisively influencing the results of any management activities and, therefore, the results of any actions taken in the organization. Interesting though, even if managers spend most of their time communicating, it does not necessarily mean that they carry out these activities effectively and efficiently.

Regarding the definition of communication, there are numerous attempts, but none of them can not be assessed as satisfactory overall. One of the simplest definitions is that communication is a process of social interaction through messages (Fiske, 1990). O'Rourke (2004) deals with communication as a transfer of meaning and another broader definition considers communication as "an exchange of ideas, facts and emotions, between two or more people through words and / or symbols, influenced of technical problems of accuracy with which these symbols can be transmitted, the semantic problem of precision with which the desired symbols can transmit the desired message, and determines how effectively the purposes of understanding behavior in the desired direction" (Oliver, 1997).

More broadly, it is considered that the term "communication" includes all methods of transmission of people thoughts and feelings (Nemțeanu, 1997), however, although this is an action that everyone practice, communication is difficult to define.

There are some authors who make the difference between the generic level communication and effective communication, such as Bovee and Thill (2000, p.4) who considers that an effective communication takes place only when the participants "reach a common understanding, it stimulates others to work and encourages people to think in new ways". There are also views (Spence, 1994) that communication is always a persuasive process with a two-way sense, in which the issuer intends to influence the receiver, while others (Eisenberg and Goodall, 2004) identifies it as a process targeted only in certain situations. Continuing, in order to be effective, a message must be perceived and understood in order to produce the expected action (Spence, 1994). According to the authors mentioned above, communication is not a neutral process of information exchange, but a persuasive process, with clear purpose.

There are other authors that are making subtle differences between terms found in this area, such as Kalla (2005) who defines effective communication as an interactive process with two-way communication resulting in action or decision (even if it's not the action or decision originally intended), that effective communication can be separated from overall communication (two-way messaging, but no-action) and information (sending messages in one direction).

2.2. Interpersonal communication

Cândeă and Cândeă (1996) believes that interpersonal communication is the first tool of the human spirit in its socialization process, human beings are communicating in order to transmit ideas, feelings, emotions, opinions, attitudes, to influence, persuade or impress, to work, to join a team or just for fun. Communication is a highly complex process because it is done through several kinds of languages, it can be disturbed by various factors, depends on the context in which it is performed, is specific to each individual and may occur at different levels.

Ștefan Prutianu (1998) view human communication as a transactional type process by which people transfer the energy, emotions, feelings and can change meanings. Thus, this process always has a purpose, namely to make the partner feel, think or behave in a certain way. To communicate is to deliver and receive messages, send stimulus and collect responses. Communication can be defined as a dynamic process by which human behavior, verbal and nonverbal, is perceived and receives a response.

Communication is assessed also as the process by which information is exchanged and understood by two or more persons, usually with the intent to motivate or influence the behavior (Daft, 2000). This definition is interesting in two respects: first is that information must be understood by those involved in the episode of communication, that the receiver must be affected by this flow properly, and second, directly related to the first, represented by the need to influence the recipient information to a particular direction. Daft and Prutianu believes the idea of influencing the behavior of people involved in communication, the transactional nature of it.

One can say without exaggeration that nothing can stop human beings to communicate, people communicate through their activity or inactivity, by their appearance or behavior. The communication is irreversible, is impossible to go back on what already has been sent. There is however a possibility to explain, to clarify, to present that message in other words, but it can not be removed as much as you would like it. Once delivered and received, the message belongs jointly to both the person who submitted and those who received it.

An interesting vision of Adler and Rodman (2006, p.4) is that they see communication as a process by which human beings respond to symbolic behavior of others.

Thus, in communication the crucial dimension is interpersonal relationship (Covey, 2000), poor relationships conducting usually to poor communication, people becoming suspicious, suspicious, wrongly interpreting the meaning of certain words and intent of the communicator. Therefore, strained or antagonistic relationships between communicators can lead to distorted communication and even block communication channels. If interactions are harmonious, the communication episode runs smoothly. It is therefore important to establish harmonious relationships with partners, to pay attention to interests, needs, hopes, fears and doubts that people interact.

2.3. The communication process and its components

Communication process definition proposed by Bowditch and Buono (1985, p.81 quoted by Kreitner and Kinicki, 1989) translateing "exchange of information between sender and receiver, and interference (perception) of meanings between individuals involved" indicates that this process may be described by a series of clear steps and a series of elements that are closely interdependent. Managers who understand these actions may consider, first, their means of communication and, secondly, can design communication programs that align with the needs, objectives and characteristics of work groups or run organizations.

A model of the communication process. There are many who consider communication as easy just because they communicate effortlessly and without a full awareness of the process, but communication is often complex, and "opportunities" for sending or receiving incorrect messages are numerous, and therefore the concerns have emerged on the definition of appropriate models for the complexity of the situation.

Concerned professionals have advanced many such models of communication. Among the first are those of Shannon and Weaver, American researchers who appreciated this process as beeing linear, between a transmitter and receiver, through a channel with a code, in the presence of a certain "noise", Gerbner's model that emphasizes the perception, specifically Lasswell's mass communication, or contribution by Newcomb, who first brought the issue of communication in a social relationship, the communication process within the school, moving to semiotic school that emphasizes the meaning and methods of production to school in Palo Alto, which considers communication as a social phenomenon and try to build the integrated logic link between relational and organizational aspects (Tran and Stanciugelu, 2003). School is based in Palo Alto phrase "everything is communication", communication

is the new term which expresses man's relationship with the world, providing rules of understanding of all things and issues.

Transmission through communication channels can make some problems (Greenberg, 2002), since there are many ways that information can circulate, such as telephone lines, radio or TV signals, fiber optics, and even waves that transmit vibrations of the human voice. Thanks to modern technology, people can exchange messages through a variety of channels suitable both visual and oral information. However, regardless of channel chosen for transmission, the goal of communicator must be the same: understanding of the intended message by the receiver.

Communication channel capacity is influenced by the ability to transmit multiple signals simultaneously, to facilitate rapid feedback and both ways and establish a personal communication. Face-to-face discussion is the greatest capacity for interaction that allows direct reception of multiple signals and immediate feedback.

It is important that teachers and students to understand that each communication channel has advantages and disadvantages and all can be effective and efficient in the right circumstances. Selection of these channels must be made according to message type, arising out the key to success in choosing the appropriate channel for the right message. Noise or distractions factors occur along the message path from transmitter to receiver and can affect the quality of communication, distorting its meaning through a filter, blocking, jamming, etc. that can act in the encoding, transmission, and / or decoding messages.

Feedback appears when the receiver responds to the transmitter with a different message; when the feedback is missing, communication takes place in a single direction, and when it appears, the communication gets a double valence. Feedback is a very powerful tool that can be used to improve efficiency and effectiveness of communication, because it makes possible to verify the correct understanding of the message. To be effective, feedback should not only achieve its goal, but to keep open the relationship with the interlocutor, it must be an invitation to interaction through communication and to the creation and deepening of relationship (Cândeș and Cândeș, 1996). This aspect is important for successful communication because it takes place on two interrelated levels - relational and information, the communication is not limited, especially in an organizational context, at the transmission of information, but is limited to induce a particular behavior (Tran and Stănciugelu, 2003).

This type of interaction occurs frequently in teacher-student communication, the teacher providing positive or negative feedback to influence the actions of students, guidance, advice, training and information for evaluation also calls for student feedback and should be able to receive it (Cândeș and

Cândeă, in 1996). To be effective, feedback should be descriptive rather than evaluative - evaluative words generates defensive reactions and blocking communication channels, to be specific, clear and specific, to be provided at the right time - as close to production behavior to be expressed in terms relevant to the recipient's needs, and to be usable - to refer to something that is for the recipient to do or change.

Students should be able to discern between good and useless feedback and useless based on its communicator experience to assess the validity and credibility of the source, to take into account the emotional state of the providing or receiving feedback (especially in negative feedback). Skills for supply and demand feedback are part of teacher competence to communicate, his positive attitude in all these acts of communication is essential. Thus, because of the multitude of disturbances or communication barriers, the only way to determine whether the communication was carried out successfully is to use feedback that people communicate, whether it is a verbal response (s), a nonverbal response (a raised eyebrow, a smile, an angry expression) or no answer - to be interpreted as indication that the message has not been heard, understood or accepted (Sigband, 1982).

3. COMMUNICATION WITH AND WITHOUT WORDS

Communicating with or without words? Although many managers in modern organizations are more concerned about the communication through words (written or oral), perhaps because it is less obvious and more easily standardized, non-verbal communication (without words) has a major influence in the working groups, with obvious issues as how to dress or waiting time, and other, more subtle ones, such as spatial language.

3.1. *Written Communication*

Members of organizations use written communication in high proportion in the course of their work, to request or send internal memos, reports, decisions, plans, letters (Burduş and Căprărescu, 1999); so it becomes inevitable in the life of any individual, with a predominantly pragmatic, objective and accessible character, and work-related (Vasile, 2000).

Written message, in order to be effective and efficient, must meet certain conditions related to legibility, correctness, suitability and thinking (Cândeă and Cândeă, 1996): written message must be easy to read - the language must be correlated with reader's characteristics, text structure must guide the reader to conclusions; punctuation and grammar must be correct, appropriate form of text, text coherence, must be suitable for transmission direction - for bottom-up communication should be retained need to adopt a correct attitude and appropriate tone not to endanger the message, compliance level of detail - enough

detail but not too many and must distinguish clearly between facts and opinions, and if top-down communication is necessary to show diplomatic interlocutor interaction, ensuring clarity of purpose and motivation to achieve that goal, should be well thought - have an appropriate structure, content that they read properly, his intellectual skills, to make clear separation between the actual and possible actions to take power conviction.

Where written communication, must always be taken into account, besides accuracy, clarity, concision (Burduş and Căprărescu, 1999), and the requirement relating to courtesy, also the consideration for the recipient (Sigband, 1982), without which the written material will miss one of the most important ingredients for achieving purpose. Lack of ability to write properly can become a handicap for an individual, affecting not only communication, but also self-image, success in work depending also on written communication (Vasile, 2000), with the risk of creating an unfavourable image of the person or organization, that is inadequate in content or form of a letter, addressing mistakes, grammatical errors, wrong tone or style.

3.2. Verbal communication

This type of communication is frequent within the organizations, professionals considering that 70% of internal communication is done orally (Burduş and Căprărescu, 1999, p.429); verbal communication takes place through language, being influenced by personal experiences, knowledge and values to which the individuals report when they send and receive the messages.

Verbal communication is about facts, events, feelings and reactions to certain situations, opinions on various topics, opinions and attitudes that express a particular position, subjective viewpoints etc. and it is affected by perception, many problems could occur due to different interpretations of the same message.

O'Rourke (2004, p.84) suggests that when a manager is preparing a speech to consider the following steps: setting a strategy, knowing the audience, clarifying why the discourse, finding as many things on the occasion, anticipating questions, identifying barriers that may arise in communication, support words with credible evidence, appropriate organization of ideas, maintaining audience interest, selecting the right approach for transmission, repeating speech to gain confidence in the message before sending it. These steps are also valid for a teacher.

Oral addressing takes place in connection with the exchange of information, training, creation or modification of individual and group identities, maintaining a certain organizational culture, preparation

and implementation of change, respect for traditions and customs, creating and maintaining relationships, etc.

Taking into account the material form, you can choose one of the following methods of presentation: presentation after a memorised text, reading from the manuscript (acceptable only in critical situations), free presentation (after summary notes or other material support) and improvised presentation (without training) (O'Rourke, 2004). The difference between the speed of speech and the reception (Cândeă and Cândeă, 1996) - the audience is able to process information faster than the speaker can provide it, visual aids can be used to emphasize an idea, to clarify something or to provide information related to the topic (Level and Galle, 1988).

“Question - answering” situations are a communication activity very difficult and delicate, even if it to answer questions related to oral appeals or questions regarding any activity or situation. A problem in these situations is the time to be accepted questions. Starting from the desire like the speaker to retain permanent control on communication protocols, for addressing it should be noted at the outset when you want to answer the questions: during or at the end of communication. If questions are put on the way, responses will be more relevant to the one that address the questions and feedback will be quick, but they can disrupt the preliminary planning of material and time spent and can enter information prematurely. If questions are put at the end, may be kept programming control and introduction of information, but may lose the attention of those who would like clarifications. In a “question – answering” communication situation is very important to have an attitude control, the defensive or aggressive attitude should be avoided (Cândeă and Cândeă, in 1996). It is also important that the person that must answer to be sure he properly understood the question, to answer briefly and clearly (if not known the answer, to recognize this) and note that is owed to the entire audience and not just to one who asks.

Improvised speech communication appears frequently in the organization and its quality depends on the communicator's ability to create a period of grace to use it, choose the best content of the message and choose non-verbal language to sustain and strengthen posts transmitted and play attitude of respect for the interlocutor, for the topic of interest and willingness to respond.

Verbal communication requires the communicator the ability not only to be able to signal, but also the ability to listen, and experts say that only 28% of adults listen to what they say (Burduş and Căprărescu, 1999), which leads to some major problems with the effectiveness of oral communication. A successful oral transmission of the message depends on a good voice stamp, careful use of vocabulary, appropriate dress during communication and clarity of thought (Baldrige, 1993), returning much of importance on nonverbal elements.

3.3. Nonverbal communication

This type of communication is the transmission - intentionally or unintentionally - of messages that are not coded in the form of words spoken or written (Vasile, 2000). It came as written communication by the graphics of the sheet (space, form letters, distance between rows, etc.), structure and format of writing and oral communication through sensory nonverbal communication through the senses (sight, hearing, smell, etc.), the language of time, space, color. Understanding nonverbal communication messages is valuable, especially in oral communication, which is considered as the most important is the nonverbal messages at a rate of up to 90% (Zorlențan, 1996). A face-to-face meetings study with a relative weight of features comprising the message is allocated as follows: 7% impact report (words), 38% impact of voice (tone, pitch, timbre), and facial expressions 55% (Mehrabian 1968, 1971 quoted by Daft, 2000).

Nonverbal communication may support, contradict or replace verbal communication, while having regulatory role and its control. Nonverbal message is the closest to the reality of the transmitter and is the one to which is given by the interlocutor the biggest attention. There is a study which showed that when verbal and nonverbal messages are contradictory, the receiver becomes confused and will usually give greater weight to measures of behavior (nonverbal) than to verbal messages (Shepperd, 1986, quoted by Daft 2000).

The most important elements of nonverbal communication are related to body language, spatial language, the language of things and color, time language and preverbal language, each of these messages intervening in communication episodes involving people in general, and managers in particular.

Body Language - nonverbal communication is transmitted through body movements and facial expressions of the transmitter, as well as its physical location to the receiver (Johns, 1998). To have knowledge in this area makes it possible to use their body language and interpretation staff, having the opportunity to respond effectively in dealing with them (Ruck, 2000). Body language contributes to communication by facial expression, body movement (gesture), posture, head shape and position, general appearance, tactile communication (physical contact), eyes / eye contact. Experts argue that non-verbal signals are born with, learned, genetically transferred or acquired by other means (Pease, 1993).

Space Language - spatial relationships affect the quality and quantity of communication in that too much or too little space may inhibit the free flow of information. Everyone has preferences about the distance from that or those who communicate with them, according to the relationship and

communication context, defined itself and intimate space, personal space, social space and public space. Getting to close can communicate threat or personal relationship; a large distance can communicate excessive arrogance, importance, higher social status. If the person is important, he will tend to choose a bigger office, which requires a greater distance from the speaker. By tracking how people tend to choose their place in a room and how they mark their personal space by spreading sheets, legs extent etc. we can identify what they will want to communicate.

Things and Colors Language - is considered important because personal things are, intentionally or not, telling about the holder elements, are status symbols, significance, concern, lifestyle, etc. and colors influence, in turn, communication. First, the colors forward some ideas about who use them (for personal belongings, decorations, clothing), and secondly, colors affect the way we communicate: warm colors (yellow, orange, red) stimulates communication, while cold colors (blue, green, gray) inhibit communication; monotony and excess variety of color, inhibit and distract the communicators.

The language of time - time is an important indicator of feelings, attitudes and opinions of communication partners. How people communicate through this language it takes the precision of time, his absence time as a symbol (Cândea and Cândea, in 1996). Precision time communicates attitude towards partner or a particular activity, perception and power status, respect and importance given. Lack of time is taken during the discussion because people perceive as a limited personal resource and, therefore, how shall each person choose to use it shows the attitude toward someone who is applying for this resource. Sociologists have found that positive communication relationship grows proportionally with the frequency of interaction (time spent together). Time as a symbol for repeating activities keeps of a certain habit, a certain pattern (eg eating three times a day and at certain hours, holidays and rituals marked the time and is known around the holidays we buy more and work less).

Preverbal language - represented everything that transpires beyond words, behind them, the subtext, about pronunciation or writing words (Prutianu, 1998). There are many elements incorporated in verbal message which, beyond the associated content, beyond the meaning of words, cause different emotional reactions: voice, tone and rhythm of speech, writing style, breaks between words, accents and even stammering. Their intervention over the verbal message can cause weakness, distortion or increasing significance of words contained in the message. Preverbal aspects of communication are called metacommunication or metalanguage, a language found hidden within the language (Pease and Garner, 1994, p. 12).

3.4. Efficient and effective listening

Listening is an important component of the communication process, with speaking, reading and writing, being recognized that a good communicator is a good listener first. This dimension is important both for the accuracy of communication and its relational content, communication effectiveness and efficiency is increasing positive attitude and concern over the relationship between communicators support (if the relationship is broken, communication can become unclear, imprecise or even impossible).

Receiving and understanding the message by the receiver is vital in the communication process (Daft, 2000); listening involves in the same time skills for understanding facts and feelings, verbal and nonverbal elements in order to interpret the real meaning of messages.

Benefits of a better listening are represented by the acceptance shown by this action, it promotes better skills to solve problems, improve self-image of the caller, passing over the self concentration (O'Rourke, 2004). Moreover, the hearing is central to creating and maintaining relations with a major influence on oral communication episodes. The signals sent to speakers determine how they will continue "hostilities", this episode can improve, or rather, degenerate.

For teachers is important to learn the skill of active and interactive listening. Active listening involves a series of activities designed to ensure proper receipt and retention of message when the opportunity to interact directly with the speaker is limited (eg in case of an oral presentation). Interactive listening involves opportunity to interact directly with the speaker in two ways: by putting questions and by requesting confirmation (by paraphrasing, perception checking the message, request additions and summarization).

When practice the correct listening skills should be aware of distractions (Cândea and Cândea, 1996), among which most important are lack of interest and willingness to listen, attitudes and preconceptions, the difference in status, egocentrism in communication, the trend towards polemic, resistance to change, daily worries, the language used by the speaker, speech rate, receiving and processing information, internal and external physical disturbance (noise, visual stimuli, voice characteristics, the appearance of the speaker, wrong physiological time).

For a more suitable listening, Kreitner and Kinicki (1989) recommended improving skills by finding areas of common interest, evaluating the content of the message and not the way of transmission, focusing on the ideas submitted, maintain flexibility and not least, avoid preconceived ideas.

3.5. A new communication form – online socialization

This form is subscribing to a mediated technical communication, which is becoming more and more a permanent part of contemporary human labor, as few cases exists where employees are not in a position to use one of the technical means through which communication can take place today. Mediated technical communication term is used to describe precisely those forms of communication in which messaging is done through artificial means (Vasile, 2000). Currently, computers are a mandatory presence in the business world, even becoming a "driving force of rapid change which they suffer" (Vasile, 2000, p. 35). Thus, people have access to a large quantity of information or new ways to carry out their work - for example, home working, employee of the organization by linking computer without having to be physically present. Email can be used for receiving the message almost instantly, regardless of the distance. Therefore, how people live and work changed (Greenberg, 2002). There are many cases in which work is taking place in the virtual environment, you can work and colaborate with people from other parts of the world, email is checked for at least several times a day, spend considerable time online. The Internet has become so central to the way people communicate today for professional scope, and beyond.

In this context, there is a new form of communication - online socialization (words of English language being social media, Web 2.0). This online socialization is using a set of online communication means based on connectivity, community, conversation, openness and participation (ICrossing, 2007) and includes, as main components: inter-networking sites online (online social networks) - sites that allow members to create their own pages and then come in relation to other members to communicate and exchange content (eg LinkedIn, Facebook, MySpace), blogs - online journals posted with the latest entries on top list; online encyclopaedias (wikis) and other sites that allow adding and editing content in an existing base (eg, Wikipedia) Forums - special platforms that enable online discussions, community content - groups of people organized online around common interests, for example photos (Flickr) and videos (YouTube).

Besides these main elements, there are several other possibilities such as using podcasts - audio and videos available online based registration (Apple iTunes) and micro bogging site - a combination of inter-sites networking and very small blogs, where short messages are distributed online with a much higher frequency (sometimes several times a day) to keep them abreast with the network performance of a particular event (a leader in this area Twitter). Another very useful application is RSS (acronym for Really Simple Syndication or Rich Site Summary) is actually a kind of subscription made online for a particular topic and which points whenever there is a novel about the chosen topic with a high utility by filtering large quantities of existing information online.

Socializing online started growing importance in people's lives, with a very vigorous rhythm of development. For example, at the end of 2007 over 110 million blogs were sighted by Technocrats - a search engine specialized in this type of content, with almost 50 million more than at the start of that year over 100 million videos viewed daily on YouTube and created over 200 million profiles on MySpace (ICrossing, 2007).

Rapid sharing of ideas, cooperation, collaboration and finding quick solutions to problems have become much easier by "supporting" this network of people with common interests or stakes. Although at first online socializing was more personal in nature, people calling her free time, companies and their employees have begun to use these resources to support their pursuit of their activity, with numerous examples.

Implementation of online social media in the organization may involve certain risks; including two aspects more obvious that may become problematic - distracting employees and loss of confidential information. And even if there are some managers who currently fail to see the benefits of this communication form, there are specialists who appreciate that is inevitably to accept its inclusion into organizations (Holtz, 2006), as happened in other cases (eg, instant messaging).

In conclusion, given the existence of a high potential for achieving the benefits of using this type of communication within the organization, the decision on its introduction must be weighed as quickly as possible by management companies, but with particular attention paid to the formulation of principles and rules for using these tools and making them work content performed.

Reality shows us that any message, once delivered and accepted, can not be taken back or changed. You can make additions and may offer explanations, it can soften the message, but can not return any way at the existing condition before it was launched. Once delivered and received, the message belongs jointly to both the person who submitted and those who received (Prutianu, 1998). Thus, people should pay special attention to communication, particularly in labor organizations or groups they belong, where not only individual results and activities may be affected, but rather the collective.

4. DIMENSIONS OF TEACHER – STUDENT COMMUNICATION

In teacher-student communication processes, and not only, we can encounter four basic communication styles, such as: assertive, aggressive, passive and passive-aggressive.

4.1. *Four basic communication styles*

Assertive Communication. The most effective and healthiest form of communication is the assertive style. It's how teachers/students naturally express themselves when their self-esteem is intact, giving them the confidence to communicate without games and manipulation. When they are being assertive, they work hard to create mutually satisfying solutions. They communicate their needs clearly and forthrightly. Teachers and students care about the relationship and strive for a win/win situation. They know their limits and refuse to be pushed beyond them just because someone else wants or needs something from them. Surprisingly, assertive is the style most people use least.

Aggressive Communication. Aggressive communication always involves manipulation. Teachers or students may attempt to make people do what they want by inducing guilt (hurt) or by using intimidation and control tactics (anger). Covert or overt, they simply want their needs met. Although there are a few arenas where aggressive behavior is called for (i.e., sports or war), it will never work in a relationship. But even war might be avoided if people could learn to be more assertive and negotiate to solve their problems.

Passive Communication. Passive communication is based on compliance and hopes to avoid confrontation at all costs. In this mode, usually students don't talk much, question even less, and actually do very little. Passives have learned that it is safer not to react and better to disappear than to stand up and be noticed.

Passive-Aggressive Communication. A combination of styles, passive-aggressive avoids direct confrontation (passive), but attempts to get even through manipulation (aggressive). This style of communication often leads to office politics and rumour-mongering.

Clearly, for many reasons, the only healthy communication style is assertive communication. Surely we can identify many people in our own life that favor each of the four styles. Most of us use a combination of these four styles, depending on the person or situation. The styles we choose generally depend on what our past experiences have taught us will work best to get our needs met in each specific situation. Understanding the four basic types of communication will help teachers and students learn how to react most effectively when confronted with a difficult person. It will also help them recognize when they are using manipulative behavior to get their own needs met.

4.2. Effective teacher-student communication

Effective Teacher – Student Communication is an important tool to enhance students' academic performance and self-development. In the traditional classroom scenario, communication between the teacher and students occurs mainly during lessons, with little opportunity for interaction outside of class.

Since much of the learning activity occurs outside the classroom, this limited teacher-student communication is ineffective. The communication outside the classroom plays an important role in student's performance as the communication in the classroom limits the learning process to the subject that's being taught. Students require more than rigid classroom interaction. There are various factors that contribute to the student-teacher communication problem. These factors can be grouped into two categories: student related causes and teacher related causes. Student Related Causes: Many students are uncomfortable when their work is evaluated or commented upon. These under-achiever students prefer to remain anonymous instead of approaching their teachers for help. Students also lose interest in writing very easily. Teacher Related Causes: There is an obvious lack of motivation among teachers. Teachers fail to see students as individuals and class them together into general categories. This kind of categorization prevents teachers from communicating with each student or helping each student with his/her difficulties. Instead, teachers tend to deal with the whole groups of students at a time and therefore 'dilute' whatever information they are trying to communicate (Dhrra, 2009).

Teachers' communicator style, their use of friendly, relaxed, and impression-making qualities, has been associated with students' cognitive, affective, and behavioral learning (Anderson, Norton, & Nussbaum, 1981; Myers & Horvath, 1997; Norton & Nussbaum, 1980), as well as student perceptions of teacher immediacy, or verbal and nonverbal cues that convey warmth, interpersonal closeness, and availability to the students (Anderson et al., 1981). A substantial literature has linked student perceptions of instructor immediacy to important educational outcomes, including attendance (Rocca, 2004), information-seeking (Myers & Knox, 2001), participation (Gendrin & Ruckin, 2007) and learning (Witt, Wheelless, & Allen, 2004).

Norton (1978) conceptualized communicator style as a pattern of communicative actions that signal the interpretation of literal meaning. For Norton, the way that information is communicated to others is central to determining how meanings should be comprehended. This pattern of communicative actions is comprised of any combination of ten independent communicative attributes: friendly, impression leaving, relaxed, contentious, attentive, precise, animated, dramatic, open, and dominant. *Friendly* communicators convey kindness and caring through encouragement and acknowledgment of others. *Impression leaving* is characterized by a memorable style of communicating that expresses affiliation and seeks information from others. *Relaxed* communicators are identified as individuals who are free of anxiety and avoid nervous mannerisms in social interactions. Individuals who are argumentative, aggressive, hostile, or belligerent are characterized by a *contentious* communicator style. *Attentive* communicators are empathic listeners who show interest in what others say. *Precise* communicators are concerned with constructing accurate and well-defined arguments that are supported by evidence or

proof. *Animated* communicators embellish content through the use of nonverbal cues, such as eye contact, facial expressions, gestures, movement, and posture. Similarly, *dramatic* communicators emphasize content through exaggerations, stories, voice, and rhythm. Communicators who are extraverted, approachable, unreserved, and affable display an *open* style. Last, dominant communicators aim to take charge in communicative situations by using a loud vocal tone and controlling the length of conversations by talking without interruptions (Johnson & Evans, 1997; Myers, Mottet, & Martin, 2000; Rovai, 2003).

In conclusion, the importance of communicator style in an educational context lies in its potential as a predictor of teaching effectiveness or positive student behavior. For instance, instructors who are perceived by students to use attentive, impression leaving, dramatic and relaxed styles are viewed as effective (Norton, 1977; Norton & Nussbaum, 1980; Nussbaum, 1981), as better instructors (Anderson et al., 1981; Schroeder & Leber, 1993), and as agents of influence on students' perceptions of their own cognitive, affective, and behavioral learning (Anderson et al., 1981; Myers & Horvath, 1997; Norton & Nussbaum, 1980). **A friendly communicator style**, for instance, has been found to be the best predictor of students' perceptions of teachers' immediacy (Anderson et al., 1981). The way in which students respond to teachers' communication in the classroom and students' perceptions of teachers' immediacy are both associated with important learning and classroom-level outcomes (Myers et al., 2000; Witt et al., 2004).

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